



**Principal  
Internship Guide**

**Wilkes University**

84 West South Street

Wilkes-Barre, Pennsylvania 18766

2009-2010 Edition

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Dear Candidate,

Welcome to the graduate program in Educational Leadership (EDLS). This program is designed to prepare teachers to become certified as K- 12 principals in compliance with Pennsylvania Department of Education standards.

It is the goal of Wilkes University's Graduate Teacher Education Department to make this program challenging yet practical for teachers who choose to add this area of certification to their credentials.

Candidates will be recommended for K-12 principal certification upon successful completion of: the program of study, the PDE required principal certification exam (Praxis 0410) administered by ETS, and 5 years of professional school experience. Students should follow the course sequence listed in the handbook in order to complete all necessary requirements.

"Certification only" is available to students who already possess a master's degree from Wilkes or another accredited institution; however, all program requirements of the EDLS degree must be met. The total number of credits needed for certification is determined, after an individual transcript review is completed by the coordinator.

Please review this handbook to become familiar with the policies and requirements for the Educational Leadership internship. Any specific questions about the program may be directed to the program coordinator.

We are so pleased that you have chosen to pursue the Educational Leadership Program at Wilkes. We will do everything we can to make your internship experience interesting, meaningful, and enjoyable!

Sincerely,

*Rhoda B. Tillman, Ph.D.*

Coordinator, Educational Leadership Program  
Wilkes University  
84 West South Street  
Wilkes-Barre, PA 18766  
570-408-4677, or 800-WILKESU extension 4677  
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# Wilkes University Principal's Certification

## CERTIFICATION PROGRAM REQUIREMENTS

### Introduction

This master's program will enable candidates to serve as a principal or assistant principal upon the successful completion of all program requirements, in addition to the successful completion of all PDE certification requirements.

1. Candidates for this program must complete all Wilkes University application procedures for admission related to the graduate program in Educational Leadership and meet that program's admission criteria.
2. Candidates must possess and provide evidence of a baccalaureate degree from an accredited institution, a minimum of an Instructional I teaching certificate and three years of professional experience or permission of the program director to be admitted to this program. The Miller Analogies Test, required for the EDLS program, is administered during the first leadership sequence course.
3. Students enrolled in the Master of Education in Educational Leadership Program will complete the coursework designed to meet Pennsylvania Department of Education Leadership Standards for Principals for this certification .
4. An applicant who possesses a Master's degree may elect to apply for admission as a non-degree candidate, seeking principal certification-only. Wilkes EDLS graduate credits are required for principal certification only, with final determination of the courses needed made by the EDLS program director upon transcript review. For these students, up to 36 credits may be required to earn the certificate.
5. Candidates may transfer up to 6 master's credits pending an evaluation of official transcripts from accredited institutions for comparable courses. The minimum number of credits that must be taken at Wilkes in the Principal's Certification program is 30 credits, based on 6 transfer credits. If an applicant holds a master's degree in some area other than Education, the number of required credits could be higher.
6. To be eligible for Principal Certification at the end of this program, candidates must provide evidence of five years of teaching or other professionally certificated service in an elementary, middle, or high school.

## **PRINCIPAL FIELD EXPERIENCES and INTERN HOURS**

The current guidelines for principal certification require that “the professional education program provides evidence that Certification candidates are assessed and demonstrate their knowledge of and competence in applying the fundamental concepts of school administration during a minimum of 360 hours of participation in authentic simulations, field experiences, and an internship including: completion of identified role expectations, performances at diverse settings and educational levels, completion of customized projects that address identified needs of the candidates, use of current research and best practices, participation in a 180 hour internship.”

The following courses have required field experience hours in addition to the 180 hours required for the two-semester ED 592 Administrative Internship and Applied Research Project:

- ✦ ED 516 Educational Leadership (35-hour field experience)
- ✦ ED 517 The Principalship (35-hour field experience)
- ✦ ED 576 Resource Planning and Site Management (35-hour field experience)
- ✦ ED 578 Staff Development and Supervision (35-hour field experience)
- ✦ ED 573 Evaluation of Educational Programs (35-hour field experience)
- ✦ ED 574 School/Community Relations (35-hour field experience)

## **PRINCIPAL INTERNSHIP OVERVIEW**

### **Purpose**

The purpose of the 180 hour internship for the Principal’s Certification is to provide the candidate with an opportunity for meaningful, competency-based administrative experiences at the principal’s office level. These experiences will enable the candidate to:

1. apply the knowledge and skills acquired through coursework and previous field-work to the actual problems and day-to-day administrative duties faced by principals,
2. integrate the knowledge and skills from prior learning experiences to address and resolve new situations,
3. become involved in innovative projects, routine management functions, and problem-based activities of school district administration.

This internship program will provide opportunities for candidates to synthesize and apply

knowledge to develop the skills and dispositions identified in consonance with PA Department of Education (PDE) guidelines for preparation of K-12 principals through hands-on work in real settings. The internship program is planned and guided by Wilkes University and cooperating school district personnel for graduate credit. This internship must be executed at the building and/or district level, with a broad range of K through Grade 12 administrative experiences.

### **Prerequisites**

The principal internship is the culminating field-based experience for candidates enrolled in the Educational Leadership Program who have successfully completed all required coursework in this program with the minimum required G.P.A. for the program.

### **General Requirements of the Internship**

Each candidate will develop an INTERNSHIP PROPOSAL based on an assessment of the school district's needs and the research project requirements outlined in the ED 592 A syllabus distributed during the first internship seminar meeting with the course instructor. The project goals and outline will undergo a preliminary assessment during ED 592A. This assessment will guide the development of the Internship Project, which will describe the tasks and performances to be undertaken in the internship experience.

In ED 592A-B Principal Internship, the proposal will be refined to address the candidate's strengths and needs aligned to the competencies to be achieved by the culmination of the Principal Internship. Upon acceptance of the proposal, a contract exists between the intern and the internship site, as well as between the intern and the University. Interns are expected to fulfill this contractual agreement even if more hours are necessary than originally anticipated. A minimum of 180 clock hours of principal level internship experience is required.

## **Procedures**

1. The candidate, who has previously received a program acceptance letter from Wilkes University, will contact the program advisor one semester in advance of registering for the internship course. The candidate and the program advisor will review the candidate's transcript to determine eligibility and to determine the specific settings and field-based experiences that will best achieve the Internship Program Competencies and Program Guidelines set forth by the Pennsylvania Department of Education (see Appendix E).
2. The candidate will submit his/her application for the internship (see Appendix A) by the second seminar meeting for the ED 592A-B Principal Internship.
3. This preliminary assessment application will guide the development of the Internship Proposal, which will outline the tasks and performances to be undertaken during the internship experience.
4. It is the responsibility of the candidate to identify the internship site and to secure a principal to serve as the mentoring administrator. This administrator will then serve as the site supervisor for the internship. A letter from the school district conveying approval of the internship from the district school principal must be submitted with the application.
5. The application and principal's approval letter will be submitted by the candidate to the advisor/instructor.
6. When the site supervisor has been secured, the internship proposal will be developed by the candidate.

## **Internship Proposal and Competencies**

Mastery of specific competencies and PDE Program Guidelines substantiated with supporting evidence provided by the candidate throughout their coursework is required at the conclusion of the internship. The Internship Proposal will outline what will be done by the candidate to attain mastery of the competencies and PDE guidelines, what additional evidence will be provided, and what experiences will address the candidate's strengths and needs during the internship. The Principal Internship is the culminating experience of the Educational Leadership program and the capstone course for Principal certification. The experiences and evidence included in the Internship Proposal will be determined collaboratively by the University supervisor, the candidate, and the mentoring administrator, serving as the site supervisor. This evidence will be compiled by the candidate to serve as documentation of the candidate's knowledge, skills and disposition to perform administrative and leadership duties.

A general plan for addressing the program competencies and PDE guidelines will be described in the internship application. A tentative schedule as to how the intern will meet the required internship hours will also be described. In addition, the candidate will convey how the internship will be beneficial to the district to ensure that the experience is both meaningful to the candidate and to the school district.

## PROGRAM COMPETENCY AREAS and PDE GUIDELINES

Student Learning Objectives  The students will:	Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments~	PDE Certification Competencies <i>(Core [C]&amp; Corollary [CL] Standards w/ subcompetencies, Special Education [SP])</i>	PDE Standards taught in course (percent)
1. Understand major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.	1 2	C1- A	15
2. Understand current research and strategies on school reform and school design models.	1 2 5	C2- E	15
3. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.	1 2 4	C3- A	15
4. Understand how to use data from multiple sources reported in multiple formats to improve student achievement. Examples of various data would include: -student writing samples -AP course scores -Perception data -Classroom assessments -Student project data -Course enrollment data -PSSA data	1 2 4	C3- E	15
5. Know how to assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs, and research based practice	1 2 3	CL2- C	10
6. Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.	4	SP2- 5	10
7. Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision-making.	4	SP2- 6	10
8. Determine which students need additional help regarding the intensity	1	SP2- 7	5

and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.			
9. Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.	3	SP2- 9	5
		Total must equal	<b>100 %</b>

**Evidence/ Assessments**

Potential assessment activities are presented below.

1. Action-based research project designed to improve student achievement
2. Development and implementation of a curriculum project focused on improving student achievement
3. Tools project (application of current tools endorsed by and made available by PDE)
4. Multiple measures of data project focused on student achievement
5. Case study focusing on improving student achievement

**INTERNSHIP PROPOSAL**

**ED 592A-B  
Principal Internship**

**Proposal Format**

The internship proposal will be developed by the candidate in collaboration with the University instructor and site supervisor. The University instructor is the person who approves the final proposal and checks for its correlation to Program Competencies and PDE Guidelines.

**Internship Proposal Format**

The proposal, completed during the first semester, will consist of the first three (of five) sections of the applied research project, which will be completed during the second semester of the internship. The specific requirements will be described in the course syllabi.

## **RESPONSIBILITIES OF THE INTERN**

The intern is responsible for:

1. Maintaining all necessary written records of the internship experience to include a log of internship activities.
2. Submitting the log to the University instructor periodically, after review and signature by the site supervisor.
3. Maintaining regular communication with the University and site supervisors and providing them with all necessary materials in a timely manner.
4. Communicating regularly with the University instructor on the progress of the internship and to schedule site visits.
5. Participating in professional tasks and in the development of projects, as determined in the proposal or as suggested by the University and site supervisors.

### **Field Experience Log**

The Field Experience Log is intended to provide a dated record of administrative and leadership tasks and activities involved in the internship. (See Appendix C.) The intern should complete a log entry for every day during which time is spent on relevant internship activities. Logs should be kept in chronological order. Entries should be completed with enough detail to provide the necessary information to serve as a useful reference throughout the internship.

It is recommended that logs be kept electronically and in a loose-leaf binder. The logs will provide documentation that the intern will need in review meetings with the University and site supervisors.

## Log Report

### Report Format

The log will contain the **hours accrued to date**.

The body of the report should be divided into columns or areas using the **required template**.

The intern should identify the appropriate **PDE Core/ Corollary and/or Special Education standard(s) addressed**.

The intern should **briefly describe the activities** related to the standards identified.

For each of the activities described, the intern should provide a brief, **qualitative assessment** of the experience.

The **actual time devoted** to each activity should be identified.

A **signature area on the cover** containing dated signatures of the intern and the site supervisor, indicating acceptance of the report's accuracy, should conclude the report. The original, signed report will be submitted to the instructor on the assigned date.

## ASSESSMENT OF THE INTERNSHIP

The intern will be primarily evaluated by the University supervisor, with input from the site supervisor.

The evaluation consists of:

1. An assessment of the intern's performance in areas consistent with the Internship Program Competencies and the PDE Program Guidelines.

### The Site Supervisor's Role in the Intern's Evaluation

At the completion of the second semester of the internship course, the site supervisor is to complete a written, narrative evaluation of the intern's performance and progress. The intern and site supervisor are to schedule a meeting at mid-semester each term to discuss the performance of the intern and to review the Internship Field Experience Log, compiled to date.

The site supervisor will complete and send to the instructor/ University supervisor a narrative evaluation in letter of recommendation form, after reviewing this evaluation with the intern in a

scheduled meeting. The evaluation at the culmination of the internship in ED 592 B will be a summative assessment and outline of the intern's accomplishments, areas of strength, and areas needing further development based on the intern's performance.

### **PROFESSIONAL PORTFOLIO**

It is recommended that the intern keep a professional portfolio to include, but not be limited to:

- ✦ Sample letter of application to potential hiring agent
- ✦ Resume
- ✦ Copies of professional certificates
- ✦ Copies of licensure examination results (if applicable & completed)

**Principal Internship  
Forms  
and  
Reference Documents**

**APPENDIX A**



**WILKES UNIVERSITY  
INTERNSHIP PLAN  
Principal Certification**

Candidate \_\_\_\_\_ WIN # \_\_\_\_\_

Address \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_ E-mail \_\_\_\_\_

Date of Meeting w/instructor \_\_\_\_\_ Current Date \_\_\_\_\_

Years of Experience: Teaching \_\_\_\_\_ Administration \_\_\_\_\_

**School Name, Address, & Phone Number where Intern can be reached:**

\_\_\_\_\_  
\_\_\_\_\_

**Name, Address, & Phone Number of School District where internship will take place:**

\_\_\_\_\_  
\_\_\_\_\_

**Name of Superintendent of School District** \_\_\_\_\_

**Name of Site Supervisor & Contact Information (including phone number & email)**

\_\_\_\_\_  
\_\_\_\_\_

**Provide a description of a general plan, which includes work experiences that will fulfill the competencies for the internship.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outline a tentative schedule and time frame to meet the required internship hours.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain how you envision your internship duties to result in benefits to the school district.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

~~~~~

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

*Advisor/Instructor Approval*

- All required coursework completed prior to Internship I semester

Courses in progress \_\_\_\_\_

Courses to be completed during internship \_\_\_\_\_

- Letter of Approval from District Superintendent received

~~~~~

- Approval given

University Instructor \_\_\_\_\_

- Approval denied with plan to address deficiencies

\_\_\_\_\_

## APPENDIX B



**Wilkes University  
Principal Certification Program  
Course Requirement Checklist**

**Candidate** \_\_\_\_\_ **WIN #** \_\_\_\_\_

**Program: Degree** \_\_\_\_\_ **Certification-only** \_\_\_\_\_ **Admission: Semester** \_\_\_\_\_ **Year** \_\_\_\_\_

**Advisor:** \_\_\_\_\_ **Completion: Semester** \_\_\_\_\_ **Year** \_\_\_\_\_

Core Courses	
9 credits	
	ED 520 Using Assessment to Guide Instruction
	ED 522 Curriculum and Instruction
	ED 587 Technology Leadership

Educational Leadership Courses	
27 credits	
	ED 516 Educational Leadership
	ED 517 The Principalship
	ED 576 Resource Planning and Site Management
	ED 578 Staff Development and Supervision
	ED 573 Evaluation of Educational Programs
	ED 574 School/Community Relations
	ED 592A Administrative Internship and Applied Research Project
	ED 592B Administrative Internship and Applied Research Project

**NOTES:**

## APPENDIX C

Student \_\_\_\_\_ **Administrative Field Experience Log** ED 592 Page \_\_\_\_

DATE	TIME (hours)		TASK DESCRIPTION & ANALYSIS	PA Standard C/ CL/ SP	ADMINISTRATOR (involved)
	El	Se			
			ACTIVITY:  OBJECTIVE:  REFLECTION (what was learned):		
			ACTIVITY:  OBJECTIVE:  REFLECTION (what was learned):		
			ACTIVITY:  OBJECTIVE:  REFLECTION (what was learned):		
			ACTIVITY:  OBJECTIVE:  REFLECTION (what was learned):		

Cumulative hours: \_\_\_\_  
El\_\_ Se\_\_

**Wilkes University**

**Student Log #** \_\_\_\_

K-12 Field Experience

90 Hours/semester

**Administrative Internship and Applied Research Project**

ED -----

**Semester**-----

**Part** -----

Student \_\_\_\_\_

Instructor \_\_\_\_\_

Cumulative Elementary Hours \_\_\_\_\_

Cumulative Secondary Hours \_\_\_\_\_

Total Hours \_\_\_\_\_

**Mentor Signature** \_\_\_\_\_

## APPENDIX D

### Pennsylvania Department of Education Principal Certification Application

The Department of Education will issue the appropriate Certification for appointment as a Principal or Assistant Principal to an applicant who shall provide the following information and application forms (**available on the PDE web site**) required for **K-12** principal certification:

- General Application, Form **PDE 338 G**
- University Verification, Form **PDE 338 C**
- Verification of Experience, Form **PDE 338 V** (Superintendent provides proof of **five** or more years of teaching experience and **“presently employed.”**)

Also **required** are:

- **\$40.00 Money Order payable to Commonwealth of Pennsylvania** (no credit card numbers or personal checks)
- **Copy of PA Instructional I or II professional teaching certificate** (no need for **physical** and physician’s signature.)
- Copy of **passing score** on the Praxis #410
- Post-it note indicating **month and year** expected to finish/finished the EDLS program and **WIN #**.
- The 7 Completed items are to be **clipped** (no staples) and mailed to:

Dr. Rhoda Tillman  
Wilkes University  
Graduate Education  
84 West South Street  
Wilkes-Barre, PA 18766

## APPENDIX E

### Pennsylvania K-12 Principal Core (C) and Corollary (CL) Standards

#### **C 1. The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.**

- A. Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.
- B. Understands how to lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement.
- C. Understands the process of change in order to improve student achievement.
- D. Understands the concepts of vision, mission, and strategy.
- E. Understands the conceptual framework for thinking strategically.

#### **C 2. The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.**

- A. Understands historical and contemporary issues in the development of national, state and local PK-12 academic standards.
- B. Understands current Federal, state and district standards and requirements for demonstrating and reporting student performance data.
- C. Understands standards-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students:
  - Clear standards (content vs. performance)
  - Fair assessments (formative and summative)
- D. Understands the implications of communicating assessment results to students, teachers, parents, government and the community-at-large.
- E. Understands current research and strategies on school reform and school design models.
- F. Understands the importance of a coherent curriculum and effective instruction as key strategies for improving student performance.

#### **C 3. The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.**

- A. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.
- B. Understands available technologies that can be used to gather and maintain data systems.
- C. Understands how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives.
- D. Understands how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources.
- E. Understands how to use data from many sources reported in multiple formats to improve student achievement. Examples of various data categories would include: demographics, student achievement and learning, school processes, perceptions.

#### **CL 1. The leader creates a culture of teaching and learning with an emphasis on learning.**

- A. Understands current research in teaching and learning.
- B. Understands the importance of taking responsibility as lead learner in his/her school environment.
- C. Understand the culture for learning that includes and engages families to be involved in the learning process.

D. Understands how to develop teacher leaders.

**CL 2. The leader manages resources for effective results.**

- A. Understands wide variety of resources available (time, space, facilities, financial, human, organizational, both internal/external) and how to make informed decisions using appropriate analyses (e.g., cost benefit).
- B. Knows how to create a well organized, effective, and safe learning environment linked to strategic plan and research based practice.
- C. Knows how to assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs, and research based practice.

**CL 3. The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.**

- A. Understands and accepts the role of the leader in creating and maintaining an effective learning culture.
- B. Knows how to effectively communicate including writing, speaking, listening and possesses cultural literacy to communicate across groups.
- C. Understands empowerment and how the formal and informal governance structures relate to satisfaction, performance, and engagement.

**CL 4. The leader operates in a fair and equitable manner with personal and professional integrity.**

- A. Understands the power and importance of modeling and demonstrating trustworthiness and integrity in all decisions and actions.
- B. Knows code of conduct for his/her position.
- C. Understands, and respects diverse student and staff populations and the impact on individuals, school and community.

**CL 5. The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.**

- A. Knows how to promote success of students by working within laws, policies, and regulations.
- B. Understands how to communicate with and educate all decision makers inside and outside the school community in order to operate schools on behalf of students and families.
- C. Advocates for all students.

**CL 6. The leader supports professional growth of self and others through practice and inquiry.**

- A. Understands the process of aligning professional development activities with student performance goals.
- B. Understands the importance of continuous learning within the context of a learning organization.
- C. Understands the importance of motivating, mentoring and modeling to improve professional practice.

**SP 1. Overrepresentation of Diverse Students in Special Education**

- 1. Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
- 2. Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- 3. Demonstrate ability to interact and meet effectively with families.
- 4. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.

5. Identify how the family's culture and values affects how they view disabilities.
6. Celebrate heritages and cultures and link directly to learning.
7. Incorporate stories and resources from many cultural and ethnic traditions.
8. Build on students' strengths when teaching literacy skills to language minority students.
9. Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
10. Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

### **SP 2. Prevention and Early Intervening**

1. Connect general education curriculum, compensatory and special education in providing high quality standards-based instruction/intervention that is matched to students' academic, social emotional and behavioral needs.
2. Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
3. Implement universal screening of all students with periodic monitoring of students' progress in the curriculum.
4. Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
5. Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
6. Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
7. Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.
8. Participate in school wide approaches to intervention and effective instruction.
9. Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.

### **SP 3. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**

1. Identify effective instructional strategies to address areas of need.
2. Scaffold instruction to maximize instructional access to all students.
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
5. Strategically align standard based curriculum with effective instructional practices.
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
7. Analyze performance of all learners and make appropriate modifications.
8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
9. Use research supported methods for academic and non-academic instruction for students with disabilities.
10. Develop and implement universally designed instruction.
11. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

## APPENDIX F

### Pennsylvania's Code of Professional Practice and Conduct for Educators

#### Section 1. Mission

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

#### Section 2. Introduction

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