Educator Induction Plan
July 2022- June 2028

RAMS

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Introduction

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

Educator quality is the most significant single factor influencing student learning. Therefore, a high-quality educator induction program is an essential first step to facilitating entry into the education profession and the teaching of high academic standards.

Induction programs and support for new teachers are essential and increase retention rates. Inductees who participate in intensive induction programs are more likely to:

- Use instructional practices that improve student achievement;
- Assign challenging work to a diverse student population;
- Use standards-based curriculum frameworks;
- Utilize Educator Effectiveness Practices; and
- Accomplish the goals of the curriculum.

Columbia- Montour Area Vocational Technical School, is committed to providing new teachers with a high-quality induction program of one year and the needed support to grow in their instructional practice and foster a learning environment that provides achievement and positive student outcomes.

Purpose

Positive attitudes and skills are paramount to an environment conducive to teaching and learning. The induction plan design supports new teachers during their initial year of employment. To enhance these attitudes and skills and encourage the professional growth of each inductee, Columbia – Montour Area Vocational Technical School is implementing this teacher induction per the requirements of Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16 and Pennsylvania's Department of Education regulations.

Goal and Objectives

The overarching goal of the educator induction program is to provide support for new teachers to ensure an orderly and successful experience during their first year of employment. Coordinators and Mentors will provide encouraging activities, support coaching, and positive communication to new teachers throughout the year-long Induction process.

Goals

- ➢ To develop, implement and evaluate an induction program that orients and supports professional staff during their initial year of employment.
- ➢ To provide new teachers with essential information and knowledge about the school and students to increase their effectiveness in fulfilling their duties.
- ➢ To provide the necessary information, resources, and support for new teachers to understand the Standards Aligned System, curriculum, lesson planning, teaching strategies, classroom management, and student interactions.
- ➢ To provide teachers with an overview of professional practice within the Danielson Framework of teaching context.

<u>Competencies</u>
- ➢ Engage in reflective practice as new teachers assess their needs based on their strengths and weaknesses in their profession and their new job roles.
- ➢ Gain technical competence and improve classroom management and teaching skills.
- ➢ Enhance new teachers' sense of importance and self-esteem by providing an environment where they receive support, guidance, and advice.
- ➢ Support new teachers as they become acquainted with their new physical surroundings in the workplace and the community.
- ➢ Gain an understanding of CMAVTS policies, procedures, and resources
- ➢ Adapt the informal expectations of the organization and norms for relating to their professional and non-professional staff members.
- ➢ Develop a working knowledge of the Standard Aligned System, the Educator Effectiveness/observation processes based upon The Danielson Framework for Teaching, and the Code of Ethics for the Education Profession to facilitate the growth of their professional practice of teaching and learning.

Needs Assessment

The needs assessment reviews multiple data points and perspectives (e.g., student achievement levels, identification of strengths and areas of concern, based on teacher surveys, curriculum, and instruction review by SREB and other sources) to establish goals and competencies for the educator induction plan.

The Induction Committee addresses the educational needs of the school and the professional needs of our staff and inductees by drawing upon the following data:
- ☐ Professional Development Needs Survey completed by all teachers, administrators, and educational specialists (March 2022)
- ☐ New Teacher and Mentor Teacher surveys for those who participated in Induction Program in the last three years (April 2022)
- ☐ Southern Regional Education Board Curriculum and Instruction Assessment (2022 Technical Assistance Program Team's Report)
- ☐ Inductee/New Teacher Needs Survey
- ☐ Review of Inductee lesson plans
- ☐ Mentor observations to identify needs
- ☐ Regular Meetings with Mentors
- ☐ Follow-up Graduate Surveys (annually and every five years)
- ☐ Graduation / Dropout Data
- ☐ Student Achievement Data (e.g., NOCTI, NIMS, and Keystone Exams)
- ☐ Act 13 Educator Effectiveness and Observation Processes following the Danielson Framework for Teaching
- ☐ Standards- Aligned System requirements
- ☐ Annual Occupational Advisory Committee Meetings.
- ☐ Annual Five–Year Equipment Updating Plan.
- ☐ Comprehensive Plan (2022-2025)
- ☐ Act 48 Professional Education Plan (action plans)

Activities created for the inductees also consider the identified needs of inductees in their Needs Self-Assessment. (See Appendix 2.0)

Structure and Coordination of the Educator Induction Program

Educator Induction Committee

The Educator Induction Committee serves to advise, monitor, and evaluate the overall program. The educator induction committee is responsible for performing the following:
- ☐ Ensures proper representation on the committee;
- ☐ Conducts meaningful needs assessment activities;
- ☐ Assists in the selection of the mentor teachers;
- ☐ Cultivates an appropriate educator induction program; and
- ☐ Conduct an annual evaluation of the educator induction program.

The Educator induction Committee will meet at least twice a year.
- ☐ Once in June or July, before induction begins, ensure the program for the year is in place and prepare a list of mentor teacher candidates for selection by the Principal or designee.
- ☐ In February or March, after the mid-year Inductee evaluation is conducted, for the purpose of program evaluation and planning for the recognition luncheon.

Committee Membership

The Educator Induction Committee is comprised of the following members: The Administrative Director, the Principal, one academic teacher, one educational specialist, one career and technical education teacher, a business & industry representative, a community representative, and a post-secondary representative.

Note: The number and type of educational professionals on the committee may change from year to year.

Coordinator

A coordinator's role is vital to a successful Induction Program. They are responsible for driving the program and ensuring its integration into the broader practice of the school. In addition, the Coordinator of the Induction Program plays a key leadership role in welcoming and supporting New Teachers, meeting with New Teachers, and Mentor Teachers.

The Principal serves as the overall Coordinator of the CMAVTS Induction Program.
As the Coordinator of the Educator Induction Program, the principal will:
- ☐ Schedule and implement an appropriate induction program designed and directed by the educator induction committee.
- ☐ Chair the educator induction committee.
- ☐ Oversee the Educator Induction Program coordination and ensure all roles and responsibilities are understood clearly.
- ☐ Coordinate and oversee the selection of mentors and assignment of inductees.
- ☐ Schedule and Lead the Mentor Teacher Training.
- ☐ Conduct individual and group consultations with Mentor Teachers on an as needed basis.
- ☐ Develop the Activity Schedule for the Induction Program

☐ Identify and provide appropriate resources to support education induction activities (i.e., time, scheduling, coordination of training at induction orientation, space, and funding).

☐ Facilitate presentations for the New Teacher two-day pre-employment induction orientation

☐ The Principal's role as an instructional leader is to organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, students, and other partners

☐ Meet with each New Teacher at the start of the school year (before September 30th) to foster good communications with Inductees regarding the Danielson Framework for Teaching, Educator Effectiveness (Act13), and the formal observation process.

☐ Ensure that all monitoring and evaluation requirements are fulfilled and that all participants are committed to developing reflective practice throughout the program.

☐ Implement the mid-year survey instruments and gather data concerning the Induction Process.

☐ Meet with the Induction Committee to evaluate the program bi-annually

☐ Plan for the spring luncheon to recognize New Teachers who have successfully completed the induction program

☐ Schedule and coordinate the recognition and luncheon activities

☐ Mail Completion of Induction Program Letters to successful Inductees

☐ Initiate Press Release

Mentor Teacher and Inductee Relationship

Mentor Teacher

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

A mentor teacher is a trusted, seasoned educator who supports and guides someone through their personal and/or professional journey. They do so by getting to know their mentee, providing resources tailored to their specific needs, and brainstorming solutions to challenges.

Criteria for Eligibility:
- Certification in Pennsylvania
- Minimum of three years of teaching experience
- Models continuous learning and reflection practices
- Knowledge of district/school policies, procedures, and resources
- Mentor Training or previous mentor experience
- Willingness to accept additional responsibilities
- Ability to work with students and adults

Other Selection criteria for the mentor teacher are as follows:
- Recognized as an excellent teacher
- Exhibits knowledge of learning theory
- Exudes enthusiasm and has a positive attitude
- Has excellent teamwork and interpersonal skills
- Is flexible and willing to work hard to promote teacher

- Knowledge and ability to assess technical competence and instructional skills of new teachers.
- Demonstrate a variety of planning, organizational, and classroom management skills.
- Similar certification and assignment with a similar schedule to meet with the inductee.

Other PDE recommended criteria for Mentors include:
- Training in using and applying PDE's Standards Aligned System (SAS) and the related PDE's Act 48 Professional Development Portal (See Appendix 8.2).
- Understanding the Act 13 Educator Effectiveness and the four domains of the Danielson Model (See Appendix 8.1).
- Understanding the Code of Ethics for the Education Profession (See Appendix 9.0)
- Assisting the new teacher in understanding the concept of differentiated learning that supports higher-order thinking skills and the development of metacognitive skills.
- Developing assessments based on standards and eligible content.
- Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge.
- Understanding the concept of promoting further inquiry by asking open-ended questions.
- Developing assessments based on standards and eligible content.
- Data analysis training (e.g., Pennsylvania Value-Added Assessment System (PVAAS).
- Ability to write Student Learning Objectives in accordance with Act 82 2012 (22 Pa Code § 19 and Act 13 of 2020)

Mentor teachers play an essential role in the induction process and must be willing to develop a mentor/inductee working relationship by:
- Establishing a solid working bond and rapport with the new teacher based on trust and a high frequency of interaction.
- Emphasizing warmth and understanding towards students and a personal commitment toward the profession.
- Assisting the new teacher in identifying needs in all aspects of the teaching process.
- Helping new teachers to obtain available resources and curriculum materials.
- Helping the new teacher adjust to his/her new surroundings and the formal and informal expectations of the organization.
- **Arranging peer support teacher exchange visits and feedback (a minimum of four each year).**
- Providing support and suggesting ways to deal effectively and promote positive relationships with peers, students, and parents.
- Supporting the professional and personal growth of the new teacher.
- **Meeting with inductee a minimum of once per week.**
- **Arranging for observations by inductees in other classrooms.**
- Helping new teachers understand procedures for annual Occupational Advisory Committee meetings.
- Discussing the purpose of the five-year equipment updating plan.
- **Observing new teachers. (The Inductee will arrange these observations three times per year).**
- Utilizing the checklist for instructional skills from the inductee needs assessment.
- Comparing observations with the new teacher as he/she re-evaluates his/her concerns or needs as scheduled during the school year.

Mentors are also educators recognized for instructional leadership and their ability to work collaboratively to develop job-embedded knowledge and skills. Being a mentor is an honor, and mentoring provides a leadership opportunity. Mentors also gain experience that refines their skills and enhances their professional growth.

With instructional leadership in mind, Mentors shall provide the following types of support to inductees:

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

Professional support such as:
     a. Information about school policies and procedures
     b. Student formative and summative assessments and evaluation
     c. Educator Effectiveness per Act 82 of 2012 (22 Pa. Code §19.1)
     d. Information about quality professional development opportunities

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

The Induction Committee will make provisions to handle personality conflicts and other concerns.

Compensation for Mentor/Support Teachers will be Honorarium set by the Bargaining Agreement between the Joint Operating Committee and the Teacher's Association.

Mentor Teacher Training
Mentors are a critical part of the induction process and are the principal conduits for knowledge transfer to new teachers. For this reason, all mentor teachers must be familiar with CMAVTS policies, procedures, and processes to clear up any misconceptions and assure that the materials and resources provided are covered and understood by both the mentor and the new teacher.

Training provided to Mentor teachers focuses on these identified areas:
- Standards Aligned System
- Act 13 Educator Effectiveness and the Danielson Model for Teaching.

- Bloom's Taxonomy and Webb's Depth of Knowledge.
- Curriculum development
- Problems common to the new teacher
- Effective classroom and time management skills
- Resolving classroom conflicts
- Effective instructional skills and strategies for student assessment
- Conferencing skills
- Data analysis, problem-solving, and decision-making skills

Training will be accomplished through participation in the following:
- Act 48 Professional Development Center on the Pennsylvania Department of Education SAS portal. Access the Professional Development Center from the SAS Tools menu. **https://www.pdesas.org/ (Act 13 updates are part of the training, and many of the courses may be retaken with Act 48 credit)**
- Professional education program(s) that deal with effective instructional and performance assessment strategies.
- Sessions with the school guidance personnel on conferencing skills, oral and written communication, and interpersonal skills.
- Online instruction, webinars, or other instructional technology platforms.
- Participation in local Intermediate Unit sponsored workshops or Continuing Education Unit (CEU) courses in a related area.

As a mentor teacher, it is important to remember that your role provides direction and guidance to the new teacher. Therefore, the relationship between the mentoring teacher and the new teacher is driven by the new teacher's needs and guided by the mentoring teacher. For this reason, Mentor Teachers are also encouraged to:

- Seek expertise within and outside the school (community resources or other educational agencies) for additional help.
- Identify resource personnel from the community or local university to assist the new teacher when needed and appropriate (can be arranged in weekly sessions).

Mentor teachers will meet with the Induction Committee bi-annually to review progress and adjust the program as required.

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

To comply with state regulations, every "New Teacher" must participate in the Induction Program. Therefore, an induction experience will be provided for every Level 1 first-year teacher who receives an initial certificate on June 1st, 1987.

An Inductee is "one new to teaching with a temporary or professional contract." Definition of Inductee – Designation to be made by Principal
- First-year teacher

- First-year in district
- Long-term substitute (90-180 day commitment)

Inductees are expected to:
- Attend all orientation activities
- Complete the Inductee Needs Self-Assessment
- Actively participate in mentoring activities and relationships
- Identify needs and concerns and initiate a discussion with mentor teacher, and colleagues.
- Observe experienced teachers
- Meet with mentor teacher a minimum of once per week.
- Meet with other inductees to discuss experiences.
- Attend a meeting with all inductees and mentors at least once during the year.
- Keep a log of induction activities and meetings with the mentor teacher to be submitted to the principal by May 1[s] (See Appendix 3.1)
- Evaluate the program: Inductee Mid-Year Evaluation and Program Assessments (See Appendices 6.1, 6.2,6.3, and 6.4)
- Understand the Act 48 requirements and how to access the SAS training portal.
- Meet with the Principal to discuss the Educator Effectiveness Observation and Evaluation Process

Inductee Training
The induction program coordinator (or designee) and the mentor teacher oversee the training for the inductees. In addition, whenever possible, the district will provide resource people, in-service training, or online education.

Support and Training for the Inductee include, but are not limited to, the following:
- Introduction to School by Principal
- Review of Inductee Needs Self-Assessment
- CMAVTS Faculty handbook, student handbook highlights, and explanation of policies and procedures by the administrative staff.
- Satisfaction of business office administration forms.
- In-service / Act 80 Day Information
- Standard-Aligned System
- Danielson Framework for Teaching,
- Educator Effectiveness Observation and Evaluation Process
- September meeting with Principal
- Peer observations and feedback
- Conferences with mentor teacher prior to school opening and throughout the school year.

Two-day pre-employment Induction orientation

Day 1 Topics	Day 2 Topics
Review of Induction Requirements	**Inductee Needs Assessment**
Danielson Framework for Teaching *Topics: Four domains of teaching practice and their components.	**Student Services** *Topics: Guidance, Counseling, Blended Counselor/Homeless Liaison, Co-Op Coordinator, Outside Agencies
Standards Aligned System *Topics: Review SAS on the PDE site, available resources, and SAS courses for Act 48 Credit**.**	**Safe and Supportive School** *Topics: Safety Committee, Wellness Committee, Safe 2 Say, Positive Behavior Intervention Supports (PBIS) and Student Assistance Program (SAP).
Planning, Preparation, & Materials Selection *Topics: Lesson and unit planning, setting instructional outcomes suitable for diverse learners, Standards Aligned System, curriculum guides, assessing student skills/needs, and instructional materials/resource selection.	**School/Community Relations** *Topics: mission, vision, shared beliefs, and values; advocating for students; communicating with parents, community partners, and business and industry partners; Occupational Advisory Committee; Local Advisory Committee; and Joint Operating Committee.
Classroom Management/Discipline *Topics: Safety and accessibility, setting clear expectations for students, managing student learning activities, arrangement of furniture and use of physical space, monitoring student behavior, and "Assertive Discipline" concepts.	**CMAVTS Policies, Procedures, and Handbooks** *Topics: JOC Policies, school procedures, distribution and review of Faculty Handbook, and highlights from the student handbook.
Grading and Conferencing with Parents *Topics: District grading model, identifying students' positive strategies, understanding parental involvement's role in student achievement.	**Satisfaction of Business Office Forms**
Instruction Skills /Teaching Strategies *Topics: Using praise, motivating students, peer teaching, learning styles/teaching styles, questioning techniques, instructional goals, diagnostic/prescriptive teaching, **instruction for diverse learners**	**CMAVTS Work Order Processes** Topics: Requesting work orders for technology and maintenance.
Code of Professional Practice and Conduct for Education (22 Pa Code 235)	**CMAVTS Budget Processes**
Special Education *Topics: Review the IEP Process, 504 requirements, and student accommodations.	**CMAVTS Field Trip Requests** *Topics: Request forms and process, funding, and when JOC approval is needed.
Interpersonal Relations **Topics: Students, colleagues, parents, and community**	**CMAVTS Professional Education Plan/ ACT 48 Credits**
Data-Informed Decision Making *Topics: use of data for reflective practice, use of technology to gather data and inform instruction, data to track student understanding (scaffolding, differentiated instruction), data to address performance gaps and inequalities in student groups, administrative use of data	**Meeting with Mentor** Review needs assessment, review SAS content, discuss possible schedules or times for weekly meetings and get to know each other.
Teacher Evaluation and Observation Processes *Topics: formal evaluation process and informal observations/feedback, administrative walkthroughs, and feedback.	

The administration will provide induction orientation, In-service and formal/informal meetings to the following Activity Schedule. In addition, act 80 days will also be scheduled throughout the year and include professional development activities.

Schedule of Induction Activities

Month	Activity	Description	Participants	Roles
June- July	Induction Committee Meeting	Review of Induction Process and Assessment. Recommend Mentors for selection.	Committee Members	Assessment of Program Mentor selection Plan for New Teacher Induction Orientation
July- August	Meeting/Training with Mentors	Review of Mentor Requirements, Preparation of Materials for New Teacher Orientation. Mentor Training.	Administrators Mentors	Information, Preparation, and Training
August	New Teacher Induction Orientation Day 1	Educator Effectiveness and Review of Danielson Domains and Teaching Related Topics	Administrators, Educational Specialists, Mentors, and Inductees	Inform, instruct, support, and learn information related to instructional and professional practices
August	New Teacher Induction Orientation Day 2	Review of CMAVTS Student Services and CMAVTS Policies, Procedures, and Processes	Administrators, Educational Specialists, Mentors, and Inductees	Inform, instruct, support, and learn information related to Student Services and CMAVTS policies, procedures, and processes
August	Two-Day Teacher In-service at the start of the school year	In-service Topics TBD. Planning and Preparation	All faculty and staff	Inform, instruct, support, and learn. Planning and Preparation
August-May	Inductee/Mentor Weekly meetings	Variety of Topics based on Inductee Needs Assessments	Mentors and Inductees	Inform, support, and reflect
September	Inductee meeting with Principal	Review of Educator Effectiveness and Evaluation Process	Principal and Inductee	Inform, discuss, and support inductee in Formal Evaluation Processes
September - March	Inductee to schedule a minimum of two peer observations of instruction from experienced, quality teachers.	Inductee observes experienced teacher instruction.	Inductee and experienced teacher	Observation of teaching practice and discussion with an experienced teacher.
October – January	Three classroom observations of Inductee instruction by mentor	Informal peer observations and feedback	Inductee and Mentor	Assess needs, feedback, support, reflection, and growth
October – April	Two Formal Classroom Observations of Inductee Instruction and a minimum of four administrative walkthroughs with feedback	Formal and informal observations and feedback from Principal and academic administrators	Inductee and Principal/other academic administrators	Assessment, feedback, reflection, and growth
January-February	Mid-Year Inductee Survey	Assessment of Induction program and continuing needs of Inductee	Inductees	Assessment of Program
March	Program Assessment Surveys	Assessment of Induction Program and suggestions for continuous improvement	Inductees, Mentors, and Principal	Assessment of Program
March	Induction Committee Meeting	Evaluate Program and Plan for Induction Recognition Luncheon	Committee Members	Program Evaluation, Plan for Recognition
April- June	Recruit and take applications for Mentor positions	Begin mentor selection process for next school year	Principal	Application process
May	Induction Recognition Luncheon	Recognition and Celebration of Inductees	Principal, Committee Members, Mentors, and Inductees	Celebrate successes
May- June	Verification of Program Completion and Press Release	Recognize Inductees and Celebrate their accomplishments publicly	Principal initiated	Community recognition and celebration

Standards Aligned System

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by developing a state-of-the-art portal. https://www.pdesas.org/

Research supports that high-performing Pennsylvania schools and school systems tend to have six common elements:
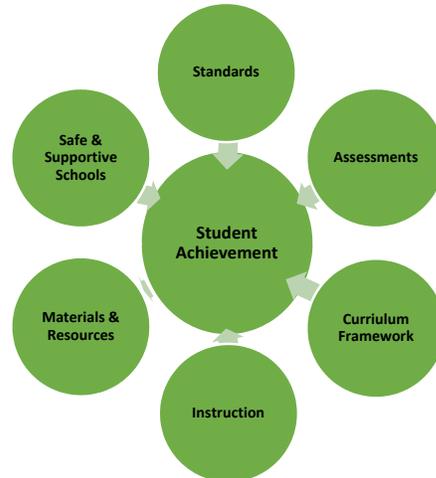
- ❑ Standards – Pennsylvania's Core Standards define what students should know and be able to do as a result of instruction.
- ❑ Assessments – Assessments offer tools and resources to support the process of assessing, evaluating, and documenting student learning to improve professional practice and increase student achievement.
- ❑ Curriculum Framework – Drawn from the Pennsylvania Core Standards, the Curriculum Framework is a set of teaching topics by subject and grade level further defined using Big Ideas, Concepts, Competencies, Essential Questions, and Vocabulary.
- ❑ Instruction – Pennsylvania has adopted the Charlotte Danielson Framework for Teaching as the overarching vision for effective instruction in the commonwealth. The model focuses on the complex activity of teaching by defining four domains of teaching responsibility:
    - Domain 1: Planning and preparation
    - Domain 2: Classroom environment
    - Domain 3: Instruction
    - Domain 4: Professional responsibilities
- ❑ Materials and Resources – Support standards align instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans, and multimedia content examples for planning and delivering instruction.
- ❑ Safe and Supportive Schools – Supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- ➢ Engagement
- ➢ Safety
- ➢ Environment

Educator Effectiveness Act 48 courses have been updated to reflect Act 13. Educators may register for these courses regardless of prior enrollment. See Appendix 8.2 for a complete list of Current SAS courses offered and a list of those available for a retake with ACT 48 credits.

Code of Professional Practice and Conduct for Education

The Code of Professional Practice and Conduct for Education (22 Pa Code 235) the will be addressed as reflected in the Schedule of Activities in this Induction Plan (See Appendix 9.0)

Monitoring and Evaluating the Induction Program

Records of Participation and Completion are Maintained
- ☐ Induction Welcome Letter (Appendix 1.0)
- ☐ Inductee Needs Self-Assessment (Appendix 2.0)
- ☐ Induction Orientation Attendance Sheet
- ☐ An Inductee log of activities with summary/reflection (Appendix 3.1)
- ☐ Mentor Training attendance Sheet
- ☐ Mid-Year Evaluation and Program Assessments (Appendices 6.1, 6.2, 6.3, and 6.4)
- ☐ A meeting log completed by each Mentor teacher (Appendix 5.1)
- ☐ Records of Educator Effectiveness Formal Observations conducted by the Principal
- ☐ A letter of completion of the Induction Program by the Principal will serve as evidence of participation. (See Appendix 7.0)

Review of Induction Criteria
- ☐ Bi-annual review of program structure by Induction Committee
- ☐ Annual review of content topics included in the induction program
- ☐ Annual review of the delivery format for New Teacher Induction Orientation
- ☐ Review Inductee Mid-Year Evaluation of Program Data
- ☐ Review of Two-Day Induction Orientation Schedule of Topics
- ☐ Review Schedule of the Induction Activities.
- ☐ Weekly meetings, Inductee logs, and Mentor Logs will show continuous classroom assistance through the new teacher/mentor teacher relationship throughout the school year.
- ☐ Review of Inductee Needs Self-Assessment (See Appendix 2.0)
- ☐ Review of Program evaluation instruments used to measure the effectiveness of the induction plan (See Appendices 6.1, 6.2, 6.3, and 6.4).

Educator Effectiveness and Evaluation

Under Act 82 of 2012 (22 Pa. Code § 19.1), the evaluations of professionals and temporary professional employees with instructional certificates serving as classroom teachers are considered 50% based on achievement and building-level data, and 50% of an educator's evaluation is comprised of multiple measures of student achievement.

The Danielson Framework of Teaching, which is the observation/evidence instrument for the new educator evaluation system, focuses on the complex teaching activity by defining domains

of teaching responsibility, each with its own set of essential practice components.

Act 13 of 2020 changed the evaluation of professionals and temporary professional employees to a model for Educator Effectiveness with 100% emphasis on the Danielson Framework for teaching and the four domains:
1. Planning and Preparation (20 percent)
2. Classroom Environment (30 percent)
3. Instruction (30 percent)
4. Professional Responsibilities (20 percent)

It is the responsibility of the Induction Program Coordinator (Principal) to ensure communication and understanding of Educator Effectiveness and the Danielson Framework for Teaching, as required by the state of Pennsylvania and the Pennsylvania Department of Education. For a complete listing of the components of each domain in the Danielson Framework for Teaching (See Appendix 8.1).

The primary focus of the educator induction plan should be the Danielson Framework, its four domains, and its components as part of the new teacher professional development offerings

The Principal will play an active support role in developing Educator Effectiveness through the formal and informal observation process.

The Principal will be a primary source concerning Educator Effectiveness and the Danielson Framework for Teaching and will model appropriate observation practices.
- ☐ The Principal will be required to meet with each inductee at the start of the school year to discuss evaluation and plan for professional growth.
- ☐ The Principal shall schedule the start of the year meeting with the Inductee no later than September 30th.

As part of the observation and evaluation process, the Principal and other academic administrators will be expected to meet with New Teachers following these requirements:
- ☐ The principal will conduct a minimum of <u>two formal observations,</u> including pre-conferences and post-conferences, with each inductee. At a minimum, one observation in the fall and one in the spring.
- ☐ <u>A minimum of four informal walkthroughs</u> will also be conducted by the academic administrators to monitor the progress of each inductee and provide feedback to the employee.

Monitoring the Induction Program:
For the Inductee and Mentor Relationship:
- ☐ Inductee Needs Assessment
- ☐ Inductee Log
- ☐ Mentor Log
- ☐ Mentor informal observation feedback
- ☐ Mid-Year Inductee Program Survey
- ☐ Standardized Student Achievement Data
- ☐ Graduate Survey Data

For the Program:
- ☐ Mid-year Inductee Program Survey

- ☐ Program Assessment- Inductee
- ☐ Program Assessment-Mentor
- ☐ Program Assessment -Coordinator
- ☐ Review of program activities and assessment data by Induction Committee

Records and Recognition

Records for Inductee File
- ☐ Welcome Letter (Appendix 1.0)
- ☐ Activity Attendance Sheets
- ☐ Copies of Two Formal Evaluations and Administrative Walk through documentation
- ☐ Verification of Program Completion Letter (Appendix 7.0)
- ☐ Inductee Needs Assessment (Appendix 2.0), Inductee logs (Appendix 3.1), and Mentor Logs (5.1) are submitted to the Principal upon completion of the school year.

The records listed above will be filed in two ways:
- o Individual employee personnel file.
- o School Year
- ☐ Each file system will provide a cross-reference for the completion of the induction program.
- ☐ Surveys and Program Assessments will be used for the induction program evaluation each school year.

Recognition
- ☐ Luncheon
- ☐ Program Completion Letter (See Appendix 7.0)
- ☐ Public recognition through a press release

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July 26, 2022

Dear Teachers/staff.

Welcome to the CMAVTS Ram family. I am grateful for each of you making the decision to join our staff. CMAVTS is committed to making your transition to the Ram family as smooth and seamless as possible. We are excited you are here. One aspect of being a new teacher, is completing the new teacher induction plan. This is required by the state to complete, and we will have a very regimented set of tasks to complete.

Our initial meeting will be Wednesday, August 10th, at 9:00am. We will meet in the training center. During this meeting, we will go through some very basic things and what it means to be a member of the Ram family. We will go over all the basic nuts and bolts of CMAVTS, and how to navigate your time here. We will also meet on Thursday August 11th at 9:00am. On this date we will dive into the Danielson Framework for Effective Teaching, as well as teacher specific things such as gradebooks, classroom structure and classroom management. We will also have monthly meetings to discuss topics and have discussions on them. If you cannot attend the meetings on August 10 & 11, please let me know as soon as possible so we can make other arrangements. Thank you, and I look forward to seeing all of you on August 10th.

Inductees	Mentors
Caitlin Martz	Nicole Wenner
Renee Noll	Wendy Leiby
John Stefanik	Chuck Greco

Sincerely,

Andrew Meyer
Principal

Appendix 2.0
Inductee Needs Self-Assessment
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Review the list below and mark (⊠) any areas you feel you would need additional training.

Domain 1: Planning and Preparation
- ☐ Using behavioral objectives in planning
- ☐ Translating student needs into goals and objectives
- ☐ Developing lesson plans aligned to standards
- ☐ Team planning
- ☐ Use of A.V. materials in the classroom
- ☐ Use of Instructional technology in the classroom
- ☐ Teacher-made instruction materials
- ☐ Use of bulletin boards and displays
- ☐ Textbook evaluations
- ☐ Using drama in the classroom
- ☐ Utilizing community resources
- ☐ Utilizing educational digital resources and software

Domain 2: Classroom Environment
- ☐ Use of learning centers
- ☐ Grouping for instruction
- ☐ Classroom management skills
- ☐ Discipline
- ☐ Reinforcement techniques
- ☐ Techniques for observing and recording student behavior
- ☐ Teacher/Student relations
- ☐ Humanizing the Classroom
- ☐ Behavior modification
- ☐ Motivation achievement

Domain 3: Instruction
- ☐ Application of learning theory in the classroom
- ☐ Student self-concept development
- ☐ Higher order thinking skills
- ☐ Test and measurement techniques
- ☐ Monitoring student progress
- ☐ Grading and reporting

☐Questioning techniques
☐Individualizing Instruction
☐Discovery learning
☐Simulations and games
☐Organization of role-playing activities
☐ Computer-assisted instruction
☐Activities that foster creativity
☐Group dynamics techniques
☐Team teaching techniques
☐Micro-teaching techniques
☐Identification and diagnosis of student reading problems

Domain 4: Professionalism
☐Evaluation of teachers
☐Parent involvement
☐Conducting Parent/Teacher conferences
☐Communicating with parents
☐Reflective practices for teachers
☐Self-evaluation techniques for teachers
☐Interpersonal communications
☐Supervision of student teachers
☐Moral Education
☐Values clarification
☐Community relations
☐ Law-related education programs
☐Role clarification for school personnel
☐Record keeping

Student Groups Instruction
☐Special Education
☐The IEP process
☐504 requirements
☐Adaptations and modifications
☐Diverse Learners
☐Scaffolding
☐Differentiated instruction
☐FAPE

Content Area Instruction
☐POS Duty/Task List
☐POS Scope and Sequence
☐Career and Work Standards

☐ Academic Core Foundations
☐ Guides 4 Learning
☐ Curriculum development
☐ Math and Literacy Integration
☐ Teaching in your content area
☐ Using the writing process in the classroom
☐ Development of thinking skills in the content areas
☐ Developing vocabulary skills
☐ Activity approach to teaching science
☐ Spelling
☐ Teaching math for understanding
☐ Economics in the classroom

Safe and Supportive Schools/Student Services
☐ Utilizing community services and resources
☐ Counseling
☐ Crisis Interventions
☐ Alternative education programs
☐ Safe 2 Say
☐ PBIS
☐ SAP
☐ Blended Counselor/Homeless Liaison/Intervention Specialist

Instructional Technology/ Technology Resources
☐ Word Processing
☐ Using database
☐ Using spreadsheet
☐ Interactive Video
☐ Virtual Instruction (synchronous and asynchronous learning)
☐ Educational apps and software
☐ Skyward
☐ Google Classroom
☐ Google Meet
☐ Zoom, Skype, Google Hangout
☐ Clear Touch panels
☐ Other Instructional Technology

Please list below any other topics you would like to study.

Appendix 3.1

Inductee Log

Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Inductee's Name: _____

Mentor's Name: _____

Induction Activity: _____

Topics Covered: _____

Date: _____

Summary/Reflection of Activity:

Explain how you will utilize this information in your professional practice.

Comments/Needs:

Appendix 4.0
Mentor Teacher Application
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Name: _____Date: _____

Permanent Certification: _____

Number of Years in District: _____

Teaching Assignments in last three years:
        Year 1: _____
        Year 2: _____
        Year 3: _____

Are you familiar with (have you read) the CMAVTS Staff Induction Plan? _____
Have you participated in the CMAVTS Staff Development Program? _____

When did you take your last graduate course? Year: _____
Name of course taken: _____
Highest degree earned: _____

Briefly state your reason(s) for wanting to be a support teacher:
_____
_____
_____

What special skills, traits, and/or training do you have that should be considered when considering you for a support teacher?
_____
_____
_____

Please list any additional information you believe will be helpful to the Induction team as they consider your application for support teacher:
_____
_____
_____

Appendix 5.1

Mentor Log

Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Inductee's Name: _____

Mentor's Name: _____

Induction Activity: _____

Date: _____

Topics Covered:

Comments/Needs:

Appendix 6.1
Inductee Mid-Year Evaluation
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

CMAVTS has set up this Induction program hoping to orient and support new teachers during their initial year of employment. **We value your insights as a participant in this program and need your input to make this program work better in the future.**

Listed below are the activities you were formally or informally involved in during the Induction orientation, in-services, and throughout the year. Please tell us if you think they were adequate for professional growth. If you believe they were not, please comment on how they can be improved.

INDUCTION ORIENTATION DAY I	ADEQUATE	INADEQUATE	COMMENTS TO IMPROVE
Planning & Preparation			
Discipline/Classroom Management			
Grading and Conferencing			
Teaching Strategies			
Material Selections			
Special Education/IEP			
Instruction for Diverse Learners			
Standards-Aligned System			
Interpersonal Relations			
Data-Informed Decision-Making			
Danielson Model for Educator Effectiveness			
Teacher Observation and Evaluation Process			

Listed below are the activities formally or informally participated in during the Induction Orientation, in-services, and throughout the year. Please tell us if you think they were adequate for professional growth. If you believe they were not, please comment on how they can be improved.

INDUCTION ORIENTATION DAY 2	ADEQUATE	INADEQUATE	COMMENTS TO IMPROVE
School/Community Relations			
Student Services			
Budget Processes			
Work Order Processes (Technology & Maintenance)			
Code of Ethics for Education Profession			
CMAVTS Policies and Procedures			
CMAVTS Faculty Handbook Overview			
CMAVTS Student Handbook Highlights			
CMAVTS Field Trip Request Procedures			
CMAVTS Professional Education Plan			
Obtaining and Reporting Act 48 Credits			
Mandated Reporter Training (online)			
Safe 2 Say, PBIS, and SAP			

Listed below are the activities you were involved in either formally or informally during your interactions with your mentor and the Principal. Please tell us if you think they were adequate for professional growth. If you believe they were not, please comment on how they can be improved.

MENTOR SUPPORT	ADEQUATE	INADEQUATE	COMMENTS TO IMPROVE
Your formal and informal mentor interactions at Orientation, In-services, and throughout the year.			
Mentor Observation and feedback.			
Mentor knowledge of CMAVTS policies and procedures and information shared.			
Overall support from your Mentor			

PRINCIPAL SUPPORT	ADEQUATE	INADEQUATE	COMMENTS TO IMPROVE
Induction Orientation, In-Services, and Professional Development Offerings throughout the year.			
Explanation of the Danielson Model for Educator Effectiveness and the Evaluation Process			
Timely and constructive feedback from Observations			
Overall support from the Principal and other administrative staff.			
Encouraged your professional growth throughout the year.			

Appendix 6.2

Program Assessment
Inductee
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Name: _____ Date: _____

1. Did this program provide the support you needed to transition to Columbia – Montour Area Vocational Technical School? Explain.

2. What things would you suggest be added to aid the incoming teacher?

3. What changes in the program would you recommend?

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

	EXCELLENT	GOOD	FAIR
Improvement of teaching skills	☐	☐	☐
Adjustments to building standards and operations	☐	☐	☐
Adjustment to student needs	☐	☐	☐
Assessment of professional development without penalty	☐	☐	☐

Appendix 6.3

Program Assessment
Mentor Teacher
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Name: _____Date: _____

1. Did this program help you provide adequate support to the inductee? Explain.

2. What things would you suggest be added to aid the incoming teacher?

3. What changes in the program would you recommend?

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

	EXCELLENT	GOOD	FAIR
Improvement of teaching skills	☐	☐	☐
Adjustments to building standards and operations	☐	☐	☐
Adjustment to student needs	☐	☐	☐
Assessment of professional development without penalty	☐	☐	☐

Appendix 6.4

Program Assessment
Induction Program Coordinator
Columbia – Montour Area Vocational Technical School
Bloomsburg, PA

Name: _____Date: _____

1. Did this program help you provide adequate support to the inductee? Explain.

2. What things would you suggest be added to aid the incoming teacher?

3. What changes in the program would you recommend?

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

	EXCELLENT	GOOD	FAIR
Improvement of teaching skills	☐	☐	☐
Adjustments to building standards and operations	☐	☐	☐
Adjustment to student needs	☐	☐	☐
Assessment of professional development without penalty	☐	☐	☐

COLUMBIA-MONTOUR
Area Vocational-Technical School
5050 Sweppenheiser Dr. • Bloomsburg, PA 17815-8920 • www.cmvt.us • Ph: (570) 784-8040 • Fax: (570) 784-3565

Date

Name

Address

City, State, Zip

Dear _____:

This letter informs you of completing the Teacher Induction Program at Columbia – Montour Area Vocational Technical School. We hope the program has been helpful for your assignment.

As you know, completion of the teacher induction program is a necessary element of your teacher certification process. Therefore, please use this letter as verification of your completion of the program.

Sincerely,

Principal

Appendix 8.1
Danielson Framework for Teaching

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

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

Component 1a: Demonstrating Knowledge of Content and Pedagogy

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

Component 1b: Demonstrating Knowledge of Students

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

Component 1c: Setting Instructional Outcomes

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

Component 1d: Demonstrating Knowledge of Resources

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

Component 1e: Designing Coherent Instruction

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

Component 1f: Designing Student Assessments

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

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

Component 2a: Creating an Environment of Respect and Rapport

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

Component 2b: Establishing a Culture for Learning

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

Component 2c: Managing Classroom Procedures

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

Component 2d: Managing Student Behavior

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

Component 2e: Organizing Physical Space

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

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

Component 3a: Communicating with Students

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

Component 3b: Using Questioning and Discussion Techniques

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

Component 3c: Engaging Students in Learning

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

Component 3d: Using Assessment in Instruction

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

Component 3e: Demonstrating Flexibility and Responsiveness

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

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

Component 4a: Reflecting on Teaching

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

Component 4b: Maintaining Accurate Records

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

Component 4c: Communicating with Families

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

Component 4d: Participating in a Professional Community

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

Component 4e: Growing and Developing Professionally

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

Component 4f: Showing Professionalism

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

Appendix 8.2

SAS: Act 48 Educator Effectiveness Courses

Educator Effectiveness Act 48 courses have been updated to reflect Act 13. Educators may register for these courses regardless of prior enrollment. The Professional Development Center can be accessed from the SAS Tools menu. **https://www.pdesas.org/**

The following courses may be retaken for Act 48 credit:

- Enhancing Content and Pedagogical Knowledge
- Effective and Engaging Standards-based Instruction
- Effective Strategies for Instruction
- Demonstrating Knowledge of Students
- Technologies and Tools to Promote a Successful eLearning Environment
- Setting Instructional Outcomes
- Developing Aligned Curriculum
- Demonstrating Knowledge of Resources
- Getting Started: The Standards Aligned System
- Promoting Safe and Supportive Schools
- Text-Dependent Analysis (TDA)
- Designing Lessons, Units, and Learning Activities
- Student Grouping and Supportive Resources
- Meaningful Instruction to Improve Student Achievement
- Classroom to Workforce Connection Part I
- Classroom to Workforce Connection Part II
- Engaging Instructional Groups
- Productive Student Grouping
- Advanced Grouping Strategies
- Fundamentals of Assessment
- Instruction in Assessment
- Advanced Assessment Strategies
- Creating Meaningful Assessments
- Creating a Culture of Respect and Rapport
- Social-Emotional Learning and Career Ready Skills
- Teacher-to-Student Interactions
- Student-to-Student Interactions
- Sparking Student Engagement
- Cultivating an eLearning Community
- Expectations for Learning and Achievement
- Student Pride in Work
- Managing Classroom Procedures
- Supervising Volunteers and Paraprofessionals
- Foundations for Managing Student Behavior
- Monitoring Student Behavior
- Responding to Student Misbehavior
- Organizing Physical Space
- Setting Expectations for Learning

- Effective Uses of Language
- Classroom Communication
- Communicating Directions and Procedures
- Educators as Systems Change Agents
- Teaching and Communicating in the eLearning Environment
- Explaining Content: Teacher to Student
- Explaining Content: Student to Student
- Questions That Gather Information
- Questions That Work With Information
- Questions That Facilitate Taking Action
- Discussion Techniques
- Student Participation
- Facilitating Classroom Discussions
- Preparing to Participate: Student-Led Discussions
- Participating in Student-Led Discussions
- Engaging Students in Learning
- Student Engagement and Exploration
- Developing Life-Long Learners
- Teaching in the 21st Century: The Need for Change
- Types of Learning Activities
- Fundamentals of Flexible and Responsive Teaching
- Flexible and Responsive Teaching
- Advanced Strategies for Flexible and Responsive Teaching
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating With Families
- Exploring Professionalism
- Developing Professionalism
- Enhancing Professionalism
- Self-Awareness and Reflective Practices for Equitable Classrooms

The following courses are **excluded** from retakes:

- Planning and Integrating the P.A. Career Ready Skills Into the School Environment
- Creating a Culture for PA CRS Sustainability
- Pathways to Graduation: Guiding Students in Decision Making
- Using SAS Effectively
- Curriculum Audit: Introduction
- Conducting a Curriculum Audit
- Deconstructing Standards
- Addressing Learning Gaps
- SAS Assessment Center
- Educator Effectiveness: Supporting Student Achievement and Growth
- Educator Effectiveness: Classroom Teachers
- Educator Effectiveness: Supervisors of Special Education
- Educator Effectiveness: Other Non-Teaching Professionals
- Educator Effectiveness: Non-Teaching Professional Supervisors

Appendix 9.0

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATION CHAPTER 235.

Section

§235.1. Mission.

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

§235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies, and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute, and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12th, 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 1st, 1991. See 24 P.S. §121255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner, which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of

professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§235.4. Practices.

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101--27-2702), other school laws of this Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

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

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

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

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

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

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

(8) Professional educators shall be open-minded and 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, compelling professional necessity as determined by the professional educator.

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

§235.5. Conduct.

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

§235.6 Legal Obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12th, 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:

(3) 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.
(4) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4th, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401--413.

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

§235.7. Certification.

The professional educator may not:

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

§235.8. Civil rights.

The professional educator may not:

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

§235.9. Improper personal or financial gain.

The professional educator may not:

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

§235.10. Relationships with students.

The professional educator may not:

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

§235.11. Professional relationships.

The professional educator may not:

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