

**Teacher Induction Program
Table of Contents**

Crawford Central School District Mission and Vision Statements.....3

Characteristics of Teacher Induction Program 5

Teacher Induction 7

Induction Requirements.....9

Crawford Central School District Teacher Induction Plan11

New Teacher Institute Agenda..... 13

Mentor/Inductee Building Tour.....15

Monthly Mentor Topic Reflections 17

TIP Observation Form..... 19

TIP Post Observation Post Observation Form.....21

Action Plan..... 23

TIP Action Plan..... 25

Teacher Induction Program Evaluation..... 27

School Nurse Induction Program..... 29

School Nurse Induction Training..... 33

School Nurse Observation Form.....35

School Nurse Post Observation Form37

4 Types of Teaching.....39

Professional Code of Conduct 45

Level I to Level II Certification49

Crawford Central School District

Mission Statement

Our mission is to educate and empower each student to reach their full potential by instilling critical thinking skills, a global perspective, and core values of respect, inclusion, honesty, compassion, and excellence.

Vision Statement

Where students open doors to their possibilities.

Characteristics of CCSD Teacher Induction Program

- Inductees will know, understand, and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies, and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices, policies, and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate), identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty to develop a sense of collegiality and camaraderie.

Teacher Induction

Teacher Induction Committee- This group consists of administrators and professional educators who have demonstrated professional leadership in the district.

Mentors and Instructional Coaches- This group consists of experienced teachers who have continued to grow professionally and demonstrate an understanding of best practices. These individuals provide information, guidance, and coaching in a supportive environment.

Teacher Inductees – This group consists of all professional staff new to the district. Inductees are required to attend all meetings and activities, maintain the TIP binder with classroom observations and other pertinent documents.

Induction Requirements (PDE CSPG No. 20)

- All full and part-time regularly employed teachers engaged in their initial teaching experience in a Pennsylvania public school entity must participate in the entity's induction program.
- Substitute educators may be required or minimally afforded the opportunity to participate in an induction program at the option of the employing school entity. The Pennsylvania Department of Education encourages entities to include long-term substitutes in induction activities when the service time counts toward permanent (level II) certification.
- Newly-employed educators with prior school experience may be required to participate in an induction program at the option of the employing school entity. It is required for permanent certification.
- Participation in the induction program process is optional for PreK-12 nonpublic and private school entities but is required for permanent certification. Nonpublic and private school entities may submit induction plans to the PDE for approval.

Induction and Permanent Certification

All persons who receive their Instructional I or Vocational Instructional I certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II certificate. Individuals holding Educational Specialist I certificates issued in accordance with September 1, 1999, regulations must also complete a PDE-approved induction program.

Crawford Central School District Teacher Induction Plan

Year 1:

First Semester

- Complete one observation in building.
- Complete one post observation conference form, sign and send to Janet Nahay, Personnel Secretary, ISC.
- Complete Monthly Mentor Meetings and Topic Reflections.
- Complete TIP Action Plan, copy and send to Director of K-12 Curriculum and Principal(s).

Second Semester

- Complete one observation in building.
- Complete one post observation conference form, sign and send to Janet Nahay, Personnel Secretary, ISC.
- Complete Monthly Mentor Meetings and Topic Reflections.
- Complete Teacher Induction Program Evaluation.
- Present portfolio and present Action Plan.

Year 2:

First Semester

- Complete one observation in building.
- Complete one post observation conference form, sign and send to Janet Nahay, Personnel Secretary, ISC.
- Complete TIP Action Plan, copy and send to Director of K-12 Curriculum and Principal(s).

Second Semester

- Complete one observation in building.
- Complete one post observation conference form, sign and send to Janet Nahay, Personnel Secretary, ISC.
- Present portfolio and present Action Plan.

Crawford Central School District Teacher Induction Plan

Year 3:

First Semester

- Complete one observation in building
- Complete one post observation conference form, sign and send to Janet Nahay Personnel Secretary, ISC
- Complete TIP Action Plan, copy and send to Director of K-12 Curriculum and Principal(s).

Second Semester

- Complete one observation in building
- Complete one post observation conference form, sign and send to Janet Nahay Personnel Secretary, ISC
- Present portfolio and present Action Plan.

Teacher Induction Program
August
East End Staff Development Room

The Summer Institute will focus on various topics. The program is three days in the summer prior to the start of the school year.

Superintendent

- Welcome and Introduction
- District administrators and job descriptions
- Educator Code of Conduct

Director of K-12 Curriculum

- Teacher Induction Program
- EL Program
- CCSD Teacher Evaluation Process and Act 13

Director of Educational Technology

- Technology Resources to Support Instruction

Director of Special Services

- IEP, 504 and GIEP Guidelines
- Accommodations and Modifications
- Homeless

Director of Technology

- Technology Training

Student Information Systems Coordinator

- Sapphire Training
- CPE Tracker

CCEA

- Information

Mentors

- School-level tours
- School-level procedures
- Curriculum review

Other Topics

- Trauma Informed Awareness
- School Safety Training/Crisis Response Training
- PDE required topics

Mentor/Inductee Building Tour

1. Room Arrangement
2. Daily agenda
3. Schedule (Elementary & Secondary: Duties)
4. Daily Procedures – Beginning and ending of day
5. Special education, gifted education
6. Building Tour
7. Introductions to staff
8. Building forms and procedures (location of forms, fieldtrip, professional development requests)
9. Family Communication
10. Google Classroom and Canvas
11. Laminator
12. Copy Machine
13. Computers
14. Open House
15. Fire drills/crisis procedures/evacuation map
16. Substitute Plans
17. Parent Conference Procedures
18. Field Trip Policy
19. Eligibility (Secondary)
20. Personal/Emergency Day Form
21. Chain of Command
22. Student Dress Code
23. Career Plan
24. SAP Teams and CORE Teams
25. Classroom management plans
26. Sapphire- gradebook and report cards
27. Lesson plans
28. Assessment and progress monitoring
29. Budget information
30. Other questions

CCSD Teacher Induction Program Monthly Mentor Topic Reflection

New teachers and mentors are required to schedule regular monthly meetings regarding the following topics. These topics are to be used for monthly discussions and goal setting with mentors.

Monthly Topics

September	Classroom and Student Management
October	Instructional Practices
November	Progress Reports and Parent Teacher Conferences
December	Standards and Curriculum
January	Assessment and Progress Monitoring
February	Data-Informed Decision Making
March	Materials and Resources
April	Safe and Supportive Schools

Date of Mentor Meeting _____

Signature of Mentor _____

Reflection of Meeting _____

**Crawford Central School District
Teacher Induction Program (TIP) Observation Form**

Teacher Inductee: _____

Principal Signature: _____ Date: _____

Teacher being observed: _____ Date: _____

1. Prior to Observation

List your reasons for observing this teacher and what you hope to see during this observation.

2. During Observation

List or write the information that you gained from this observation.

3. Post Observation

How do you plan to use this new knowledge to enhance your performance as a teacher at Crawford Central School District?

Teachers who are being observed must be a tenured teacher.
School Psychologists do not need to complete observations.

Crawford Central School District Post Observation Conference Form

This form is to be completed and signed to verify the post-observation conference.

All information from your observation should be shared and discussed with the teacher that you observed during your post observation conference.

Date of TIP observation _____ Time _____

Teacher Inductee (print name) _____

Observed Teacher (print name) _____

Principal Signature _____

Director of K-12 Curriculum Signature _____

Submit only this page to the Curriculum Office within one week of the observation. Keep a personal copy.

Superintendent Signature _____

Act 48 hours awarded _____

Action Plan

A copy of the action plan will be given to the Director of K-12 Curriculum Director and Principal(s). This goal setting/action plan will be the emphasis of the end of the year TIP presentation.

TIP Presentation

Inductees will present the Action Plan to a committee each year. The portfolio with all observations and monthly meeting reflections must be included in the portfolio.

TIP Action Plan

Name _____

Building _____

Position _____

School Year _____

Domain

_____ Planning and Preparation

_____ Classroom Environment

_____ Instruction

_____ Professional Responsibilities

The specific subcategory (categories) I have identified within this domain are

The steps I would like to take to meet my goal

1. What will I do differently (teaching strategies I will use)?

2. What will my students do differently?

I will consider my plan a success when

Teacher Induction Program Evaluation

1. Did the Teacher Induction Program provide the support you needed to make the transition to a professional staff position in the Crawford Central School District? Please give some details.

2. What items would you suggest the district add to the program, which would help a new staff person?

3. What changes in the program would you recommend?

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

	Good	Fair	Poor
• Improvement of skills	_____	_____	_____
• Adjustment to district	_____	_____	_____
• Adjustment to building	_____	_____	_____
• Adjustment to student needs	_____	_____	_____
• Professional development	_____	_____	_____

Crawford Central School District School Nurse Induction Program

Purpose

The Crawford Central School District (CCSD) school nurse induction program is required by Chapter 5, Section 203 of the Pennsylvania State Board of Education Regulations. This program is required for school nurses who receive their initial certificate to practice school nursing in Pennsylvania after June 30, 1987. Additionally, the district requires school nurses who received their initial certification prior to June 30, 1987, and who have not practiced school nursing within the preceding five years or are new to CCSD to complete induction.

The major objectives of the school nurse induction program are to offer inductees opportunities to acquire knowledge about:

- Effective health room management, organization and prioritizing of activities
- Effective research-based school nurse practice
- Implementation of standards of school nursing as defined by the National Association of School Nurses, Nurse Practice Act, and PA Public School Code
- Community, district and building expectations
- Building, district, state and federal policies and procedures as they relate to their assignments, e.g. FERPA, HIPAA, NCLB, IST, IHP, IEP, 504, immunization law, mandated health services
- Understanding the district's supervision/evaluation process
- Building professional attitudes and developing positive self-esteem by establishing and professional relationship with a mentor
- Locating resources within the building, district, intermediate unit and the community
- Use of technology in the nurse's office
- Sensitivity and understanding of the declining socioeconomic nature of the Crawford Central School District.
- Ensuring professional development opportunities

District-Level Program

Summer Institute Nurse Agenda

- Review CCSD Position Description for Certified Nurse
- Review CCSD Position Description for Registered Nurse Technician
- View on-line the PA Department of Health, New School Orientation via papprepared.net
- Review CCSD Policies and Procedures for School Health
- Review Protocols and Standing Orders for CCSD Department of Health Services

District-Level Seminar Topics

From August through June, district-level meetings are conducted on the following topics:

- Orientation to PDE professional development requirements and the District Technology Plan
- Sapphire
- Inductee Handbook
- Diversity Training
- Understanding School Culture
- Role and Responsibilities of the School Nurse

Closure Activities

In late May through early June the following activities occur:

- Inductees submit their completed program checklist to Teacher Induction Program (TIP) leaders
- Inductees receive an induction program completion certificate.
- A record of the inductee's participation and completion of the induction program is placed and maintained in the individual's personnel file.

Department-Level Program

The responsibilities of the school nurse mentor are as follows:

- Meet monthly
- Aid the inductee in meeting the objectives of the program
- Plan appropriate programs to meet the needs of the inductee
- Evaluate the effectiveness of the department level implementation and report to the district staff development council
- Participate in the department orientation process
- Establish a supportive relationship with the inductee
- Participate in training and other staff development programs related to the induction program, whenever possible
- Meet with the inductee and/or contact by phone at least weekly during the first semester and biweekly during the second semester
- Attend the monthly department induction meeting
- Aid the inductee to identify the most immediate and pressing needs
- Encourage the inductee to make peer visitations which will help the inductee with identified areas of need

The responsibilities of the inductee are as follows:

- Participate actively in all district TIP programming
- Participate in all monthly department induction team meetings
- Complete one visitation per year. Visitations outside the District are permitted with the principal's approval.

- Participate in other professional/social activities which enhance their relationships with colleagues and support personnel
- Provide feedback on the school nurse induction program for future program development

Department Induction Team Topics

The school nurse mentors will address the following topics with the inductees during monthly meetings or at other times as appropriate:

- department procedures and guidelines
- computer programs used in nurse's offices
- community support services
- district attendance policy
- student support services
- comprehensive health record keeping
- professional development expectations
- time management
- parent concerns
- accommodations for special needs and ESOL students
- school nurse office management techniques
- budget preparations
- annual SHARRS report
- communicable diseases
- collaborating with other school disciplines
- supplemental staff services (substitutes, RN technicians)
- crisis intervention (child abuse, mental health referrals)
- medication administration
- confidentiality

Program Evaluation

The following pages are to be completed by the inductee (and mentor where applicable) and submitted for review at the end of the year.

Crawford Central School District School Nurse Induction Program

District – Level Activities

Late August/Early September	Date
1. Orientation to building assignments and Mentor	_____
2. TIP Summer Institute	_____

I. District Training Program (see schedule of induction seminars*)	Date
1. Orientation to PDE professional development requirements and District Technology (Sapphire and School Nurse Induction Program Handbook)	_____
2. School Nurse Practice, and Responsibilities	_____
3. Year End Report	_____
4. IHP, IEP, IST, 504 plans, FERPA, HIPAA, NCLB	_____
5. Ordering supplies	_____
6. Liaisons and Community Resources	_____

II. Department Level Training Program	Date
1. September – Immunizations, Medication and Computer Program	_____
2. October – Screenings and Referrals	_____
3. November – Lice, Communicable Diseases and Exclusions	_____
4. December – Child Abuse	_____
5. January – Kindergarten Registration	_____
6. February – Growth and Development	_____
7. March – Wellness Program, Special Programs	_____
8. April – Closing a Building/Opening a Building	_____
9. May – Wrap up, Special Concerns	_____

Signature of School Nurse Mentor _____

Required Visitation 1: _____
Date School Nurse/Building

Optional Visitations: _____

IV. Professional/Social Relationships

List activities that have enhanced your relationship with fellow professional support personnel. (Example joined PASNAP, GLVSN)

Activity	Date
_____	_____
_____	_____
_____	_____
_____	_____

We the undersigned agree that _____ has completed all requirements of the School Nurse Induction Program in the Crawford Central School District.

Inductee Signature: _____

School Nurse Mentor: _____

Principal Signature: _____

Director of K-12 Curriculum Signature: _____

Superintendent: _____

**Crawford Central School District
School Nurse Induction Program Observation Form**

School Nurse Inductee: _____

Principal Signature: _____ Date: _____

School Nurse being observed: _____ Date: _____

1. Prior to Observation

List your reasons for observing this school nurse and what you hope to see during this observation.

2. During Observation

List or write the information that you gained from this observation.

3. Post Observation

How do you plan to use this new knowledge to enhance your performance as a school nurse at Crawford Central School District?

Make a copy to for your portfolio.

**Crawford Central School District
School Nurse Post Observation Conference Form**

This form is to be completed and signed to verify the post-observation conference. Act 48 hours will be awarded upon submission to the superintendent's office within ten days of the observation.

All information from your observation should be shared and discussed with the school nurse that you observed during your post observation conference.

Date of SNIP observation _____ Time _____

School Nurse Inductee (print name) _____

Observed School Nurse (print name) _____

Principal Signature _____

Director of K-12 Curriculum Signature _____

Submit only this page to the Curriculum Office within one week of the observation. Keep a personal copy.

Superintendent Signature _____

Act 48 hours awarded _____

4 Types of Teaching

Master Teacher

- Teaching is fluid and automatic
- Their skill looks like a talent, a gift, something innate
- Instruction is a result of a lot of hard work
- Invest most of their time “up front” on planning and setting goals for unpacking standards and for the learners
- Convey high expectations
- Help students reach those expectations
- Use both formative and summative assessment to collect evidence of student mastery
- Give students growth-oriented feedback
- Adjust their instructional practice to help students meet or exceed goals
- Deep understanding of subject(s) and use a wide variety of approaches to teach
- Help students identify ways to use feedback to learn best
- Lessons are engaging, challenging, relevant and appropriate
- Empower students to take ownership in their learning
- Understand that every student is unique and recognize different interests, values, priorities, talents and skill sets
- Help students leverage these “personal currencies” to reach rigorous goals
- Manage classroom skillfully and smoothly
- Discipline is unobtrusive and preventative-stop disruptions before they begin
- Transitions are seamless and routines and procedures are clear
- Discipline is respectful, firm and individualized which creates an environment of respect
- Always look to learn more
- Reflective in their practice and seek ways to improve
- Welcome feedback from students, parents, peers, and supervisors to refine their practice

Practitioner

- Considered to be good teachers
- Have solid knowledge of curriculum and working knowledge of pedagogical approaches
- Effective classroom management techniques
- Most veteran teachers score in this range
- Have an understanding of learning goals
- Lessons are clean and rigorous and convey high expectations
- Occasionally teach to the standards
- Ask relevant questions to foster student thinking
- Draw connections between lesson content, related content and students' prior knowledge
- Don't always anticipate student confusion, but respond well to questions to clarify
- Keep students engaged
- Work hard to differentiate and accommodate various learners
- Align assessment with learning goals
- Use formative and summative assessment to adjust instructional approaches and interventions
- Do not always provide growth-oriented feedback
- Intervene with struggling students but may not always do so before the students begin to fail
 - Initial intervention comes after the student has gone off track
- Aware of students' strengths, challenges, and learning goals
- Believe that they can make a difference regardless of students' economic, social or learning challenges
- Place more faith in outside factors (good curriculum, good schools) than they do in their own ability to teach well in any circumstance
- Try to use the right solution rather than individualized solutions for their students
- Focus on developing new "currencies" than on showing students how to use the currencies they already have to achieve success
- Adjust their instruction to accommodate groups of students rather than individuals

- Respect their students
- Set high standards
- Students don't internalize these standards and rely on the teacher to set goals
- Step in to "rescue" students when they perceive the work to be too challenging
- Classroom management is effective and efficient
- Transitions are smooth and routines are in place
- Behavioral expectations are clear and generally met
- Enforce clear consequences and are able to redirect students
- Students are engaged and productive most of the time
- Teaching is not seamless all the time

Apprentice

- Take time to understand curriculum
- Attack each objective individually and miss interrelationships of how it all contributes to the "big picture" of student learning
- Have a limited range of instructional strategies and not all are appropriate for discipline, grade level or the students they teach
- Aware of the value of differentiation but base their instruction on groups
 - "below" "on-level" and "above" rather than individual student needs
- Goals for assessment are not always clear and assessment echoes instruction
- Do not consistently use assessment feedback to drive instruction
- Base ideas of what students need on incomplete, inaccurate or stereotypical notions rather than genuine understanding
- Recognize students have different abilities and values but work to set "classroom values"
- When students do not buy into "classroom values" they may gravitate to instructional approaches that "entertain" rather than teach
- Support for struggling students tends to be general and reactive rather than proactive
- Have a limited awareness of outside resources
- Are not always clear about what students need to know and be able to do
- Work is not rigorous
- Academic expectations are low for some and too high for others

- Plan lessons with guidance from structured frameworks but don't always adhere to the plan when teaching
- Classroom management is inconsistent
- May show favoritism
- May enforce some rules while letting others slide
- Transitions are not smooth
- Behavior management is not consistent resulting in a loss of instructional time
- Classroom environment is polite but not always respectful
- Students do not take responsibility for their own behavior or learning
- Have a limited repertoire of strategies and apply them randomly instead of thoughtfully and deliberately

Novice

- Has little to do the years of experience
- Tend to struggle with planning and classroom management
- Seek rules and recipes
- Lesson objectives and essential questions are formulaic and not written in "kid friendly" language
- Focus on activities rather than learning outcomes
- Don't understand curricular objectives
- Do not adapt to meet student needs, differentiate, or monitor student progress and adjust instruction accordingly
- Feel pressure the "get through the curriculum"
- Have few strategies to engage students
- Activities they plan do not always meet the learning objectives and they jump from one activity to another
- Focus more on activity completion rather than student learning
- Fail to catch student related content errors
- Limited range of pedagogical approaches
- Rarely use formative assessment
- Assessment is summative and focused on student performance not adjusting instruction
- May rely on tests that come with curriculum guide

- Teacher created assessments tend to focus on low level knowledge
- After testing they record grades and move on
- Classroom management is inconsistent
- Set low expectations for students' behavior and lower learning expectations based on stereotypes and generalizations
- Work very hard and create a teacher centered, teacher directed classroom
 - Which leads to exhaustion and frustration
- Low expectations drive interactions with students
- May be overly permissive failing to hold students accountable
- May use sarcasm or be insensitive
 - Students may do the same
- Struggle to establish and enforce rules and expectations
- Lose significant amounts of instructional time as a result of the above
- Unaware of resources to help them become better teachers
- Don't know the next steps to take when it comes to improving
- Novices may feel isolated, frustrated and hopeless
- Others may be completely unaware of how ineffective they are

Information taken from: *Never Underestimate Your Teachers*; Robyn R. Jackson
2013

Professional Standards and Practices Commission

Code of Conduct

Section 1. Mission

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

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other

school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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

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

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

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

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

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

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

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

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

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

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

Section 10. Relationships with students

The professional educator may not:

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

Section 11. Professional relationships

The professional educator may not:

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

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

Level I to Level II Instructional and Education Specialist Certification

Level I Pennsylvania Instructional and Educational Specialist certifications are valid for six (6) years of service, not calendar years.

If you have been teaching in Pennsylvania on a Level I certificate for 3-6 years of satisfactory service and have earned 24 post-baccalaureate credits, you can apply for a Level II certificate.

The following conditions must be met:

- Six credits must be associated with your area(s) of certification and/or must be designed to improve professional practice;
- You must have three years of satisfactory service on a Level I certificate, verified by the chief school administrator of the employing school entity;
- You must have completed a PDE induction program verified by the chief school administrator of your employing entity.

Level I to Level II Certification in CSPG No. 7 October 1, 2016

Level II Certification

Level I provisional certificates must be converted to Level II permanent certificates by the end of the validity period by meeting specific requirements.

This CSPG is not intended to be used for determination of teacher tenure, seniority, or benefit entitlement within the public-school system.

General Information

Educational Credits

Service and Evaluations

Calculating Creditable Service Examples

Specific requirement by Credential Type

Instructional Certificates

Educational Specialist Certificates

Vocational Instructional Certificates

Administrative Certificates

Administrative Provisional Certificates

Supervisory Certificates

Program Specialist Certificates

Related Information

Special Considerations

Summary of Changes

Educational Credits

Basics

- All courses must have been satisfactorily completed with a passing grade. Official transcripts must document the course title, date taken, and credits earned for each course.
- Quarter hour credits will be converted to semester hour credits using the following ratio: 1 quarter hour credit equals 2/3 semester hour credit.
- Credits completed outside of the United States must be evaluated by a professional credentials evaluation agency accredited by the National Association of Credential Evaluation Services (NACES) or an agency approved by a state participating in the NASDTEC interstate agreement.

Acceptable Credits

- Credits earned after the conferral of the initial baccalaureate degree.
- Graduate or undergraduate credits earned at a regionally accredited or state-approved baccalaureate or graduate degree-granting institution.

NOTE: Community college courses that are accepted for transfer credit through the Pennsylvania Transfer and Articulation Center (PA TRAC) are acceptable for Level II as long as they meet the other credit requirements.

- PDE-approved **credits** (not Act 48 hours) offered by intermediate units.
- A Principal's Induction Program that is offered or approved by PDE.
- Credits in the fields of medicine, law, theology, or real estate are acceptable if the educator can present evidence of relevance to his/her certification area and assignment.

Unacceptable Credits

- Continuing Education Units (CEU) – non-credit measures of continuing education awarded by various organizations, professional societies and some colleges or universities. **NOTE:** Act 48 hours are considered CEUs.
- In-service education course credits awarded by providers other than Pennsylvania intermediate units or approved by authorities other than PDE's Bureau of School Leadership and Teacher Quality.

Service and Evaluations

Creditable Service

- In order to receive credit toward the Level II certification service requirement: an educator must serve in an assignment for which they hold a Level I certificate or a Chapter 49.85(d) exception;
 - o an educator must serve at least 50 percent of the employing entity's schedule;
 - o an educator must serve for a minimum of 70 days in a semester or for a minimum of 70 days in a single assignment across both semesters; and
 - o an educator must complete satisfactory service.

NOTE: A tenured educator is only required to be evaluated once per year. A non-tenured educator is required to be evaluated twice per year.

- Satisfactory and unsatisfactory service will be counted against the full service period of certificate validity (refer to CSPG No. 3 – Validity of a Pennsylvania Certificate).

Non-Creditable Service

- Unsatisfactory service, however it is charged against the period of validity of the Level I certificate.
- Service rendered in assignments for which an educator lacks appropriate Level I certification.
- Service:
 - o on emergency permits (all types even if serving 70 days or more);
 - o on Intern certificates (Instructional or Vocational);
 - o on temporary teaching permits;
 - o accrued outside the mandated school year (summer school);
 - o as a teacher of adult classes of persons 21 years of age or older (in non-Bureau of Corrections facilities);
 - o in non-professional or paraprofessional positions;
 - o outside the Commonwealth of Pennsylvania.

Mandatory Service

Counts toward the Level II certification service requirement and is charged against the period of validity of the Level I certificate. Includes service in:

- public schools;
- intermediate units;
- career and technical schools;
- Approved Private Schools for Special Education (APS);
- special program jointures;
- Pre-K Counts programs (effective 2008-09 school year);
- state-owned schools
 - o Scotland School for Veterans Children;
 - o Scranton State School for the Deaf;
- state correctional facilities when providing inmate education and training to school age inmates;
- juvenile correctional facilities or county jails (when employed by a public school entity);
- an alternative education after school program if the students are receiving credit for the coursework taken;
- a charter school as a principal, assistant principal or vice principal.

Optional Service

Service on a Level I certificate in the following types of schools/institutions may be credited toward Level II certification at the option of the certificate holder:

- Pennsylvania charter schools (except principals);
- Licensed Private Academic Schools;
- PDE registered non-public, non-licensed schools;
- Head Start programs (except for Pre-K Counts programs);
- child care facilities that are Star 3 or above;
- Bureau of Corrections facilities as a teacher of adult inmates.

NOTE: Contracted staff that are verified by the chief school administrator of an approved public or private school entity may use the service for Level II.

Calculating Creditable Service Examples

Example A: An individual must serve a minimum of 50 percent of the employing entity’s schedule to receive credit toward permanent certification.

Number of Service Hours/Periods in a School Day	Number of Periods/Hours Served	Service Time Counted
6	3	Yes
7	3	No
7	4	Yes
Number of Days in School Week	Number of Days Served	Service Time Counted
5	2 ½	Yes
5	3	Yes
5	2	No

Example B: An educator must serve 70 days or more in a single assignment on their Level I certificate to receive credit toward permanent certification. Calculation of service time for Level I certificates is based on 90-day fall and spring semesters.

Type of Educator	Days Worked in the Fall Semester	Days Worked in the Spring Semester	Total Credit Toward Permanent Certification
Substitute Educator	Works 36 days (No credit)	Works 90 days (½ year credit)	½ year
Substitute Educator	Works 54 days (No credit)	Does not work (No credit)	no credit
Substitute Educator using Level I certificate	Subs for Educator A for 90 days (½ year credit)	Subs for Educator B for 70 days (½ year credit)	1 year
Substitute Educator using Level I certificate	Subs for Educator A - 21 days Subs for Educator B - 21 days Subs for Educator C - 21 days	Subs for 20 days (No credit)	no credit
Substitute Educator using Level I certificate	Subs for 70 days (1/2 year credit)	Subs for 70 days (1/2 year credit)	1 year
Substitute Educator using Level I certificate	Subs across Fall and Spring term – 70 or more days in the same assignment (only ½ year credit)	Subs across Fall and Spring term – 70 or more days in the same assignment (only ½ year credit)	½ year
Substitute Educator using Level I certificate	Educators working a minimum of 140 consecutive days in a single assignment over both semesters may count the service time as one full year towards level II; it is counted as one-half year against validity if at least 70 days are not accrued in each semester.		

Instructional Certificates

Policies

All instructional certificates will simultaneously convert to Instructional II certificates or simultaneously lapse if the validity period has expired.

Educational Requirements

Educators holding an Instructional I certificate must provide evidence of 24 post-baccalaureate semester hour credits, six of which must be associated with the area(s) of certification and/or designed to improve the professional practice of teaching.

Service Requirements

Three years of satisfactory teaching on any Instructional I certificate. Service may be combined from different subject areas.

Other Requirements

Completion of a PDE-approved induction program and verification of satisfactory service.

Education Specialist Certificates

Policies

Educational Specialist areas of certification do not simultaneously convert to Educational Specialist II certificates or simultaneously lapse with the exception of School Counselor.

Educational Requirements

Educators holding an Educational Specialist I certificate must provide evidence of 24 post-baccalaureate semester hour credits.

Service Requirements

Three years of satisfactory service on the Educational Specialist I certificate being converted.

Other Requirements

Completion of a PDE-approved induction program and verification of satisfactory service.

Vocational Instructional Certificates

Policies

All vocational instructional certificates will simultaneously convert to Vocational II certificates or simultaneously lapse if the validity period has expired.

Educational Requirements

Educators may be recommended for Vocational Instructional Level II certification by their Pennsylvania approved preparatory college/university after completing a total of 60 credit hours in addition to the 18 credits earned in Vocational I programs.

Service Requirements

Three years of satisfactory service on a Vocational I certificate in any occupational competency area for which the certificate was issued.

Other Requirements

- Completion of a PDE-approved induction program;
- Verified satisfactory service; and
- Evidence of satisfactory achievement in the general knowledge assessment.

Program Specialist Certificates

- Program Specialist certificate holders usually possess an Instructional certificate in order to be eligible for a program specialist certificate.
- The holder must maintain the prerequisite Instructional certificate in valid status in order to continue service on the Program Specialist certificate.
- Service on a Program Specialist certificate is creditable toward meeting the experience requirements for Level II certification for the prerequisite Level I certificate and is charged against the period of validity of the prerequisite Level I certificate.
- Once an educator has completed three years of combined satisfactory service on the Instructional certificate and/or Program Specialist certificate, and has satisfied all educational requirements for Level II certification, the educator may convert the prerequisite Instructional Level I certificate to an Instructional Level II certificate.
- Program Specialist certificates issued to applicants who possess an equivalent English as a Second Language certificate from another state but do not possess a Pennsylvania Instructional certificate have no conversion requirements.

Special Considerations

1. Educators who have completed the service time requirements to convert to a Level II certificate, but who have not been evaluated using an approved PDE evaluation form (long term substitutes, private school educators, etc.), may have their satisfactory service time attested to by the Chief School Administrator of the approved public or nonpublic school entity in which the service time was performed.
2. A National Board certificate holder may be issued a Level II certification comparable in grade scope and content area to the National Board certificate. If an individual applies for a Level II certificate in an area that is not comparable in grade scope and content area to the National Board certificate, the application must be reviewed by PDE's Bureau of School Leadership and Teacher Quality Director for approval.
3. Non-U.S. citizen educators certified in a foreign language subject area may convert to a Level II certificate without becoming a U.S. citizen but must meet all other regulatory requirements for conversion to an Instructional II certificate.
4. Non-U.S. citizen educators certified in a subject area other than a foreign language cannot convert to a Level II certificate until they become a U.S. citizen.

5. Satisfactory service on a non-U.S. citizen certificate (formerly titled an Alien Provisional certificate), will be charged against validity and credited toward Level II certification.