Education
Field Experiences
Keystone College
La Plume, Pennsylvania
Education Field Experiences

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Keystone College
La Plume, PA

Keystone College reserves the right to change any provisions or requirements of the Education Field Experiences at any time within a student’s term of enrollment.
# Education Field Experiences

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KEYSTONE COLLEGE
MISSION STATEMENTS

College Mission Statement
Keystone College educates students in a liberal arts tradition that values civility, integrity, and curiosity, fostering a global perspective on cultural diversity, environmental sustainability, and life-long learning.

The College relies on the strength of the "Keystone Family," created by the close interaction among our students, faculty, staff, and friends, to make our picturesque campus a source of intellectual growth, cultural awareness, environmental stewardship, and service opportunities that enhance the quality of life in Northeastern Pennsylvania.

Division Mission Statement
To prepare teachers who think critically, act independently, and collaborate in ways that transform lives in our global society.

“Our images of children as learners are reflected, inevitably, in our definition of what it means to teach.”

David Wood, How Children Think and Learn, 1988, p. 1
PROGRAM GOALS

Education Mission Statement:
To prepare teachers who think critically, act independently, and collaborate in ways that transform lives in our global society.

Principles for Meeting the Needs of Children through Age Nine:

Today's pre-K through grade 4 education teachers must be prepared to serve and to value a diverse group of young children and families in a variety of educational settings. In addition to specific requirements and content material, several overarching principles inform the development and execution of the Early Childhood Education (ECE) teacher certification program. The principles designed to focus on the learning needs of children through age nine are:

- Whenever the word "children" is used, it means all children, including children with special needs. All children can learn and educational practice must be adjusted to meet the needs of individual children and families.
- Curriculum for young children (Pre-k through grade 4) should be based on age appropriate understanding and both individual child and group needs. Young children learn best when a variety of activities are planned throughout the day in large group, small group and individual formats. Use of national standards has been incorporated into the Pennsylvania standards to support the growth of content understanding beginning with the youngest learner and continuing through the 4th grade.
- Research-based and developmentally appropriate practices, as well as the PA learning standards pre-K through grade 4, form the basis for these recommendations.
- All aspects of a pre-K through grade 4 teacher preparation program need to be guided by a child development frame of reference. Solid grounding in child development should be the beginning point for all course development and learning opportunities.
- Family-centered practice is an essential element and should be woven through all course work and learning opportunities. An understanding of the central role that parents play in the development of children with and without disabilities is critical.
- Pre-K through grade 4 candidates need a strong foundation in the diverse populations of Pennsylvania and how individual and family needs can impact student learning.
- Appreciation and respect for individual differences and unique needs must always be considered.
Principles for Meeting the Needs of Middle Level Students:

The middle level program provides candidates with the skills, knowledge and competencies necessary to meet the needs of middle level students. The adolescent development courses, as well as field work and student teaching, enables candidates to gain the knowledge and experience to work successfully with family members and with the broader community. Through content courses and experiences in middle level school fieldwork, middle level teacher candidates must learn and be able to apply the major concepts and theories related to young adolescent development. This includes demonstrated understanding of the research on adolescent development, motivation, and learning styles. Cognitive and adolescent development coursework and field experiences are designed and delivered so that faculty and students are able to make explicit connections with middle level content areas, cognitive development, literacy, special education, and English language learning.

Middle Level Language Arts Education (4-8)

The Bachelor of Science degree in Middle Level education prepares professionals to teach students in grades four through eight. A concentration in language arts prepares prospective teachers for certification and the challenging work in developing skills to teach language and literacy. Students engage in fieldwork every semester.

Middle Level Social Studies Education (4-8)

The Bachelor of Science Degree in Middle Level education prepares professional to teach students in grades four through eight. A concentration in social sciences prepares prospective teachers for certification and challenging work in developing skills to teach social studies content. Students engage in fieldwork every semester.
Principles for Meeting the Needs of Early Childhood Education (Pre-K-4)/Special Education (Pre-K-8) Students

The mission of the baccalaureate program in Early Childhood Education/Special Education (Pre-K-4) is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in early childhood classrooms and special education classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The Special Education preparation programs for the Pre-K-8 and 7-12 Special Education certificates provides candidates with the skills, knowledge, and competencies necessary to meet the needs of students with ability differences in multiple settings. This dual certificate is designed so the candidate can accept a teaching position in one of the following regular education settings: Pre-K-4 or 4-8. Candidates will demonstrate knowledge and competence in the areas of academic, social, and emotional growth, and methods to use that knowledge to maximize a student's capabilities. Utilizing research-based effective instructional strategies and diagnostic tools, candidates will develop a thorough understanding of child development and appropriate diagnostic and instructionally adaptive strategies for all learners, as well as competence in applying appropriate instructional practices to meet the diverse needs of all early, middle level, and high school level students.
Principles for Meeting the Needs of Students in Teaching: Art Education (K-12)

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: art education (K-12) is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science Degree Teaching: Art Education (K-12) program include:

- Preparing individuals to teach kindergarten through twelfth grade.
- Providing a strong foundation in knowledge of child development.
- Providing a family-centered, community-based context for the study of education.
- Focusing on diverse cultural and pedagogical issues.
- Providing a strong research base related to the processes of learning and teaching
- Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- Adapting instructional strategies for children with special needs.
- Encouraging teacher candidates to concentrate on either kindergarten through sixth grades or seventh through twelfth grades. (Because the developmental characteristics of children in these two groups are quite different, the appropriate educational strategies will also vary greatly.)
- Providing a field experience in each of the eight semesters.
- Focusing on the special and differing characteristics and needs of learners in rural, urban and suburban communities.
- Preparing art educators who can competently:
  - engage in instructional planning and preparation;
  - establish classroom environments;
  - demonstrate instructional strategies;
  - demonstrate effective classroom adaptations for children with special needs; and
  - demonstrate professionalism as educators and artists.
Principles for Meeting the Needs of Students in Teaching: Mathematics Education (7-12)

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: mathematics education is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in secondary mathematics classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science in Teaching: Mathematics Education (7-12) degree program include:

- Preparing individuals to teach mathematics in seventh through twelfth grade.
- Providing a strong foundation in knowledge of student development.
- Providing a family-centered, community-based context for the study of education.
- Focusing on diverse cultural and pedagogical issues.
- Providing a strong research base related to the processes of learning and teaching.
- Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- Adapting instructional strategies for students with special needs.
- Providing a weekly field experience in each of the eight semesters.
- Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- Preparing secondary educators who can competently:
  - engage in instructional planning and preparation;
  - establish classroom environments;
  - demonstrate instructional strategies;
  - demonstrate effective classroom adaptations for children with special needs; and
  - demonstrate professionalism.
Principles for Meeting the Needs of Students in Teaching: Social Studies Education (7-12)

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: social studies education is to educate women and men in the liberal arts tradition, while also emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing for social studies instruction. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively and examine ethical issues in order to improve the quality of life in the community and environment.

Specifically, the baccalaureate program prepares individuals to teach social studies to students in grades 7-12 in public and private schools. Additionally, changes in Chapter 49-2 mandate that all education certification programs must include coursework which addresses the needs of diverse learners and English language learners.

The goals for the Bachelor of Science in Teaching: Social Studies Education (7-12) degree program are:

- Prepare individuals to teach social studies in grades seven through twelve.
- Provide a strong foundation in the social sciences.
- Focus on diverse cultural and pedagogical issues.
- Provide a strong research base related to the processes of learning and teaching.
- Demonstrate learning as a constructive activity, which integrates many kinds of knowledge.
- Help students become skilled in assessing the abilities of learners; skilled in organizing educational activities that promote high levels of achievement; and, building relationships with learners that foster optimum development.
- Provide a field experience in each of the eight semesters.
- Focus on the special and differing characteristics and needs of learners in rural communities and urban areas.
- Preparing social studies educators who can competently:
  - demonstrate a broad knowledge base in the social sciences;
  - engage in instructional planning and preparation;
  - establish classroom environments;
  - demonstrate instructional strategies;
  - demonstrate effective classroom adaptations for children with special needs, and
  - demonstrate professionalism.
Principles for Meeting the Needs of Students in Teaching: Child and Family Studies (non-certification program)

The bachelor's degree in Teaching: Child and Family Studies is a non-certification program designed to prepare professionals who are skilled in working with children and families in educational and non-educational settings. The degree provides students with a foundation in social sciences, combined with the theoretical context for understanding the theories and processes of education. Students engage in fieldwork every semester. A field component consists of weekly observation/participation/teaching (student teaching not required) supervised by College faculty.
The Importance of Field Experiences

Field experiences are an integral part of the education programs at Keystone College. Each field placement provides students with opportunities to experience a classroom, work with a teacher, observe the roles of support staff, and observe and work with children in teaching and learning environments.

Field experiences can be extremely valuable if students are fully prepared for the field placement. In order to be fully prepared, students must have clearances valid for the entire school year prior to the start of the Fall semester.

Students are introduced to field experience in EDUC 1710 and during this class they will receive information in the Education Field Experience booklet. This class is offered in the first semester. The purpose, importance, and goals for field experiences are defined and discussed in EDUC 1710. Additionally, focused observation techniques, which are critical for students to develop, hone, and use in classroom settings, are discussed in EDUC 1710. Transfer students will also receive this information in the First Year Seminar (FYS 1111). Students are provided with information that outlines field visit procedures in this course (as well as the following forms which are included as attachments in this guide:

Attachment A: Education Field Hours Documentation Form
Attachment B: Field Observation, Participation and Conference Form
Attachment C: Observation/Evaluation Report
Attachment D: Feedback Form from Cooperating Teacher
Attachment E: Student Field Information Form
Attachment F: Checklist for Student Observation
Attachment G: Procedures for Starting Observations
Attachment H: Pennsylvania’s Code of Professional Practice and Conduct for Educators
Initially, when students visit a classroom, they are instructed to observe only. Observation is a valuable learning tool. Questions that can be answered by focused observations include those listed in Figure 1.

Note: Students will be observed by a field supervisor in Level I, II, & III field placements.

*All field experiences are arranged through the Office of the Field Coordinator.*
**Figure 1**

<table>
<thead>
<tr>
<th>Teacher/Support Staff</th>
<th>Students</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the teacher?</td>
<td>What is the grade level?</td>
<td>How is the classroom arranged?</td>
</tr>
<tr>
<td>What is the teacher doing?</td>
<td>How many children are in the class?</td>
<td>What are the major elements in the classroom?</td>
</tr>
<tr>
<td>What content area is being addressed by the teacher?</td>
<td>How are the children grouped?</td>
<td>What is the daily schedule of curricular activities?</td>
</tr>
<tr>
<td>How is the content/lesson taught?</td>
<td>In what ways are the diverse needs of students addressed?</td>
<td>Where are the PA Academic Standards posted?</td>
</tr>
<tr>
<td>- How are the goals for the lesson introduced?</td>
<td>What accommodations are made for children who are:</td>
<td>What topic does the bulletin board address?</td>
</tr>
<tr>
<td>- What directions does the teacher provide to the learners about the lesson?</td>
<td>- Verbal</td>
<td>- What are the classroom rules?</td>
</tr>
<tr>
<td>- How does the teacher introduce new subject matter?</td>
<td>- Active</td>
<td>In what ways are classroom rules stated?</td>
</tr>
<tr>
<td>- How does the teacher answer questions?</td>
<td>- Inquisitive</td>
<td>What elements in the classroom are most used?</td>
</tr>
<tr>
<td>What methods/strategies are used by the teacher to promote learner interest in the subject being taught?</td>
<td>- Reflective</td>
<td>Are there classroom materials and equipment that would enhance classroom learning?</td>
</tr>
<tr>
<td>In what ways does the teacher motivate children?</td>
<td>- Quiet</td>
<td>Other</td>
</tr>
<tr>
<td>What teaching tools are used by the teacher to facilitate student learning about the concepts being taught?</td>
<td>- Outgoing</td>
<td></td>
</tr>
<tr>
<td>- Overhead</td>
<td>What roles do children assume for learning?</td>
<td></td>
</tr>
<tr>
<td>- Power Point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Manipulatives</td>
<td>What responsibilities are children assigned in the classroom?</td>
<td></td>
</tr>
<tr>
<td>- Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Songs</td>
<td>In what ways is student learning evaluated?</td>
<td></td>
</tr>
<tr>
<td>- Poetry</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>- Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What specific curricular programs are used by the teacher for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the roles of other support staff?</td>
<td></td>
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*This list is not exhaustive. The list is intended to help students focus their observation and remain sensitive to the whole classroom.*
Increasing Field Responsibilities

As observers become more acquainted with the teacher and support staff, the students, and all classroom elements, they will gradually assume classroom responsibilities as directed by the classroom teacher. The observer’s role will change from one of observer to active participant in a Level II field experience. Subsequently, students will be expected to engage in increasingly complex learning experiences.

As learners, prospective teachers must understand the roles of observation and active participation. It is important to be objective and nonjudgmental in all recording and reporting.
Beginning in the second semester of sophomore year and continuing through the start of student teaching, designated course work will require lesson presentations. This is the hallmark of the Level III Field Experience. Students will arrange a lesson presentation in advance with the course instructor, classroom teacher and field supervisor. Students will receive oral and written feedback following the lesson presentation.

**Current Field Hour Requirements:**
- 3 hours per week each semester with a minimum of 30 hours per semester for traditional students
- 21 hours minimum per semester for weekender students
- 12 hours minimum for summer and intersession courses

*Prior to student teaching a student must have participated in and have documentation for 190 field hours. Accelerated certificate candidates require 150 field hours.

**Hours Documentation Form**

This form must be submitted to Mr. Joe Hogan at the end of each semester.

*See Attachment A

**Attachments B, C, and D**

These forms are used by field supervisors and cooperating teachers for assessment purposes.
Placement

After students submit the Student Field Information Form (see attachment E) and four (4) clearances before the start of the semester, they should visit the Observation Course on Moodlerooms (https://moodlerooms.keystone.edu) to find placement information.

Requests for Attachment E

The Student Field Information Form may be found using this link:

http://www.keystone.edu/onlineforms/fieldplacement.dot
Journaling

Students who are engaging in classroom observation must a journal. The journal should connect what is observed with education coursework. Journal entries should answer questions like the following:

- In what ways do the teaching techniques observed in the classroom embody the instructional strategies discussed in class?
- What specific teaching techniques can be described that illustrate teaching philosophies studied in class?
- Does the teacher use a constructivist approach to help students gain deeper knowledge about the subject matter?
- What methods illustrate this approach?
- Is the classroom designed to allow for cooperative learning?
- In what ways is classroom management achieved?

Observing, completing assignments and journaling must show evidence of reflection and should be clearly articulated in narrative format.

Reflective journaling allows students to integrate academic and professional education content with actual practice in the classroom. Journal entries will become more elaborate as the field experience sequences require more complex assignments.

Examples of reflective journaling have been excerpted from Schwebel, 2002, and illustrate what the novice observer might journal:

3/31: I was quite anxious to see how Mrs. J. was going to react with my supervisor in the room. After the assembly program, the kids were very...
excited. Mrs. J. was getting nervous because they weren't being quiet. She kept giving me these frantic looks. I don't know what she wanted me to do because I certainly didn't expect them to sit like angels after having attended such an exciting program. [Supervisor: I thought the kids were great.]

(Schwebel, 2002, P.70)

1/28: My feelings about my children and my profession are fantastic! Each of my children was beautiful in a unique way. Each was capable of a certain amount, and I made each know that I believed in that capability. I always tried to include all of them, especially those who were less secure about themselves. They all knew that I liked them and I have no doubt that they all liked me. Being with them was a great ego trip.

My greatest failure in myself as a teacher concerns my ability to love and understand each child equally, and deal with them accordingly. I enjoy very much, and am proud of the profession that I have chosen. There is something very special about working with children. (Schwebel, 2002, P.87)

It is anticipated that just as field experiences are developmental in nature, so, too, will journaling reflect the increased knowledge base of upper level students:

**Observing Classroom Environments/Activity:**

"I observed a kindergarten classroom where the teacher was developing a theme study related to domestic animals. The class had recently visited a veterinary office. One of the patients in the office that day
was a parrot. In the days following the field trip, the class created a veterinary clinic in their classroom and played out many different scenarios through dramatic play."

"As the children talked, played, and drew pictures representing their growing understanding of domesticated animals, the teacher noticed that Randy consistently drew pictures and asked questions about "big, bright, birds that squawk." The teacher helped Randy formalize her questions in a list. Together they discussed how Randy might learn more about exotic birds. They checked out books from the library and discovered that a video was also available. Randy's parents became aware of her interest through her drawings and conversations. They were able to take her to the local zoo, where they arranged to meet with the bird specialist. During the concluding presentation of the class's theme study, Randy not only drew a parrot for the mural, but also gave a short talk describing the characteristics of this exotic bird."

"While Randy was busy pursuing her interest in parrots, the teacher noticed that a group of children, Adrian, Paulo and Robert were curious about their classmates' pets. A classroom volunteer assisted these children in developing a survey. The children conducted the survey and with help from the volunteer compiled the results and developed a graph. This graph was also presented in the presentation that concluded the entire theme study." (Charles, 1983)

**Observing Children:**

"Melissa came to school late today. She stood in the doorway to the main classroom and just looked around for about half a minute at the other children
involved in various activities. She finally walked across the room toward the reading table, scraping the toe of her right foot for about 6 steps or so. She then picked up her pace a bit and, on reaching the table, sat down. Tina, Ralph, and Morton were already seated at the table. Tina had been watching the two boys "read" a book together; she greeted Melissa with a bright "Hi, Melissa, wanna read a book with me?" The boys neither looked up nor said anything. Melissa told Tina that she (Melissa) couldn't read, but Tina replied that they could look at the pictures. Melissa agreed with a softly spoken "ok;" she made no eye contact with Tina—in fact, she looked over toward the block area as she spoke her consent. As Tina went to get a book from the shelf, Melissa began idly flipping through some pages of a book that was lying on the table. Tina returned with a book, saying "I like this one; let's look at this one." She tries to sit close to Melissa, but she moves away slightly, putting 6-8 inches distance between them. Ralph asks, "Hey, you two, wha'cha doin'? Tina responds with "never mind, we're busy." As she says this, she tilts her head upward and sticks out her chin slightly. Melissa makes no response; she gets up from the table and walks slowly toward the big block area. Mrs. Johnson announces clean-up time, but Melissa again does not make any relevant response; she doesn't participate in clean-up."

(Bentzen, 1985)
FIELD ASSIGNMENTS

Field Assignments are mandatory requirements for each education course. Students are asked to adhere to the following guidelines to prepare for field work:

✓ COMPLETE NECESSARY PAPERWORK

Field placements will not be made if Child Abuse, Criminal History, FBI clearances have not been obtained. A health history that indicates a negative TB test is also a necessity.

✓ KNOW THE PURPOSE OF THE ASSIGNMENT

The field assignment should be clear to the student. Students who are uncertain about the assignment should contact the faculty member before making a field visit. Students should not contact the classroom teacher for this information.

✓ SHARE THE FIELD ASSIGNMENT WITH THE CLASSROOM TEACHER

Observations target content of the education courses in which students are enrolled. Each education course has field assignments that must be completed. The field assignments are generally specific and the student must observe and or participate in a classroom activity to fulfill the assignment objectives. Students will share information about the field assignment with the classroom teacher.
FOLLOW THE PROCEDURES FOR CONTACTING THE SCHOOL

Classroom teachers are asked to sign the field assignment cover sheet. Field assignments will not be accepted without signed cover sheets. Students must make arrangements with the school regarding the days and times field visits will occur. Students must adhere to the pre-arranged schedules. Any change in scheduling must be approved by the classroom teacher.

CARRY THE CREDENTIAL PORTFOLIO TO EACH CLASSROOM VISIT

Students must bring the Credential Portfolio each time a classroom visit is made. Classroom teachers are invited to review the portfolio. At minimum, the Credential Portfolio will contain:

- Criminal History Clearance
- Child Abuse Clearance
- FBI Clearance
- Health history with negative TB Test
- First Aid and CPR credentials
- Current Resume
PROCEDURES FOR PLACEMENT AND CONTACTING SCHOOLS

I. Submit Current Clearances Prior to the Fall Semester

II. Complete the Checklist for Student Observation (Attachment F)

III. Read and Follow All Procedures in Attachment G

Great care must be taken by students to conduct themselves with integrity both during and after field visitation. As professionals, it is important that you remember information secured about the classroom is not to be shared outside of the classroom. The highest priority of all observers and student teachers is to respect the confidentiality of the classroom teacher and students they observe.

Observers and student teachers are guests who are allowed into classrooms to obtain the necessary skills to be prepared as future educators.

When information is discussed in a course, students must remember that total anonymity of the teacher, students, and school must be maintained.

(Please see Attachment H: Pennsylvania’s Code of Professional Practice and Conduct for Educators.)
PROFESSIONAL ATTIRE

Students must remember that, as guests in the schools, they are expected to adhere to all rules and regulations governing the school. It is also expected that students will be dressed professionally on field visitation days. Professional dress is considered business wear.

The following items must NOT be worn while observing in schools: short skirts, halter tops, sweat pants, gym pants, leggings, sneakers and/or beach shoes/flip flops.

✓ SUGGESTIONS FOR DRESSING FOR FIELD EXPERIENCES

Check to see if there is a dress code for teachers or if there is acceptable and unacceptable attire in a school. Check the dress code for students. If students cannot wear cargo pants, then you should not wear them.

Dress for Success
Suggestions for Attire for Male Students

1. Button down shirts (long-sleeve shirts are preferable after October); golf shirts with collars and without slogans are appropriate in warmer weather. Shirts should always be tucked in.

2. Always wear a belt. (Belts are required in many schools.)

3. Long pants are required; khaki’s or dress pants in navy, black, or grey solid colors are fine. Fitted pants, not loose or baggy fits, are preferred. Jeans are NOT to be worn. Pants with large pockets, such as cargo pants, are NOT to be worn.

4. Shoes and socks should always be worn. Sneakers and sandals are NOT appropriate.

5. Excessive jewelry, nose, lip, or tongue rings are not allowed.

6. Please arrive clean shaven (or with a neat beard). Hair should be neat and trimmed.
✓ Suggestions for Attire for Female Students

1. Tops should have sleeves and a collar. **Low cut** necklines are **not** to be worn.

2. Skirts and/or dresses should be **knee length** and loose.

3. Pants should be fitted but not too tight. Cargo pants, baggie pants, sweat pants, and jeans are **NOT** to be worn. When working with younger children, particularly preschool children, pants may be easier to move around in than skirts.

4. Comfortable shoes should be worn. Please do **NOT** wear:
   - flip flops
   - sneakers
   - open sandals (sandals can be dangerous because young children drop things)

5. Hair should be **neat** and pulled back, if long.

6. Jewelry should be **minimal**. Earrings or bracelets that could get caught and be a danger to students should **NOT** be worn. Nose, lip, or tongue rings must be removed before entering the classroom.

7. Excessive makeup is not appropriate.
Keystone College
Education Field Hours Documentation Form

Student's Name: ___________________________ ID# __________________

EDUC 00 ___ Section ______ (Please indicate observation course and section from your schedule.)

Day and time of observation:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Cooperating Teacher's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 14</td>
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<tr>
<td>Week 15</td>
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</tbody>
</table>

Total Hours: ____________________

- Students may not begin observation without current clearances.
- Students must contact the classroom teacher and their supervisor once the field placement has been secured to indicate the date observation will begin.
- If you are unable to observe on your scheduled day, please contact your Keystone field supervisor.
- Students must use this form for each observation visit.
- Make and keep a copy for your portfolio to document field work.
- Completion of Observation/Assignment is necessary for passing this course.
- The student must have the classroom teacher sign the observation form during each observation.
- Submit this form prior to the end of the semester as an email attachment to Mr. Hogan at joc.hogan@keystone.edu
KEYSTONE COLLEGE

FIELD OBSERVATION, PARTICIPATION, AND CONFERENCE FORM

The observation of a field student serves as a tangible basis for discussing the increasing responsibilities students assume in the classroom. This form is to be completed for each faculty observation of a field student and shared with the classroom teacher and the student.

Student: ___________________________ Date: ___________ Time: ___________

Subject: ___________________________ Grade: _______ Co-operating School: ___________________________

Classroom Teacher: ___________________________ Faculty Observer: ___________________________

Describe the responsibilities and activities in which the student engages.

Domain 1. Planning and Preparation

☐ Observer role only

☐ Took responsibility for ______________________________________

☐ Actively participated in ______________________________________

Domain 2. The Classroom Environment (respect, rapport, management)

☐ Observer role only

☐ Took responsibility for ______________________________________

☐ Actively participated in ______________________________________

Domain 3. Instruction (communication, questioning, engaging students, flexibility)

☐ Observer role only

☐ Took responsibility for ______________________________________

☐ Actively participated in ______________________________________

4. Professional Responsibilities (reflecting on teaching, records, profession development)

☐ Observer role only

☐ Took responsibility for ______________________________________

☐ Actively participated in ______________________________________

Additional Comments:

Name: ___________________________ Position: ___________________________
Keystone College
OBSERVATION/EVALUATION REPORT

Individual Observed: __________________________

Observer: __________________________________

School: _____________________________________

School Year: _________________________________

Date: ____________________

Time: ______________________

Grade/Class: _______________________

Semester: One _____ Two _____

Category I: Planning and Preparation – Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology. (Emphasis is on plans and standards)

What I Saw/Heard

Affirmations, Suggestions, Comments

Category II: Classroom Environment – Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Involvement. (Emphasis is on safety, value, and respect)

What I Saw/Heard

Affirmations, Suggestions, Comments

Category III: Instructional Delivery – Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III addresses: Communication, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness. (Emphasis is on student engagement)

What I Saw/Heard

Affirmations, Suggestions, Comments

Adapted from Form PDE 456 and Tuscarawas Area School District

EDUCATION DIVISIONFORMS/Observation-Evaluation-Report-Form.doc

4/29/11
Category IV: Professionalism: Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism. (Emphasis is on code of conduct, attendance, punctuality, and attitude)

<table>
<thead>
<tr>
<th>What I Saw/Heard</th>
<th>Affirmations, Suggestions, Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

**OVERALL RECOMMENDATIONS:**

**EVALUATION:**

Signature acknowledges receipt of the observation write-up.

Signature of Evaluator

Signature of Individual Observed/Evaluated

Date

Date

Adapted from Form PDE 430 and Tohickon Area School District

5/EDUCATION DIVISION FORMS/Observation-Evaluation-Report-Tenedoc
Feedback from Cooperating Teacher

Thank you for accepting a Keystone observer into your classroom. To better prepare our students for entering the education profession we ask you to complete this rubric and place it in the envelope provided. This can be done following the completion of the student's last observation. If you have any questions or concerns regarding this form or our observers, please contact me at 570-945-8514, or at Joe.hogan@keystone.edu.

Sincerely,

Joe Hogan
Field Supervisor

Observer’s Name: ___________________________ School: ___________________________

Grade: ___________________________ Cooperating Teacher: ___________________________

| OBSERVATION RUBRIC |
|---------------------|-----------------|-----------------|-----------------|
|                     | 4 points        | 3 Points        | 2 Points        | 1 Point         |
| Consistent          | Present at all  | Missed one      | Missed more     | Missed more     |
| Observations        | observations    | observation     | than one        | than half of    |
| Punctual            | Always punctual | Sometimes        | Rarely          | Never punctual  |
| Appearance          | Professional and| Usually          | Rarely          | Inappropriate   |
|                     | appropriate     | appropriate      | appropriate     | appearance      |
| Communication       | Did not always  | Rarely           | Did not notify  | Did not notify  |
| with Teacher        | notify teacher  | notify teacher   | teacher or      | teacher or      |
|                     | when absent;    | when absent      | disrespectful  | disrespectful   |
|                     | respectful      | but respectful   | teacher of     | teacher of      |
| Communication       | Sometimes       | Needs continual  | Often needed    | Needs continual  |
| with Students       | needed         | development in   | reminders on   | development in   |
|                     | reminders on    | this area        | how to         | this area       |
|                     | how to         | interact with    | interact with  | interact with   |
|                     | interact with   | students         | students        | students**      |
| Interaction         | Helpful;        | Somewhat helpful | Rarely          | Never interacted|
| with Students       | engaged         | with students    | interacted      | with students** |
|                     | with students   | with students    | with students   | with students** |

**If there were no opportunities to interact with students (a lecture class e.g.), then 4 points can be given.

Comments and suggestions:__________________________
Keystone College  
Student Field Information Form

Student: ___________________________  Phone: ___________________________

Semester: ______ Fall Traditional  ______ Fall  ______ Spring  ______ Summer

Weekender: ______ La Plume  ______ Towanda

Spring Traditional

Degree toward which you are working:

**Associate Degree:**

______ Early Childhood Education

______ Liberal Studies

______ Art Education

**Bachelor's Degree:**

______ Early Childhood Education

______ Early Childhood/Special Ed.

______ Math Education (7-12)

______ Social Studies (7-12)

______ Art Education (K-12)

______ Middle Level Language Arts (4-8)

______ Middle Level Social Studies (4-8)

______ Child and Family Studies

**Accelerated Certification:**

______ Early Childhood Education

______ Early Childhood/Special Ed.

______ Math Education (7-12)

______ Social Studies (7-12)

______ Art Education (K-12)

______ Middle Level Language Arts (4-8)

______ Middle Level Social Studies (4-8)

______ Child and Family Studies

Check the appropriate course(s) for which you are seeking field experiences:

<table>
<thead>
<tr>
<th>ECE 2110</th>
<th>ECE 3135</th>
<th>EDUC 3195</th>
<th>EDUC 3225</th>
<th>SPED 3110</th>
<th>SPED 3135</th>
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<tbody>
<tr>
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<td>ECE 3145</td>
<td>EDUC 3200</td>
<td>EDUC 4115</td>
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<td>SPED 3140</td>
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<tr>
<td>ECE 3120</td>
<td>EDUC 2125</td>
<td>EDUC 3205</td>
<td>SPED 2110</td>
<td>SPED 3120</td>
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<td>ECE 3125</td>
<td>EDUC 3165</td>
<td>EDUC 3210</td>
<td>SPED 2115</td>
<td>SPED 3125</td>
<td>PSYC 2190</td>
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<tr>
<td>ECE 3130</td>
<td>EDUC 3180</td>
<td>EDUC 3215</td>
<td>SPED 2120</td>
<td>SPED 3130</td>
<td>PSYC 3165</td>
</tr>
</tbody>
</table>

Please indicate if you have a:

<table>
<thead>
<tr>
<th>Expiration Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage of Field Work</td>
</tr>
<tr>
<td>YES</td>
</tr>
<tr>
<td>Field Experience I: Observation</td>
</tr>
<tr>
<td>Field Experience II: Initial Experience</td>
</tr>
<tr>
<td>Field Experience III: Pre-Student Teaching</td>
</tr>
</tbody>
</table>

**Clearances must be current for the designated school year:**

FBI Clearance

FRONTIER COLLEGE  
INSTRUCTIONAL EFFECTIVENESS \nINSTRUCTIONAL EFFECTIVENESS
<table>
<thead>
<tr>
<th>Days and times student is available for observation/participation:</th>
<th>Educational Setting:</th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Early Childhood Education</td>
<td></td>
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<td></td>
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<tr>
<td>Tuesday</td>
<td>Early Childhood/Special Ed.</td>
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<tr>
<td>Wednesday</td>
<td>Middle Level</td>
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<tr>
<td>Thursday</td>
<td>Language Art (4-8)</td>
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<tr>
<td>Friday</td>
<td>Social Studies (4-8)</td>
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<tr>
<td></td>
<td>Art Education (K-12)</td>
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<tr>
<td></td>
<td>Math Education (7-12)</td>
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<tr>
<td></td>
<td>Social Studies Education (7-12)</td>
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</tbody>
</table>

Keystone College reserves the right to place students in a setting best suited for observation experiences that are developmental in nature. If at all possible, placement in a school district closest to home or employment will be made. Please indicate a school district(s) with which you are familiar that might fulfill this requirement. Provide the name of a teacher who may be willing to accept a placement. However, to ensure that students experience a wide range of observation assignments, placement in a variety of school settings is suggested and will be arranged. **Students are responsible for their own transportation.**

**Request for Placement:**

Name of School District: ________________________________

Name of Teacher: ________________________________
(Student Generated to Keystone College Instructor)

Once placement is made the information will be available on Moodle. Clearance valid for the entire school year MUST be submitted in August prior to the start of classes.

Student Signature ________________________________

Date ________________________________

To be completed by student and submitted to Field Coordinator every semester.

**Field Experience 1 – Observation:** Students are observers in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts. Observations should occur in a range of school and early learning settings (e.g., urban, suburban, rural; high and low-performing schools) so that students have a broad experience.

**Field Experience 2 – Initial Experience:** This is an experience in which the candidate works under the teacher’s supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

**Field Experience 3 - Pre-Student teaching:** This is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction.
KEYSTONE COLLEGE
CHECKLIST FOR STUDENT OBSERVATION

Please indicate by initialing each statement that you have read and agree with the policies and procedures required for engaging in the student teaching experience:

___ I agree that my health appraisal, including a negative TB report, is current and will remain current for the duration of observation.

___ I agree that my clearances (FBI, Criminal History, and Child Abuse) are current and will remain current for the duration of observation.

___ I agree that I will not use Facebook or any other social media network as a form of communication with students.

___ I agree that I will turn off my cell phone in the classroom and not have it displayed.

___ I agree that I will not text or email in the classroom.

___ I agree that I will maintain confidentiality.

___ I agree to notify the Cooperating Teacher, Supervising Faculty, and Field Supervisor if an emergency prevents me from attending observation.

___ I agree not to use school computers for work unrelated to classroom activities in the Observation placement.

___ I agree to check my Keystone email daily.

___ I agree to wear professional attire during Observation.

___ I agree to obtain contact information for the Cooperating Teacher.

_________________________  ________________
Student Signature          Date
PROCEDURES FOR STARTING OBSERVATIONS

1.) Once you have seen your placement on Moodle, please contact the school. Introduce yourself and explain you are a Keystone student who has been approved to observe with (give the teacher's name). Tell the person the day and time you wish to start. If they say it is fine to start, simply show at the school at that day and time. If they say they wish to check with the teacher, tell them thank you and you will check back in two days. If you have not received a call in two days, call back and say you will be at the school on (state day and time). If there are any problems, please contact Mr. Hogan (joe.hogan@keystone.edu). You should contact the school immediately if you have been approved.

2.) For your first visit, please arrive about 15 minutes before you are scheduled to start. Please bring your clearances. Please make sure you are dressed in a professional manner. Please make sure to introduce yourself to the teacher and explain that you would be happy to help or participate in the class or help in any way!

3.) Please confirm that the day and time you are observing work well with the teacher's schedule. If any changes need to be made, please do the changes.

4.) After your first visit, please contact your field supervisor. Confirm the teacher's name and grade you are observing. Also confirm the day and time you will observe. The contact information for supervisors is found on your Moodle Observation Course.

5.) Once you confirm your observation day and time, your supervisor will expect you there each week. IF YOU CANNOT BE AT YOUR OBSERVATION SITE FOR ANY REASON AT THE TIME YOU ARE SCHEDULED, YOU MUST CONTACT YOUR SUPERVISOR. THIS INCLUDES ANY TIME WHEN THE SCHOOL IS CLOSED. THE SCHOOL ALSO NEED TO BE NOTIFIED THAT YOU WILL NOT BE THERE.

6.) Please remember to have your observation signed each time you observe. Also remember that all traditional students need a minimum of 30 hours of observation for the semester. Weekender students need a minimum of 21 hours of observation per semester.
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.
(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.