## YORK COLLEGE OF PENNSYLVANIA
### SCHOOL OF BEHAVIORAL SCIENCES AND EDUCATION

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Field Experience provides students with the opportunity to take the ideas and theories learned in their college classes and observe and/or apply them in an educational setting on a regular basis.

http://www.ycp.edu/field-services

The Education Department believes the challenge in education is the quality preparation of candidates for the profession. To achieve this goal, we help our students to develop as critical thinkers and decision makers who are skilled in the principles of human growth and development, receptive to change and innovation, and who have had a chance to practice their classroom skills in the real world. We work to develop strategy-based educators who empower their students with knowledge, skills, and attitudes to become lifelong learners. Just as importantly, we educate future teachers and practitioners who are committed to their own lifelong learning and best practices.
I. Definitions of Field Experience

Per the Pennsylvania Department of Education, there are four stages of field experience (See Section III below). Each one is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings to give candidates a flavor for the values, culture, and working styles of learning environments. This includes learning about the socio-emotional and academic traits of students, and gaining experience with the teaming approach to teaching through direct observation and participation in teamwork and collaboration at the appropriate grade levels. Field experiences are defined, as a range of formal, required school and community activities participated in by students who are enrolled in teacher preparation programs. Effective field experiences provide candidates with increasing exposure to schools, under the guidance of program faculty and trained teacher mentors (cooperating teachers) throughout the preparation program.

II. Field Experience Guiding Principles

1. Field experiences are designed and delivered for candidates to make explicit connections with content areas, cognitive development, motivation and learning styles.
2. Field experiences allow teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty and under the mentorship of certified teachers.
3. Field experiences must allow teacher candidates to progress from observation to teaching small groups of students under the mentorship of a certified educator at the pre-student teaching level, to the culminating student teaching experience.
4. Field experiences are on-going throughout the program, aligned with coursework, and include varied experiences in diverse environments.
5. Candidates need time to learn and demonstrate the complex competencies and responsibilities required by teachers.

III. Field Experience Stages

The following section describes the four stages of Field experience required for all certificate areas:

Stage 1: Early Field Experience—Observation

Students are observers in a variety of education and education-related settings appropriate to various grade level assignments. Observations should occur in a range of school and learning settings (e.g., urban, suburban, rural; high and low-performing schools) so that students have a broad experience.
Stage 2: Early Field Experience--Exploration

This is an experience in which the candidate works under the teacher’s supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

Stage 3: Advanced Field Experience--Pre-Student Teaching

This is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction.

Stage 4: Advanced Field Experience--Student Teaching*

YCP candidates are expected to complete one entire semester of full-time student teaching. Candidates will adhere to the calendar and schedule of the host school.

*More information regarding Stage 4, Student Teaching, can be found in the Student Teaching Handbook, on the Field Services website.

IV. Pre-Professional Educator Status

All Education majors who wish to pursue teaching certification must obtain PPES before they are eligible to enroll in professional preparation coursework (Stage 3 +). Requirements for obtaining PPES are outlined and described on the PPES Application on our website.

Things to consider when applying for PPES:
- PPES applications must be submitted as a packet, which includes photocopies of all requirements listed on the application.
- It is strongly suggested that Education majors apply for PPES by the end of their first semester sophomore year or as soon as requirements are met.
- Professional Preparation courses require many field experience hours, therefore the earlier students can enroll in these courses the better their scheduling and workload will be distributed.

TESTING REQUIREMENTS IN PENNSYLVANIA
Pre-Professional Educator Status (PPES) Testing - All Education Majors

Teacher preparation programs in Pennsylvania are required to assess candidate basic skills in reading, mathematics and writing prior to granting a student Pre-Professional Educator Status (PPES). Institutes of Higher Education accredited by Pennsylvania may accept various basic skills assessments. Pennsylvania determines the qualifying scores for each of the basic skills assessments.

York College of Pennsylvania allows Education Majors to use any of the following assessments providing minimum qualifying scores are reached, as part of their PPES application: PAPA, SAT, ACT, or Core. Students must apply for PPES and provide multiple criteria, in addition to their Basic Skills Assessment scores. Click on the link below to view the options for the Basic Skills Assessments, along with the corresponding qualifying scores and vendor websites: Basic Skills Test Options Required for PPES.

V. Background Clearances

The Commonwealth of Pennsylvania (PA Act 24) requires all personnel who work in schools to obtain a PA Criminal Record, Child Abuse background check, and an FBI Criminal Background check and fingerprinting. STUDENTS WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE WITHOUT CLEAR and CURRENT CLEARANCES. All students must obtain the required clearances immediately upon acceptance and/or enrollment in an education course requiring a field experience component. A delay in obtaining clearances will result in a delay in obtaining a field placement. Since many courses require field experience, students who miss required weeks of field experience due to lack of clearances may be negatively impacted. All students must renew clearances each year. It is suggested that June is the best month to do so, as the new clearances will be good for the entire new school year, and it allows 4-6 weeks for the return of the Pennsylvania Child Abuse clearance. Students must retain the originals in their possession at all times. All clearances are valid for only one calendar year, including the FBI fingerprinting. The clearance forms and instructions can be obtained on our website.

When a student receives his/her clearances, he/she is responsible for bringing a hard copy of each document to the Department of Education Office (LS-134) and the administrative assistant will retain copies for the Department of Education.

VI. Field Experience Online Application

All candidates must submit an online application to request a field experience each semester. An email will be sent out after registration with a link to the online application. Subsequent reminders will be sent. This application ensures appropriate placement for the upcoming semester. Additionally, having the information in
the application will allow the Department to track field experience placements. **Without applying for field experience, a student may not be placed.** (See our website for the application)

Fall Application Availability: The week after registration for Fall.
Spring Application Availability: The week after registration for Spring.

**VII. Field Placement Notification**

Field experiences generally start the third week of class. Note: No candidate may attend a field experience without having submitted all current background clearances. Information regarding clearances (directions, contacts, etc.) will be shared with students at this time. Prior to the start of the field experience(s), site assignments will be distributed through YCP email. All communications with candidates will be through the YCP email system. Candidates are responsible to check their YCP email regularly to stay alert to important announcements and information.

Placement information will be shared with candidates once:

- Candidates are registered for the correct field experience course(s)/practicum for the upcoming semester.
- The Division of Field Services has received confirmation from the potential building/district administrator for the placement.

**VIII. Transportation to Field Sites**

Students are expected to provide their own transportation. All questions pertaining to transportation should be directed to the Division of Field Services at 717-815-6439.

**IX. Professional Behaviors to be demonstrated throughout Field Experience**

1. Understand and adhere to PA Code of Conduct (*See Appendix B*).
2. Appreciate the need for and maintain, student, family, and staff confidentiality.
3. Acquire and maintain appropriate PA and Federal clearances.
4. Understand and adhere to policies and procedures of the specific institution.
5. Understand and adhere to YCP policies and procedures.
5. Advocate for high quality, child-centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status--though not all school districts, at this time, require formal mandated reporter training.

X. Teacher Candidate Professional Dispositions

What are professional dispositions?

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002).

Why are dispositions important?

Research shows that the attributes of the classroom teacher significantly affect how well students learn. “Recently it has become clear that the quality of the education our children receive depends directly upon the quality of the teachers in our schools. Parents, teachers, educators, and researchers agree that effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills and possess dispositions that foster growth and learning in students” (Wasicsko, 2002). The National Council for the Accreditation of Teacher Education (NCATE) has mandated that NCATE accredited colleges of education must assess teacher candidates' professional knowledge, skills, and dispositions necessary to help all students learn.

Why do professional dispositions need to be assessed and when will it happen?

The Education Department at York College of Pennsylvania is responsible for preparing candidates who have the required knowledge, skills, good moral character, and dispositions to become effective teachers. Therefore, the education and licensure program prepares students to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Faculty and school personnel, as well as students, evaluate students at various points in the program and provide feedback regularly.

Student Educator Professional and Personal Dispositions must be followed during the experience. A Disposition Action Plan may be drafted, discussed and documented among faculty/staff along with the student, if a student educator is unable to meet these professional and personal requirements. These behaviors include the following:
XI. Professional Conduct

1. During field experiences, candidates will interact with minors, parents/guardians, support staff, administrators and teachers. Although most interactions will be positive, occasionally challenging situations arise. Candidates are expected to work productively and professionally with all populations. Communication with the Division of Field Services is encouraged if support is needed.

2. Students are expected to meet or exceed the school’s expectation of appearance and behavior. Clothing should be professional in nature: slacks, skirts and appropriate shirts and tops are expected, but not jeans or leggings. For women, clothing should not be revealing in any way, and always appropriate for working with young people.

3. Upon arrival at the school, students will report to the main office and sign in. Students should introduce themselves to the principal or school coordinator before going to their assigned classroom on the first day. When required, students should wear an ID badge or visitor’s pass. Students should return to the office before departing and sign out of the building.

5. Students should bring a copy of their PA Criminal Record Check and Child Abuse Clearance, and FBI Fingerprinting to their school on their initial visit.

6. Students should not use any electronic devices during a field experience unless using such devices are part of the classroom activity.

7. Students should not chew gum, eat or drink in the classroom unless they are participating in a planned activity that calls for eating and drinking.
8. Confidentiality laws protect school children. These laws require that students not use the actual names of children in assignments, nor discuss children by name in classes at YCP or any other situation outside their assigned school. Students should discuss the details of an issue regarding an individual child only with the cooperating teacher.

9. At their initial meeting, candidates should provide their cooperating teachers with their phone number and email address, and ascertain the best way to communicate with the cooperating teacher in the event that the students cannot make a scheduled visit.

10. Students should take a journal or notebook on each school visit to facilitate record keeping and observational data.

11. Students should write their cooperating teacher and principal a thank you note at the conclusion of their field experience.

Role of the Student

- All candidates must apply for a field experience placement by completing a Field Experience Application. ([See website.](#)) This application must be completed each and every semester.
- Field experience students may NOT seek out their own placements. Though, partner districts and cooperating teachers may request students formally through email or phone call and directed to the Coordinator of Field Services.
- All candidates in YCP’s Education Program and/or students taking a class with a field experience component, must submit required and valid clearances ([See Section V](#)) in advance of visiting their field site placement during school hours—unless otherwise permitted by the district.
- All placements arranged by the Field Services Division are final unless there are extenuating circumstances.
- Candidates must contact the cooperating teacher within FIVE days of receiving the placement.
- The candidate must arrange for transportation to and from the field placement.
- Candidates must present their cooperating teacher with the appropriate Course/Practicum Overview sheet(s), so that the cooperating teacher may familiarize themselves with what the student needs to accomplish while in his/her classroom.
- Candidates must discuss the Field Experience Stage Forms with their cooperating teacher so that the cooperating teacher is familiar with assessment procedures for the field experience.
- Throughout classroom interactions, students will follow the same policies and expectations for regular teachers.
- Candidates must be punctual in arriving at school, at scheduled classes, and at meetings in accordance with school regulations.
- Candidates must be aware of school’s safety policies and emergency procedures.
- Candidates must use the scheduling form to alert the Department of their field site visits. ([See Section XIV for form and additional information](#))
● Candidates must notify the cooperating teacher, as well as the Field Experience Supervisor, as far in advance as possible, when an absence cannot be avoided.
● Candidates must conduct themselves in a professional manner at all times, including dress, speech and personal habits.
● Candidates must become acquainted with, and abide by, school policies--keep information received about students or school personnel confidential

XII. Professional Responsibility and Liability

As indicated above, candidates must adhere the Professional Code of Conduct (Appendix B) throughout their participation in field experiences.

Guidelines:

1. In your role as a pre-service teacher candidate you may share the responsibility to supervise children, therefore you must become familiar and follow the host school’s safety and security policies.

2. In the event that you observe any imminent compromise to the safety of the students or the building, you must report the situation to your host teacher and/or the school administration. A report of the situation must also be sent to the Coordinator of Field Services as soon as possible.

3. If you suspect any inappropriate treatment of children by anyone, you must report this to the Coordinator of Field Services immediately.

XIII. Field Experience Coordination

Role of the Field Services Coordinator

The Field Services Coordinator places field experience student educators in area school districts and collaborates with school partners to facilitate mutually beneficial endeavors for candidates, practicing teachers, and/or PreK-12 students. An Affiliation Agreement (MOU), signed by both the Educational Institution and the Provost of the College, is secured by the Coordinator and is housed at both the College and the Corresponding Educational Institution. The coordinator serves as a liaison between the school districts and their faculty and the college and their faculty and students. The coordinator works for what is in the best interest for all involved parties and maintains communication between all involved entities. As well, the coordinator can help solve challenges as they occur and can also scaffold a broad range of issues concerning field site placements and those involved.
Arranging a Field Experience Site

The Division of Field Services arranges all placements in conjunction with and at the recommendation of district administrators.

- When possible, all candidates are placed within an approximate 30-mile radius of YCP campus.
- **Priority is granted to area school districts with which we have partnership agreements in regard to field placements.**
- When possible, the Division of Field Services considers the candidate’s address of residence. Requests for exceptions (with evidence supporting the request) must be identified through email and/or appointment.

XIV. Field Experience Supervision

Role of the Cooperating Teacher

The cooperating teacher is the single most important component of a successful field experience. Modeling exemplary classroom practices, a cooperating teacher offers the field experience teacher candidate opportunities to provide effective instruction, observe and practice successful classroom management strategies, and develop positive social interactions among pupils and adults.

To serve as a cooperating teacher, a teacher must:

- Have been approved by the principal and/or the district representative.
- Hold a valid PA Instructional I or Instructional II teaching certificate authorizing him/her to teach in the certification field and/or grade level.
- Have a thorough knowledge of subject matter and use such knowledge to create interactive learning experiences and varied assessments for PK-12 students that have a positive effect on their achievement.
- Demonstrate positive communication skills and effective classroom environment strategies.
- Appreciate individual differences, show respect for the diverse talents of learners, and be committed to helping them develop self-confidence and competence.
- Plan instruction based on knowledge of subject matter, of students, and of curriculum goals and models and the PA Academic Standards.
- Demonstrate excellence in teaching and the 21st century skills needed for success in a global economy.
- Be a lifelong learner who seeks opportunities for continued growth.
- Possess and exhibit high expectations for students.
- Supervise positive classroom interactive experiences.
- Confirm receipt of an overview sheet which indicates what the teacher candidate needs to see/do while in his/her field experience. *The student will share this sheet(s) with the Cooperating Teacher.*
- Confirm the candidate’s attendance using the Attendance Log, and as provided by the student.
- Complete and submit the candidate’s Field Experience Evaluations at the mid-semester point and at the close of the semester. These evaluation forms will be shared electronically by the Field Services Supervisor. The evaluation criteria reflect Danielson’s Framework for Teaching. The following four
domains are addressed: Planning and Preparation, Classroom Environment, Instruction, and Personal Responsibilities.

- Complete a final evaluation of the Field Experience, as shared by the Coordinator and Supervisor of Field Services. This evaluation addresses the overall experience.

Role of the Field Services Supervisor

The Supervisor of Field Experience is responsible for monitoring students in their district placements during Stage 1-3. The Supervisor provides support to our district partners and cooperating teachers regarding course requirements and students professionalism in the field. The Supervisor will complete on-site observations of teacher candidates in their placements utilizing a walk-through supervision model and will provide timely and constructive feedback to our students and the course professors.

On-Site Field Experience Observations

- Students are expected to complete the online Field Experience Schedule Form (http://tinyurl.com/ycpfeschedule) weekly to identify the date, time, and location of their field experience.
- Students will be informed prior to visits and should make the Cooperating Teacher aware of a possible visit by the Supervisor.
- Once the form is submitted, any changes must be emailed to the Field Services Supervisor.
- During the visit, if a lesson is observed, students will be provided feedback in the following four areas: Planning and Preparation, Classroom Environment, Instructional Delivery and Professionalism.

XV. Assessment

Since all field experiences are linked to field experience practicums and/or courses, teacher candidates will be assessed through the assignments related to these placements. It is suggested that the candidate review all assignments with the cooperating teacher at the beginning of the semester, so a workable calendar can be created that can be practically implemented. Field experience practicums designate blocks of time when students are able to visit their assigned field site. **A student should be expected to be in attendance during this block of time unless a mutually agreed alternate time has been crafted by both the cooperating teacher and the student educator. The Field Experience Professor must be notified of this modification, as well.** Candidates must incorporate unexpected interruptions such as changes in school schedules, as well as weather, transportation and health issues. Cooperating teachers will evaluate students, and their progress throughout the semester, using an electronic Field Experience Evaluation Form, pending on student requirements and placement. This form will be electronically distributed by the College Supervisor at both the mid-semester point and at the conclusion of the semester. At the end of each semester, a survey will be emailed to cooperating teachers to assess the student and the experience as a whole.
XVI. Field Experience Orientation

All students enrolled in a practicum/course that requires a field experience component must attend ONE orientation session. Notifications about attending an orientation, as well as additional details, will be sent to candidates through their YCP email. Candidates should be sure to check their email accounts on a regular basis. These meetings are held the first day of practicums/classes.
Appendix A: Helpful Links

York College of Pennsylvania
York College of Pennsylvania
Education Department
Division of Field Services

Field Experience Scheduling Form
Student Teaching Information
PPES (Pre-Professional Education Status) Application & Information

Pennsylvania Department of Education
Field Experience and Student Teaching Competencies
NASDTEC: Model Code of Ethics for Educators
Code of Professional Practice and Conduct for Educators

Federal and Pennsylvania Clearances
PA and Federal Clearance Directions
ACT 151: Pennsylvania Child Abuse History
ACT 34: Pennsylvania Criminal Record Check
ACT 114: FBI Criminal Background Check
Appendix B: Code of Professional Practice and Conduct for Educators (Ch. 235)

Authority
The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

Source
The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

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 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.

§ 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 the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe 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.
§ 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 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.


(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.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 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.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 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 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.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 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.
Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 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.

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).

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

Cross References
This section cited in 22 Pa. Code § 235.5 (relating to conduct).