

POINT PARK **U N I V E R S I T Y**

Student Handbook

School of Education

**201 Wood Street, 710 Academic Hall
Pittsburgh PA 15222-1984
Telephone: 412-392-3972
Fax: 412-392-3927**

Website: www.pointpark.edu

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INTRODUCTION

Point Park University expects the highest standards of its students who aspire to be future educators.

This Student Handbook has been carefully prepared to make your experiences in the School of Education more effective and student-friendly. By carefully following the procedures and guidelines in this Handbook, your time at Point Park University will be productive, successful and enjoyable.

This Handbook is based on the standards set forth by the Pennsylvania Department of Education. It describes the policies and procedures for student admission, retention, and completion of teacher certification programs. It emphasizes the high level of academic performance and personal conduct expected of students pursuing teacher certification in Education.

The Point Park University Catalog and online department resources should be used in conjunction with this Handbook. It is the responsibility of the student to become familiar with all documents as they pertain to the teacher certification program. Since policies in the Handbook may change periodically, it is important to work closely with a Faculty advisor.

We believe that education promotes the development of the whole person. We believe in our students and regard them as complex human beings with senses open to the universe; imaginations able to see similarities and differences and able to make startling and useful associations; minds able to organize, analyze and synthesize a range of emotions to provide the life blood and driving force of expression; and makers of symbols to communicate ideas, attitudes, feelings, and values. We believe that prepared and effective students are our most important and only product and we strive to support and assist them in becoming humane, accountable educators who believe they can touch the future and make a difference in the lives of children.

GOALS OF THE EDUCATION DEPARTMENT

1. To develop quality, innovative programs in which students acquire knowledge of subject areas and specific pedagogical methodologies including effective use of educational technology appropriate for teaching and learning in the 21st century.
2. To enable students to develop a philosophy of education which focuses on the needs and capacities of the individual child, one that encourages each child's independence and creative thought.
3. To prepare students to become effective teachers of children and young adults through the study of human growth and development and to enter the education profession as committed teachers of the whole child – fully aware of the crucial importance of creative teaching and lifelong learning.
4. To provide students with experiences that prepare them to effectively address the academic, behavioral and socio-emotional needs of diverse learners.
5. To acquaint students with the use of knowledge to perform meaningful tasks using such processes as problem solving, experimental inquiry, and decision-making.
6. To create an open approach to education by emphasizing the need for continual assessment and the flexibility to effect change.
7. To enable students to perceive education as a reciprocally rewarding profession that requires knowledge and understanding of ethical and legal consideration, as well as responsibilities to the community.
8. To model as a faculty cooperative and creative teaching.
9. To prepare students seeking certification to successfully complete the appropriate programs and all required state certification exams to qualify for a Pennsylvania Department of Education teaching certificate in their chosen disciplines.

ADMISSION TO THE UNIVERSITY

Students seeking admission to Point Park University must comply with the admission requirements outlined in the University catalog. During student orientation, all full-time students are given diagnostic tests to provide for early detection of academic weaknesses in mathematics and writing skills. Special courses and services are available from the Center for Student Success to remediate evident weaknesses, when needed

Transfer students from other institutions must meet the general University requirements regarding transfers. Transfer students must complete all Education Department program requirements.

NON-DISCRIMINATION, EQUAL OPPORTUNITY AND DIVERSITY INITIATIVES

This policy affirms Point Park University's commitment to nondiscrimination, equal opportunity and the pursuit of diversity. Point Park University does not discriminate on the basis of sex or gender or in a protected class which includes the following: race, ethnicity, religion, color, national origin, sex, age (40 years and over), ancestry, individuals with disabilities, veteran status, sexual orientation, height, weight, genetic information, marital status, gender identity, care giver status or familial status, in the administration of any of its educational programs, activities or with respect to employment or admission to the University's educational programs and activities.

This policy is in accord with local, state and federal laws, including Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination Act of 1975, the Pittsburgh Human Relations Act and Pittsburgh City Fair Practices Provisions. Inquiries regarding these regulations, policies or complaints of discrimination should be referred to the human resources officer, telephone number 412-392-3952. Inquiries regarding Title IX and the Title IX regulations should also be referred to the University's Title IX Coordinator or to the deputy Title IX Coordinators: The Vice Provost, the Vice President of Student Affairs and Dean of Students or the VP of Human Resources.

Find Point Park's Title IX information resources, including the Notice of Non-discrimination and Sexual Misconduct Policy.

DEGREES AND CERTIFICATIONS

When a student enters Point Park University, the degree requirement sheet in effect will serve as the outline of course requirements for degree completion.

Associate Program

Associate of Arts Early Childhood Education

Baccalaureate/ Post-Baccalaureate

Bachelor of Arts	PreK- Grade 4
Bachelor of Arts	PreK- Grade 4 with Dual Certification in Special Education
Bachelor of Arts	Grades 4– 8 (Choice of Academic Concentration: English, Mathematics, Science, Social Studies)
Bachelor of Arts	Grades 4 – 8 with Dual Certification in Special Education (Choice of Academic Concentration: English, Mathematics, Science, Social Studies)
Bachelor of Arts	Instructional Studies

Secondary Education Programs

Bachelor of Science	Biology/ Secondary Education
Bachelor of Science	Biology/ Secondary Education with Dual Certification in Special Education
Bachelor of Arts	Citizenship/ Secondary Education
Bachelor of Arts	Citizenship/ Secondary Education with Dual Certification in Special Education
Bachelor of Arts	English/ Secondary Education
Bachelor of Arts	English/ Secondary Education with Dual Certification in Special Education
Bachelor of Science	Mathematics/ Secondary Education
Bachelor of Science	Mathematics/ Secondary Education with Dual Certification in Special Education

Bachelor of Arts	Social Studies/ Secondary Education
Bachelor of Arts	Social Studies/ Secondary Education with Dual Certification in Special Education

Graduate Programs in Education

Master of Arts	Adult Teaching and Learning
Master of Arts	Curriculum & Instruction - Two Concentrations: K-12 Curriculum and Supervision Teaching and Leadership
Master of Arts	Educational Administration
Master of Education	Athletic Coaching
Master of Education	Secondary Education (leading to PA Certification 7-12) Biology Citizenship Mass Communication Mathematics English
Master of Education	Special Education PreK-8 7-12
Certificate Only	Principal

Doctoral Program in Education

Doctorate of Education	Leadership and Administration
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ACADEMIC POLICIES

For all current Academic Policies, please refer to the Undergraduate Point Park University Catalog found on the website at www.pointpark.edu. For further clarification on these policies, see your Faculty Advisor or Department Chair.

EDUCATION DEPARTMENT POLICIES

Attendance Policy

Students must attend all classes, arrive on time and be prepared for full participation in class by completing all readings and assignments as presented in the Course Syllabus as well as those stated during class. Students must be prepared to be active participants in the entire learning experience. Active participants get involved in class discussion and activities; take notes on the material presented; share their insights and opinions and ask relevant questions.

Department policy states that students are permitted one (1) absence. Each absence beyond that may result in the reduction of the final grade. In the event of an emergency absence, students must notify the instructor in advance by voicemail or email and make their own arrangements to obtain the missed class information before the next class meets. Students must notify the professor via email if they will not be attending the day's session and designate a fellow student to be responsible for missed handouts and lecture notes.

Arriving more than 15 minutes late to class, leaving before the class is formally ended and non-participation in classroom discussions and activities may adversely affect students' grades at the instructor's discretion.

Clearances

Students must obtain current clearances (PA Criminal Record, Act 33/151 PA Child Abuse and FBI Criminal Background Check) prior to visiting any school site. Students are advised to apply for their updated clearances two months before they expire.

Student Grievance Procedure

The student must first discuss the issue with the instructor at a scheduled meeting. If the issue cannot be resolved between the student and the instructor, documentation of the issue and the result of the meeting with the instructor should be presented to the department chair.

Plagiarism

Instructors in the Education Department may choose to use the Turnitin software program to assess student work for plagiarism.

ADVISEMENT AND REGISTRATION

A faculty advisor will be assigned to each student according to the area of certification. Faculty members have regular office hours. It is strongly suggested that during the registration period, students schedule an appointment with their assigned faculty advisor.

ADMISSION TO TEACHER PREPARATION PROGRAM

Students who are seeking certification must be admitted to the School of Education before they can enter the teacher certification program. Upon initial enrollment at Point Park University, students are classified as “Undeclared” until they have satisfactorily completed all requirements outlined on the **Application for Admission to Teacher Preparation Program** (form available on the Resources for Students link at www.pointpark.edu). After the admission requirements are successfully fulfilled, the student must complete a Change of Major Form.

PAPA/CORE BASIC SKILLS ASSESSMENTS

(Refer to the PDE website for the most current information

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>)

Who Must Take the Tests

Individuals applying for an initial certificate (Instructional I).

Basic Skills Policy

General Requirements

22 Pa. Code § 49.18 (Assessment) requires an assessment of basic skills, professional knowledge and practice and subject matter knowledge. The basic skills assessment is comprised of three individual tests covering reading, writing and mathematics

Approved Basic Skills Assessments

- The Pre-service Academic Performance Assessment (PAPA) modules in Reading, Writing and Mathematics- www.pa.nesinc.com.
- The Core Academic Skills for Educators (CORE) modules in Reading, Writing and Mathematics- www.ets.org/praxis/pa.
- The Scholastic Achievement Test (SAT)
- The American College Test (ACT).

Basic Skills Assessment Options

Basic Skills Assessment Exception
that completed an approved post-baccalaureate certification program or hold
degree are not required to take the basic skills assessments.

Individuals
a graduate level

You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements.

You may use the composite score method to meet the requirement when you do well

in one or two areas to compensate for a lower score in the other area.
 The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed.

I. ACT		Test Registration Link: ACT	
Test Name	Section	Passing Score	Minimum Composite Score
ACT - before September 1, 2015:			
Send an email to ra-edcertquestions@pa.gov with a copy of your full score report for a determination.			
ACT – September 1, 2015 to August 31, 2016			
	Reading	22	20
	Writing	21	17
	Mathematics	21	19
	Composite ACT Test Score:	64	
ACT – after August 31, 2016			
	Reading	22	20
	Writing after Sept. 2016	8	7
	Mathematics	21	19
	Composite ACT Test Score:	51	

II. CORE Academic		Test Registration Link: ETS	
CORE Test Option Effective 6/1/2014 for non-vocational certifications	Test Number	Passing Score	Minimum Composite Score
Reading	5712	156	148
Mathematics	5732	142	132
Writing	5722	162	158
	Composite CORE Test Score:	460	

III. PAPA		Test Registration Link: ES Pearson	
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
	Composite PAPA Test Score:	633	

IV. SAT		Test Registration Link: College Board	
Test Date	Test	Passing Score	Minimum Composite Score
SAT – prior to March 1, 2016			

	Critical Reading	500	500
	Mathematics	500	500
	Writing	500	500
	Composite SAT Test Score:	1500	
SAT - after February 29, 2016	Reading	27	25
	Mathematics	26	24
	Writing and Language	28	26
	Composite SAT Test Score:	81	

Where to Get Additional Information:

Bureau of Teacher Certification and Preparation

To obtain information about approved teacher education programs or for individuals who hold certification in another state, contact:

Bureau of Teacher Certification and Preparation

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

www.pde.state.pa.us

You can reach the Bureau of School Leadership and Teacher Quality at 717-PA-TEACH (728-3224) or 717-787-3356.

CLASSROOM OBSERVATION/ FIELD EXPERIENCE

All students who want certification need 40 hours of observation and 150 hours of field experience before student teaching.

Students must be in a regular classroom in either a public or private school setting. Students may use 10 of their observation hours in a non-traditional setting. Students may use 25 of their field experience hours in a non-traditional setting in addition the first two weeks of student teaching (65 hours) will count towards field experience.

Observation/ Field Experience in a Non-Traditional Setting

Examples of non- traditional settings include- extra- curricular activities, athletics, camps, clubs, mentoring programs, after school programs, etc.

Goals

- Students will reflect on their career choice based on a realistic view of the classroom teaching environment.
- Students will develop an understanding of a positive learning environment that fosters active engagement in learning and motivational techniques.
- Students will develop an understanding of the diversity of learners in the classroom and reflect on how children differ in learning paths, how teachers provide adapted instructional paths for diverse learners, and how the classroom environment is designed to promote and encourage learning for all.
- Students will observe the characteristics of student learners and recognize the importance of providing experiences that relate to student development.
- Students will reflect on the professional behaviors of the clinical instructors observed.

Observation/Field Experience Etiquette

- Call in advance to arrange your visit, check with the school administration office and to check on the school's observation policy (For Pittsburgh Public Schools, see "Observations in Pittsburgh Public School on page 16.)
- Professional dress and behavior is required.
- Be punctual!
- Upon your arrival, report to the main office, introduce yourself as a student observer and present current clearances **before** going to the classroom.

- As an observer; sit quietly, observe, take notes, do not interrupt, do not give advice, do not give opinions.
- If requested to participate, do so in a professional respectful manner. Do not disturb the classroom teaching-learning process; remember you are there learn.
- Respect confidential information. Do not discuss specific details of the experience outside of the instructional setting.
- After your visit, write a thank you note to the teacher/principal.

Requirements

Field Experiences should be done in traditional classrooms. It is recommended that students conduct Classroom Observations/Field Experiences at different schools from which they attended and/or at a school in which a family member is employed or in which a family member attends classes. Written request for exceptions to these guidelines must be made to the Instructor; Advisor or Department Chair. Special consideration will be made on a case by case basis.

Experiences must be conducted in a variety of settings within the course of the student's academic career. Recommended locations include Urban and Suburban public schools, Private, Rural and Charter schools. Classroom Observations/Field Experiences required for course work may be applied to the observation hour requirements if the observation is fully documented. When observations and field placements are specified in a course syllabus, additional requirements may apply.

Students should maintain a binder of Observation/Field Experience documentation. This binder should be organized by term and course and will be required prior to registration for Student Teaching Practicum.

In all cases, students must document the experience, including the signature of the classroom teacher, using the *Classroom Observation/Field Experience Form*. Forms may be downloaded from the School of Education webpage at www.pointpark.edu.

Note: If you are participating in a Field Experience as a class (accompanied by your instructor) your instructor is responsible for completing the signature page of the Classroom Observation Form.

Types of experiences may include, but are not limited to the following:

Observation:

- Observe for the purpose of career decision making early in university career
- Observe demonstrations and other classroom activities
- Observe in a variety of school settings at a variety of grade levels, including multicultural settings and regular and special education classrooms
- View electronic presentations and simulations of teaching situations
- Observe with a focus on the nature of students, management of classrooms and nature of teaching
- Examine instructional practices and management techniques that have been presented in the coursework
- Use observational instruments to analyze and record experiences
- Keep a log of observation experiences
- Develop an awareness through observations of the philosophical and social contexts for multicultural education
- Assess and evaluate materials and resources for learning
- Apply class lecture and text material in evaluating and analyzing the experience

Field Experience:

- Correct tests and other papers.
- Assist in the administration of tests.
- Tutor individual students in specific content areas.
- Participate in multicultural methods activities and activities designed for students with IEPs.
- Perform diagnostic and prescriptive tasks in a specific content area.
- Plan and practice strategies and techniques for the individualization of learning experiences.
- Carry out small group instruction in a specific content area.
- Develop and teach unit plans.
- Design a classroom management strategy.
- Use audio-visual aids for instructional purposes.
- Develop and use games and other activities for teaching.

- Plan, teach and evaluate instruction in specific content areas, in a variety of settings.
- Interview students; teachers; school personnel; parents.

Observations in Pittsburgh Public Schools

All requests for Classroom Observations and Field Experiences in the Pittsburgh Public Schools must be acquired through the Education Department. No requests made by students or university instructors will be honored by PPS.

Students requesting experiences in the Pittsburgh Public Schools must complete the PPS Request for Observation Form available in the School of Education office.

SECTION FOR STUDENT TEACHING **PROFESSIONAL DEVELOPMENT GUIDELINES**

The Framework for Professional Practice

Change is a constant in education. The responsibility of the Education Department is to keep apprised of federal laws and Pennsylvania Department of Education (PDE) legislative changes that affect teacher preparation and certification. PDE initiated the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice referred to as PDE-430. This evaluation is based on the four Domains and Component knowledge, skills, behaviors and attitudes defined in *Enhancing Professional Practice: A Framework for Teaching*, Danielson, 2nd edition, (2007), hereafter referred to as The Framework. Consequently, in keeping with those changes, the Education Department has begun incorporating the four Domains and Component knowledge, skills, behaviors and attitudes defined in the Framework, into the teacher preparation program.

Knowing the concepts offered in The Framework and applying them to daily practice will result in a common vocabulary among all parties and facilitate and improve communication and understanding of the goals, objectives and expectations of the supervised teaching experience. Therefore, Student Teachers are expected to begin demonstrating entry level competence in the following Domains and Components of professional practice as delineated in the Framework:

Domain 1: Planning and Preparation

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Setting Instructional Outcomes
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Designing Student Assessments

Domain 2: The Classroom Environment

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

Domain 3: Instruction

- Component 3a: Communicating with students
- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning
- Component 3d: Using Assessment in Instruction
- Component 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibility

- Component 4a: Reflecting on Teaching
- Component 4b: Maintaining Accurate Records

- Component 4c: Communicating with Families
- Component 4d: Participating in a Professional Community
- Component 4e: Growing and Developing Professionally
- Component 4f: Showing Professionalism

ROLE AND RESPONSIBILITIES OF STUDENT TEACHERS

The development of good teachers is an extended process. It begins long before students' exposure to methods courses and continues throughout their professional career. One important factor in a teacher's development is the student teaching experience, a period of guided teaching when students assume increasing responsibility for the work within a given group of learners over a period of 15 consecutive weeks. The success of the supervised teaching experience depends on the Student Teacher's ability to adapt to new situations with poise, to develop positive and effective working relationships with the students, the Cooperating Teacher, and the Field Supervisor, as well as with colleagues and peers. Expect to be treated as a professional colleague and be certain to behave in the same manner. Be cooperative, courteous and respectful of all faculty and staff members. Behavior inside and outside the classroom are expected to be of the highest professional caliber. Consequently, review the following requirements and implement them with diligence:

- **Be prepared.** Lesson plans need to be well written with details and given to Cooperating Teacher Thursday prior to the lesson.
- **Be punctual.** Take the initiative to obtain the directions to the placement school or agency. Allow for rush hour traffic and travel time. Visit the location in advance of the first day to be sure of distance and location. Parking spaces are often limited. Find out where to park.
- **Be respectful and courteous with all faculty and staff members.** Greet everyone appropriately and respectfully. Respect the experience and expertise of other school district staff members. Seek opportunities to observe other teachers as well as to confer with them and discuss strategies that they find to be successful with students.
- **Demonstrate professionalism in attire and appearance.** As a guest of the school district and a representative of Point Park University, the Student Teacher should use good judgment in selecting clothing for classroom wear. Men are expected to wear collared shirt and a tie. Women should wear skirts, dress slacks or dresses appropriate to the classroom. Be observant of the attire of other teachers.
- **Use professional language at all times.** Use Standard English. Avoid colloquialisms and slang. Speak professionally and serve as a role model for students. Never allude to or use profanity, verbally or nonverbally, at any time under any circumstance.
- **Behave professionally and respectfully with students, parents, support staff, colleagues, school district teachers and administrators, and University representatives.** Be courteous, punctual and dependable in all your dealings with others. People judge others by their appearance, language and behavior. Teachers are held to a higher standard than others. Demonstrate professional, mature behavior in all interactions. Teachers have an ethical and educational responsibility for their students. A commitment to education is a commitment to professionalism.
- **Consider your Cooperating Teacher and Supervisor as resources and guides throughout this experience.** View the student teaching practicum as a learning experience and experiment with a variety of instructional strategies and methodologies to become more comfortable with the science and art of teaching.
- **Seek and accept constructive feedback from the Cooperating Teacher and the Field Supervisor.** Use it to reflect on, improve and enhance the practicum experience.
- **Ask thoughtful questions and listen carefully to the answers.** Use EDUC 432 Student Teaching Seminar as a time to interact with peers, share experiences and seek the counsel of others.
- **Review school district board policies, regulations and procedures.** Be aware of the culture of the district and the building. Be careful to work within the guidelines provided.
- **Maintain the role of Student Teacher.** Student Teachers may not be used as substitute teachers. Student Teachers may teach only when the Cooperating Teacher is present or, in the absence of the Cooperating Teacher, when a substitute teacher is present in the classroom.
- **Be vigilant regarding the safety of students.** Be certain to supervise students properly and caution them about hazards that might be a part of a teaching and/or learning activity.
- **Use school district materials responsibly and respectfully.** Learn where and how to borrow instructional materials needed for class. Be certain to return all borrowed materials in good condition by the end of the term.

- **Avoid giving individual material gifts or food rewards to students.** Student Teachers may participate with their Cooperating Teachers in rewarding students, but should not initiate such activities. Food allergies are common and distributing candy, cookies or other treats can be harmful although well-intended.
- **Observe with special attention, the Cooperating Teacher’s methods for managing student behavior.** Try to understand why students behave the way they do. Be gentle, but firm with students. Be objective and fair in dealing with students. Maintain control of the classroom through effective planning and good organizational methods. Discourage students from attention-seeking behaviors. Treat students respectfully. Maintain professional demeanor and poise at all times despite internal feelings that may differ.
- **Maintain a list of questions about situations and issues as they arise in the school and the classroom.** Use the list as a springboard for regular discussion with the Cooperating Teacher and the Field Supervisor.

SCHEDULE OF SUGGESTED TRANSITION ACTIVITIES FOR STUDENT TEACHERS- (SINGLE PLACEMENT)

There is not rigid schedule for the Student Teacher’s initiation into teaching, but there are several transition activities that will facilitate the process. Individuals differ in their ability to assimilate information, internalize it and apply it to the practice of teaching so progress of Student Teachers will depend on a number of variables. Communication among the supervisor, the Cooperating Teacher, and the Student Teacher will reveal readiness for various experiences. Following is a suggested schedule of transition activities designed to reduce anxiety and facilitate entry into the supervised teaching experience:

Week 1:

Observe the Cooperating Teacher in action. Attend carefully to the way in which the Cooperating Teacher prepares materials and equipment, manages the classroom, utilizes teaching techniques, moves the students through the halls, and deals with hall passes, lunch duty and other housekeeping routines and tasks.

Demonstrate initiative. Be helpful and observant. Assist the Cooperating Teacher by assuming supportive responsibilities such as greeting students, taking attendance, conducting opening exercises, preparing and distributing materials and in any other ways appropriate and acceptable to the teacher.

Observe classes of Cooperating Teacher and other teachers in the same grade level or department. Become familiar with the socioeconomic backgrounds of the student body. Learn the locations and uses of various instructional materials such as audio-visual equipment, computer and science labs, library/media center, curriculum guides, textbooks and consumable materials.

Find out which students have individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art and physical education teachers.

Learn the floor plan of the school building. Locate the exits, the washrooms, the common areas such as the gymnasium, the library/media center, the offices and other building resources.

Discuss with the Cooperating Teacher and exact time of arrival and dismissal at their school. Student Teachers must observe regular school hours as determined by the school district schedule. Learn about the school and geographical, socioeconomic community in which it is located.

Become familiar with the seating charts. Learn the names of the students as quickly as possible. Find out how the teacher assigned seating and why that method was used. Observe the room arrangements as well as the storage and locker areas. Knowing the students is one of the most vital keys to both positive interaction and effective management of the classroom.

Know where the classroom and building exits are and what is expected during building evacuations. Learn the fire drill procedures, safety measures and any other expected behaviors in the event of accidents, student illness or other emergencies.

Week 2:

Conduct several classroom observations. Reflect on and analyze specifics of what is observed. Check student attendance; record grades; collect or distribute student papers or instructional materials; review lesson assessments; work in the computer lab; read stories to students; work with individual students in a tutorial capacity.

Week 3:

Begin organizing and planning for teaching small portions or segments of various lessons each day. Gradually progress toward teaching one full period each day.

Weeks 4-5:

Gradually increase the teaching responsibilities to two or three full periods per day; prepare daily lesson plans and assessments in conjunction with Cooperating Teacher; administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress.

Weeks 6-7:

Continue to increase teaching load to four or five full periods per day; continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher must remain in the classroom and provide feedback on lessons taught.

Weeks 8-15:

Assume full teaching load under the supervision of the Cooperating Teacher. Write weekly lesson plans with a focus on relating objectives and assessments. Practice writing measurable objectives in terms of student achievement. Develop varied assessment tools related to the lesson objectives.

SCHEDULE OF SUGGESTED TRANSITION ACTIVITIES FOR STUDENT TEACHERS (SPLIT PLACEMENT)

There is not rigid schedule for the Student Teacher's initiation into teaching, but there are several transition activities that will facilitate the process. Individuals differ in their ability to assimilate information, internalize and apply it to the practice of teaching so progress of Student Teachers will depend on a number of variables. Communication among the Supervisor, the Cooperating Teacher, and the Student Teacher will reveal readiness for various experiences. Following is a suggested schedule of transition activities designed to reduce anxiety and facilitate entry into the supervised teaching experience:

Week 1:

Observe the Cooperating Teachers in action. Two thirds of the observations should be completed with the Cooperating Teacher to whom the student teacher is first assigned. One third of the observations should be completed with the Cooperating Teacher with whom the student teacher will be assigned for the second half of the placement.

Attend carefully to the way in which the Cooperating Teachers prepare materials and equipment, manage the classroom, utilize teaching techniques, move the student through the halls, and deal with hall passes, lunch duty and other housekeeping routines and tasks.

Demonstrate initiative. Be helpful and observant. Assist the Cooperating Teachers by assuming supportive responsibilities such as greeting students, taking attendance, conducting opening exercises, preparing and distributing materials and in any other ways appropriate and acceptable to the teacher.

When possible, observe classes of other teachers in the same grade level or department. Become familiar with the socioeconomic backgrounds of the student body. Learn the locations and uses of various instructional materials such as audio-visual equipment, computer and science labs, library/media center, curriculum guides, textbooks and consumable materials.

Find out which students have Individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art and physical education teachers.

Learn the floor plan of the school building. Locate the exits, the washrooms, the common areas such as the gymnasium, the library/media center, the offices and other building resources.

Discuss with the Cooperating Teacher's the exact time of arrival and dismissal at their school. Student Teachers must observe regular school hours as determined by the school district schedule. Learn about the school and geographical, socioeconomic community in which it is located.

Become familiar with the seating charts. Learn the names of the students as quickly as possible. Find out how the teacher assigned seating and why that method was used. Observe the room arrangements as well as the storage and locker areas. Knowing the students is one of the most vital keys to both positive interaction and effective management of the classroom.

Know where the classroom and building exits are and what is expected during building evacuations. Learn the fire drill procedures, safety measures and any other expected behaviors in the event of accidents, student illness or other emergencies.

Week 2:

Begin organizing and planning for and teaching small portions or segments of various lessons each day. Progress toward teaching one full period each day.

Weeks 3-5:

Gradually increase the teaching responsibilities to the full teaching load under the supervision of the Cooperating Teacher. Prepare daily lesson plans and assessments in conjunction with the Cooperating Teacher, administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. A PDE 430 review will be completed during Week 4.

Weeks 6-7:

Continue to teach five full periods per day, continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught.

Week 8: (Transition Week)

Relinquish the teaching responsibilities in the first placement and complete the PDE 430 review by mid-week and relinquish the teaching responsibilities in the first placement. Spend the remainder of this week observing and acclimating to the second placement. Review the seating charts. Learn the names of the students as quickly as possible. Find out which students have Individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art, and physical education teachers.

Week 9:

Begin organizing and planning for and teaching small portions or segments of various lessons each day. Progress toward teaching one full period each day.

Weeks 10-12:

Increase the teaching responsibilities to the full teaching load under the supervision of the Cooperating Teacher. Prepare daily lesson plans and assessments in conjunction with the Cooperating Teacher,; administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. A PDE 430 review will be completed during Week 12.

Weeks 13-15:

Continue to teach five full periods per day; continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. The PDE 430 review will be completed during the final week of the placement.

ABSENCE FROM STUDENT TEACHING PLACEMENT

Student Teachers must follow the schedule of a full-time teacher. Student Teachers must be in their classrooms every day at the designated times required by the school district or school. Student Teachers are expected to keep the same hours as the full-time teachers do. Student Teachers must attend all scheduled teachers' meetings and in-service days unless advised otherwise by the Student Teaching Team, Field Supervisor, Building Principal, or Cooperating Teacher.

If illness or an emergency requires that the Student Teacher be absent from the student teaching assignment, it is the Student Teacher's responsibility to contact the Cooperating Teacher and the Field Supervisor (preferably the evening before the absence or if

unavoidable, at least one hour before school begins). If the Cooperating Teacher cannot be reached directly, the Student Teacher should notify the school office and leave a message for the Cooperating Teacher with the school secretary. The student teacher must also leave a voice mail notification for the Student Teaching Team at 412-392-3972.

Student Teachers must notify their Cooperating Teachers and supervisor in the event of a teachers' strike and the Student Teaching Team will inform the Student Teacher as to the University's policy at that time.

PLANNING DAILY AND WEEKLY INSTRUCTION

Planning for each classroom lesson on a daily and weekly basis is an intensive and extensive responsibility that requires much practice. It is intensive because it requires considerable time and concentration, in depth analysis and a global understanding of the curriculum, goals and objectives. It demands knowledge of students' developmental levels as well as appropriate learning theory to support the teaching and learning. Lesson planning is extensive because it requires skill in accurately forecasting the relationship among dozens of variables some of which are uncontrollable. Lesson plans are not isolated entities, but rather parts of the whole. They must come together over time to reflect the entire grade level or subject area curriculum. Lesson plans are a pre-impact reflection of decisions regarding a teaching/learning situation which serves as a guide for the teacher.

Plans should include all the steps necessary to be confident and fully prepared, but should not be as detailed and restrictive as to interfere with spontaneous interaction with students and "teachable moments" that may arise. Lesson plans must be organized, yet flexible enough to meet student needs.

A lesson plan is a means to an end. Effective teachers do not ask "Am I teaching?" but "Are the students learning?" In the planning process, teachers forecast the outcomes and results students are expected to achieve and identify the prerequisite skills which are necessary for successful attainment of those outcomes and results. Through the statement of behavioral objectives, teachers indicate the measurable outcomes for the students, the material which must be readily available or prepared in advance, the techniques for intrinsic or extrinsic motivation, the specific procedures and key questions and activities that will be implemented to achieve the outcomes and finally, the evaluation method that will be used to determine the students' degree of achievement of the expected outcomes.

Student Teachers are not permitted to teach any class without a lesson plan that has been reviewed and authorized by the Cooperating Teacher. As a guest of the school district, it is critical that Student Teachers work collaboratively with the Cooperating Teachers and support the ongoing instruction of students.

While most schools have guidelines on the format of daily and weekly lesson planning that are specific to the culture of the school district, the **Lesson Plan Format** (found in Appendix E) includes most of the fundamental topics usually included in lesson plans. Student Teachers must use the Point Park Lesson Plan Format for planning all lessons until it is agreed by the Field Supervisor, Cooperating Teacher and Director of Clinical Experiences that an alternative format may be used.

PREPARATION FOR BEING OBSERVED IN THE CLASSROOM

In preparation for observations by the Cooperating Teacher and/or the Field Supervisor, Student Teachers are required to:

- Prepare typewritten, well-defined and functional daily and weekly lesson plans. The University provides guidelines for the preparation of lesson plans. However, a Cooperating Teacher may suggest another form which the Student Teacher may follow, with the approval of the Student Teaching Team during the period in which the Student Teacher is responsible for the instructional day, time-frame, and unit plans.
- Provide the observer with a typewritten copy of each lesson/unit plan well in advance of the lesson to be taught. It is important that the Cooperating Teacher examine each lesson plan before it is implemented and offer any helpful suggestions and encouragement towards effective application.
- Experiment with innovative approaches in the presentation of lessons. However, it is the prerogative of the Cooperating Teacher to assist the Student Teacher to reframe or redirect any activities that might interfere with the ongoing progress of the students.

- Plan lessons and prepare activities carefully to minimize ineffective lessons. It should be kept in mind that it is better to try something out and not succeed than to avoid risk and never attempt new ideas. Sometimes Student Teachers can learn more from an ineffective lesson than from a successful one. To this end, conferences should be characterized by frankness and complete honesty on the part of the Cooperating Teacher and Field Supervisor.
- Present the Cooperating Teacher and/or the Field Supervisor, in advance of the observation, with lesson plans and/or any other relevant information, preferably typewritten, or materials related to the classroom instruction and activities that are observed.

PROFESSIONAL PORTFOLIO

The Professional Portfolio is a cumulative, culminating collection of artifacts that demonstrate the knowledge, skills and competencies acquired through the supervised teaching experience. It is intended to document teaching experiences, instructional activities, growth as an educator and effective application of theory and practice. The process of developing the portfolio provides Student Teachers with the opportunity to reflect on their personal philosophy of education and its congruence with their instructional practices. It helps them identify the aspects of teaching considered as the science of teaching and recognize those characteristics of teaching that can best be considered an art.

The Professional Portfolio is an organized, goal-driven documentation of the teacher's professional growth and achieved competence in the complex act called teaching. It is tangible evidence of the wide range of knowledge, dispositions and skills that the teacher possesses as a growing professional and lifelong learner. Portfolios have a specific purpose. They demonstrate the teacher's knowledge, skills and abilities. Portfolios are developed for a specific audience. The teacher uses it for personal self-reflection as well as for demonstrating skills to potential employers and/or outside reviewers. Portfolios include reflections, the written thoughts of the teacher on the evidence documented in the portfolio.

The Professional Portfolio should be a combination of the following types of portfolios: process, product or showcase portfolio. The process portfolio shows the teacher's performance over a period of time. The purpose of the process portfolio is to evaluate a person's progress in one or more areas over a given period of time. Using writing as an example, the purpose of the process portfolio would be to show how the teacher teaches writing in the classroom over a semester and how students' writing ability improved over that time period.

The product portfolio is a specific set of evidence developed over a short period of time to meet a desired outcome. This type of portfolio is similar to a project. The teacher would develop a product portfolio on a particular school initiative or goal to demonstrate how that goal or initiative is being met. Another reason for creating a product portfolio would be to seek recognition from or to apply to a committee to present a seminar or workshop to the members of a professional organization or at a state or national conference.

The showcase portfolio is a collection of a teacher's best work that is personally chosen by the individual from among many items and samples. The purpose of the showcase portfolio is to demonstrate specific knowledge, skills, attitudes and successful projects, activities, lessons, units or other relevant classroom experiences. It is useful to have a showcase portfolio to present to prospective employers in an interview to show evidence of success in meaningful and practical situations. Because the documents in a showcase portfolio are self-selected, they reflect the teacher's autonomy and individuality.

Student Teachers must prepare and maintain a Professional Portfolio on TaskStream that must be submitted to the Director of Clinical Experiences at mid-semester for review and discussion. The final Professional Portfolio must be presented to a panel of professionals as required at the end of the EDUC 432 Student Teaching Seminar Course. The Student Teacher's Professional Portfolio is most similar to a showcase portfolio because the Student Teacher self-selects items that best demonstrate the knowledge, skills and successes that resulted from the supervised teaching experience.

COMPONENTS OF THE PROFESSIONAL PORTFOLIO

The Professional Portfolio may include any combination of relevant documentation that demonstrates the Student Teacher's knowledge, skills, dispositions and performances relative to teaching and learning. The artifacts included in the Professional Portfolio

should begin with Credentials and be organized around the four Domains and the Components identified in the Framework as listed below. Student Teachers should include at least two items of evidence for each of the Components within each of the four Domains. Each artifact must have a complete description of what the evidence is and why it is included as a representation of teaching and/or learning in that specific Domain and Component.

CREDENTIALS:

In this first section of the Professional Portfolio include the following items in order:

1. Resume
2. Photo of Student Teacher
3. Essay on, "My Philosophy of Education"
4. Essay on, "Why I Chose the Teaching Profession"
5. Current Act 34 Criminal Record and Act 33/151 Child Abuse History and FBI Background Check
6. PRAXIS Examination Scores
7. Results of tuberculin test and other relevant medical results
8. Photographs of the cooperating teacher and/or the school and classroom or other relevant items.

DOMAIN 1: PLANNING AND PREPARATION

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Setting Instructional Outcomes
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Designing Student Assessments

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 1 include, but are not limited to: lesson plans; unit plans; PRAXIS results; formal and informal assessments of students; self-assessment results; rubrics and assessments used, measurable goals written for cognitive, affective and psychomotor Domains, diagnostic teaching methods used; knowledge of Title 22 – Chapter 4: Academic Standards and Assessment; knowledge of Title 22 – Chapter 14: Special Education; knowledge of Title 22 – Chapter 16: Gifted Education; knowledge of Title 22 – Chapter 15: Other Handicapping Conditions. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students' parents or guardians and include those documents in the portfolio.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 2 include, but are not limited to: methods used for grouping students; ways to organize the classroom; examples of learning centers; effective use of bulletin boards; samples of classroom rules, expectations; activities that support learning; graphic organizers; classroom management techniques; application of learning theory to specific practice; knowledge of behavior management plans; samples of remediation and enrichment activities; incorporation of field trip experience or school assembly into classroom lesson and instruction. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students' parents or guardians and include those documents in the portfolio.

DOMAIN 3: INSTRUCTION

- Component 3a: Communicating with Students**
- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning

Component 3d: Using Assessment in Instruction
Component 3e: Demonstrating Flexibility and Responsiveness

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 3 include, but are not limited to: formative and summative evaluation reports; examples of notes to parents; questions that require progressive levels of critical thinking; ways of providing feedback to students; notes from students; photo essay of field trip; electronic materials used in class; methods used to differentiate instruction; incorporation of music or art into lesson; effective inclusive education practices; knowledge of Title 22 - Chapter 4: Academic Standards and Assessment; knowledge of Title 22 – Chapter 14: Special Education; knowledge of Title 22 – Chapter 16: Gifted Education; knowledge of Title 22 – Chapter 15: Other Handicapping Conditions; samples of remediation and enrichment activities; on the spot thinking, ability to change plans with little notice. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Component 4a: Reflecting on Teaching
- Component 4b: Maintaining Accurate Records
- Component 4c: Communicating with Families
- Component 4d: Participating in a Professional Community
- Component 4e: Growing and Developing Professionally
- Component 4f: Showing Professionalism

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 4 include, but are not limited to: reflections on the student teaching experience; essays on philosophy of education and why teaching is the profession of choice; documentation of participation in in-service day activities, IEP conferences, multidisciplinary team meetings; contacts with parents; participation in professional organizations; articles from professional journals; documentation of attendance at a school board meeting; annotated bibliography of professional materials reviewed or studied; particularly relevant and significant journal entries. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.

PORTFOLIO: SUGGESTED ARTIFACTS

The following is a list of items that would be appropriate artifacts to be included in the Student Teacher’s Professional Portfolio:

- Unit Plan
- Lesson Plan (samples)
- Student Evaluation (samples)
- Self-designed instructional materials (Examples: photographs and drawings of games, bulletin boards, learning centers, worksheets, manipulations, transparencies, etc.)

- Examples Behavior Interventions
- Professional Growth Activities (Examples: Agendas/notes from in-service meetings, faculty meetings, board meetings, presentations, conferences, etc.)

- Reflective journal (written, audio or visual log)
- Videotape Recording of Teaching Lesson (include appropriate parental permission forms)
- Cooperating Teacher Critiques/Recommendations
- Evaluations (interim, mid-term and final)
- Anecdotes
- Case Study
- Publications and Presentations
- Extracurricular Activities (coaching, judging, directing, etc)
- Technology (list equipment and/or program and degree of proficiency)

Each entry should include a brief personal reflection.

APPENDIX A

Professional Information

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR PA EDUCATORS

22 Pa. Code §§235.1 - 235.11 <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

Section 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.

Section 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.

Section 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.

Section 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-(702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) (f) the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (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 communication 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 and 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.

Section 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.

Section 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 act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 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.

Section 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 be 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.

Section 9. Improper personal or financial gain

- (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.

Section 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.

Section 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 a colleague who in good faith reports or discloses to a concerning agency actual or suspected violations of law, agency regulations or standards.

HALLMARKS OF QUALITY EDUCATION

Council of Basic Education of State Board of Education, January 25, 1999

www.pde.state.pa.us/stateboard

From the study and consideration of a variety of options for the major areas of educational policy and recent conversations with citizens of the Commonwealth, the Board concludes the following hallmarks of quality education:

Education must be centered on students and their achievement.

Choices in educational policy and programs must serve to foster high levels of achievement for all students; that is, any policy or program must be evaluated in terms of its effect on student achievement. Students must be provided with the knowledge and skills to succeed in a complex world. Over time they must become self-directed life long learners and understand the consequences -- positive and negative -- for choices they make in the educational process. Critical to the success of students are parents, teachers, administrators, board members and the community. Changes in policy that affect practice, organization, curriculum and finance must positively affect students and their achievement.

The system and everyone within it must be driven by performance.

Effort shall never be seen as a surrogate for achievement. Growing sophistication in educational strategy and in the measurement of student performance are yielding valuable information on what works for which students at what level. Parents, students, and society shall not tolerate failure with a student. To measure the performance of students, teachers and the system, standards and related assessments are necessary tools.

Accountability to students, parents, taxpayers and the broader society is a precondition for support.

The investments in education are made by both individuals and the larger society; similarly both individuals and the society reap the benefits. Everyone has a stake in education and should have access to information about its successes, failures and efforts to improve. The performance of the individual and the system must be known and form the basis of actions by students, parents, teachers, administrators and citizens to improve. Standards, benchmarks and assessments are necessary parts of accountability.

Flexibility is essential to promote achievement and control costs.

Some measure of flexibility -- for parents, teachers, schools and communities -- is essential for efficiency and effectiveness. What works in urban may not work in rural. One of the greatest challenges in policymaking at all levels is to determine where consistency is necessary and where flexibility is essential. Increasingly we are convinced that in most areas state policy should set goals or targets and not over-regulate the process. For example, the Board's recent work on academic standards speaks to the state's responsibility to establish standards, assessments and performance levels while retaining local authority for developing curricula, educational programs and instructional strategies.

All individuals must be provided with opportunities to achieve.

The Constitution of the Commonwealth calls for a "thorough and efficient" education system. This stands as an assurance that all students--regardless of talents or limitations, personal means or that of their communities--are provided with the opportunity to achieve. This does not necessarily mean absolute equality of resources, but rather that comparable opportunities in educational programs and services essential for success are provided to all students.

Local control of education is matched by a commitment to excellence in education.

Local commitment to educational excellence is essential for the success of students and schools. State-level policy should help to ensure adequate learning opportunities, fair treatment of students and efficiency in the operation of schools. The balance between state and local control is a perennial area of discussion and debate. In recent years, the Board has attempted to set the goals or expectations for education while freeing communities to design the programs, processes and practices in their schools to meet local needs and expectations.

CODE OF ETHICS OF THE EDUCATION PROFESSION

Adopted by the National Education Association
1975 Representative Assembly
www.nea.org/code.html

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I Commitment to the Student

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

Shall not unreasonably restrain the student from independent action in the pursuit of learning.

Shall not unreasonably deny the student's access to varying points of view.

Shall not deliberately suppress or distort subject matter relevant to the student's progress.

Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

Shall not intentionally expose the student to embarrassment or disparagement.

Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly: a. Exclude any student from participation in any program b. Deny benefits to any student c. Grant any advantage to any student

Shall not use professional relationships with students for private advantage.

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

PRINCIPLE II Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

Shall not misrepresent his/her professional qualifications.

Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

Shall not assist a non-educator in the unauthorized practice of teaching.

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

Shall not knowingly make false or malicious statements about a colleague.

Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

COMPETENCIES TO BE DEMONSTRATED BY CERTIFIED CANDIDATES

All certification candidates shall demonstrate the following competencies:

- Apply theory and research concerning the development, behavior and learning of students including gifted and talented, handicapped and those with exceptional characteristics and/or special needs.
- Prepare, select and use materials and media; modify commercial materials; and produce original materials.
- Use appropriate methods/strategies/techniques to carry out his/her role.
- Prepare, select and use evaluation procedures and diagnostic techniques to plan learning experiences for students.
- Develop knowledge, techniques and skills of describing and analyzing professional, institutional, and political situations in order to make educational decisions.
- Assess and improve reading, writing and speaking skills and/or make appropriate referrals for students with remedial or corrective needs.
- Promote better understandings and interrelationships among individuals and groups of different races, sexes, religious beliefs, national origin and socio-economic backgrounds.
- Make the students aware of the world of work and its opportunities, assist students in making the transition from school to the community.
- Develop a personal teaching philosophy that is reflected in teaching behavior.
- Focus upon the needs and capabilities of the individual student and develop in each child the abilities of independent and creative thought.
- Demonstrate specific content area-related competencies that are based upon the Pennsylvania Department of Education program standards for each certification area being sought.