



**Master of Education in Educational Leadership
Principal (PK-12) Certification Program**

Handbook for Pennsylvania Principal (PK-12) Candidates

2020-2021

Cabrini University School
of Education
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Cabrini University Mission

Education of the Heart

Cabrini University is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. The University welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

Principal (PK-12) Certification Program Mission

The mission of the Principal (PK-12) Certification Program is to develop highly effective and ethical instructional leaders committed to social justice resulting in the success of all students within the school community through the use of data-driven practices and current research that result in visionary leadership, academic excellence, and equitable learning opportunities.

Student Learning Outcomes: Principal (PK-12) Preparation Program

Upon successful completion of the program of study, candidates who complete the Principal (PK-12) Certification Program will be able to:

- Apply leadership knowledge and skills to organize and promote a school culture that focuses on teaching and learning for the success of all students.
- Access, analyze, and evaluate data to inform decisions that maximize resources to build capacity within the organization.
- Advocate for all students and their families within the school community and society at large to provide equitable opportunities for diverse student populations.
- Demonstrate skills in collaborative leadership and effective interpersonal communication that engage, empower, and develop others within the school organization.
- Exhibit practices and dispositions toward ethical leadership, service to others, professional growth for self and others, and life-long learning for all individuals within a diverse and global society.

Program Requirements

The Master of Education in Educational Leadership Program with Principal (PK-12) certification enables candidates to serve as a principal, assistant principal, instructional or pupil services supervisor or upon the successful completion of all program requirements, in addition to the successful completion of all Pennsylvania Department of Education (PDE) certification requirements:

- Holds a baccalaureate degree from a regionally or nationally accredited college/university.

Satisfies the requirements set forth in section 24 P.S. § 12-1209 relating to good moral character.

- Provides verification of three years of relevant professional experience. For the purpose of this section relevant professional experience is “professional experience in an educational setting that is related to the instructional process.”
- Provides evidence of satisfactory achievement on the Pennsylvania required test
- Achieves a grade point average of 3.5 in certification courses

Applicants: Applicants for this program must complete all of Cabrini University application procedures for graduate admission, specifying the desire to achieve the Master of Education in Educational Leadership degree and/or Principal (PK-12) certification, and meet that program’s admission criteria.

Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, and verification of three years of professional experience in delivering instruction, if seeking PDE principal certification, to be admitted to this program. In addition, applicants must submit a one-page essay on “How Principals Shape Learning in their Schools.”

Applicants for the Master of Education in the Educational Leadership Program will complete the coursework designed to meet PDE Core and Corollary Standards and Special Education Competencies for Principal Preparation if seeking this certification. Twenty-four credits are required for the principal’s certification and nine additional credits are required if seeking the M.Ed. in Educational Leadership.

Principal (PK-12) Certification Candidates: To be recommended by Cabrini University for PDE Principal (PK-12) certification, candidates must complete the following:

- successfully complete all requisite coursework with a minimum GPA of 3.5;
- provide evidence of “Good Moral Character” through the submission of current FBI, PA State Police, and Child Abuse clearances, which are not over one year old at the time of application.

Candidates must also apply through the PDE’s Teacher Information Management Systems (TIMS) and:

- achieve a qualifying score of 163 or higher on the required Praxis examination, the School Leaders Licensure Assessment (SLLA) 6990, administered through ETS
- provide a chief school administrator’s verification of the completion of a minimum of three years of relevant professional experience, defined by the PDE as “professional experience in an educational setting that is related to the instructional process.” (See PDE website at <http://www.education.pa.gov>)

The Department of Education issues the appropriate Principal (PK-12) certification for appointment as a principal or assistant principal to an applicant who provides the required information on the PDE’s Teacher Information Management System (TIMS). **TIMS** is found at the PDE site (<http://www.education.pa.gov>) > Educators (top tab on home page) > Certifications (pull down menu under this tab) > TIMS Educator Online Certification System > Personal Use. The User Guide is found under *Help*.

Course Requirements

The following is the 24-credit program sequence for principal certification offered over the 12-month school life cycle. Additional courses, totaling 9 credit hours, are required for the 33-hour Master of Education (M.Ed.) in Educational Leadership. Courses having required field experience or intern hours are indicated below.

Course Number	Course Title (All courses are 3 graduate credits.)	Field Hours
EDG 640	Contemporary School Leadership	30
EDG 643	Fiscal and Executive School Leadership	30
EDG 644	Leadership in Curriculum, Instruction and Assessment	30
EDG 645	Inspired Leadership in Supervision and Evaluation	30
EDG 646	Strategic Leadership in Community Engagement	30
EDG 647	Law and Policy for School Leaders	0
EDG 658	Leadership in Inclusive Education	30
EDG 659	Principal	180
EDG 501	Educational Research (M.Ed. requirement)	0
EDG 540	Philosophical Foundations of Education (M.Ed. requirement)	0
EDG 521	Socio-cultural Foundations of Education (M.Ed. requirement)	0

Course Descriptions

EDG 640 – Contemporary School Leadership

This course provides a foundation for understanding the nature and nuances of leadership, and the ethical issues that face current and future administrators. Through a focus on mindset, innovation, and technology, students will explore the challenges and dilemmas of school administration. Leadership theory and paradigm will serve as the basis for discussing the role and responsibilities of the school administrator. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

EDG 643 – Fiscal and Executive School Leadership

This course explores the managerial responsibilities of school administrators and their impact on the educational effectiveness of schools. Strategic planning, staffing, budgeting, resource allocation, facilities management, negotiation and contracts, and decision making are studied in relation to modern leadership. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

EDG 644 – Leadership in Curriculum, Instruction and Assessment

In this course models of curriculum development and design, instructional delivery, and assessment practices that inform instruction are examined, as well as the role of the instructional leader in building

effective practices that address the needs of all learners. Future-focused and innovative practices are emphasized. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

EDG 645 – Inspired Leadership in Supervision and Evaluation

This course investigates effective models of supervision and evaluation to improve teaching performance and student learning. Skills in classroom observation, professional development, teacher and principal evaluation, and discipline are addressed. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

EDG 646 – Strategic Leadership in Community Engagement

Students will examine leadership methods, strategies and tools for ensuring effective communication in schools and within the school community, including the use of a variety of technologies. Topics will include effective communication, digital citizenship, branding and social media. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

EDG 647 – Law and Policy for School Leaders

This overview of major issues in school law focuses primarily on case law including U.S. Supreme Court decisions as well as relevant state and lower court federal opinions. Topics covered include church/state issues, teacher and student rights, laws associated with equal educational opportunities, students with disabilities, tort liability, collective bargaining, and tenure. Students will explore the development and implementation of school policy. Admission to the Educational Leadership Program is required. 3 credits

EDG 658 – Leadership in Inclusive Education

This course provides a foundation for school administrator candidates in the complex facets of instructional leadership in special education and the achievement of students with diverse learning needs. Future administrators will gain an understanding of the legal requirements and challenges, data analysis as a tool for improving instructional programs, and the development of an inclusive school environment. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

659 - Administrative Internship

Students will complete site-based internship tasks and projects aligned to the PDE Standards and Competencies for Principal Preparation in a 180-hour internship under the guidance of practicing PK–12 principals and program internship supervisors. Within this capstone experience, which students take as the last course in the program, students will become immersed in the role of the principal across levels to demonstrate their competencies as school leaders. Admission to Educational Leadership Program and the requisite PA certification is required. Grades are pass/fail and are not included in the GPA.

Field Work Requirements

Overview

The Principal (PK-12) Certificate Program at Cabrini University is designed to provide course-embedded learning experiences to develop highly effective school administrators. The fieldwork in courses and the internship are intended to enhance the knowledge, skills, and dispositions required of instructional leaders in highly diverse educational environments through the application of theory, research, and practice.

The objectives of the fieldwork experiences and internship are to enable candidates to develop and demonstrate:

1. Knowledge of and competence in the fundamental concepts and research-based practices of school leadership;
2. The competencies required in the role of the school principal through authentic situations and field experiences;
3. The application of current research and best practices to perform the duties required of a PK-12 principal at the different educational levels (PK-12) in various school settings under the guidance of mentoring administrators and course instructors;
4. The ability to design and execute customized projects based on the needs of the school site related to student achievement and the needs of the candidate;
5. Engagement in the internal and external school communities with individuals within these organizations who provide services to students and their families.

Student Responsibilities

Students are responsible for the following:

- Identifying a mentoring administrator, making appropriate arrangements for fieldwork and obtaining district and/or school sites approvals, if necessary;
- Submitting the "Mentor Information" form to instructors of each class;
- Reviewing program documents and requirements with the mentoring administrator;
- Maintaining the required log format documenting the tasks and hours for all field work verified by the mentoring administrator for each course;
- Performing tasks aligned with the Core and Corollary Standards and Special Education Competencies in the PDE's Principal Preparation Framework;

- Meeting all course requirements and completing those requirements within the semester in which the student is enrolled in the course;
- Timely submission of the log, report, evidence, portfolio and additional course requirements at the conclusion of the semester in which the student is enrolled in the internship course.
- Submitting all field project reports and logs in the Blackboard portfolio, in addition to submitting in the correct assignment in the Blackboard courses.

Requirements

Students will complete 360 hours of work in the field with 180 hours of course-embedded fieldwork and 180 hours in an internship over the 12-month life cycle of the school year. The mentoring administrator will be required to be a PA certified experienced practicing administrator with a minimum of three years' experience, when possible.

Students will meet the 180 hours of field experience by completing 30 hours in each of six courses and by completing 180 hours in an internship course. The course schedule assures that the student will complete 360 hours of field experience in all levels—elementary, middle, and secondary--over the 12-month life cycle of a school year.

The designated field experience hours for each course are addressed in a field experience project assigned by the course instructor and specific to the course objectives and PDE Core and Corollary Standards and Special Education Competencies addressed in the course.

A field experience log (see Appendix A) is to be maintained and completed by students to document the required field hours related to activities conducted at the school or district site in each course. The majority of these hours should directly relate to the field experience project in each course.

The field experience project embedded in each course must be customized in conjunction with the instructor and the identified site-based mentoring administrator. The identified mentoring administrator does not have to be the same individual for every field experience but does have to be at or hold the appropriate certification.

The field experience project is assigned by the course instructor and designed to directly or indirectly improve student achievement based on the needs of the school or district.

The field experience project includes one or more of the following types of assessment evidence (E) designated by the PDE:

- E. 1. Action-based research project designed to improve student achievement

- E. 2. Development & implementation of a curriculum project focused on improving student achievement
- E. 3. Tools project (application of current tools made available by PDE)
- E. 4. Multiple measures of data project focused in student achievement
- E. 5. Case study focusing on improving student achievement

Field Project Approval: The student must complete the Field Project Approval form using the required template (see Appendix B) and submit this template by the deadline set by the instructor, typically before or by the second week of the semester. The student cannot begin the project's activities until the Field Project Approval form is signed by the mentor and submitted to the instructor.

Field Project: The student will follow all instructions, provided by the instructor, to complete the field project in each course, and submit the Final Project Report and Evidence to the mentor and the instructor. Each project is designed to meet the Core and Corollary Standards and Special Education Competencies in the course.

Final Project Report, Log and Evidence: The final project report (see Appendix G), evidence, and log (see Appendix A) will be submitted to the instructor and the mentoring administrator who will assess the project (see Appendix G). The fulfillment of the designated field experience hours must be documented by the student and verified by the mentoring administrator on the designated area on the final project rubric. It is the student's responsibility to submit these assessments.

The student will submit the final project with evidence, the signed log, and the mentoring administrator's final rubric and verification to the instructor. The instructor will then evaluate the final project, evidence, and log using the designated rubric (see Appendix I) and determine the final grade for the course

Project Completion Guidelines for Course-Embedded Field Experiences

Students should review the log and the completion of the key tasks designated for each course field project to ensure the log entries are completed as required and aligned to the PDE Core and Corollary Standards and Special Education Competencies.

Before beginning the final project report, students should review the field experience project to assess the achievement of the identified goals, objectives, and related PDE standards. The designated evidence, which was included on the project description, must be submitted with the project report as appendices. Students may add to or modify the evidence with an explanation in the Project Report.

Students should follow the course instructor's directions to submit the log with the mentoring administrator's final project assessment and verification of hours (see Appendix F)

Students must complete all required coursework in addition to the course-embedded field work requirements and required hours (typically 30 hours per course) and submit the following to the course instructor to receive a final grade:

- 1. Field Experience Log**
- 3. Mentoring Administrator's Final Project Rubric with Verification of Hours**
- 3. Field Experience Project Report**
- 4. Evidence**

Failure to submit these items will result in an incomplete or a failing grade if approval for a late submission is not given by the course instruction for a reasonable cause.

All requests for incompletes first must be approved by the instructor of the course so that an action plan can be devised for the completion of the outstanding coursework. Instructor approval must then be confirmed by the Assistant Dean for Student Success and sent to the Registrar's Office to be entered in the student record. An incomplete grade allows the student an additional thirty days from the end of the term for the course in which to complete coursework. Coursework not completed within the allotted extension will change to a grade of "F." Extensions to this timeframe may be considered but must be approved by the Assistant Dean for Student Success.

Principal Internship Requirements

Purpose

The purpose of the 180-hour internship for the Principal (PK-12) Certificate is to provide a capstone experience for the candidate with opportunities to be immersed in meaningful, competency-based administrative activities at the principal's level. The internship will enable the candidate to:

- apply the knowledge and skills acquired through coursework and previous fieldwork to the actual problems and day-to-day administrative duties faced by principals;
- integrate the knowledge, skills, and dispositions from prior learning experiences to address and resolve school-based problems with a focus on improving student achievement;
- become involved in innovative projects, routine management functions, and problem-based activities of school leadership.

This internship will provide opportunities for a candidate to synthesize and apply knowledge to develop the skills and dispositions identified in consonance with PA Department of Education (PDE) guidelines for preparation of PK-12 principals in school settings.

The internship experience is planned and guided by a Cabrini instructor and the mentoring principal. The internship must be executed at the building level and be comprised of experiences that cover a broad range of PK-12 school leadership tasks and activities.

It is the responsibility of the candidate to identify the internship site and to secure a principal or assistant principal to serve as the mentoring administrator for the internship. The mentoring administrator should have three years of satisfactory experience, whenever possible.

Prerequisites

The principal internship is the capstone experience for candidates enrolled in the Educational Leadership Program at the Master's level who have successfully completed the requisite principal certification coursework and are seeking Pennsylvania Principal (PK-12) Certification and who have earned the minimum required 3.5 cumulative graduate GPA for the program.

Mastery of Core and Corollary Standards for Principals

Mastery of specific PDE Core and Corollary Standards and Special Education Competencies are to be the focus of the internship and substantiated with supporting documentation and evidence during the internship. The internship proposal will outline what the candidate will do to attain mastery of the PDE Core and Corollary Standards for Principals and Special Education Competencies for School Leaders through an internship project and related experiences that address the candidate's strengths and needs during the internship. In addition, the candidate will convey how the internship will be beneficial to the school or district to ensure that the internship work is both meaningful to the candidate and to the school district.

Responsibilities of the Intern

The intern is responsible for:

- Upholding Pennsylvania's Code of Professional Practice and Conduct for Educators (see Appendix L).
- Maintaining all necessary written records of the internship experience to include a detailed log containing a reflective analysis of internship activities aligned to PDE Core and Corollary Standards for Principals and Special Education Competencies for School Leaders (see Appendix K).
- Providing the mentoring principal with copies of rubrics needed and the course syllabus.
- Submitting completed rubrics, as required, from the mentoring administrator to the internship instructor.
- Maintaining regular communication with the internship instructor and mentoring administrator and providing all necessary materials in a timely manner.

- Communicating regularly with the internship instructor on the progress of the internship.
- Participating in professional tasks and in the development of projects, as determined in the proposal or as recommended by the mentoring administrator and/or internship instructor.
- Completing all internship requirements and submitting the final log, project report, rubrics, and other required portfolio items in a timely manner and as required while enrolled in the internship course.

Responsibilities of the Mentoring Administrator

The Mentoring Administrator is responsible for:

- Reading and understanding the requirements of the Internship, and the Core and Corollary Standards and Special Education Competencies that will be addressed in the course.
- Collaborating with the intern to develop an Internship Project that meets the Core and Corollary Standards and Special Education Competencies. The project should address student achievement and the needs of the individual site of the internship.
- Assessing the Internship Project Proposal and Final Project Report using the required forms (Appendix I)
- Completing the Overall Performance of the Intern upon completion of the course (Appendix H)
- Meeting with the intern on a regular basis to assess progress on the Internship Project and any additional tasks assigned by the mentor
- Assigning tasks and experiences to the intern that reflect the authentic work of a principal, and the Core and Corollary Standards and Special Education Competencies
- Contacting the internship instructor to address any concerns associated with the intern, the internship project or the Principal (PK-12) program.
- Work in collaboration with the internship instructor to develop the intern's leadership skills

Responsibilities of the Internship Instructor

The Internship Instructor is responsible for:

- Collaborating with the intern to develop an Internship Project that meets the Core and

Corollary Standards and Special Education Competencies. The project should address student achievement and the needs of the individual site of the internship.

- Contacting the Internship Mentor to review the requirements for the internship.
- Assessing the Internship Project Proposal and Final Project Report using the required forms (Appendix I)
- Meeting with the intern on a regular basis to assess progress on the Internship Project and any additional tasks assigned by the mentor
- Work with the internship mentor to address any concerns related to the disposition of the intern and/or the internship project

Principal Internship Proposal and Project

Each candidate will develop an **Internship Proposal** (see Appendix C) based on an assessment of the candidate's and school's needs as outlined in the EDG 659 syllabus. The proposal's goals and outline will undergo a preliminary review by the internship instructor followed by its assessment by the mentoring administrator and the internship instructor (see Appendix B). The candidate cannot begin the project's activities until the proposal is assessed and approved.

The **Internship Proposal** must relate to the Student Learning Outcomes for the program and the corresponding PDE Core and Corollary Standards and Special Education Competencies. The design of the project must directly or indirectly strive to improve student achievement based on the needs of the school or district.

The project is required to address E1-E5 below and can include components of one or more of the other types of evidence as designated by the PDE:

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

Development of the Internship Proposal

The candidate will develop the Internship Proposal in collaboration with the internship instructor and mentoring administrator. The mentoring administrator will review and assess

the project proposal using the project proposal rubric in the course syllabus. The student will submit the internship proposal and the completed mentoring administrator's rubric to the internship supervisor, who will then assess the proposal.

The intern should note that upon acceptance of the internship proposal by the mentoring administrator and internship instructor, a contract exists between the intern and the internship site, as well as between the intern and the Educational Leadership Program. Interns are expected to fulfill this contractual agreement even if more hours are necessary than originally anticipated. A minimum of 180 field hours is required for the principal internship.

Internship Log and Evidence

The Internship Log (see Appendix A) is intended to provide a dated record of administrative and leadership tasks and activities completed in the internship with a reflective analysis component and alignment to PDE Core and Corollary Standards and Special Education Competencies for School Leaders (see Appendix K). The intern should complete a log entry for each day during which time is spent on relevant internship tasks and the internship project. Logs should be maintained in chronological order. Entries should be completed with enough detail to provide the necessary information to serve as a useful reference to document the fieldwork completed throughout the 180-hour internship.

It is recommended that logs be kept electronically with related evidence files of the tasks documented in the log. The logs and the corresponding evidence will provide documentation in the portfolio and in meetings with the internship supervisor and mentoring administrator and in the final assessment of the internship.

Final Internship Field Log Requirements for Submission

- The log will contain the hours accrued to date.
- The body of the log should be divided into columns or areas using the required template.
- The intern should identify the appropriate PDE Core and Corollary Standards and Special Education Competencies addressed.
- The intern should briefly describe the tasks and activities related to the standards identified.
- For each of the tasks and activities described, the intern should provide a brief, reflective analysis.
- The actual time devoted to each task and activity should be identified as well as the level at which the task or activity took place—elementary (E), middle (M), or secondary (S).
- A verification signature from the mentoring administrator is required after completion of the required hours.

Principal Portfolio Requirements

The internship portfolio serves as documentation of the completion of the program and the student's achievement of the PDE Core and Corollary Standards and Special Education Competencies. The student designs a web-based portfolio that includes the following documentation:

- A title /home page
- A current resume that include leadership/administrative experience
- An updated "Philosophy of Educational Leadership" from a leadership perspective
- All six Course-Embedded Field Experience Final Project Reports
- The Internship Project Report with Evidence
- Intern's Reflective Self-Analysis related to the attainment of the Core and Corollary Standards and the Special Education Competencies in a narrative format not to exceed four pages
- All Field Experience and Internship Logs to total a minimum of 360 hours in the field under the guidance of mentoring administrators

Assessment of the Internship and Portfolio

The intern will be evaluated by the mentoring administrator and the internship instructor, who will issue the grade. The evaluation consists of a comprehensive assessment of the intern's project and performance in areas consistent with the PDE Core and Corollary Standards and Special Education Competencies the Student Learning Outcomes for the program.

The intern and mentoring administrator are to schedule meetings at mid-semester to discuss the performance of the intern and to review the work completed to date as documented in the Internship Field Log.

The mentoring administrator will assess the Internship Proposal and the Final Internship Project (see Appendix G).

The mentoring administrator will assess the Overall Performance of the Intern (see Appendix H).

The internship instructor will assess the Internship and Portfolio (see Appendix I) and the Intern's Reflective Self-Analysis (see Appendix J) and issue the final grade for the internship course.

Appendix B**Field Experience Project Approval****Candidate's Name:****Name of Mentoring Administrator for the Proposed Project:**

Position:

District:

School:

School Address:

Contact Information (email | phone)

Years as Principal or Assistant Principal (should not be under three years as per PDE guidelines):

Project Title: (copy and paste from the syllabus)**Description of Project:** (copy and paste from the syllabus):**Description of how the project will strive to improve student achievement based on the needs of the school**

: (400-500 words):

Mentoring Administrator Signature: _____ **Date:** _____

Appendix C

Internship Project Proposal Template

Candidate's Name:

Name of Mentoring Administrator for the Proposed Project:

Position:

District:

School:

School Address:

Contact Information (email | phone)

Years as Principal or Assistant Principal (should not be under three years as per PDE guidelines):

Project Title:

Description of Project (400 to 500 words):

Description of how the project will strive to improve student achievement based on the needs of the school (400-500 words):

Project Goal(s): Project Matrix: (Use the template below.)

Project's Objectives	Alignment to PDE Core (C) & Corollary (CL) Standards	Key Tasks	Evidence
Determine 2-3 goals that support attainment of the project.	See syllabus & use letter number coding	Identify the main tasks to be completed related to each goal—similar to a “to do” list. There can be more than one task per goal.	See Field Experience Project Requirements E1-5. Select one category and determine the specific evidence that you will likely turn in to document achievement of the project's goals—some evidence may address all the goals so just enter it one time. Some examples of evidence: meeting agendas and minutes, presentations, curriculum documents, handbooks, data analysis and evaluations (with all identifying information removed), planning documents, etc. The log is one piece of evidence that can be noted below.

Mentoring Principal Signature: _____ **Date:** _____

Appendix D

Internship Project Proposal Rubric: Mentoring Administrator Instructor/Internship Supervisor (16 total points)

Candidate Name:

Mentoring Administrator Name & Title:

Signature of Mentoring Administrator:

Date:

Criteria	Project Proposal and Design Meet Expectations	Project Proposal and Design are Adequate. Additional development is needed, as indicated.	Inadequate
Project description was complete and detailed.			
Project goals were aligned to the PDE standards and competencies in a matrix-format.			
An explanation as to how the project will directly or indirectly improve student achievement specific to the school or district was provided.			
The evidence (E 1-5) that will be provided is aligned to the project's goal(s) and PDE standards.			

Appendix E

Final Project Report Structure & Guidelines for Field Experience & Internship

Project Title:

Candidate's Name:

Mentoring

Administrator: Total

Hours Completed:

Project's Goal: Restate

the goal

Project's Objectives & PDE Standards: List the objectives and the alignment to the PDE Core and Corollary Standards and Special Education Competencies.

Project Report

A. Description & Analysis

Describe the final project and cite the research that informed your work. Refer to the evidence that you are submitting to document your attainment of the project's goal and objectives.

Analyze your work on this project: Did you achieve the goal and objectives you identified? Were there any modifications made?

Analyze your attainment of the PDE Standards and Competencies that were identified: Did you address these standards and competencies? Were modifications made?

Explain how the project directly or indirectly improved student achievement.

B. Reflections & Recommendations

Reflect on what you learned from this project and throughout the field experience, and what you would do differently or continue to do in the future as a school principal.

Draw conclusions from what you accomplished and provide recommendations for your practice as a school leader.

C. References

List references for any research or information cited in the report. Use APA format for your citations and references.

D. Evidence

Attach relevant evidence related to your project as Appendices or submit these as separate documents. Be certain to label and refer to the evidence in your report as Appendix A, Appendix B, etc. The lettering follows the order the appendices are referred to in the report.

Final Project Report Guidelines

Follow the format provided and use the headings that appear in bold to structure your project report.

The paper should have a running head, title page, narrative, reference page, and appendices. An abstract is not required.

Use 1-inch margins, double-spacing throughout, and Times New Roman 11 or 12 pt. font.

Write in complete sentences using indented paragraphs. Avoid bulleted lists of your accomplishments with the exception of your Project's Objectives and the PDE Standards.

Follow APA for the paper format, in-text citations, and references.

You can use first person in the project narrative because it is not a formal research paper.

Cite any research or curricular programs used to complete this project or to inform your work and add a reference page at the end of the narrative. Remember that in-text citations and references must correspond.

Appendices should follow the reference page.

Proofread your report to ensure that it reflects graduate level writing conventions and the professional writing required of an educational leader.

Appendix F
Course-Embedded Field Experience Log & Project Rubric: Course Instructor
(32 points)

Student Name:

EDG:

Course Instructor:

Date:

Field Experience Log and Final Project Rubric: Course Instructor	Advanced 4	Proficient 3	Average 2	Below Average 1
Field Experience Log: The log documented the hours and corresponding tasks.	A high level of detail and documentation were provided.	Hours were listed and detailed tasks were provided.	Hours and tasks were listed.	The log was incomplete.
Field Experience Log: The tasks were analyzed and reflective practice was evident.	A highly detailed analysis and evidence of reflective practice were provided.	Analysis was evident as was reflective practice.	Analysis and/or reflective practice was not detailed.	Analysis and reflective practice was missing.
Field Experience Project Report: Description & Analysis The final project and research that informed the project were described and analyzed. The project's goals and the attainment of the PDE Core and Corollary Standards & Special Education Competencies were discussed and any modifications made were described.	A high level of detail was provided and the research supporting the project was discussed. The description and analysis reflected the thought process of a future educational leader.	The project was described and documentation and discussion addressed the goals, objectives, and PDE standards.	The project was described but analysis was limited. There was superficial discussion of the goals, objectives, and PDE Standards.	The project was not clearly described and/or discussed.
Field Experience Project Report: Description & Analysis Explanation was provided how the project directly or indirectly improved student achievement.	The project explanation showed a direct relationship to student achievement.	The project explanation was somewhat related to student achievement.	The project explanation was vague in relationship to student achievement.	The project report did not address student achievement.
Field Experience Project Report: Reflections & Recommendations A reflection of what was learned about school leadership was included and conclusions were drawn that informed recommendations for future practice as a school leader.	Insightful reflective practice was evident with conclusions and recommendations demonstrating strong potential as a school leader.	Reflective practice was evident with conclusions and recommendations demonstrating emerging potential as a school leader.	Reflective practice was somewhat evident with limited conclusions and recommendations. Reflection needs to be further developed as a school leader.	Reflective practice was not evident and needs to be developed as a school leader.
Writing: Application of writing conventions was at the graduate level.	Excellent writing skills were evidenced.	Satisfactory writing skills were evidenced. Some additional proofreading was needed.	Writing skills needs improvement and proofreading was lacking.	Writing skills need development.
Format: The most current form of APA was followed to document (cite and reference) sources of information and research.	APA format was followed with 0-3 errors.	APA format was followed but with 4-6 errors. Proofreading was needed.	APA errors were numerous and closer proofreading was required.	APA was disregarded.

<p>Organization & Style: The final project was professional in its organization and its appearance.</p>	<p>Project was well organized and easy to follow project. Highly professional in appearance and format required of a school leader.</p>	<p>Project was organized and somewhat easy to follow. Professional appearance of an emerging school leader.</p>	<p>Project required additional organization and refinement to be of a professional quality for a school leader.</p>	<p>Project was disorganized and not of a standard required of a school leader.</p>
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Appendix G

Field Experience /Internship Final Project Rubric & Log Verification: Mentoring Administrator (18 points)

Candidate Name:

Mentoring Administrator Name & Title:

Internship Final Project & Log Rubric: Mentoring Administrator	Excellent 3	Very Good 2	Average 1	Poor 0
The evidence met the project's goal(s) and PDE standards & competencies as identified in the proposal.				
Field hours and corresponding tasks were verified with a log to meet the required number of hours set in the course.				
Justification was provided as to how the final project directly or indirectly improved student achievement to meet the needs of the school or district.				
A descriptive analysis of the final project and its results were provided with conclusions and recommendations derived from the analysis.				
Application of writing conventions was at the graduate level.				
The final project was professional in its organization and its appearance.				
Final project points earned out of 18 points = _____				
Evaluated by:				
Date:				

Mentoring Administrator's Verification of Hours

The candidate named above seeking Pennsylvania PK-12 Principal Certification completed

_____ field/intern hours as attested to in the log submitted by the candidate.

Mentoring Administrator's

Signature: Date:

Appendix H
Overall Performance of Intern
(39 points)

Intern:

EDG:

Mentoring Administrator:

Title:

Instructor/Supervisor:

Rate the intern on overall performance during the internship.	Performance meets expectations 3	Performance requires additional development 2	Performance is below expectations 1
The intern completed tasks in a professional manner befitting the future role of a school principal.			
Intern hours and corresponding activities in the log represented the actual tasks the intern completed.			
The intern's activities and experiences was related to improving student achievement to meet the needs of the school.			
Rate the intern on the development of the following PDE Core (C) and Corollary (CL) Standards for Principal Preparation as a future school leader.	Exhibiting proficiency in the standard as a novice school administrator 3	Developing proficiency in school administrative activities and tasks related to the standard 2	Requiring further development in administrative activities and tasks related to the standard 1
The intern:			
C I. Has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.			
C II. 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.			
C III. Knows how to access and use appropriate data to inform decision-making at all levels of the system.			
CL 1. Creates a culture of teaching and learning with an emphasis on learning.			
CL 2. Manages resources for effective results.			
CL 3. Collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.			
CL 4. Operates in a fair and equitable manner with personal and professional integrity.			
CL 5. Advocates for children and public education in the larger political, social, economic, legal, and cultural context.			
CL 6. Supports professional growth of self and others through practice and inquiry.			
SP1. 2. 3. Demonstrates special education competencies for school leaders.			
Total Points			
Signature of Evaluator:		Date:	
Signature of Intern:		Date of Review:	

Appendix I
Internship & Portfolio Rubric: Internship
Supervisor Final Project, Log, & Portfolio (52
points)

Candidate Name:

EDG

Instructor/Supervisor:

Date:

Final Project & Log Rubric: Course Instructor	Advanced 4	Proficient 3	Average 2	Below Average 1
Resume: Content & Organization	Highly detailed and well organized; leadership experience is highlighted; format is professional in appearance and writing style.	Detailed and organized; leadership experience is included; professional format and writing.	Lacking in one or more areas: detail, organization, leadership experience, professionalism (formatting or writing).	Lacking in three or more areas: detail, organization, leadership experience, professionalism (formatting and/or writing).
Philosophy of Education: Content	Theories of instructional leadership are presented and how they guide school leadership and decision-making are clearly expressed to increase student achievement.	General concepts of leadership are presented with an explanation as to how they guide school leadership and/or decision-making with reference to student achievement.	General leadership concepts are mentioned. There is some association of school leadership and/or decision-making with student achievement.	Concepts of leadership are lacking and/or are not correctly stated or applied as related to school leadership and decision-making for student achievement.
Philosophy of Education: Organization, Focus, and Writing Conventions	Organization was sophisticated with clear transitions and a focused, cohesive presentation. Excellent writing skills were evidenced.	Organization was evident with a focus on the topic. Satisfactory writing skills were evidenced. Some additional editing may have improved the work.	Organization and/or focus were weak and lacked cohesion. Writing skills needed development through the use of additional editing to improve the work.	Organization, focus, and/or cohesion were lacking. Writing skills needed significant improvement.
Field Experience Log: The log documented the hours and corresponding tasks.	A high level of detail and documentation were provided.	Hours were listed and tasks were provided. Some additional detail may have been needed.	Hours and tasks were listed but additional detail was needed.	The log was incomplete.
Field Experience Log: The tasks were analyzed and reflective practice was evident.	A detailed analysis and evidence of reflective practice were provided.	Analysis was evident with some reflective practice evident.	Analysis was evident but not detailed.	Analysis was limited or almost nonexistent.

<p>Internship Project Report: Description & Analysis The final project and research that informed the project were described and analyzed. The project's goals, objectives, and the attainment of the PDE Core and Corollary Standards & Special Education Competencies were discussed and any modifications made were described.</p>	<p>A high level of detail was provided and the research supporting the project was discussed. The description and analysis reflected the thought process of a future educational leader.</p>	<p>The project was described and documentation and discussion addressed the goals, objectives, and PDE standards.</p>	<p>The project was described but analysis was limited. There was superficial discussion of the goals, objectives, and PDE Standards.</p>	<p>The project was not clearly described and/or discussed.</p>
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<p>Internship Project Report: Description & Analysis Explanation was provided how the project directly or indirectly improved student achievement.</p>	<p>The project explanation showed a clear direct or indirect relationship to student achievement.</p>	<p>The project explanation provided its relationship to student achievement.</p>	<p>The project explanation was somewhat connected to student achievement.</p>	<p>The project report did not clearly convey its relationship to student achievement.</p>
<p>Internship Project Report: Reflections & Recommendations A reflection of what was learned about school leadership was included and conclusions were drawn that informed recommendations for future practice as a school leader.</p>	<p>Insightful reflective practice was evident with conclusions and recommendations demonstrating strong potential as a school leader.</p>	<p>Reflective practice was evident with conclusions and recommendations demonstrating emerging potential as a school leader.</p>	<p>Reflective practice was somewhat evident with limited conclusions and recommendations. Reflection needs to be further developed as a school leader.</p>	<p>Reflective practice was not evident and needs to be developed as a school leader.</p>
<p>Writing: Application of writing conventions was at the graduate level.</p>	<p>Excellent writing skills were evidenced.</p>	<p>Satisfactory writing skills were evidenced. Some additional proofreading was needed.</p>	<p>Writing skills needs improvement and proofreading was lacking.</p>	<p>Writing skills need significant development.</p>
<p>Format: The most current form of APA was followed to document (cite and reference) sources of information and research.</p>	<p>APA format was followed with 0-3 errors.</p>	<p>APA format was followed but with 4-6 errors. Proofreading was needed.</p>	<p>APA errors were numerous and closer proofreading was required.</p>	<p>APA was disregarded.</p>
<p>Organization & Style: The final project was professional in its organization and its appearance.</p>	<p>Project was well organized and easy to follow. Highly professional in appearance and format required of a school leader.</p>	<p>Project was organized and somewhat easy to follow. Professional appearance of an emerging school leader.</p>	<p>Project required additional organization and refinement to be of a professional quality for a school leader.</p>	<p>Project was disorganized and not of a standard required of a school leader.</p>
<p>Overall Writing: Application of writing skills (conventions, grammar, and spelling) was at the graduate level.</p>	<p>Excellent graduate level writing skills were evidenced. Errors were non-existent or minimal.</p>	<p>Satisfactory graduate level writing skills were evidenced. Some minor errors were evident.</p>	<p>Writing skills were not at a graduate level. Errors were evident and proofreading was required.</p>	<p>Writing skills were deficient with many errors that impeded meaning.</p>

<p>Overall Portfolio: The portfolio was professional in organization, format, and appearance.</p>	<p>The portfolio was well organized and easy to follow. It was highly professional in appearance and format befitting the role of an emerging school leader.</p>	<p>The portfolio was organized and easy to follow. It was professional in appearance and format as expected of an emerging school leader.</p>	<p>The portfolio required some additional organization and refinement to be of a professional quality required of a school leader.</p>	<p>The portfolio was disorganized and not of a standard required of a school leader.</p>
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APPENDIX J

Intern Reflective Self-Analysis: Internship Portfolio (40 points)

Point Values	Advanced 20	Proficient 15	Basic 10	Below Basic 5
Content (20 pts.)	Provides substantial and specific content related to PDE's Standards and Competencies for School Leaders demonstrating deep and highly reflective self-analysis of the skills and abilities acquired throughout course and field work experiences	Provides specific content related to PDE's Standards and Competencies for School Leaders demonstrating self-analysis of the skills and abilities acquired through course and field work experiences	Provides content with some relevant analysis related to PDE's Standards and Competencies for School Leaders, but additional self-analysis was needed through reflection on course and field work experiences	Does not provide specific or relevant content related to PDE's Standards and Competencies; self analysis was lacking or superficial related to course and field work experiences
Written Communication (20 pts.)	4	3	2	1
Organization	Presents sophisticated arrangement of content with evident transitions and organization of content	Presents effective arrangement of content with evident transitions and organization of content	Presents adequate arrangement of content without clear transitions or organization of content	Does not demonstrate arrangement of content and/or organization
Focus	Provides distinct and coherent points made about the topic with awareness of task	Provides coherent points made about the topic with awareness of task	Provides coherent points without consistent focus on the topic but demonstrates awareness of task	Does not provide coherent points and/or lacks awareness of task
Voice and Tone	Uses sophisticated language that conveys professional voice and tone	Uses effective language that conveys professional voice and tone	Uses adequate language that conveys professional voice and tone	Does not use language that conveys professional voice and/or tone
Conventions	Demonstrates sophisticated control of grammar, mechanics, spelling, word usage, and sentence formation	Demonstrates control of effective grammar, mechanics, spelling, usage, and sentence formation	Demonstrates adequate control of grammar, mechanics, spelling, word usage, and sentence formation	Does not demonstrate control of grammar, mechanics, spelling, word usage and sentence formation
APA Format	Follows APA guidelines for format	Follows APA guidelines for format with minimal errors	Follows APA guidelines for format with multiple errors	Does not follow APA guidelines for format

Appendix K

Pennsylvania Department of Education PK-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.

Special Education (SP) Competencies for School Leaders**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 L

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.

*Details on PA's Code and the Professional Educator Discipline Act are available at:
<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>*