

Educator Induction Plan Guidelines

February 2019



COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

333 Market Street

Harrisburg, PA 17126-0333

www.education.pa.gov



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Introduction

Educator quality is the largest single factor influencing student learning. Therefore, a high-quality educator induction program is an essential first step to facilitate entry into the education profession and the teaching of Pennsylvania's high academic standards. Support for new teachers increases retention rates, and those who participate in intensive induction programs are more likely to:

1. Use instructional practices that improve student achievement;
2. Assign challenging work to diverse student populations;
3. Use standards-based curriculum frameworks; and
4. Accomplish the goals of the curriculum.

Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession.

Since 1987, school districts, intermediate units, charter schools, and area vocational-technical schools in Pennsylvania have been required by the Pennsylvania Code (22 Pa. Code §49.16 and §49.83) to have a state-approved teacher induction plan for first-year teachers.

Each school entity shall submit to the Pennsylvania Department of Education (PDE) for approval, a plan for the induction experience for first-year teachers (including teachers in pre-kindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more, and educational specialists.

The length of the induction program must be a minimum of one school year; however, the school entity may choose a longer period. The regulations require that induction plans be updated every six years.

The induction plan shall be prepared by an induction educator committee which includes teacher or educational specialist, or both, selected by teachers, educational specialists, and administrative representatives chosen from the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.

22 Pa. Code §49.16(c) states that the induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator, and the induction team.

According to 22 Pa. Code §49.16(d), criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Learners and students with Individualized Education Programs (IEP).

Each school entity shall submit to PDE for approval a plan for the induction experience for the following staff:

1. All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity;
2. Substitute teachers and other professional employees (who may be required or minimally afforded the opportunity to participate in an induction program at the option of the employing school entity); and
3. Newly-employed educators with prior school experience who may be required to participate in an induction program at the option of the employing school entity.

Participation in the induction program process is optional for nonpublic and private school entities serving students from birth through grade 12 but is required for permanent certification. Nonpublic and private school entities may submit induction plans to the PDE for approval.

State-owned and approved schools for special education are required to submit educator induction plans to PDE. Other private schools must have a PDE-approved educator induction plan on file to enable their teachers/specialists to obtain a Level II Certificate.

These Induction Guidelines recognize the need for special induction activities to strengthen the capacity of new school administrators to become outstanding managers and educational leaders, and to enable them to make better, informed decisions which improve their schools' teaching and learning environments with the ultimate outcome of improving student achievement. The Pennsylvania Inspired Leadership Initiative (PIL) (Act 45-2007) provides a statewide, standards-based, leadership professional development and support system that embraces the regional collaboration of the intermediate units and their partners.

These guidelines are designed to assist school entities with preparing educator induction plans that meet the state requirements to provide a high-quality induction experience for new teachers, educational specialists, and long-term substitutes.

Standards Aligned System

The Standards Aligned System (SAS), developed by PDE, is a comprehensive, research-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to integrate SAS into the classroom by PDE's SAS portal at www.pdesas.org.

The SAS portal is designed to organize and deliver educational content carefully aligned to the Pennsylvania Academic Standards and provide educators with integrated classroom tools to enhance their teaching effectiveness. The SAS portal also provides Pennsylvania educators with leading edge networking technologies that create opportunities to communicate and collaborate with peers across the commonwealth.

Effective professional development, beginning with aligned induction activities, will help prepare new teachers to utilize the SAS framework, along with student performance data, improve student achievement, and enhance instructional practices.

Pennsylvania's Standards Aligned System



There is extensive research regarding what makes a great school. Although there are many intangible components, research supports that high performing Pennsylvania schools and school systems tend to have six common elements:

- a. **Standards** – Pennsylvania's Core Standards define what students should know and be able to do as a result of instruction.
- b. **Assessments** – Assessments offer tools and resources to support the process of assessing, evaluating, and documenting student learning in order to improve professional practice and increase student achievement.
- c. **Curriculum Framework** – Drawn from the Pennsylvania Core Standards, the Curriculum Framework is a set of teaching topics by subject and grade level further defined using Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.

- d. **Instruction** – Pennsylvania has adopted the Charlotte Danielson Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:
- Planning and preparation
 - Classroom environment
 - Instruction
 - Professional responsibilities
- e. **Materials and Resources** – Support standards align instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multimedia content examples for use in planning and delivering instruction.
- Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.
- f. **Safe and Supportive Schools** – Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:
- Engagement
 - Safety
 - Environment

Educator Effectiveness System: Act 82 of 2012

Beginning with the 2013-14 school year, the evaluation of professional and temporary professional employees serving as classroom teachers changed from the two current categories of Satisfactory and Unsatisfactory (Failing) to four categories: **(1) Failing** (Unsatisfactory); **(2) Needs Improvement** (Satisfactory) except under certain conditions - any subsequent overall rating of "needs improvement" issued by the same employer within 10 years of the first overall performance rating of "needs improvement" where the employee is in the same certification shall be considered Unsatisfactory; **(3) Proficient** (Satisfactory); and **(4) Distinguished** (Satisfactory).

According to Act 82 of 2012 (22 Pa. Code §19.1), 50 percent of the teaching assessment is based on observation, including: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. **The Pennsylvania Department of Education has developed a rating scale to reflect student performance measures and employee observation results and establish overall score ranges for each of the four rating categories: Distinguished; Proficient; Needs Improvement; and Failing. Information about the rating scale can be found on the Educator Effectiveness page on PDE's**

website. The remaining 50 percent of the teacher assessment will be data driven using multiple measures that include 15 percent based upon building level data, 15 percent based upon teacher specific data, and 20 percent based on elective data as set forth in the Pennsylvania Code (22 Pa. Code §19.1).

Non-tenured teachers are evaluated a minimum of twice during the school year and **tenured teachers** are evaluated at least once during the school year. An administrator supervises teachers using the Danielson Framework or a PDE approved alternative model. (See pages 9-13 for a detailed explanation of the Danielson Framework for Teaching).

Preparing the Induction Plan

Teacher Induction Participants

Educator Induction Committee

The educator induction committee is responsible for the development and operation of the educator induction program at each school. The committee must include teacher or educational specialist, or both, selected by teachers, educational specialists and administrative representatives chosen from the school entity.

Sample committee member list:

| Name | Category (Job Title) | Selected by |
|-------------|----------------------|----------------------|
| John Doe | Principal | Superintendent |
| Sally Smith | Elementary Teacher | Selected by teachers |

Higher education teacher preparation programs may be represented on the educator induction committee to enable colleges/universities to meet the requirement of providing ongoing support for novice educators in partnership with local education agencies (LEA) during their induction period, including observation, consultation, and assessment (22 Pa. Code §49.14(4)(ix)). The size of the committee is determined locally.

The educator induction committee is responsible to perform the following:

- a. Ensure proper representation on the committee;
- b. Conduct meaningful needs assessment activities;
- c. Develop an appropriate educator induction program; and
- d. Conduct an annual evaluation of educator induction program.

An educator induction coordinator shall be identified and shall perform the following duties:

- a. Schedule and implement an appropriate induction program, as designed, and directed by the educator induction committee;

- b. Chair the educator induction committee;
- c. Oversee the educator induction program;
- d. Maintain adequate record keeping of educator induction program activities and participating educators;
- e. Coordinate and oversee selection of mentors and assignment of inductees
- f. Provide training for new mentors; and
- g. Identify and provide for appropriate resources to support educator induction activities (i.e., time, scheduling, space, and funding).

Below are the building educator induction team membership, roles, and responsibilities:

- a. Building educator induction teams include the principal, mentors, inductees, and other support staff as needed.
- b. The principal's role as instructional leader is to organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, and students.
- c. The principal facilitates the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates inductees.
- d. Other administrators or support staff can provide job-specific help to teachers and/or specialists.

Mentors

Chapter 49 requires a mentor relationship between the inductee and the educator induction team. The educator induction committee should determine the criteria for mentor selection (see 22 Pa. Code §49.16).

Recommended criteria are:

- a. Similar certification and assignment
- b. Outstanding work performance
- c. Models continuous learning and reflection
- d. Knowledge of district/school policies, procedures, and resources
- e. Ability to work with students and adults
- f. Willingness to accept additional responsibility
- g. Mentor training or previous experience
- h. Compatible schedules so the mentor and inductee can meet regularly
- i. Training in use and application of the Standards Aligned System
- j. Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge
- k. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- l. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- m. Developing assessments that are based on standards and eligible content
- n. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS))

- o. Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1)

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include district incentives.

Mentors provide the following types of support to inductees:

Instructional support such as:

- a. Classroom management
- b. Standards-based instructional planning and implementation
- c. Standards-aligned teaching strategies
- d. Differentiated instruction and supports for struggling students
- e. Observations and conferencing with the beginning teacher
- f. Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
- g. Data-informed decision making

Professional support such as:

- a. Information about school policies and procedures
- b. Student formative and summative assessments and evaluation
- c. Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- d. Information about quality professional development opportunities

Personal support such as:

- a. Introductions to other faculty and administrators
- b. Personal encouragement within the context of a confidential relationship
- c. Liaison to referral to other key people and resources

Inductees

Inductee responsibilities should include attending all orientation activities, seeking help when needed, observing experienced teachers/specialists, meeting regularly with mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

- a. Actively participate in mentoring activities and relationships
- b. Seek out help from colleagues
- c. Accept and act upon constructive feedback through open communication with the mentor
- d. Schedule observation of experienced teachers at work

- e. Schedule classroom observation by the mentor
- f. Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter
- g. Maintain a confidential relationship with the assigned mentor

School principals provide support such as:

- a. Opportunities for professional development related to the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235). The code is found in Appendix A and sets forth rules of conduct to which professional educators are legally bound. **New employees should be informed of the code and given a copy.**
- b. Creating a culture of teaching and learning that supports professional collaboration among both new and veteran teachers
- c. Designing appropriate schedules to support new teachers as they develop professional skills
- d. Acquiring and providing appropriate resources to support educator induction activities (time, scheduling, space, funding)
- e. Periodically evaluating (twice during the school year) non-tenured teachers using the Educator Effectiveness System in accordance with Act 82 of 2012.
- f. Facilitating activities to enhance the relationship between mentors and beginning teachers
- g. Accepting the confidential relationship between each teacher and mentor
- h. Identifying and selecting highly qualified mentors

Goals and Competencies

Goals

The overarching goal of the educator induction program is to provide support for new educators to ensure an orderly and successful experience during the first year of employment. Individual goals could include the following:

- a. To provide educators with an overview of professional practice within the context of the Danielson Framework for Teaching
- b. To provide new educators with basic information and knowledge about the school, school district, and resident students in order to increase their effectiveness in fulfilling their duties
- c. To provide specific training in the Standards Aligned System, data informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students
- d. To provide new educators with staff development experiences to achieve a successful transition into the district's educational program
- e. To provide experience, professional insights, and encouragement to achieve success as new employees

Competencies

Induction plans should outline specific teacher competencies that will be taught, modeled, and measured during the induction process. The competencies should include working knowledge of the Standards Aligned System and how to use the resources of PDE's SAS web portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments, and support struggling students. The plan should be aligned with district goals and students' needs, and it should include induction activities that focus on teaching diverse learners in least restrictive environments.

Needs Assessment

The needs assessment is completed by reviewing multiple information sources and it is used in establishing goals and competencies for the educator induction plan. The needs assessment should include data from multiple perspectives (e.g., student achievement levels, identification of strengths and areas of concern based on teacher surveys).

Needs assessment data should be collected using valid indicators of student knowledge and skills such as:

- a. PSSA and Keystone Exam data, Classroom Diagnostic Tools data, PVAAS, and eMetric data, and data from other standardized tests, benchmark assessments, or locally developed and validated assessments. Ongoing student achievement data analysis will provide teachers with focused educational activities aimed at improving student achievement;
- b. Data on instructional models will provide new teachers with information on educational initiatives at the local, state, and national levels;
- c. Knowledge of successful research-based instructional models such as those found on PDE's SAS web portal under "Instruction" should be taken into account;
- d. Interest surveys used as documentation for the comprehensive plan, or locally developed surveys by intermediate units or school districts that provide focused direction for new teachers. Such surveys should be valid indicators of quality leadership and quality teaching, reflect a continuous learning ethic, and be indicative of educators' ability to make artful use of the supporting educational infrastructure; and
- e. Information collected from previous educator induction programs (e.g., program evaluations and second-year teacher interviews).

Professional Development Activities and Topics

In accordance with Act 82 of 2012 (22 Pa. Code §19.1), 50 percent of an educator's evaluation is comprised of multiple measures of student achievement. The Danielson Framework for Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses the complex activity of teaching by defining four domains of teaching responsibility, each with its own set of essential professional practice components. The four domains and their components are listed below. When developing the educator induction plan, the Danielson Framework and its four domains and their components should be the primary focus for new

teacher professional development offerings. Details of the Danielson Framework can be found on [PDE's Standards Aligned System web portal](#), as well as through online professional learning opportunities on the SAS web portal that are aligned to the domains and components of the Danielson Framework.

Domain 1: Planning and Preparation, including selecting standards-based lesson goals and designing effective instruction and assessment

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- a. Knowledge of content and the structure of the discipline
- b. Knowledge of prerequisite relationships
- c. Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

- a. Knowledge of child and adolescent development
- b. Knowledge of the learning process
- c. Knowledge of students' skills, knowledge, and language proficiency
- d. Knowledge of students' interests and cultural heritage
- e. Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes

- a. Value, sequence, and alignment within the discipline and related disciplines
- b. Clarity of instructional outcomes
- c. Balance of different types of learning with coordination and integration
- d. Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources

- a. Resources for classroom use
- b. Resources to extend content knowledge and pedagogy
- c. Resources for students

Component 1e: Designing Coherent Instruction

- a. Learning activities
- b. Instructional materials and resources
- c. Instructional groups
- d. Lesson and unit structure

Component 1f: Designing Student Assessments

- a. Congruence with instructional outcomes
- b. Criteria and standards
- c. Design of formative assessments
- d. Use for planning

Domain 2: Classroom Environment, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time

Component 2a: Creating an Environment of Respect and Rapport

- a. Teacher interaction with students
- b. Student interactions with other students

Component 2b: Establishing a Culture for Learning

- a. Expectations for learning and achievement
- b. Importance of content
- c. Student pride in work

Component 2c: Managing Classroom Procedures

- a. Management of instructional groups
- b. Management of transitions
- c. Management of materials and supplies
- d. Performance of non-instructional duties
- e. Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior

- a. Expectations
- b. Monitoring of student behavior
- c. Response to student misbehavior

Component 2e: Organizing Physical Space

- a. Safety and accessibility
- b. Arrangement of furniture and use of physical resources

Domain 3: Instruction, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs

Component 3a: Communicating with Students

- a. Expectations for learning
- b. Directions and procedures
- c. Explanations of content
- d. Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- a. Quality of questions
- b. Discussion techniques
- c. Student participation

Component 3c: Engaging Students in Learning

- a. Activities and assignments
- b. Grouping of students
- c. Instructional materials and resources
- d. Structure and pacing

Component 3d: Using Assessment in Instruction

- a. Assessment criteria
- b. Monitoring of student learning
- c. Feedback to students
- d. Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- a. Lesson adjustment
- b. Response to students
- c. Persistence (learning a broad repertoire of strategies to support student learning)

Domain 4: Professional Responsibilities, including using systems for managing student data and communicating with student families

Component 4a: Reflecting on Teaching

- a. Accuracy (of a lesson's effectiveness)
- b. Use in future teaching (redesign of lessons)

Component 4b: Maintaining Accurate Records

- a. Student completion of assignments
- b. Student progress in learning
- c. Non-instructional records

Component 4c: Communicating with Families

- a. Information about the instructional program
- b. Information about individual students
- c. Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- a. Relationships with colleagues
- b. Involvement in a culture of professional inquiry
- c. Service to the school
- d. Participation in school and district projects

Component 4e: Growing and Developing Professionally

- a. Enhancement of content knowledge and pedagogical skill
- b. Receptivity to feedback from colleagues
- c. Service to the profession

Component 4f: Showing Professionalism

- a. Integrity and ethical conduct (Required: Code of Professional Practice and Conduct for Educators (22 Pa. Code 235) - Appendix A of this document.
- b. Service to students
- c. Advocacy
- d. Decision making
- e. Compliance with school and district regulations

Evaluation and Monitoring

School entities should evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement.

Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- a. Survey of participants – new teachers, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and weakness of the program;
- b. Analysis of activities and resources used in the program; and
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new teachers form the basis for adjustments and improvements in program design for future years.

Documentation of Participation and Completion

School entities must maintain accurate records of completion of the program and provide a copy of a certificate of completion to the inductee. Evidence of successful participation and completion of the educator induction program must be maintained by the district/school leadership for each inductee, including any long-term substitutes. All pertinent records are to be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.

Requesting an Application. After reviewing the Educator Induction Plan Guidelines, entities wishing to submit an Educator Induction Plan should email the Division of Planning to request an application.

Email: RA-EDACT48APP@pa.gov

Please include your AUN, Pennsylvania Department of State Entity Number, Entity Name, and that you are requesting an Educator Induction Plan Application.

Approval and Submission. The Educator Induction Plan must be approved by the Educator Induction Committee first and the board of directors of the school entity prior to being submitted to the Department of Education for approval.

The Department of Education will review all Educator Induction Plans and either approve them or require revisions be made to ensure that all criteria are addressed. Plans that are returned for revision shall be amended and resubmitted for approval within 30 days.



APPENDIX A

COMMONWEALTH OF PENNSYLVANIA
Professional Standards and Practices Commission
333 Market Street, Harrisburg, PA 17126-0333
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ANNEX A TITLE 22. EDUCATION PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATION

Section

- 235.1. **Mission.**
- 235.2. **Introduction.**
- 235.3. **Purpose.**
- 235.4. **Practices.**
- 235.5. **Conduct.**
- 235.6. **Legal Obligations.**
- 235.7. **Certification.**
- 235.8. **Civil Rights.**
- 235.9. **Improper personal or financial gain.**
- 235.10. **Relationships with students.**
- 235.11. **Professional relationships.**

§235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- -12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this

Commonwealth, they make a moral commitment to uphold these values.

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner, which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S.

§§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communications skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§235.6- -235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§235.6 Legal Obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- - 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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§235.7. Certification.

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§235.8. Civil rights.

The professional educator may not:

- (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

§235.10. Relationships with students.

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.