

Millersville University

A Guide for Student Teaching

**Office of Field Services
Millersville University**

**P.O. Box 1002
Millersville, PA 17551
(717) 871-5752**

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TABLE OF CONTENTS

Quick Reference	1
Professional Education Unit- Conceptual Framework	2
Professional Education Unit- Mission and Vision Statement	3
Student Teaching Policies and Procedures.....	4
Certification Requirements	6
Responsibilities of the:	
Student Teacher.....	7
Cooperating Teacher	8
University Supervisor.....	9
Teaching & Classroom Management.....	10
Planning for Instruction	11
Observation, Self-Reflection, Formative Evaluation.....	12
Formal Evaluation of Student Teaching	
Millersville Adapted Danielson Evaluation.....	13
Pennsylvania Statewide Evaluation Form (PDE 430) – Instructions.....	14
Pennsylvania Statewide Evaluation Form (PDE 430) – Form	17
Appendices	
A) Student Teaching Absence Form	22
B) Pennsylvania Code of Professional Ethics.....	23

QUICK REFERENCE

What to Do In Case Of:

- Situation: **Illness or family emergencies** such as illness in family, funeral, etc.
Call: Cooperating teacher **and** University Supervisor.
Action: Follow the instructions on Pages 4 and 5 under ‘Attendance of Student Teacher.’
- Situation: **Anticipated absences** such as job interviews, observations in other schools.
Action: Follow the instructions on Pages 4 and 5 under ‘Attendance of Student Teacher.’
- Situation: **In-Service Days or Meetings.**
Action: You are expected to attend if district permits or make arrangements with cooperating teacher to work in the classroom.
- Situation: **Inclement weather** conditions which impede travel.
Action: Listen to radio or TV reports which announce whether or not your assigned school district is open or delayed. Follow your district’s schedule.

Important Phone Numbers and E-Mail Addresses

Student Teaching Office	<u>(717) 871-5752</u>	<u>student.teaching@millersville.edu</u>
Student Teaching Fax	<u>(717) 871-7945</u>	_____
University Supervisor #1	_____	_____
University Supervisor #2	_____	_____
Cooperating Teacher #1	_____	_____
Cooperating Teacher #2	_____	_____
School Office #1	_____	_____
School Office #2	_____	_____

Note: Numbers must be obtained from the University Supervisors, Cooperating Teachers, and Schools. ALWAYS check with your Cooperating Teacher and University Supervisor regarding proper procedure and permission to call the person at home.

Student Teaching Website.....www.millersville.edu/studentteaching/

Affirmative Action Statement

Millersville University is an Equal Opportunity/Affirmative Action institution. Coordinator: Services for Students with Disabilities- Mrs. Sherlynn Bessick, Director, Office of Learning Services, Lyle Hall, 717-872-3178; *Mr. Robert Wood, Student Memorial Center (717) 871-4100*; ADA Coordinator- Mr. Louis DeSol, Associate Vice President for Human Resources, Dilworth Building, 717-872-3017

A Member of the Pennsylvania State System of Higher Education.

PROFESSIONAL EDUCATION UNIT

CONCEPTUAL FRAMEWORK- ABSTRACT

All members of the Millersville University Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrates exemplary professional practices.

Learning Communities of Inquiry and Action- We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.

Focus on Students- We will balance knowledge and the principles and the concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.

Exemplary Professional Practices- We will demonstrate the knowledge, skills and disposition of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, the school, and community; and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework, visit the College of Education and Human Services webpage at <http://www.millersville.edu/education/>.

NOTE: The term *Students* in this document and the Mission and Vision Statement refer to school-age (pre-school to grade 12) students.

PROFESSIONAL EDUCATION UNIT

MISSION STATEMENT

The Professional Education Unit (PEU) is committed to the preparation and continuing development of education professionals (e.g. teachers, school leaders, and professional support personnel). The core of basic preparation includes a steadfast commitment to a liberal-arts based education, a strong knowledge of pedagogy and content, provision of ample field experiences, and the development of dispositions benefitting an education professional. The PEU is committed to providing the Commonwealth of Pennsylvania and its students with professionals who are able to assume their roles and responsibilities as educators in a diverse and technologically complex society; who are able to understand and appreciate students as individuals; who develop habits of mind that support inquiry, reflection, and collaboration; and who demonstrate professional standards of conduct including a strong sense of ethics and the motivation to seek opportunities that foster professional and personal growth. The PEU is committed to serve as a resource for the communities in the region through the application of the scholarship efforts and service.

VISION STATEMENT

We envision the Professional Education Unit (PEU) at Millersville University to be exemplary in the preparation of education professionals who recognize, respect, and respond to the promise of every child, seek to better the lives of individuals in a changing and complex society, and improve society through the education process. We envision generations of learners within the community, where PEU faculty and school partners support and guide future education professionals; where new education professionals support and guide their P-12 students and become partners in the preparation of future educators; and where, subsequently, their students become responsible, valued, and giving members of the community.

Adopted, 2005

STUDENT TEACHING POLICIES AND PROCEDURES

The overall policies in regard to student teaching are determined by the various teacher education departments, with the approval of the Dean of the College of Education and Human Services. The administration of the student teaching is a joint responsibility of the Coordinator of Field Services and the education faculty of the Professional Education unit.

Assignment of Student Teachers

Assignments for student teaching locations are made by the Coordinator in cooperation with university departmental personnel, and administrators and teachers in cooperating school districts. Student Teachers are assigned to Cooperating Teachers, not to schools or school district. Student Teachers are responsible for arranging their own transportation to and from their school assignment.

Time Element in Student Teaching

Student teaching typically occurs during a student's seventh or eighth semester. The choice of the semester is determined by number of credits completed and departmental recommendation; satisfactory completion of all Advanced Professional Studies requirements; completion of all professional education courses (see University catalog); time of graduation; and the availability of Cooperating Teachers and University Supervisors. The Student Teacher is required to follow the school's daily schedule unless otherwise noted on the Millersville University Student Teaching calendar.

Professional Conduct

The Student Teacher is a guest of the cooperating school. As a future member of the teaching profession, the Student Teacher needs to maintain the same professional standards expected of the teaching employees of the cooperating school. The Student Teacher is recognized as a representative of the University by the students, faculty, and community to whom he/she is assigned.

The Student Teacher is expected to adhere to the Pennsylvania Code of Professional Ethics (Appendix B) and dispositional guidelines of the Professional Educational Unit.

The Student Teacher must continue to adhere to the MU Student Code of Conduct throughout his/her field experience. The code can be found at <http://www.millersville.edu/judicialaffairs/files/studentcodeofconduct.pdf>.

The appropriate educational department in consultation with the Coordinator of Field Services, the Cooperating Teacher and the University Supervisor and following the guidelines of the Disposition Policy, has the authority to change or terminate the Student Teacher's assignment if professional conduct is not maintained. The disposition policy can be found at: <http://www.millersville.edu/education/files/dispositions.pdf>

Additional Responsibilities Beyond Teaching

Student Teachers are urged not to take any courses during the semester in which they student teach. Under no circumstances may more than one course be taken. Student teachers are also urged to reduce and/or eliminate their involvement in campus activities and outside employment. IN NO WAY SHOULD EITHER ACTIVITIES OR WORK INTERFERE WITH THE STUDENT TEACHER'S RESPONSIBILITIES TO HIS/HER TEACHING ASSIGNMENT.

STUDENT TEACHING POLICIES AND PROCEDURES

Policy of Attendance of Student Teachers

During the semester of student teaching, each Student Teacher is expected to be in the assigned classroom every day the school is in session. The Student Teacher will follow the school calendar and the calendar furnished by the Office of Field Services. Any exceptions to the school district or student teaching calendars will be announced to all students and Cooperating Teachers uniformly. Student Teachers are expected to attend in-service meetings, faculty meetings, and special school events. (e.g. Parent-Teacher conferences, I.E.P. Conferences, Open Houses.)

Each Student Teacher is allowed 2 excused absences according to the guidelines of the University Class Attendance Policy (see below) and 1 excused personal day for the 15-week student teaching experience. The Department Chair of the Student Teacher's certification area will be informed by the Coordinator of Field Services of any additional absences. It will be determined by the Department Chair if additional absences are allowed and/or if the Student Teacher needs to extend their student teaching beyond the designated semester.

The Millersville University Class Attendance Policy is followed during Student Teaching. The University Approved Guidelines are:

1. **Students are expected to attend all classes.** It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.
2. **The University policy is that faculty will excuse absences for the following reasons:**
 - a. personal illness
 - b. death or critical illness in the family
 - c. participation in a university-sponsored activity
 - d. jury duty**
 - e. military duties
 - f. religious holidays
3. **Faculty judge the validity of student absences from class within the University's approved guidelines and may require documentation for excused absences.** Faculty will evaluate any reason, other than those listed above, for a student missing class and determine whether the absence is justified. In these circumstances, a student may make up missed work at the discretion of the instructor.
4. **In the case of foreseeable absences, students are encouraged to notify the faculty member in advance.** A student who will miss class due to participation in an official University activity must notify the instructor well in advance of the activity to assure that the absence is excused.

All absences – planned and emergency – require a Student Teaching Absence Form to be completed, signed by the Student Teacher and University Supervisor, and approved by the Coordinator of Field Services. The Student Teaching Absence Form must be on file in the Field Services Office 5 days prior to a planned absence and within 24 hours of an emergency absence. It is the Student Teacher's responsibility to turn in this form.

****If you are contacted for jury duty during your student teaching semester please contact the Student Teaching Office immediately at (717) 871-5561.**

Procedures for Informing Your Cooperating Teacher of an Absence

IF YOU ARE ABSENT FOR ANY REASON, IT IS YOUR RESPONSIBILITY TO MAKE SURE YOUR COOPERATING TEACHER HAS ANY LESSON PLANS AND TEACHING MATERIALS/MANUALS NEEDED TO OPERATE THAT CLASS DURING YOUR ABSENCE.

Procedures for informing your Cooperating Teacher of an absence

1. For a planned absences obtain the signatures of your Cooperating Teacher and University Supervisor, and submit the form to the Coordinator of Field Services 5 days prior for approval
2. For illness and emergencies, call your Cooperating Teacher and University Supervisor.
3. If an emergency arises, contact your Cooperating Teacher and University Supervisor.
4. No unexcused, undocumented absences are permitted during the semester of student teaching. Department Chairs may require make-up time in instances of absences, beyond the allowed 3 days, regardless of cause. A Cooperating Teacher should call the University Supervisor immediately if a Student Teacher does not report that day.
5. Any Student Teacher who finds it necessary to be excused for reasons other than emergencies (job interviews are the most frequent) must receive permission from his/her Cooperating Teacher and University Supervisor by completing the absentee form (Appendix A) and submitting it to the Office of Field Experiences for approval by the Coordinator Field Services.
6. If inclement weather conditions (e.g. snow) exist, listen to the radio/television reports and follow the district's schedule. Do not call your school.

Use of Student Teacher as Substitute Teachers

“A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since Student Teachers normally do not hold a valid certificate, their assignments as substitute teachers violate the school code. Those teacher educators involved with student teaching should advise Student Teachers to avoid substitute teacher assignments, as they may find themselves in legal jeopardy” (Pennsylvania Department of Education Memo 14, dated July 1975).

If a Cooperating Teacher becomes ill and the principal of the school asks a Student Teacher to cover the class for up to one hour, under the supervision of another teacher, until a substitute arrives, that brief substitution would not appear to break the law. Compensation for substitution is forbidden.

If a Cooperating Teacher is absent, a qualified substitute teacher will be assigned to his/her duties. When a substitute is in the classroom, the Student Teacher should not be given responsibility in addition to that which he/she has already assumed at that stage in the student teaching assignment. For example, if a Student Teacher is responsible for about one-third of the schedule, the substitute should not tell the Student Teacher to “take over the full load.”

Under no circumstances should a Student Teacher be assigned as a substitute teacher to cover another teacher’s classroom schedule or lunch, hall, bus, study hall, or recess duty.

University policy prohibits the release of the Student Teacher to accept a teaching position prior to successful completion of his/her student teaching. Receiving compensation for student teaching is also forbidden.

Substitute Teaching Through Act 86

Act 86 of 2016 adds § 1201.1 to the PA Public School Code of 1949 and allows district superintendents to issue a *Substitute Teaching Permit for Prospective Teachers*. This permit allows teacher candidates with 60 earned credits and are continuously enrolled in an approved teacher preparation certification program to be hired to substitute teach in the district(s) issuing the permit for a maximum of 20 days (no more than 10 days for any one individual teacher). In order to learn more about how to take advantage of this opportunity, we recommend you contact the district(s) in which you wish to substitute teach.

Please keep in mind, if a teacher candidate takes advantage of the opportunity to substitute teach, it does not relieve him/her of his/her obligation to attend classes at Millersville, nor does it relieve him/her of his/her professional obligation to report to early field experience placements, block placements, Professional Development School sites, student teaching placements, or other clinical placements. Teacher candidates who willfully miss any obligations associated with their programs will be accountable for any sanctions imposed by faculty or supervisors of individual courses. If a teacher candidate wants to substitute teach, he/she should treat this like any other work obligation that is scheduled around Millersville University commitments.

Co-teaching

Research demonstrates that co-teaching is an excellent way for student teachers to learn the craft of teaching. In addition, co-teaching is important for K-12 students to have the best learning experience possible, affording them the advantage of their experienced teacher as well as a professional Student Teacher. Millersville strongly supports Cooperating Teachers and Student Teachers working collaboratively in co-teaching roles.

Lead Teaching

Co-teaching does not mean that a Student Teacher will never take on a lead role. How a Student Teacher gains more responsibility will look different in each classroom. The decision on how and when to increase a student teacher’s classroom responsibilities is a JOINT DECISION, involving all three key participants- the Cooperating Teacher, the Student Teacher, and the University Supervisor. Likewise, the decision when to begin and end a lead teacher role is a JOINT DECISION by these three participants. It is the University’s expectation that all three individuals will develop effective communication channels so these decisions can be made with careful deliberation.

Disruption in Schools

The policy of Millersville University in disruptive situations, i.e. strikes by professional employees or students, is to remove Student Teachers from their assignments at the discretion of the Coordinator of Field Services. The Student Teachers will not return until the operation of the school is resumed on a normal basis. Should the period of disruption become extensive, the may reassign the Student Teachers to other locations.

Transporting Students

No Student Teacher should transport any school students in any vehicle. This prohibition extends to field trips and overnight trips (which the Student Teacher should only attend if accompanied by the Cooperating Teacher).

CERTIFICATION REQUIREMENTS

In order to receive an initial teaching certificate in Pennsylvania, a Millersville University candidate must:

1. Complete all requirements of an approved Millersville University education program, including those for admission into Advanced Professional Studies (APS).
2. Complete the program with a cumulative Millersville University GPA OF 3.0. Effective Spring 2010, a GPA below 3.0 and above 2.8 will be accepted; however, higher scores on the Certification test for content examination(s) will be required in order to meet final Certification requirements in PA. Please see the Certification Office for a list of Certification test scores with the GPA deviation. (**Please note:** Deviation scores are subject to change. Relying on deviation scores for certification with a low GPA may delay certification or prevent it completely.)
3. Satisfactorily complete student teaching and have both PDE430 forms signed and submitted to the Field Services office.
4. Earn a BSE Degree or complete a post-baccalaureate certification program.
5. Pass all required State Certification examinations and have those scores submitted by the appropriate testing company directly to Millersville University.
6. Complete an application for certification online in the Teacher Information Management System (TIMS) through the Pennsylvania Department of Education (PDE) web portal. Obtain the “Certification Intent Packet” from the Certification Office and submit completed forms to the Certification Office in the College of Education and Human Services at least 8 weeks before program completion.

Once passing State certification scores are received and ‘Degree is conferred’ by the Registrar’s Office, the MU Certification Office will approve and recommend verified candidates to PDE for certification through the TIMS application portal.

The Bureau of Teacher Preparation and Certification will make the actual teaching certificate available to the candidate upon approval directly through the TIMS application portal. The candidate may print certificates at the time of approval. Candidates should contact PDE directly if their certificate is not approved approximately 6 to 8 weeks after all certification requirements have been met and after confirmation that MU approvals have been entered in TIMS.

Before receiving the teaching certificate, a successful candidate who [1] submits a DARs that states “**ALL REQUIREMENTS HAVE BEEN MET**” and [2] has had all State certification exam scores submitted to MU may obtain a verification letter from the MU Certification Office for *substitute teaching purposes only*. (**Please note:** No verification letters will be released until all requirements for certification have been met including submitting an application for certification through the TIMS application portal and submitting the Certification Intent Packet to the Certification Office.)

T. McEvoy, 8-6-12

RESPONSIBILITIES OF THE STUDENT TEACHER

*It is the Student Teacher's responsibility to become part of the
Community of Learners in the school.*

Professional Interactions

Demonstration of Professional Dispositions

- Show enthusiasm for teaching, initiative and drive for best performance.
- Present a professional appearance and a high quality of verbal and written communication.
- Exemplify punctuality, thorough preparation, confidentiality, and ongoing personal learning.

Orientation to the school

- Adhere to faculty regulations: school day, dress code, use of equipment and electronic devices, parking, and emergency procedures.
- Meet school staff: principal, secretary, grade-level and support teachers, support staff.
- Locate all special services within the school.
- Learn all procedures for daily activities: school, classroom, laboratory safety rules, school records, managements systems, and access to services.

Open Communication

- Have daily conversations with your Cooperating Teacher about instructional procedures, curricular issues, classroom management, and student characteristics and performance.
- Maintain frequent verbal and written communications with University Supervisor.
- Have effective interaction with all professionals and support staff to enhance the educational process for your students.

Preparation

Daily planning

- Prepare lesson plans several days in advance and have them approved by your Cooperating Teacher.
- Base instruction on state and local standards and established curriculum or individualized plans.

Comprehensiveness

- Construct plans based on most current pedagogy and technology.
- Have all materials organized and easy to retrieve.

Teaching

Take teaching responsibility early in the assignment

- Follow your Cooperating Teacher's lead in performing instructional practices.
- Volunteer to assume teaching tasks for individuals and small groups early in the assignment.
- Gradually increase teaching duties until you are totally responsible for daily instruction.
- Use current, research-based, and innovative methodologies.
- Research educational journals and other media in order to enhance lesson content and methodology.
- Follow a well-designed plan for lesson structure, student activities, and evaluation procedures.
- Adapt methodology to meet diverse student learning styles and special needs.
- Integrate technology into all phases of planning, teaching, and assessment.
- Perform formative and summative assessments throughout the instructional process.
- As your confidence increases, try unique and innovative teaching procedures.

Student Interactions

Build student rapport

- Learn students' names, learning styles, special needs and effective grouping practices.
- Support students with self-management and by setting clear expectations.
- Honor student individuality, diversity, linguistic and cultural factors.

Build family rapport

- Show respect to all families and significant individuals important to your students.
- Involve parents through on-going communication, in exchanging information, and by seeking sincere input.

Survey Completion

As a candidate in an accredited program it is your responsibility as part of the program to complete a survey at the end of your experience on the quality of your preparation and services provided at Millersville. As a teacher candidate completing your capstone experience, you are in the best position to provide important feedback to Millersville University. Your verification letter of completion will be withheld until completion of the survey.

**FOR Additional STUDENT TEACHING REQUIREMENTS REFER TO YOUR
DISCIPLINE-SPECIFIC SUPPLEMENT**

Revision November 2016

RESPONSIBILITIES OF THE COOPERATING TEACHER

Before the Student Teacher arrives

- Inform the students, parents and building personnel of the Student Teacher's arrival.
- Collect district, building, classroom, and curricular materials for the Student Teacher.
- Provide a work and storage space.

Orientation

- Introduce the Student Teacher to the principal and all significant personnel within the building.
- Share gathered materials including classroom management and evaluation systems.
- Discuss expectations, building regulations, use of building, and use of classroom equipment and electronic devices.
- Collaborate with the Student Teacher and University supervisor to develop plans for appropriate forms of co-teaching that will enable the Student Teacher to gradually assume teaching and other responsibilities.

Co-teaching, Modeling, Assistance

- Successful co-teaching involves active co-planning with your student teacher
- Discuss developmental and unique learning characteristics of your students.
- Model instructional procedures and encourage discussion about pedagogy.
- Provide opportunities for the Student Teacher to purposefully observe your teaching, parent conferences if appropriate, and instructional support procedures.
- Provide opportunities for the Student Teacher to collaborate with personnel responsible for supporting students with special needs and those who are linguistically and/or culturally diverse.
- Interact with the University Supervisor when he/she visits and by phone or e-mail whenever successes and concerns arise.

Formative and Summative Evaluation

- Confer with your Student Teacher on a daily basis and frequently provide informal written and verbal feedback.
- Use, when appropriate, the MU Adapted Danielson Observation instrument and the full Framework as a basis for supporting discussion and reflection using a common language of practice
- Complete an MU Adapted Danielson Evaluation. If you have a candidate for a half-semester placement you will complete the evaluation at the end of the placement. If you have a candidate for a full-semester, you will complete the evaluation twice: once at the by 7.5 weeks and once at the end of the 15 week placement. The evaluation is completed online. You will receive instructions through email about how to use the online system.

Important factors about pre-service teaching

- Remember that student teaching is a formative process in which the teacher candidate will steadily gain proficiency.
- Offer the Student Teacher increased opportunities to acquire responsibility.
- Assist the Student Teacher in developing lessons, seeking resources, and managing student behavior.
- Encourage creative and unique teaching techniques.
- Confer with the University Supervisor on an ongoing basis and before completing the MU evaluations.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

To the Cooperating Teacher

- Explain the University policies and the evaluation process.
- Serve as an ambassador promoting University goals and procedures with the Cooperating Teacher and the Student Teacher.
- Provide leadership to initiate and maintain the professional relationship between the School, University and the Student Teacher.
- Communicate frequently with the Cooperating Teacher concerning Student Teacher progress and inform the Department Chair and Coordinator of Field Services of any concerns.

To the Student Teacher

- Meet prior to the beginning of the assignment, fully explain the role and responsibilities of the Student Teacher and conduct periodic seminars, as needed, to enhance the student teaching experience.
- Encourage ongoing professional dialogue with the Cooperating Teacher.
- Observe the Student Teacher in a variety of classes/subjects a minimum of three times in a half semester or six times in a full-semester assignment.
- Provide advice and resource recommendations to promote effective teaching practices.
- Provide written and verbal feedback on each observation and be available for additional communications throughout the assignment.
- Provide honest, tactful, and constructive praise and criticism for the Student Teacher's performance.
- Complete evaluations as listed below and submit a final grade for the Student Teacher.
 - For each **half-semester assignment**: complete one MU Adapted Danielson Evaluation and one PDE 430 evaluation.
 - For a **full-semester assignment**: complete an MU Adapted Danielson Evaluation and PDE 430 by 7.5 weeks and at the end of the 15-week placement.
 - Additional assessments defined by specific content areas outlined in supplemental packets.

CLASSROOM ENVIRONMENT

A classroom environment should enable students to achieve success. Your goal is to develop an environment of respect and rapport, with high academic engagement, while minimizing disruptive behavior. To attain this goal, the Student Teacher should discuss with the cooperating teacher their approach to establishing a positive environment with effective procedures and classroom management techniques.

To assist you in developing your ability to establish a positive classroom environment, realize that meaningful and relevant instruction, high academic expectations, effective procedures, physical classroom arrangement, and behavior management strategies are all important.

Meaningful and Relevant Instruction

- Be prepared and organized.
- Define and explain expectations for learning and for behavior.
- Let your students know when they are meeting your academic or behavior expectations.
- Use prompts, cues and reminders to assist your students to support them in meeting the standards.
- Use techniques to maintain students' attention and involvement.
- Utilize techniques that require all students to respond during activities or question/answer sessions.
- Avoid 'Do you want to...?' questions if students do not have an option.
- Establish positive connections by using your students' names during classroom interactions.
- Understand student needs and how to meet those needs.
- Understand and respect ethnic or cultural differences.

Procedures

- Develop management plans (for groupings, material dissemination, transition times, etc.) and include these as part of your lesson plan.
- Develop and utilize appropriate and effective transition techniques to avoid "downtown."

Physical Classroom Arrangement

- Consider the physical classroom arrangement and the impact this may have on student learning and student behavior.
- Make certain all students can see instructional area.
- Be sure students are easily seen by the teacher.
- Keep frequently used materials accessible to you and the students.
- Be sure students are seated away from distracters.

Behavior Management

- Present a behavior plan that makes students accountable for their behavior.
- Present a behavior plan that identifies appropriate student behaviors, inappropriate behaviors, and consequences for student behaviors.
- Reflect upon and identify positive strengths in each of your students on an ongoing basis.
- Set management standards using student input as appropriate.
- Phrase the standards as positives.
- Post the standards and review them regularly with your students.
- Be consistent.
- Eliminate threats, promises, and bluffs from your teaching management repertoire.

Adapted from L. Ridley & L. West, 6-1-12

PLANNING FOR INSTRUCTION

Planning is an absolute necessity for any teacher to accomplish the professional aspect of teaching. **NO ATTEMPT AT TEACHING SHOULD BE MADE WITHOUT PROPER PLANNING. YOU MUST HAVE A LESSON PLAN FOR EACH LESSON YOU TEACH.** To plan effectively, a teacher must be aware of all aspects of a curriculum. Student Teachers, while not responsible for an entire year's curriculum, should be introduced to the scope and sequence of a year's work.

It is important that the University Supervisor working with the Cooperating Teacher and the Student Teacher discuss the appropriate lesson plan format for each particular Student Teacher.

Typically, lesson plans include the following (or similar) components:

- Goal and State or District Standards
- Lesson Objectives
- Materials and Resources
- Procedures, including:
 - Introduction
 - Teacher Instructional Methods
 - Student Activities
 - Special Adaptations to Meet Individual Needs
 - Questions the teacher will ask during discussion
 - Checks for understanding
 - Closure
- Methods for assessing and documenting student performance
- Self-Reflection

Instructional Unit Planning

Instructional unit planning provides an opportunity to use professional skills in designing, assessing, and reflecting upon instruction in a particular subject area. Student Teachers are responsible for organizing a series of learning activities to accomplish instructional unit planning in a particular subject area. The unit of instruction should fit into the district's curriculum sequence; therefore, the selection of the topic/content for the instructional unit should be discussed with and approved by the cooperating teacher. The format of the instructional unit should be discussed with the University Supervisor.

OBSERVATION, SELF-REFLECTION, AND FORMATIVE ASSESSMENT

University Supervisors and Cooperating Teachers are encouraged to give ongoing feedback and to engage Student Teachers in dialogue and reflective practice. As part of this process, University Supervisors and Cooperating Teachers are encouraged to informally use the following formative tool, multiple times during a semester. This tool can be most effective when student teachers are also involved in self-assessment. The full MU Adapted Danielson Rubric is available on the student teaching website. The full rubric includes multiple indicators for each element below. Quality discussions using this form should include discussion of the specific indicators as well as the elements as a whole. It will often be the case, for example, that a Student Teacher will demonstrate proficient qualities for some indicators and basic qualities for others in the same element. Discussions of these nuances will be important for the growth of Student Teachers. Electronic versions of the Observation Instrument as well as the full rubric adapted from the Danielson Framework are available on the Student Teaching website in Word format:

MU Adapted Danielson Observation

Completed by _____ Student teacher _____ Date _____

	Unsat	Basic	Proficient	N / A
Planning and Preparation				
a. Knowledge of content and Pedagogy				
b. Knowledge of students				
c. Setting instructional outcomes				
d. Knowledge of resources				
e. Designing Coherent Instruction				
f. Designing Student Assessment				
Classroom Environment				
a. Respect and Rapport				
b. Culture for learning				
c. Classroom Procedures				
d. Student Behavior				
e. Organizing Physical Space				
Instruction				
a. Communicating with students				
b. Question and Discussion				
c. Student Engagement				
d. Assessment				
e. Flexibility and Responsiveness				
Professionalism				
a. Reflecting on Teaching				
b. Supervised Maintenance of Records				
c. Supervised communication with families				
d. Participation in Professional Community				
e. Growing and Developing professionally				
f. Showing Professionalism				
Comments				

FORMAL EVALUATION OF STUDENT TEACHING

	University Supervisor	Cooperating Teacher
PDE- 430	Completed at 7.5 weeks and at end of the semester. Completed electronically. Printed and signed forms turned in to Field Experience office.	Not completed by Cooperating Teacher
MU Adapted Danielson Evaluation	Completed electronically at 7.5 weeks and at end of semester. Print copies are shared with Student Teachers, but are not turned in to the Field Experience Office.	Completed at 7.5 weeks and at end of semester. Print copies are shared with Student Teachers, but are not turned in to the Field Experience Office.

MU Adapted Danielson Evaluation

The MU Adapted Danielson Evaluation is used for summative feedback to student teachers. Both the University Supervisor and the Cooperating teacher complete the MU Adapted Danielson Evaluation. This evaluation uses the same criteria used to evaluate practicing teachers in the Pennsylvania Department of Education Educator Effectiveness system and specifically the Danielson Framework for Teaching. In this way it provides student teachers with realistic evaluation in line with what they can expect with full time teaching in Pennsylvania. The Millersville Student Teacher instrument uses the same criteria used for in-service teachers for the domains of Planning, Classroom Environment, and Instruction. The Professionalism domain in this evaluation is also similar, but adapts specific language for professionalism expectations for student teachers. In addition, most disciplines have content specific elements as part of the evaluation.

The MU Adapted Danielson Evaluation is used formally once at the end of 7.5 weeks and once at the end of the semester and is completed through an online system by both the university supervisor and the cooperating teacher. This is true regardless of whether a student teacher has two half-semester placements or one full-semester placement. This means that candidates who have two half-semester placements will receive an evaluation at the end of each placement. Student teachers with a full semester placement receive an evaluation in the middle of their placement and one at the end. Evaluations should be based on formal observations as well as tangible evidence (e.g. lesson plans, reflections, classroom management plan). Formative evaluations and reflection using criteria from the evaluation are also important for student teachers' development and provide a fair foundation for summative evaluations.

The MU Adapted Danielson Evaluation has three rating levels: Unsatisfactory, Basic, and Proficient. Unlike the in-service evaluation, there is no rating available for "Distinguished." The qualities described in the in-service evaluation for Distinguished are considered a goal to strive for, but the rating is not used for rating since distinguished is not a level that student teachers can potentially demonstrate.

PDE 430

The PDE 430 is completed ONLY by the University Supervisor

Using the
Pennsylvania State wide Evaluation Form for Student Professional Knowledge and Practice-
Pennsylvania Department of Education – PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the Student Teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and grade level should be clearly listed.
3. Write the date on which the conference was held between the Student Teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of Student Teacher/candidate.
 - i. Category I – Planning and Preparation
 - ii. Category II – Classroom Environment
 - iii. Category III – Instructional Delivery
 - iv. Category IV – Professionalism

Each category has Student Teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the Student Teacher/candidate must be aware for the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the Student Teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The Student Teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. ***The judgment for the performance for the rating of any category is based on:***
 - ***the rater's overall evaluation of performance in each category and***
 - ***is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.***

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the Student Teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the Student Teacher/candidate's performance/level of proficiency.
2. It is also the responsibility of the Student Teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the Student Teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a Student Teacher/candidate's performance/level of proficiency.
3. Since the evaluation form serves as a record keeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the Student Teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-To-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the Student Teacher/candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the Student Teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the Student Teacher is receiving a particular rating for the category. The evaluator's comments help to focus the Student Teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the Student Teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the Student Teacher/candidate's demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the Student Teacher/candidate's supervisor, must be included. In addition, the signature of the Student Teacher/candidate and the appropriate signature dates must also be included. The Student Teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The Student Teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the Student Teacher/candidate. Student Teacher/candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the Student Teacher with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the Student Teacher/candidate. Additional pages may be added if necessary.

The level of proficiency indicated in each of the 4 categories were added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each Student Teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience—once at the midpoint, and once at the end. Not that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the Student Teacher/candidate an opportunity to correct or improve any deficiencies.

The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a *minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the Student Teacher/candidate's college file. Student Teacher/candidate's should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this in an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
717-787-3470
Bureau of Teacher Certification
and Preparation
Pennsylvania Department of Education
(8/1/03)

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name	First	Middle	Student Identification
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Subject(s) Taught	Grade Level
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This form is to serve as a permanent record of a Student Teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the Student Teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the Student Teacher.

Category I: Planning and Preparation--Student Teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation Student Teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional content.

Alignment: 354.33 (1)(i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

1. Knowledge of content
2. Knowledge of pedagogy
3. Knowledge of Pennsylvania's K-12 Academic Standards
4. Knowledge of students and how to use this knowledge to impart instruction
5. Use of resources, materials, or technology available through the school or district
6. Instructional goals that show a recognizable sequence with adaptations or individual student needs
7. Assessment of student learning aligned to the instructional goals and adapted as required for student needs
8. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information about Students _____ | <input type="checkbox"/> Other _____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)				

Justification for Evaluation

Student's Last Name First Middle Student Identification

Category II: Classroom Environment--Student Teacher establishes and maintains an equitable environment for learning, in which students feel safe, valued and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher's performance appropriately demonstrates:

1. Expectations for student achievement with value placed on the quality of student work
2. Attention to equitable learning opportunities for students
3. Appropriate interactions between teacher and students and among students
4. Effective classroom routines and procedures resulting in little or no loss of instructional time
5. Clear standards of conduct and effective management of student behavior
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the Student Teacher
7. Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles and number)

Classroom Observations _____ Visual Technology _____

Informal Observations/Visits _____ Resources/Materials/Technology/Space _____

Student Teacher Interviews _____ Other _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)				

Justification for Evaluation

Student's Last Name	First	Middle	Student Identification
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Category III: Student Teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages in learning by using a variety of instructional strategies.

Alignment: 354.33 (1) (i) (D), (F), (G)

Student Teacher's performance appropriately demonstrates:

1. Knowledge of content and pedagogical theory through their instructional delivery
2. Instructional goals reflecting Pennsylvania K-12 standards
3. Communication of procedures and clear expectations of content
4. Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
5. Use of questioning and discussion strategies that encourage many students to participate
6. Engagement of students in learning and adequate pacing of instruction
7. Feedback to students on their learning
8. Use of informal and formal assessments to meet learning goals and to monitor student learning
9. Flexibility and responsiveness in meeting the learning needs of students
10. Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)				

Justification for Evaluation

Student's Last Name First Middle Student Identification

Category IV--Student Teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33 (1) (i) (I), (J)

Student Teacher's performance appropriately demonstrates:

1. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
2. Knowledge of school or district requirements for maintaining accurate records and communicating with faculty
3. Knowledge of school and/or district events
4. Knowledge of district or college's professional growth and development activities
5. Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local state, and federal laws and regulations
6. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, and administrators
7. Ability to cultivate professional relationships with school colleagues
8. Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)				

Justification for Evaluation

Overall Rating				
Category	Exemplary Minimum of 12 Points	Superior Minimum of 8 Points	Satisfactory Minimum of 4 Points	Unsatisfactory Less than 4 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (indicate ✓)				

Note: Candidates must achieve at least a satisfactory rating of 4 Points or above.

Justification for overall rating:
--

PDE 430

Student's Last Name First Middle Student Identification

District/IU School

Interview/Conference Date _____

School Year _____ Term _____

Required Signatures:

Supervisor/Evaluator _____

Date: _____

Student Teacher _____

Date: _____

Appendix A

Millersville University

STUDENT TEACHING ABSENCE REQUEST FORM

This form must be on file in the Field Services Office 5 days prior to the requested absence or within 24 hours of the emergency absence.

I am requesting permission to be excused from student teaching for the dates and reasons described in this request. I understand that I may be asked to make-up these dates/times at the end of my assignment in order to complete my student teaching obligation. I also understand that this request must be approved by my co-op, supervisor, and the Field Services Office. Failure to receive permission from all individuals will result in the request being denied.

Student Teacher: _____ Phone Number _____

Dates of expected absence: _____

Reason for absence: _____

Each student is allowed 2 excused absences and 1 excused personal day. Please indicate which absence(s) you are requesting on this form by checking all boxes that apply:

- My first excused day
- My second excused day
- My excused personal day
- I have already used all of my excused absences – please review.

Student Teacher signature / Date

Approved

Denied

Approved

Denied

Cooperating Teacher

University Supervisor

Once you have obtained signatures from your cooperating teacher and university supervisor, submit this form to the Field Services Office in Room 120, Stayer Hall. Or, you may scan/email to student.teaching@millersville.edu, or fax to (717) 871-7945.

Approved

Denied

Coordinator Field Services

You will be contacted once the Field Services Coordinator has reviewed your request.

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

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) (24P.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 services 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 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of 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 substitutes 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 or 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 confidence information obtained in confidence in the course of professional services 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.
- (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.

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) Accepts 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 governing agency actual or suspected violations of law, agency regulations or standards.