

**Elementary
Pre-Professional Semester Field Experience
Handbook**

**King's College
Education Department**

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PROFESSIONAL EDUCATION UNIT

Conceptual Framework Abstract

To view the full text of the Conceptual Framework, visit: <http://departments.kings.edu/education/index.html>

Vision Statement of the Unit

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. These collaborations will be built on a set of mutual values that reflect our commitment to academic excellence, service, integrity, diversity, equity, moral and social responsibility, and social justice. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

Mission Statement of the Unit

The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, and abilities as they develop, manage and monitor communities of learning in a diverse and complex world. Future and current teachers are encouraged to develop habits of mind that value intellectual behaviors developed through reflection on and in teaching and learning experiences. In this way, teacher candidates and Reading Specialists can effectively integrate knowledge and practice as they strive to understand and facilitate the learning, growth and development of students.

We seek to prepare professional teachers and Reading Specialists who will provide leadership in the development of collaborative, professional relationships, with schools, organizations, and other institutions focused on the improvement of education in schools and communities. This mission is built on the foundational tenets of a broad-based liberal education in the Catholic tradition of King's College and the best professional practices of teacher education. Consequently, courses and field experiences are designed to enhance the commitment of faculty, teachers, staff, and students to the centrality of personal integrity, diversity, social justice, and democratic citizenship. As we seek to achieve this mission we will sustain and support the values of the Holy Cross tradition and the King's College Mission throughout the College and in the communities we serve.

Goals of the Education Unit

The general aim of the Education Unit is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the Division seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the Division seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience

for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

King's College Teacher Candidate Proficiencies

1. Integrating Knowledge and Practice

- 1.1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught.
- 1.2 The teacher effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.
- 1.3 The teacher productively incorporates a variety of communication techniques to foster student learning

2. Understanding Learners

- 2.1 The teacher understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development
- 2.2 The teacher is committed to the development of literacy skills in all learners
- 2.3 The teacher is culturally competent and can adapt instruction to meet the needs of all students.

3. Developing Learning Communities

- 3.1 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.2 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.3 The teacher understands how factors in the students' environment outside of school may influence students' life and learning
- 3.4 The teacher demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

- 4.1 The teacher understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.
- 4.2 The teacher effectively uses a variety of formal and informal assessment techniques

5. Reflective Practice

- 5.1 The teacher displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
- 5.2 The teacher acts in a responsible and professional manner.

Pre-Professional Experience

Goals of Experience

1. To experience the many facets of a classroom and responsibilities of teaching.
2. To observe the integration of learning theories discussed in college courses and actual classroom application.
3. To assist the classroom teacher in activities that will enhance student learning.
4. To develop and practice teaching skills.

Aligned with the following King's Proficiencies: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.2

Description

The pre-professional semester is an opportunity for elementary education majors to experience a more interactive classroom than their early field experience. During the semester, students will visit selected classrooms for teaching experiences connected with methods courses. Students are required to attend an orientation meeting with the coordinator of the pre-professional semester before starting the experience.

Each student is expected to participate every Tuesday and Thursday, beginning, 2/12/08, for three hours, through 4/17/08. From 4/21/08 through 5/2/08, students will participate every day for a minimum of three hours each time. In addition, in preparation for student teaching, it is strongly recommended that students spend as many full days as possible during the last four weeks. Over the course of the experience, the student will be helping with class business, teaching lessons to small groups of children, assisting individual students under the direction of the classroom teacher, and teaching lessons to the whole class. Students are also encouraged to observe special classes and go to lunch with the class to fulfill hours when it is appropriate.

Scheduling/School Placement

Students will begin the experience by contacting the principal of the school who will arrange an orientation meeting with the cooperating teacher. At the orientation meeting, students will introduce themselves, learn about the school, arrange visits and exchange telephone numbers and e-mail addresses. In addition, students will talk with the teacher(s) to learn about school policies, their classroom management procedures, the scope of the curriculum, and students' individual needs. Students will also review the requirements of the class with the teacher(s). The student's expectations of this experience should be shared with the teacher(s). We also encourage the teacher(s) to share expectations of the students. A tentative schedule should be arranged and a school calendar and policy manual should be obtained. Subsequent visits should be arranged for observations and lessons.

Participating Schools and Principals

St. Aloysius (K-8)

321 Barney Street

Wilkes-Barre, PA 18702

Phone: 824-6131 or 824-6196

Principal: Mrs. Mary Ann Olszewski

Email: mrso@epix.net

St. Mary Assumption (K-8)

41 Carroll Street

Pittston, PA 18640

Phone: 654-8313

Principal: Sr. Esther Falzone, SCC

Email: srestherfalzone@aol.com

St. Nicholas/St. Mary School

242 South Washington Street

Wilkes-Barre, PA 18701

Phone: 823-8089

Principal: Sr. Mary Catherine Slattery, SCC

Sns46@hotmail.com

Gate of Heaven School

40 Machell Avenue

Dallas, Pennsylvania 18612

Phone: 675-6566

Principal: Mrs. Mary Jane Kozick

Email: gohtiguem@hotmail.com

Asst. Principal: Mr. Abe Simon

Wyoming Area Catholic

1690 Wyoming Avenue

Exeter, PA 19643

Phone: 654-7982 or 655-8082

Principal: Mr. Thomas Killino

Email: wacs@comcast.net

Wyoming Seminary Lower School

1560 Wyoming Avenue

Forty-Fort, Pennsylvania 18612

Dean of Primary: Dr. Claire Hornung

Phone: 718-6606 email:

chornung@wyomingseminary.org

Saints Peter & Paul School (K-9)

25 Hudson Road

Plains, PA 18705

Phone: 824-9433

Principal: Mrs. Lucille Procopio

Email: sspps@comcast.net

St. Jude School (K-8)

422 South Mountain Boulevard

Mountaintop, PA 18707

Phone: 474-5803

Email: jrossi@stjc.org

King's/St. Mary's Developmental
Child Care Center

134 South Washington Street

Wilkes-Barre, PA

Contact: Alexa Karakos

Phone: 823-4656

Wilkes-Barre Academy

20 Stevens Road

Wilkes-Barre, PA 18708

Phone: 570-823-7574

Wyoming Valley Montessori School

851 West Market Street

Kingston, PA 18704

Phone: 288-3708

Curriculum Coordinator: Joel Wilkinson

Email: joelwilk@wvms.org

Wyoming Valley West Middle School

201 Chester Street

Kingston, PA 18704

287-2131

Asst. Principal: David Bond

Email: dbond@wvwsd.org

Students will inform the Pre-Professional Semester Coordinator as to which schools, teachers, and grade levels that they will attend during the experience. The number of students who visit a teacher or school is dependent on the cooperating school's ability to facilitate the demand. It is the student's responsibility to call the school office and arrange an orientation visit(s).

General Requirements of Schools

1. **Appearance:** Dress and grooming must be comparable to the professionals in the building. Male students will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female students will wear moderate to long skirts and dresses or dress slacks. Blouses and dress tops should not be tight fitting or have low necklines. One set of earrings is permissible for females, but no other piercing. If a student has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Cigarettes are not permitted on school grounds.
2. **Attendance:** Students are expected to be present at the school at their arranged date and time. If you must be absent, notify the school, the classroom teacher, and Sheri Yech as soon as possible. It is the student's responsibility to arrange a make-up session.
3. **Courtesy:** Students are to report to the main office when entering the building. Since students are guests of the schools, they are expected to abide by the school's regulations, including no tobacco products. Students are to show respect during prayers and pledge ceremonies.

School personnel will report any infraction of the above regulations to the coordinator of the pre-professional experience.

State Requirements: Students must have on file with the director of the pre-professional experience and the school principal the following clearances:

Pennsylvania State Police Criminal Record Check (Act 34)

Pennsylvania school districts require a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. Applications for the Act 34 Clearance will be provided to students, but it is their responsibility to mail them. After receiving the results, students are to keep the original and give two copies to the pre-professional coordinator. The Act 34 Clearance is valid for one year and may also be obtained online at the following website:

<https://epatch.state.pa.us/Home.jsp>

FBI Check (Act 114)

Teacher candidates will need an updated FBI check (can not be older than 1 year) to enter the schools for field experiences and student teaching. Procedures for obtaining this FBI check can be found online at: <http://www.pa.cogentid.com/> Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.

Pennsylvania Child Abuse History Clearance (Act 151)

Pennsylvania school districts require a Pennsylvania Child Abuse History Clearance stating that the applicant does not have a child abuse record. Applications for the Act 151 Clearance will be provided to students, but it is their responsibility to mail them. After receiving the results, students are to keep the original and give two copies to the college supervisor. The Act 151 Clearance is valid for one year. The Pennsylvania Child Abuse History Clearance Form (CY 113) may be obtained from the school to which you are applying for employment, the Division of Public Welfare web site

www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp or from the School Services Unit in the Division of Education.

Specific Course Requirements

1. **Information Exchange:** After the initial meeting with the teacher, a copy of the information exchange sheet should be given to the Coordinator of the Pre-Professional Experience.
2. **Time Sheets:** Students are required to keep an accurate record of the time they spend in the classroom. Students should fill in a daily time record and have the classroom teacher verify and sign it.
3. **Introduction:** On the first visit to the classroom, students will introduce themselves to the class. A brief description of their experiences and goals will be shared with the children for establishing rapport with the class.
4. **Lesson Presentations:** Guidelines and specifications for lessons will be provided by the instructors of the methods courses. All lesson plans are to be available for the classroom teacher to review at least 2 days before presentation. Teachers will review the lessons and provide suggestions appropriate for their curriculum and students.
 - a. **Lesson Plan Format:** Students will use the King's College Lesson Plan format. (sample enclosed). They will integrate lesson plans into a theme cycle unit. A description of the theme cycle assignment follows. Methods instructors will review the lesson plan format with the students.
 - b. **Regular Lessons:** Students will develop lessons for the time period of the subject in the grade level that they are teaching. (Times will vary based on the classroom schedule, teacher, and grade level.) The classroom teacher will provide the topic for the lesson.
 - c. **Weekly Reflection:** One general reflection will be e-mailed to all methods professors each Friday.
 - d. **Experiential Reflection:** Student will prepare a written reflection of overall experience near the end of the semester.
5. **Evaluation – Cooperating Teacher:** Each time students present a lesson, the classroom teacher will provide feedback in terms of teaching style and subject content. Students should allow for time after teaching to confer with the classroom teacher. Over the course of the semester, the cooperating teacher will evaluate the student, using the King's lesson plan evaluation, in three different subject areas, preferably related to language arts, science, and mathematics.
6. **Evaluation – King's Supervisor:** King's teacher candidates can expect at least one classroom observation by Sheri Yech. This observation will be followed by a conference intended to provide coaching and feedback. It is the responsibility of the teacher candidate to provide the supervisor with a schedule of their teaching.

7. Theme Cycle Assignment

The purpose of the theme cycle is to integrate disciplines to make learning fun and attractive to students. One means to accomplish this enjoyment is to integrate lessons. For the interdisciplinary theme cycle project, you will develop lessons in mathematics, language arts, and science according to the *King's College lesson plan* format. The time-line for the theme cycle should extend for a minimum of five (5) consecutive class days. Students will work *individually* with their cooperating teacher to develop a theme cycle designed for their assigned grade level. Each theme cycle will include adaptations for students with special needs as well as sensitivity to students from different cultural backgrounds. All theme cycles will reflect the use of technology. (King's Proficiencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1)

The thematic cycle will be assessed for each methods course (language arts, math, and science) according to the attached rubric.

I	Written Section	30%
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The written section is to be put in a binder that will include:

- Introduction, timeline, and grade level
- An integrated concept map
An integrated unit plan.
- Authentic assessment and assessment rubric(s) for the theme cycle (this is in addition to rubrics used to assess lessons)
- Technology (The theme cycle will include a meaningful application of technology to include: a Power Point presentation, *Hyper Studio* presentations, Web Demonstrations, *United Streaming*, and/or *I movies*.)
- The development of bulletin boards with bulletin board ideas
- Adapted instruction for students with special needs
- Rationale for INTASC Standards
- Identification of PA Standards
- Reflection
- Student Artifacts
- A copy of the teacher evaluation for at least one of these lessons
- Reflections on the lessons
- Pre and Post Assessments
- Communication with Families

II	Presentation (Fifteen Minutes)	10%
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When presenting the interdisciplinary theme cycle, each individual will present their work to the King's Community. Each individual is responsible for creating a video clip (maximum 5 minutes) that demonstrates their theme cycle in action. Each individual will present for approximately fifteen (15) minutes. Please note: it is your responsibility to be sure that your technology will work at the presentation. Also, be sure that as you are taping, you consider such things as the volume and visuals you are presenting.

**King's College
Pre-Professional Experience**

Information Exchange Sheet

Student's Name _____

Phone # _____ E-mail _____

Cooperating Teacher's Name _____

Phone # _____ E-mail _____

Grade Level _____

School Name _____

Specific Subject Taught _____

**King's College Pre-Professional Experience
Time Sheet for Spring 2008**

Orientation Meeting with Administrator: Date _____ Time _____

Administrator's Signature _____

Date	Time Spent In Classroom (minimum 3 hrs)	Time Spent In Conference	Signature of Classroom Teacher
2/12/08			
2/14/08			
2/19/08			
2/21/08			
2/26/08			
2/28/08			
3/11/08			
3/13/08			
3/18/08			
3/25/08			
3/27/08			
4/1/08			
4/3/08			
4/8/08			
4/10/08			
4/17/08			
4/19/08			
4/21/08			
4/22/08			
4/23/08			
4/24/08			
4/25/08			
4/28/08			
4/29/08			
4/30/08			
5/1/08			
5/2/08			

Student _____ School _____

j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)	<i>1 2 3 4 or NA</i>
k. All of the students were actively engaged in the learning throughout the lesson. (2,4) (ACEI 3.4)	<i>1 2 3 4 or NA</i>
l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4) <i>Open-ended questions were used, diverse perspectives were explored.</i>	<i>1 2 3 4 or NA</i>
m. Higher order thinking skills were used. (4) (ACEI 3.3)	<i>1 2 3 4 or NA</i>
n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8) (ACEI 4)	<i>1 2 3 4 or NA</i>
o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4) <i>The students were able to summarize the learning rather than the student teacher having to do this for them.</i>	<i>1 2 3 4 or NA</i>
p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8) <i>e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</i>	<i>1 2 3 4 or NA</i>
q. Relevant subject areas & “real world” problems were integrated into the lesson. (1,2,3,7)	<i>1 2 3 4 or NA</i>
r. Inclusion of special needs student occurred. (2,3)	<i>1 2 3 4 or NA</i>
s. Individual differences were addressed. (2,3,5) (ACEI 3.2)	<i>1 2 3 4 or NA</i>
t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3) (TESOL Standard 3)	<i>1 2 3 4 or NA</i>
u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)	<i>1 2 3 4 or NA</i>
III. Personal and Professional Characteristics	
v. Displayed Enthusiasm. (1,6)	<i>1 2 3 4 or NA</i>
w. Exhibited Confidence. (1)	<i>1 2 3 4 or NA</i>
x. Displayed empathy. (5,9,10)	<i>1 2 3 4 or NA</i>
y. Spoke and acted in a professional manner. (9,10)	<i>1 2 3 4 or NA</i>

(Adopted from the King's College Interactive Lesson Planner found online: <http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & Purdue University's guide to their teaching observation form)

Lesson Plan Format

The Education Department of King's College has a lesson plan format that student teachers are required to use throughout the semester. A copy of the lesson plan and an explanation of each component of the lesson plan follow this section of the Handbook.

Instructional Objective(s)

State objectives in terms of what the pupils are expected to learn.

Materials and Resources

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

Anticipatory Set/Motivation

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to "grab" the students' attention. Indicate the way the lesson will be started.

Procedures/ Input/ Modeling

Describe the sequence and approaches to be followed in lesson development.

Guided Practice/ Checking for Understanding

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

Accommodations and Adaptations

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Closure

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students. Describe the end the instructional experience.

Independent Practice/ Assignment

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

A copy of the **King's Lesson Plan** begins on the next page.

King's College Lesson Plan

Teacher Candidate _____ Date _____

Grade _____

Subject _____ Topic _____

PA State Standards _____

INTASC Standards _____

Instructional Objective(s)

Materials and Resources Needed

Anticipatory Set/Motivation

Procedures (To include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. E.g., Input, Modeling, Guided Practice & Checking for Understanding where appropriate)

Adaptations and Accommodations

Closure

Assessment (Often informal; there should be one assessment for each objective)

For objective one:

For objective two:

Assignment

King's College
Pre-Professional Experience
Experiential Reflection

Student _____

Date _____

Teacher _____

Subject _____

Grade Level _____

Reflect on your experience in the Pre-Professional teaching. Your reflection should include: (1) How the experience benefited you, (2) What would you change if you had the opportunity, (3) What did you learn about teaching, (4) What did you learn about yourself?

Student Teacher Observation Forms for each Specialty Area (SPA)

Math:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Biology:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Chemistry:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

English:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Citizenship:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Foreign Language:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Elementary:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Early Childhood

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

Pre-Professional Assessment Instruments for each specialty area (SPA) & Generic Rubric for Unit Assessments

ACEI *Elementary* Student Teaching Grading Criteria (note: criteria “B” through “Y” are to serve as the generic rubric for unit assessments

Standards	Rating – Criteria Description			
<i>A. Appropriate Content was covered in the following areas when appropriate:</i>	1	2	3	4
ACEI 2.1 English Language Arts	Failed to demonstrate the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Sometimes demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Mostly demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Always demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process and exhibited the ability to use such research based approaches as the DRA reading strategy
ACEI2.2 Science	Failed to demonstrate the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Sometimes demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Mostly demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Always demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology
ACEI2.3 Mathematics	Failed to teach mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Sometimes taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Mostly taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Always taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra and demonstrated how these things apply to “real world” problem solving

ACEI2.4 Social Studies	Failed to demonstrate the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Sometimes demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Mostly demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Always demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas
ACEI2.5 The arts	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts
ACEI2.6 Health education	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses
ACEI2.7 Physical education	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity
ACEI2.8 Connections across the curriculum	Failed to either demonstrate long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was partially successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was mostly successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was always successful in demonstrating long term multi-disciplined units focused on one theme and individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate

<p>b. Pacing Lesson was well paced INTASC (2)</p>	<p><i>Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group</i></p>	<p><i>Sometimes paced lesson too fast for some individuals and provided no accommodation for those falling behind</i></p>	<p><i>Mostly paced the lesson so that it was not too slow and provided accommodations for those falling behind</i></p>	<p><i>Always effectively paced the lesson and kept students from falling behind by individualizing instruction and also maintained motivation for students by introducing new examples, illustrations, or new concepts when appropriate</i></p>
<p>c. Classroom Management Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (INTASC 2,5)</p>	<p><i>Individuals and groups were never kept on task and a classroom management plan starting with least invasive interventions (e.g., eye contact and proximity) to most invasive interventions was not evident</i></p>	<p><i>Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently</i></p>	<p><i>Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was attempted but used sometimes unsuccessfully</i></p>	<p><i>Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively</i></p>
<p>d. Attention gained (INTASC 1,2,4) (ACEI 1) <ul style="list-style-type: none"> ▪A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. ▪Strategies related directly to the learning in the lesson. </p>	<p><i>A strategy was never used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</i> <ul style="list-style-type: none"> ▪Strategies never related directly to the learning in the lesson. ▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively </p>	<p><i>A strategy was sometimes used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</i> <ul style="list-style-type: none"> ▪Strategies sometimes related directly to the learning in the lesson. ▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively </p>	<p><i>A strategy was often used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</i> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson. ▪Visuals, ambiguity, curiosity, noise, or other ways were used effectively </p>	<p><i>A strategy was always used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</i> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. ▪Visuals, ambiguity, curiosity, noise, or other ways were always used effectively </p>
<p>e. Previous knowledge recalled (INTASC 2,4). (ACEI 1)</p>	<p><i>Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</i></p>	<p><i>Strategies were sometimes related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</i></p>	<p><i>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</i></p>	<p><i>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</i></p>
<p>f. Purpose/Objective of the lesson made clear (INTASC 1,4)</p>	<p><i>It was not clear what students were to be learning and why they were learning it.</i></p>	<p><i>It could be somewhat inferred what students were to be learning but no discussion of why they were learning it.</i></p>	<p><i>It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it.</i></p>	<p><i>Objectives were clearly posted for all to see and there was a clear discussion of why they were learning it.</i></p>

<p>g. Teacher Input Provided</p>	<p><i>Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</i></p>	<p><i>Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</i></p>	<p><i>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4)</i></p>	<p><i>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4)</i></p>
<p>h. Teacher guided practice was adequate and appropriate (INTASC 2,4)</p>	<p><i>The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own.</i></p>	<p><i>The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own.</i></p>	<p><i>The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own</i></p>	<p><i>The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were not expected to do similar problems on their own</i></p>
<p>i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4)</p>	<p><i>No repetition took place</i></p>	<p><i>Some repetition took place but no use of mnemonics or organization of the material into meaningful patterns was used to help students learn and remember</i></p>	<p><i>Repetition took place and mnemonic devices used to help students learn and remember</i></p>	<p><i>Repetition occurred, mnemonic devices used, chunking and the organization of the material into meaningful patterns used to help students learn and remember essential facts and concepts</i></p>

(See reverse side)

<p>j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6)</p>	<p>No instructional materials were used</p>	<p>Instructional materials were used but their use was not aligned with the lesson objectives</p>	<p>A variety of instructional materials were used and they were aligned with the lesson objectives</p>	<p>A variety of instructional materials were used and they were aligned with the lesson objectives and they helped to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem</p>
<p>k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4) (ACEI 3.4)</p>	<p>All students were off task</p>	<p>Most students were off task</p>	<p>All students appeared to be engaged in the lesson activities</p>	<p>All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrate their engagement</p>
<p>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4)</p>	<p>Open-ended questions were never used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were sometimes used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions.</p>
<p>m. Higher order thinking skills were used. (INTASC 4) i.e., critical thinking and problem solving (ACEI 3.3)</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate</p>
<p>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8) (ACEI 4)</p>	<p>Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given</p>	<p>Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary</p>
<p>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4)</p>	<p>No summary took place</p>	<p>The teacher candidate summarized the lesson</p>	<p>The students were asked to summarize the learning</p>	<p>The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway (essential principle) or application of the objectives to students’ lives or the “real world” when possible.</p>

<p>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8)</p>	<p><i>Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</i></p>	<p>Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that most of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that all of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.</p>
<p>q. Relevant subject areas & “real world” problems were integrated into the lesson. (INTASC 1,2,3,7)</p>	<p><i>No reference to the application of the content was made</i></p>	<p>A brief reference was made concerning the application of the content</p>	<p>It was clear how the subject could be applied to “real world” problems</p>	<p>Students were engaged in real world problem solving by applying lesson content to the solution of real world problems</p>
<p>r. Inclusion of special needs student occurred. (INTASC 2,3)</p>	<p><i>No IEP’s were referenced, no accommodations were made, and many pathways to learning were not provided</i></p>	<p>IEP’s were referenced, but no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP’s were referenced, and some accommodations were made, but not enough pathways to learning were provided</p>	<p>IEP’s were referenced, accommodations were made, many pathways to learning were provided and students with special needs were incorporated into the classroom so that their strengths could be showcased</p>
<p>s. Individual differences were addressed. (INTASC 2,3,5) and adaptations made for diverse students (ACEI 3.2)</p>	<p><i>Individual differences were not addressed</i></p>	<p>Some instruction built on students’ prior knowledge and experiences and some differentiated instruction took place</p>	<p>Instruction clearly built on students’ prior knowledge and experiences, however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students’ differing learning styles.</p>	<p>Instruction clearly built on students’ prior knowledge and experiences, and differentiated instruction and accommodations took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided and they met the needs of the students’ learning styles.</p>
<p>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3) (TESOL Standard 3)</p>	<p><i>No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used</i></p>	<p>Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and some integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively</p>

<p>u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10) and adaptations made for diverse students (ACEI 3.2)</p>	<p><i>Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of multi-cultures were consistently used</i></p>	<p>Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were not consistently used</p>	<p>Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were sometimes used</p>	<p>Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were used</p>
<p>v. Displayed Enthusiasm. (INTASC 1,6)</p>	<p><i>Voice inflection, smiling, gestures were never used when appropriate</i></p>	<p>Voice inflection, smiling, gestures were sometimes used when appropriate</p>	<p>Voice inflection, smiling, gestures were mostly used when appropriate</p>	<p>Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm</p>
<p>w. Exhibited Confidence. (INTASC 1)</p>	<p><i>Never projected voice, or led the class by example</i></p>	<p>Sometimes projected voice, but did not lead the class by example</p>	<p>Always projected voice when appropriate, and mostly led the class by example</p>	<p>Always projected voice when appropriate, and always led the class by example</p>
<p>x. Displayed empathy. (INTASC 5,9,10)</p>	<p><i>Never listened to students and never served as students' advocate</i></p>	<p>Sometimes listened to students and attempted to serve as student advocate</p>	<p>Always listened to students when appropriate and sometimes served as students' advocate when determining, for example, that factors in the students' environment outside of school may be influencing the students' life and learning</p>	<p>Always listened to students when appropriate and always served as students' advocate when appropriate (e.g., when determining that factors in the students' environment outside of school may be influencing the students' life and learning)</p>
<p>y. Spoke and acted in a professional manner. (INTASC 9,10) (ACEI 5.3, 5.4)</p>	<p><i>Failed to start and end on time and failed to wear clothing and jewelry similar to other exemplary teachers in the school</i></p>	<p>Sometimes started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and failed to collaborate with no evidence of collaboration with colleagues, family, and community</p>	<p>Mostly started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists little evidence of collaboration with colleagues, family, and community</p>	<p>Always started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists significant evidence of collaboration with colleagues, family, and community</p>

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 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 – 27-2702), 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 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 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 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.

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

King's College
Pre-Professional Semester
Rubric to Assess Professionalism

Pre-Professional Student _____

Cooperating Teacher _____

1	2	3	4
<p>Fails to speak or act in a professional manner;</p> <p>Displays lack of confidence or limited enthusiasm for teaching or for working with students;</p> <p>Shows lack of sincerity or concern for students or their families;</p> <p>Is not punctual or dependable.</p>	<p>Speaks or acts in a professional manner.</p> <p>Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well;</p> <p>Shows a willingness to grow and learn;</p> <p>Is sometimes not punctual or dependable</p>	<p>Speaks and acts in a professional manner.</p> <p>Displays confidence and enthusiasm for teaching and working with students and families;</p> <p>Makes constant efforts to learn and improve practice;</p> <p>Is mostly punctual and dependable.</p>	<p>Speaks and acts in a professional manner;</p> <p>Projects enthusiasm and a high degree of energy for teaching;</p> <p>Displays a genuine concern for students and families that translates into a constant pursuit of opportunities to grow and learn as a teacher and as an advocate for students.</p> <p>Is always punctual and dependable.</p>