

**TEACHER INDUCTION PLAN
(TIP)
(Including Non-Teaching Professionals)**

DELAWARE VALLEY SCHOOL DISTRICT

Educating for

DV

Life's Journey

INTRODUCTION

Purpose

The goal of the Teacher Induction Plan (TIP) is to facilitate and provide support for new teachers in the Delaware Valley School District and to insure an orderly and successful passage of the staff member through the initial year of teaching in the district. In addition, this plan will familiarize new teachers with the mission, goals, and teaching and learning standards of the Delaware Valley School District.

The TIP includes service to the:

- First year teacher
- Experienced teacher new to the district
- Educational specialist
- Long-term substitute teacher of 90 consecutive days or more in one position

Goals and Objectives

The TIP is designed to serve the unique needs of the inductee and is developed pursuant to the requirements of Pennsylvania Code (22 Pa. Code §49.16 and §49.83). In particular, it is intended to:

- a. Provide a structure through which the inductee may become familiar with Delaware Valley School District policies, procedures and resources.
- b. Provide a support system for the inductee composed of a model teacher serving in a “mentor” capacity, a building administrator serving as a resource person, and other resource persons, as necessary.
- c. Provide a series of experiences and activities designed to enhance the inductee’s professional training.
- d. Support an orderly and successful passage of the beginning teacher/inductee through the initial teaching period.
- e. Assist in the shaping of professional sound techniques, habits and attitudes enabling to inductee to:
 - Implement instructional practices that improve student achievement
 - Assign challenging work to diverse student populations
 - Use standards-based curriculum framework
 - Accomplish the goals of the curriculum

PDE regulations require that Teacher Induction plans be updated every six years. The induction plan shall be prepared by the District Induction Committee, which includes teacher or educational specialist representatives, or both, selected by teachers, and educational specialists and administrative representatives chosen from the school entity.

The members of the District Induction Committee are as follows:

Dr. Margaret Schaffer
Director of Curriculum Professional Development/Induction
Coordinator

Dr. Brian Blaum, Principal
Delaware Valley High School Grades 9-12

James Mitchell, Director of Secondary Education
Delaware Valley High School

Victoria McNeely, Director of Elementary Education and Technology.

Cheryl Neilsen
Special Education
Educational Consultant

Diana Salas, English Language Arts and Music Teacher
Dingman-Delaware Middle School

Karen Traverso, Reading Specialist, ESL Teacher Grades 3-5
Dingman-Delaware Elementary School

Kathy Farley
K-12 Reading Specialist
Reading Department Chairperson

Gary Cotroneo, Spanish Teacher
World Language Department Chairperson
Delaware Valley High School

Cassandra Zegarski, Elementary Teacher
Delaware Valley Elementary School

The responsibilities of the District Induction Committee are to:

- Identify the training needs of the new teacher
 - Evaluate the TIP annually and make recommendations for revisions as needed
 - Review the training sessions implemented by the central office administrative staff and building level administrators. Department chairpersons, expert teachers and coordinators may also facilitate these sessions.

The Director of Curriculum is responsible for coordinating the Induction Plan and will perform the following:

- Chair the District Induction Committee
- Schedule, implement and oversee an appropriate Induction Program
- Maintain adequate record keeping of induction program activities and participating educators
- Identify and provide for appropriate resources to support educator induction activities (i.e., time, scheduling, space and funding)

The building principal is responsible to:

- Insure the overall administration of the induction process within the building and monitor the inductee(s)' performance
- Oversee required visitations by inductee to other teachers' classrooms
- Facilitate the mentor/mentee relationship, ensure reasonable working conditions, and formally evaluate inductees
- Review and sign "Monthly Teacher Induction Reports"
- Oversee/schedule peer classroom observations

Prior to the beginning of each school year in August, a week long Orientation Program will be presented. This program will consist of a "New Teacher Orientation Day," scheduled times for inductees and mentors to meet and various professional development sessions. A similar type program will be offered to any newly hired inductee throughout the school year by the building principal, to insure the continuity of the program.

Some of the topics to be discussed during New Teacher Orientation Day will include:

- Salary and Benefits
- HIPPA
- Act 48
- Instructional I and Instructional II Certifications
- Tenure
- Planned Course of Instruction/Curriculum
- Teacher Evaluation
- Required Security Clearances
- 7 Habits/Leader in Me
- Superintendent's Annual Report

A packet of materials to be part of the Orientation Program will include, but may not be limited to:

- Copy of the TIP
- Framework for Teaching Smart Card
- Teacher Evaluation Binder
- District Calendar
- Phone System and eMail
- Registering for District In-service and CPE Tracker
- PowerTeacher Quick Start
- FERPA Annual Notice
- School Handbook
- Human Resources Forms
- Business Office Forms
- Acceptable Use of Technology Policy 815
- Technology Passwords
- Code of Professional Practice and Conduct for Educators
- Act 48 FAQs
- Other- As needed

General activities designed to develop the professional knowledge and skills of the inductees will be offered throughout the school year. This may include, but will not be limited to, presentations on: Teacher Evaluation, Classroom Management, Suicide Awareness and Prevention, Home-To-School Communications, Teaching English Learners in an Inclusive Setting, The Seven Habits/Leader in Me and IEP Interpretation and Implementation. Mentors will revisit these topics and will address The Framework for Teaching and The Standards Aligned System (SAS) throughout the school year, with the inductee.

Each inductee will participate in additional professional development opportunities as per the Delaware Valley Education Association Collective Bargaining Agreement.

Mentors

Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership.

Selection Procedure:

Building principals will select and submit a mentor's name to the superintendent and/or designee for each inductee, based on selection criteria and needs of the inductee.

Recommended criteria are:

- Similar certification and assignment
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of district/school policies, procedures and resources
- Ability to work with students and other adults
- Willingness to accept additional responsibility
- Compatible schedules if possible so the mentor and inductee can meet regularly
- Training in use and application of the Standards Aligned System
- Understanding the Levels of Blooms Taxonomy and Webb's Depth of Knowledge
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- Developing good assessments that are based on standards and eligible content
- Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS) as applicable
- Ability to write Student Learning Objectives in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- Instructional II/Vocational Instructional II certificate (if possible)
- Three years of a successful teaching experience (if possible)

Mentors are to provide the following types of support to inductees:

Instructional support such as:

- Weekly meetings during first semester to provide assistance and direction
- Bimonthly meetings during the second semester to provide assistance and direction
- End of each semester meeting with inductee and building principal
- Visiting inductee's classroom for the purpose of providing assistance, as needed and/or as requested by inductee
- Implementation of district curriculum
- Standards-based instructional planning and implementation

- Standards-aligned teaching strategies
- Promote effective instructional practices with the inductee within the inductee's classroom
- Differentiated instruction and supports for struggling students
- Instruction for diverse learners in inclusive settings, including ELLs and students with IEPs
- Data-informed decision making

Professional support such as:

- Information about school policies and procedures
- Student formative and summative assessments and evaluation
- Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)
- Information about quality professional development opportunities
- Preparing for teacher/parent conferences
- Preparation for opening of school
- Classroom management
- Organization of classroom

Personal support such as:

- Introductions to other faculty and administrators
- Personal encouragement within the context of a confidential relationship
- Liaison to referral to other key people and resources at the building and/or district level
- Promote the socialization of the inductee into the school setting and into the community

Mentors are to be paid an annual stipend for each inductee for whom they are responsible.

Requirements of the TIP

- Weekly Meetings of Inductee/Mentor (September through January)
- Bi-Monthly Meetings of Inductee/Mentor (February through April)
- Completion of Monthly Teacher Induction Reports (Addendum 1)
- Four (4) Peer Classroom/Office Observations (Addendum 2, and Addendum 4)
- Completion of Inductee Needs Assessment for Teacher Inductees (Addendum 3)
- Completion of Checklist of Inductee and Mentor Discussions (Addendum 5) (Teaching Professionals)
- Completion of Checklist of Inductee and Mentor Discussions (Addendum 6) (Non-Teaching Professionals)
- Completion of the TIP Evaluation Document/Inductee (Addendum 7)
- Completion of the TIP Evaluation Document/Mentor (Addendum 8)
- Completion of Principal/Inductee Report (Addendum 9)
- Completion of Inductee/Principal/Mentor Report (Addendum 10)
- Completion of Induction Completion Document (Addendum 11)

**To verify participation in the TIP, the attached documents (Addendums 1-11) will be placed in each inductee's permanent file in the District Office. The School Board of Directors will approve a written list of successful inductees. A letter of completion of the Induction Program will be mailed to each inductee for their records.*

Timeline of Activities/Requirements

<u>Activity/Requirement</u>	<u>Date(s)</u>
District/Building Orientation Sessions	August 20-23, 2019
September Teacher/Non-Teacher Induction Report Due	September 30, 2019
October Monthly Teacher/Non-Teacher Induction Report Due	October 31, 2019
November Monthly Teacher/Non-Teacher Induction Report Due	November 27, 2019
December Monthly Teacher/Non-Teacher Induction Report Due	December 20, 2019
Inductee Needs Assessment (Inductee)	Mid- January, 2020
Completion of Two (2) Peer Classroom Observations	Mid-January, 2020
Completion of Principal/Inductee Report	Mid-January, 2020
January Monthly Teacher/Non-Teacher Induction Report Due	January 31, 2020
February Monthly Teacher/Non-Teacher Induction Report Due	February 28, 2020
March Monthly Teacher/Non-Teacher Induction Report Due	March 31, 2020
April Monthly Teacher/Non-Teacher Induction Report Due	April 30, 2020
Completion of Two (2) Peer Classroom Observations	Mid-May 2020
TIP Evaluation Document (Inductee & Mentor)	Mid-May 2020
Checklist of Inductee/Mentor Discussions /Teachers/non-teachers	Mid-May 2020
Induction Completion Document (Mentor/Inductee)	Mid-May 2020
Completion of Inductee/Principal/Mentor Report	Mid-May 2020

MONTHLY TEACHER INDUCTION REPORT

Based on the "Checklist of Inductee and Mentor Discussions" Form
(To be completed by inductee and mentor each month and submitted to the
Administration Offices monthly, September – April, as per "Timeline of
Activities/Requirements") (**Teaching Professionals and Non-Teaching
Professionals**)

Mentor _____

Inductee _____

Building _____

Month _____

Topic(s) Discussed

Action(s) Planned

Principal's Signature _____

Date _____

Mentor's Signature _____

Date _____

Inductee's Signature _____

Date _____

Comments: _____

1st SEMESTER INDUCTEE PEER OBSERVATIONS LOG
(Visitations to other Classrooms and/or Offices)

Inductee must complete and return to the administrative offices by Mid-January of the induction year (Teaching and Non-Teaching Professionals)

Visitations to the other classrooms and/or offices – List the teachers'/professionals' names and dates. ***Please note that visitations shall occur one time per quarter.*** Non-Teaching professionals (ie. Guidance counselors, nurses, psychologists. Etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

Names of Teachers/Professionals Visited & Comment	Date
1 st Quarter	
2 nd Quarter	

Principal's Signature

Induction Coordinator's Signature

Inductee's Signature

Mentor's Signature

INDUCTEE NEEDS ASSESSMENT

**Inductee must complete and return to the administrative offices by
Mid- of the induction year (Teaching Professionals Only)**

Name _____ School Year _____

Building _____ Grade _____

Check the box that indicates your level of interest in each area:

Area	No Interest	Moderate Interest	High Interest
Information on school district policies and procedures			
Educator Effectiveness in accordance with Act 82 of 2012 (22 Pa. Code §19.1)			
Classroom management/student discipline			
Implementing the curriculum/planned course of instruction			
Motivating students			
Collection and use of data in the classroom for instructional decision-making			
Assessing student work			
Instructional strategies/techniques			
Resource materials for instruction			
Technology integration			
How to meet the needs of Special Education students in an inclusive classroom			
How to meet the needs of individual students			
Understanding of state/national standards in your content area			
Methods of assessment including diagnostic, formative, and summative			
Being informed on district annual goals and comprehensive plan			
How to meet the needs of students of English Learners			
Standards Aligned System (SAS)			

Topics I would like presented at future staff development programs: _____

2nd SEMESTER INDUCTEE PEER OBSERVATIONS LOG
(Visitations to other Classrooms and/or Offices)

Inductee must complete and return to the administrative offices by Mid-May of the induction year (Teaching and Non-Teaching Professionals)

Visitations to the other classrooms and/or offices – List the teachers'/professionals' names and dates. **Please note that visitations shall occur one time per quarter.** Non-Teaching professionals (ie. secondary guidance counselors, nurses, psychologists, secondary librarians etc.) *are to schedule time each quarter to visit a fellow non-teaching professional.*

Names of Teachers/Professional Visited & Comment	Date
3 rd Quarter	
4 th Quarter	

Principal's Signature

Induction Coordinator's Signature

Inductee's Signature

Mentor's Signature

CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS

Inductee and Mentor must complete and return to the administrative offices by Mid-May of the induction year (Teaching Professionals Only)

Inductee _____ Mentor _____

Building _____ Date _____

The components of the Framework for Teaching listed below are to be addressed during the school year. Initial and date each topic as it is reviewed and discussed.

Domain 1: Planning and Preparation

Date	Mentor	Inductee
	Initials	
_____ 1. Individual Differences	_____	_____
_____ 2. Lesson Plans	_____	_____
_____ 3. Materials Acquisitions	_____	_____
_____ 4. Special Education	_____	_____
_____ 5. School Library	_____	_____
_____ 6. Pupil Support Services	_____	_____
• Guidance Program		
• Homebound		
• Psychological		
• SAP/IST		
_____ 7. Pupil Grading	_____	_____
_____ 8. Student Assessments	_____	_____
_____ 9. Data Collection and Analysis	_____	_____
_____ 10. Integrating Technology	_____	_____
_____ 11. Other _____	_____	_____

Domain 2: The Classroom Environment

Date	Mentor	Inductee
	Initials	
_____ 1. Classroom Management	_____	_____
_____ 2. Discipline	_____	_____
_____ 3. School Facilities	_____	_____
_____ 5. School Procedures (Classroom and non-classroom)	_____	_____
_____ 6. Custodial/Clerical Relations	_____	_____
_____ 7. Nurse/First Aid	_____	_____
_____ 8. CPR/AED	_____	_____
_____ 9. Other _____	_____	_____

Domain 3: Instruction

Date	Mentor	Inductee
	Initials	
_____ 1. Standards Based Curriculum	_____	_____
_____ 2. Courses of Study	_____	_____
_____ 3. Instructional Delivery Methods (Teaching Strategies)	_____	_____
_____ 4. Communicating Clearly and Accurately	_____	_____
_____ 5. Demonstrating Flexibility and Responsiveness	_____	_____
_____ 6. PSSA (as applicable)	_____	_____
_____ 7. Keystone Exams (as applicable)	_____	_____
_____ 8. Standards Aligned Systems	_____	_____
_____ 9. Student Learning Objectives (SLOs)	_____	_____
_____ 10. Teaching Diverse Learners (IEP, ELs) in Inclusive Settings	_____	_____
_____ 11. Professional Learning Community (PLC)	_____	_____
_____ 12. Other _____	_____	_____

Domain 4: Professional Responsibility

Date	Mentor	Inductee
	Initials	
_____ 1. Professionalism	_____	_____
_____ 2. Record Keeping/Reporting	_____	_____
_____ 3. School Philosophy	_____	_____
_____ 4. Teacher Evaluation-Educator Effectiveness Act 82 of 2012	_____	_____
_____ 5. Parent/Teacher Relationships	_____	_____
_____ 6. Parent Conferences	_____	_____
_____ 7. School Policy/Procedures	_____	_____
_____ 8. School Handbooks	_____	_____
_____ 9. Budget	_____	_____
_____ 10. Contributing to the School and District	_____	_____
_____ 11. Co-Curricular Activities	_____	_____
_____ 12. PTO/PTA	_____	_____
_____ 13. District Goals	_____	_____
_____ 14. Comprehensive Plan	_____	_____
_____ 15. Other _____	_____	_____

CHECKLIST OF INDUCTEE & MENTOR DISCUSSIONS

(For Non-Teaching Professionals, who do not provide direct instruction). Complete and return to the Administrative offices by Mid-May of the induction year.

Inductee _____ Mentor _____

Building _____ Date _____

The components of the Framework of Teaching listed below are to be addressed during the school year. Initial and date each topic as it is reviewed and discussed.

Domain 1: Planning and Preparation

Date	Mentor	Mentee
___ 1. Demonstrating Knowledge of Content and Pedagogy in your Area of Certification	___	___
___ 2. Demonstrating Knowledge of Student	___	___
___ 3. Setting Instructional Outcomes (If Applicable)	___	___
___ 4. Demonstrating Knowledge of Resources	___	___
___ 5. Designing Coherent Instruction (If Applicable)	___	___

Domain 2: The Classroom Environment

Date	Mentor	Mentee
___ 1. Creating an Environment of Respect	___	___
___ 2. Establishing a Culture for Learning (If Applicable)	___	___
___ 3. Managing Student Behavior	___	___
___ 4. Organizing Physical Space	___	___

Domain 3: Instruction

Date	Mentor	Mentee
___ 1. Communicating with Students	___	___
___ 2. Engaging Students in Learning (If Applicable)	___	___
___ 3. Using Assessment in Instruction (If Applicable)	___	___
___ 5. Demonstrating Flexibility and Responsiveness	___	___

Domain 4: Professional Responsibility

Date	Mentor	Mentee
___ 1. Reflecting on your Responsibilities with Students	___	___
___ 2. Maintaining Accurate Records	___	___
___ 3. Communicating with Families	___	___
___ 4. Participating in the Professional Community	___	___
___ 5. Growing and Developing Professionally	___	___

TIP EVALUATION DOCUMENT (Inductee)

**Inductee must complete and return to the administrative offices by
Mid-May of the induction year (Teaching and Non-Teaching Professionals)**

1. Did this program provide the support that you needed to make the transition to the Delaware Valley School District? Explain.

2. Did your mentor provide you with the support you needed and/or required?

3. What things would you suggest be added to aid an incoming teacher/professional?

4. What changes in the program would you recommend?

5. To what extent were the following objectives met by the program?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>
* Improvement of instructional practices	_____	_____	_____
* Adjustment to district and building standards, methods of operation, policies and procedures	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Assessment of professional development	_____	_____	_____
* Support for transition to Delaware Valley School District	_____	_____	_____

Additional comments:

Inductee's Signature

Induction Coordinator's Signature

Principal's Signature

Mentor's Signature

TIP EVALUATION DOCUMENT (Mentor)

***Mentor must complete and return to the administrative offices by
Mid-May of the induction year (Teaching and Non-Teaching Professionals)***

1. Did this program enable you to provide the support needed to allow your inductee to make a successful transition to DVSD? Explain.

2. What things would you suggest be added to aid an incoming teacher/professional?

3. What changes in the program would you recommend?

4. To what extent do you feel through the implementation of the induction program, the following objectives were met for the inductee?

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>
* Improvement of instructional practices	_____	_____	_____
* Adjustment to district and building standards, methods of operation, policies and procedures	_____	_____	_____
* Adjustment to student needs	_____	_____	_____
* Assessment of professional development	_____	_____	_____
* Support for transition to Delaware Valley School District	_____	_____	_____

Additional comments:

Inductee's Signature

Induction Coordinator's Signature

Principal's Signature

Mentor's Signature

**TEACHER INDUCTION PROGRAM
PRINCIPAL/INDUCTEE REPORT**

***Principal and Inductee must complete and return to the administrative offices by
Mid-January of the induction year (Teaching and Non-Teaching Professionals)***

Inductee: _____ School Year: _____

Meetings are to include Inductee and Building Principal. Please list date and what was discussed.

End of 1st day:

_____	_____
Date	Discussion topic(s)

End of 1st week:

_____	_____
Date	Discussion topic(s)

End of 1st month:

_____	_____
Date	Discussion topic(s)

End of 1st quarter:

_____	_____
Date	Discussion topic(s)

This certifies that the above-named inductee and principal have participated in the meetings listed.

Inductee

Building Principal

Induction Coordinator

Date

**TEACHER INDUCTION PROGRAM
PRINCIPAL/INDUCTEE/MENTOR REPORT**

Principal and Inductee must complete and return to the administrative offices before the end of the induction year (Teaching and Non-Teaching Professionals)

Inductee: _____ School Year: _____

Meetings are to include Inductee, Building Principal, and Mentor. Please list date and what was discussed.

End of 1st Semester:

_____	_____
Date	Discussion Topic(s)

Toward the end of 2nd Semester:

_____	_____
Date	Discussion Topic(s)

This certifies that the above-named inductee, principal, and mentor have participated in the meetings listed.

Inductee

Mentor

Building Principal

Induction Coordinator

INDUCTION COMPLETION DOCUMENT

**Inductee and Mentor must complete and return to the administrative offices by
Mid-May of the induction year (Teaching and Non-Teaching Professionals)**

Mentor _____ Inductee _____

Activities

Date

I. Inductee Needs Assessment

II. TIP Evaluation Document

III. Monthly Report to Principals/Assistant Superintendent

Sep____ Oct____ Nov____ Dec____

Jan____ Feb____ Mar ____ Apr____

IV. Peer Observations

Observed Teacher's/Professional's Name

School

Date

1. _____

2. _____

3. _____

4. _____

This certifies that the above named inductee participated in and successfully completed the requirements of the Teacher Induction Program during the school year.

Superintendent's Signature

Induction Coordinator's Signature

Date

Date

Mentor's Signature

Inductee's Signature

Date

Date

Pennsylvania's Code of Professional Practice and Conduct for Educators

ANNEX A

TITLE 22. EDUCATION

PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

CHAPTER 235. 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) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

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

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

Section 4. Practices

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), 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 in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

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

Section 5. Conduct

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

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(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.