

IU 1 MENTORING HANDBOOK



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INTERMEDIATE UNIT 1 MISSION

Intermediate Unit 1 is a public educational service agency dedicated to providing quality leadership and services to the schools and communities of Fayette, Greene, and Washington Counties to assure their success as they prepare all learners to meet the challenges of an information society.

IU1 MENTORING HANDBOOK

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Mentor Responsibilities

1. Complete the Mentor Online Course through Safe Schools for all new Mentors – email certificate of completion to Sarah Collins at sarah.collins@iu1.org and your Supervisor.
2. Support Inductees in the completion of all required Induction Classes through Safe Schools.
3. For Mentors of first-year Inductees: Meet with inductees face-to-face to review their ePortfolio at the end of the year. Complete at least nine (9) contacts with each assigned inductee and keep a log of the conversations – 5 of the 9 sessions must be face-to-face and documented – the log is available through the Induction Tab at the IU 1 Web Portal.
4. For mentors of second and third-year inductees: Support the progress of 3 courses assigned in conjunction with the Inductees' Supervisor for each year at the [Safe Schools Training](https://www.iu.edu/safe-schools-training) website and complete at least 9 contacts with each assigned inductee (5 of the contacts must be face-to-face) and keep a log of the conversations – the log is available through the Induction Tab at the IU 1 Web Portal.
5. Ensure that the Inductee has completed their year-end checklist at the end of each year and submit to Sarah Collins (sarah.collins@iu1.org) by the assigned due dates:
 - For Inductees hired from June-December, due date is **June 1**
 - For Inductees hired in January-May, the due date is **January 1**
6. Mentors shall collect all paperwork due each year and send it in together in one packet. This will include the Mentor Compliance and Inductee Checklist, the Mentor Log Form, Certificates of Completion from Safe Schools courses for years 2 and 3, and for those Inductees in Year 3, the Supervisors Induction Checklist. The forms can be found on the IU 1 Web Portal through the Induction Tab. All required forms shall be returned to Sarah Collins, at sarah.collins@iu1.org.

Contact Information

Induction Classes & Scheduling

Jordan Lozosky
jordan.lozosky@iu1.org
724-938-3241 (x405)

ePortfolio Planning

Jordan Lozosky
jordan.lozosky@iu1.org
724-938-3241 (x405)

Paperwork and Registration Inquiries

Sarah Collins
Sarah.collins@iu1.org
724-938-3241 (x212)

Mentor Responsibilities & Payment

Jordan Lozosky
jordan.lozosky@iu1.org
724-938-3241 (x405)

Understanding the IU1 Induction Program

The completion of an Induction Program is critical for the development of new staff members and is required for an Instructional II Certificate in Pennsylvania.

The IU1 Induction program is designed to address the training and educational needs of IU1 staff members who are new to the organization and to meet the state regulations for teacher induction as part of the Instructional II requirement. As part of their collective bargaining agreement, newly hired staff must complete induction classes outside of their contracted day over the first 3 years of employment.

As of August, 2023, the IU 1 has transitioned from the former program to a new Induction Program. This new program streamlines the classes that Inductees must take and simplifies the process.

First year Inductees will be required to attend a September evening session at the IU 1 Central Office, reviewing the Educator Effectiveness System, Act 48, and Level I to Level II requirements, and ePortfolio requirements. The Inductees will then complete their ePortfolio by the end of the year, with assistance from their Mentors and approval from the Supervisor. Mentors must also meet with Inductees 9 times during the year - 5 of them must be face-to-face. Mentors shall document the meetings on the Mentor Logs available at the IU 1 Web Portal, to be turned by the Mentor along with other required paperwork including the Inductee Checklist and Mentor Compliance Checklist at the end of the year.

Second and Third year Inductees shall meet with their Mentors 9 times (documented by the Mentor on the Mentor Logs – 5 of them must be face-to-face), complete 3 courses during the Inductees' 2nd and 3rd years through the [Safe Schools Training](https://intermediateu1-pa.safeschools.com/login) website and provide certificates of completion. The courses shall be assigned in conjunction with the Inductees' Supervisor and input from the Mentor as necessary. The Mentor Logs, Inductee Checklist, Mentor Compliance Checklist, Course Completion Certificates, and for year 3 Inductees the Supervisor's Induction Checklist, shall be turned in by the Mentor all at once.

All required Mentor and Inductee paperwork is available through the IU 1 Web Portal's Induction tab. The Safe Schools Training website, where Inductees will take their assigned courses, is located at:

<https://intermediateu1-pa.safeschools.com/login>

ePortfolios

As part of the IU1 Staff Induction Plan, all professional employees are required to compile and submit a professional ePortfolio for Induction at the end of their first year by the ePortfolio submission date.

What are the Expectations for the ePortfolio?

Each Inductee will attend a class that introduces them to the requirements for the ePortfolio in September during their first year of induction. A Spring session will be held for mid-year hires.

The Induction Portfolio is designed to showcase your professional competence in the four domain areas of the Danielson Framework for Teaching. You are required to include a minimum of three pieces of evidence per domain (a total of 12) to show that you have met or exceeded the competencies described.

Please organize your ePortfolio as follows:

1. Professional Profile Page
 - a. Name
 - b. School District
 - c. Area(s) of Certification
 - d. Current Professional Assignment (grade/title)
 - e. # of Years in Current Position
 - f. Other Certified Positions Held
 - g. Extracurricular/Supervisory Duties
 - h. Special Accomplishments/Honors
 - i. "Get to Know the Educator" Statements (1 paragraph minimum per topic below)
 - i. What I Chose My Profession
 - i. My Professional Aspirations
 - ii. My Plan for Continued Professional Growth
2. Domain 1 Professional Responsibilities: Planning and Preparation
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
3. Domain Two: The Classroom Environment
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
4. Domain Three: Instruction
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
5. Domain Four: Professional Responsibilities
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement

Each artifact must be accompanied by a reflective statement (1-2 paragraphs) that addresses:

1. Rationale for inclusion of the evidence

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- a. Why you chose that piece of evidence
 - b. Which competencies you feel it represents
2. Statement regarding professional growth
 - a. What have you learned through this piece of evidence
 - b. How did you grow professionally from this piece of evidence

For more information on the Induction Portfolio Guidelines, please see the IU1 WebPortal Induction Page.

Creating Your Own Portfolio

The Inductee shall go to livebinders.com and create a username and password, then begin to create their own ePortfolio, using the guidelines referred to above. They can also view an example of an ePortfolio through the Livebinder Link: [Danielson ePortfolio Example](#) (use the password “Induction” to view the example)

When are the ePortfolios Submitted?

The Inductee’s ePortfolio is due on the submission date in their 1st year of employment.

- For Inductees hired in June – December, the ePortfolio is due on **June 1st** of their 1st year.
For example, if an inductee was hired on September 20, 2025, his/her ePortfolio is due on June 1, 2026.
- For Inductees hired in January – May, the ePortfolio is due on **January 1st** in their 1st year.
For example, if an inductee was hired on March 20, 2026, his/her ePortfolio is due January 1, 2027.

How does an Inductee Submit his/her ePortfolio?

To submit the ePortfolio, Inductees are to complete the following.

1. Meet with their Mentor prior to the due date for the ePortfolio to review its contents.
2. Together with the Mentor, the Inductee must:
 - a. Complete the ePortfolio Submission Form (found at the IU 1 Web Portal, under Induction Tab). This form shall include the link to your ePortfolio.
 - b. Email the Form to their Mentor and Supervisor prior to the due date for review.

By submitting the ePortfolio, the Inductee and Mentor are confirming that they have met and the Mentor has reviewed and provided feedback on the ePortfolio.

Note: While Mentors need to meet face-to-face, provide feedback, and assist the Inductee with submission to Supervisors, Mentors are *not* responsible for the actual content of the ePortfolios. The content is the responsibility of the Inductee.

Induction Frequently Asked Questions

Q: When is the end-of-year paperwork due?

A: The due dates for the end-of-year paperwork is based upon the inductee's hire date. If they were hired in June – December, then their paperwork is due by June 1. If they were hired in January – May, then their paperwork is due by January 1 the following year.

Q: My inductee did not complete an assigned class through Safe Schools by the due date. Can s/he substitute another class?

A: No. If an inductee misses one or more of the required classes by the required due date s/he must work with their Supervisor to plan for the make-up of that course and share the plan with their Mentor. This shall be documented on the yearly Inductee Checklist Form.

Q: My inductee was trained in Restraint Training during In-Service. Does this count towards his/her Induction requirements?

A: No. Restraint Training is part of the Inductees Inservice programming.

Q: My inductee has already been trained in Act 126. Does s/he need to take the Mandated Reporter class?

A. If the inductee provides evidence of completing a prior Act 126 training to their Supervisor, then s/he does not need to complete the Mandated Reported class. S/He must find a Safe Schools Training course to replace it. Many inductees choose to take Mandated Reporter anyway as a refresher and to fulfill their course requirements.

Q: How many Mentor/Inductee Offsite sessions are mentors required to have with their inductees?

A. Mentors are required to meet with their Inductees 9 times per year, with 5 of them being face-to-face sessions. Documentation of the 9 meetings should be on the Mentor Log Forms located at the IU 1 Web Portal in the Induction Tab.

Act 48 Continuing Professional Education Requirements

Frequently Asked Questions

General Information about Teaching Certificates

1. How can I ensure that I receive any correspondence regarding the status of my teaching certificate?

You can ensure that you will receive correspondence by maintaining a current address and name on file with the Pennsylvania Department of Education (PDE). In order to notify you regarding the status of your certificate, PDE must be apprised of any changes to your name or mailing address, since any correspondence regarding the status of your teaching certificate is sent to the name and address currently on file. Name and contact information is maintained online via the Teacher Information Management System (TIMS). Contact information may be updated directly in the TIMS profile. A no-fee name change application may be created and submitted via TIMS. For more information, visit the TIMS website at www.PA-TIMS.com.

Act 48

Beginning July 1, 2000, Act 48 of 1999 required persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates in active status.

General Information about Act 48 and Continuing Professional Education Requirements

1. Who is affected by Act 48?

All educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates. The goal of professional education is to improve accountability and quality in professional development. PDE strives to establish expectations that include work-embedded experiences with depth and continuity consistent with the Standards Aligned System. Certain school and system leaders serving under administrative certificates are affected differently, since they must comply with Act 45 of 2007 (see question five).

2. What must educators do to comply with Act 48?

Educators must earn six credits of collegiate study; or six credits of PDE-approved continuing professional education courses; or 180 hours of continuing professional education programs, activities or learning experiences; or any combination of the above every five years to maintain active certification status.

NOTE: Each semester collegiate credit is equal to 30 continuing education hours. Each quarter collegiate credit is equal to 20 continuing education hours. All credits and hours must be related

to an educator's certificate type or area of assignment, unless enrolled in an administrative program or approved by the school board.

3. When does the five-year period begin?

The five-year period begins on the effective date of issuance of the educator's initial Instructional I certificate. The requirements will be renewed at the end of each five-year period. Each individual's assigned five-year period is based on the date of issuance of his/her Instructional I certificate, or the date of implementation of Act 48 on July 1, 2000, whichever is later. Five-year period beginning dates can change, depending on whether an extension was granted, or if a five-year period was completed after the deadline, in which case a new five-period is assigned beginning the day after the previous five-year period was completed.

4. How will educators and public school entities know when the five-year period is over?

At least 12 months prior to the end of the five-year period, PDE will notify both the educator and the public school entity regarding the continuing education status and remaining credit hours, if any, which need to be completed. An additional notification of certification status will be sent at the end of the five-year period, therefore it is important that PDE has a current address for each educator.

5. Are the continuing professional education requirements for school administrators the same as those that apply to teachers and other certified educators?

No. Act 45 of 2007 defines continuing professional education requirements for school and system leaders serving under administrative certificates in specific covered positions (i.e., principals and assistant principals, superintendents and assistant superintendents, intermediate unit (IU) executive directors, assistant IU executive directors and directors of area vocational-technical schools). Individuals employed in these positions under administrative certificates must earn their continuing professional education requirements in courses and programs that have received Pennsylvania Inspired Leaders (PIL) approval from the Secretary of Education.

The following link provides information to Act 45 requirements:

http://www.portal.state.pa.us/portal/server.pt/community/pa_inspired_leaders/8922

6. How can I view my progress toward meeting Act 48 requirements (i.e., how does PDE's Professional Educator Records Management System (PERMS) system is keeping track of my Act 48 credits)?

To view your progress in meeting your Act 48 requirements, go to the PERMS webpage at <https://www.perms.ed.state.pa.us>. Once there, enter your Professional Personnel Identification

(PPID) number in the box provided. Your Act 48 reporting period information will be displayed. The webpage will list your specific five-year period, as well as the continuing education courses that have been credited during the reporting period, as well how many hours you still need to complete to satisfy the current reporting period requirements. If you do not have a PPID, you may retrieve your number by following the instructions provided under “Get your Professional Personnel ID.”

Act 48 and how it relates to Instructional I and II Certificate Status

1. Do the provisions of Act 48 apply to educators who have not yet converted their Instructional I Certificate to Instructional II Certificate?

Yes. The provisions apply to all educators holding a Pennsylvania public school certificate at the Instructional I level or higher.

2. Does Act 48 eliminate Level II (Permanent) certification?

No. Individuals holding a Level I Certification are required to convert their Level I Certificate to a Level II Certificate by completing all service time and educational requirements, per 22 Pa. Code Chapter 49, relating to Level I and Level II Certification. Act 48 and Level II requirements must each be met accordingly.

More information on teacher certification is available on PDE’s website at www.education.state.pa.us, keyword TIMS.

3. Can the credits earned for Level II Certification or a Letter of Master’s/Bachelor’s Equivalency be applied toward the requirements of Act 48?

Collegiate credits and continuing professional education credits from Pennsylvania’s intermediate units may be applied to the continuing education requirements if earned during the current Act 48 compliance period. The credits must relate to the educator’s area of assignment/certification or within a program leading to administrative certification.

4. Can continuing education hours, continuing education units, or community college credits be applied toward obtaining a Level II Certificate or Letter of Master’s/Bachelor’s Equivalency?

No. Only credits from an accredited four-year degree granting college or university and continuing professional education courses from Pennsylvania’s intermediate units may be accepted toward a Level II Certificate or Letter of Master’s/Bachelor’s Equivalency.

Definitions and Ground Rules

1. What happens to my certificate if I do not complete the requirements for Act 48?

If a certificate holder does not complete the requirements of Act 48, the certificate(s) will become

inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school (including charter schools) entity as a professional (tenured) or temporary professional (prior to gaining tenured status) employee until all Act 48 requirements have been met.

2. Is there a process in place for a certificate holder who is not currently using their Pennsylvania certificate to postpone or avoid having to meet their Act 48 requirements?

Yes. An educator who is not currently employed by a Pennsylvania public school entity may request a voluntary inactive certificate status by submitting an application online via the Teacher Information Management System (TIMS). The TIMS webpage can be accessed on PDE's website at www.education.state.pa.us, keyword TIMS. You may also request removal of voluntary inactive status via TIMS.

3. What is a “public school entity?”

Public school entities are defined as school districts, charter schools, joint school districts, area vocational technical schools, state schools and intermediate units.

4. What is the difference between an “active/inactive” certificate and a “valid/invalid” certificate?

Active and inactive status relates to an educator's compliance with the continuing education requirements of Act 48. If the educator is in compliance with the continuing education requirements, they maintain an active status. If they are not in compliance with the continuing education requirements, they possess an inactive status. Active and Inactive only relate to continuing education compliance status.

Valid and invalid status relates to the educator's actual teaching certificate. Pursuant to regulation, validity relates to an educator meeting the regulatory requirements for conversion from level I to level II. However, more broadly, the Department uses these terms to signify that the educator possesses a legitimate certificate that permits the educator to teach in PA. Educators cannot teach in the Commonwealth on an invalid certificate, whether it is invalid for failure to convert to level II or because it has been revoked, suspended or surrendered.

5. Must an educator who holds a certificate, for multiple subject areas, maintain active status in all areas?

Meeting the Act 48 180-hour requirement every five years with acceptable professional education courses or activities in one or a combination of the certificated specialty areas will maintain the educator's active status.

6. Will an individual with an inactive (including voluntary inactive) certificate be permitted to substitute in public schools?

An individual with an inactive certification may be employed as a substitute teacher, principal, superintendent, or assistant superintendent in accordance with the endorsement on the individual's certificate or letter of eligibility for no more than 90 days during a school year.

7. What must be done to reactivate a voluntary inactive certificate?

A person who requests voluntary inactive status will have the requirements of Act 48 suspended temporarily. To reactivate a certificate, an educator must submit an application, through TIMS, for removal of voluntary inactive status and evidence of 30 hours or one semester credit earned within the prior 12 months. Once active status is granted, an educator will have the balance of the original five-year period to complete the remaining hours to fulfill Act 48 requirements. Credits/hours taken during the inactive period (including the 30 hours for reactivating the certificate) may be counted toward Act 48 requirements.

8. How can I reactivate my certificate if it becomes inactive because the requirements were not met by the end of the five-year period?

Once an educator with an inactive certification has met the Act 48 requirements (i.e. the equivalent of 180 hours of continuing professional education or six collegiate credits) for the original Act 48 five -year period, the Teacher Certification System will automatically return that certificate to active status and will assign a new five-year compliance period.

9. Can an extension of the five-year period be obtained? What if circumstances prevent an educator from completing the requirements of Act 48?

There is a provision in Act 48 for granting an extension of the five-year period due to extenuating circumstances. Extenuating circumstances may include active military duty, a medical disability, financial hardship or others mentioned in the form titled *Request for Extension-Extenuating Circumstances: Act 48*. This form can be found on PDE's website at: www.education.state.pa.us, keywords Extension-Extenuating Circumstances.

10. Can a certificate holder appeal the department's inactivation decision?

Act 48 provides for an educator's right to appeal a notice of inactive certification and/or a rejection of an Act 48 extension request. The form titled *Request for Appeal: Act 48* can be used to appeal the inactive status designation. This form can be found on PDE's website at: www.education.state.pa.us, keywords Request for Appeal.

11. Whose responsibility is it to monitor an educator's credits or hours, and/or correct discrepancies with an educator's hours or credits reported?

It is the responsibility of the educator to monitor their record of credits or hours on the PERMS website during the five-year period. It is also their responsibility to contact the Act 48 provider to correct any discrepancies in credits or hours reported.

12. Can credits earned prior to July 1, 2000, be accepted to comply with Act 48 provisions?

PDE may accept credits from courses that ended or began after Jan. 1, 2000, for individuals prior to July 2000. Professional education hours may be accepted if completed on or after June 1, 2000, as long as the educator was certified before that date.

13. May hours or credits earned in excess of those required by Act 48 be used in the next five-year period?

No. There is no provision in Act 48 to carry credits over into the next compliance period. If an educator exceeds the 180 hour requirement, the excess hours or credit-equated hours will be attributed to that five-year period and not to the succeeding five-year period.

Act 48's Effects on Educators Employed in Private and Nonpublic Schools

1. How will educators holding a Pennsylvania certificate but not employed by public school entities be made aware of Act 48 requirements?

PDE disseminates information regarding the requirements of Act 48 through the school districts, colleges and universities, private and nonpublic schools, as well as the department's website at www.education.state.pa.us. Notification concerning the status of individual teaching certificates, as affected by statutory changes, may also be mailed to certificate holders. In order to ensure educators receive this information please maintain a current name and address on file with PDE.

2. Must educators who hold public school certification but are serving in private or nonpublic (religious) schools comply with the provisions of Act 48?

Yes. The provisions of Act 48 apply to all educators holding Pennsylvania public school certificates. To keep their certificates active, educators employed in private or nonpublic schools must comply with Act 48. Active teaching certification is not required by law for an educator to teach in a private/nonpublic school classroom. However, it is important to note that many private/nonpublic schools, at their discretion, require their professional educators to maintain their Instructional I or II certificates in active status by completing continuing education credits or activities. Employment by public school entities in a capacity that requires teaching certification necessitates the completion of the Act 48 requirements.

3. How can educators maintain their active certificate status if they move out of Pennsylvania?

Educators can maintain their certificates in active status by meeting the continuing education requirements, or may request voluntary inactive status from PDE's Bureau of School Leadership and Teacher Quality to suspend the requirements of Act 48 by submitting an application for voluntary inactive status through TIMS.

Earning Act 48 Hours and the Types of Activities Which Count Toward Act 48 Hours

1. What types of entities or organizations can grant Act 48 hours to educators?

- School districts and intermediate units are presumed providers of Act 48 hours for their certified professional educators by virtue of the continuing professional education plan they must file and have approved by PDE. A school district may recognize and grant Act 48 hours to an educator who is one of its employees for activities that were offered outside of the school district's own in-service program, if the school district concurs that the training activity was consistent with the district's approved professional education plan, as it extends logically to the individual educator. However, as a prudent management control, many districts will only grant Act 48 hours for their own in-service activities.
- Intermediate units may grant credit-equated Act 48 hours to any Pennsylvania-certified educator for completion of Continuing Professional Education courses approved by PDE.
- Accredited higher education institutions offer academic courses of collegiate study. Each semester credit is worth 30 Act 48 hours. In-state institutions report completion credits by direct electronic upload to PDE. Completers of collegiate study taken at out-of-state institutions, whether in a "bricks and mortar" setting or online, must have an official sealed transcript sent to: Act 48 Transcripts, Division of Professional Development and Instruction, Pennsylvania Department of Education, 333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333
- Act 48 approved providers consist of a wide range of organizations, including professional associations, for-profit companies, sole proprietor trainers, nonprofit organizations, state agencies, and the noncredit continuing education offered by colleges and universities. Any entity desiring to acquire status as an Act 48 approved provider must apply to PDE via an application process designed to assure quality and a demonstrable impact on student achievement. Approvals are granted for a period of three years. Before enrolling in any noncredit course or activity, educators should ask the provider to substantiate that it has a current Act 48 provider approval from PDE. If the provider does not have current approval, the activities will not count toward completion of Act 48 requirements. Act 48 approved providers are responsible for uploading activity hours for participants directly into PDE's Professional Education Record Management System (PERMS) within 30 days of completion. To request approval, along with detailed application and guidance, contact PDE's Division of Planning at (717) 783-6646.

- As Pennsylvania's state education agency, PDE provides a variety of teacher institutes for educators, as well as training activities through its Pennsylvania Training and Technical Assistance Network (PaTTAN).
- PDE currently provides eight free online courses for a total of 78 Act 48 hours on the Standards Aligned System (SAS). To access these free courses, go to the SAS portal, www.pdesas.org, and establish a login (free to everyone) by going to where it says, "Registered User?" in the right hand column. Once you've done that, at the top toward the right, click on Teacher Tools. Once there, click on PD Center. You'll see the descriptions of the eight free courses and will be able to register for them there. Those courses designated as SAS_PD in the course numbering scheme are available to be taken by educators not currently employed as teachers. The others are for employed teachers and require the educator to make practical use of the course content and concepts in his/her classroom.
- Credit for seeking National Board Certification. Educators may earn Act 48 hours in pursuit of National Board Certification. Please contact PDE's Bureau of School Leadership and Teacher Quality, at 717-728-3224, for more information.

2. What type of collegiate study courses, continuing professional education courses, or noncredit programs and activities can be used to fulfill Act 48 requirements?

Act 48 requires that collegiate courses, continuing professional education courses (offered by intermediate units), and noncredit continuing professional education programs, activities or learning experiences be "related to an area of the professional educator's assignment or certification" (24 PS 12-1205.2(c)). PDE interprets this language as follows:

- Courses or noncredit activities in the content area of the educator's certification.
- Courses or noncredit activities in instructional methods, pedagogy, strategies/tools for the classroom, classroom management, assessment or evaluation.
- Courses or noncredit activities that enable an educator to help students improve their performance in the area of reading/writing/speaking/listening, verbal skills, English or literacy, regardless of the educator's certification.
- Courses or noncredit activities that enable an educator to help students improve their performance in the area of mathematics and mathematical reasoning, regardless of the educator's certification.
- Courses or noncredit activities in the area of inclusive classrooms, those which:
 - Teach educators how to provide effective instruction to students with mild to severe disabilities within a classroom setting;
 - Address research-proven strategies and methods to help special needs learners gain meaningful access to elementary and/or secondary curriculum content;
 - Enable teachers to assess the success of instruction with special learners and improvement of outcomes for all students; or

- o Teach methods of motivation and classroom management in settings with special needs learners.
- Courses or noncredit activities in the area of instructional technology that improve the educator's capacity to deliver instruction in a 21st century learning environment through the use of computers, computer software or internet technology.
- Courses or noncredit activities in the area student health, interpersonal skills in a school environment, safe and supportive schools, and resiliency.

3. Whose responsibility is it to submit documentation of Act 48 credits/hours to PDE?

Act 48 providers submit the credits/hours earned by the educators to PDE. PDE's policy is that credits and hours should be submitted within 30 days of completion. However, the educator is responsible for making a college or university aware that he/she wants the credits reported to PDE. Educators should contact their Pennsylvania college registrar for procedures to ensure credits will be submitted electronically to the department. Collegiate credits earned outside of Pennsylvania must be submitted on an official college-sealed transcript to: Act 48 Transcripts, Division of Planning, Pennsylvania Department of Education, 333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333. The department will only accept transcripts received directly from higher education institutions. Effective January 1, 2015, PDE began accepting electronic transcripts (eTranscripts) from institutions of higher education for the purpose of documenting completion of Act 48 continuing professional education requirements. eTranscripts are submitted to PDE via the following email address: ra-edact48etrscript@pa.gov.

4. Can colleges or universities in Pennsylvania award Act 48 activity hours for noncredit activities and programs?

Yes. Colleges and universities have been directed to consolidate their multiple noncredit offerings under a designated single point of contact to ensure quality, rigor and relevance in all noncredit offerings. It is up to the individual college or university to maintain its status as an Act 48 approved provider.

5. Can educators earn Act 48 hours for presentations and/or speaking engagements?

It is the department's policy that a professional educator is entitled to four preparation Act 48 hours for every one hour of presentation preparation where the audience will be receiving Act 48 hours. Act 48 hours will not be given for preparation time to professional educators who speak to audiences where Act 48 hours will not be available to the audience. The presentation preparer is eligible for the grant of hours for prep time on a one-time basis per presentation. Remember, Act 48 hours are granted for preparation of the presentation, not for the presentation itself.

6. Can faculty members who work at a higher education institution teaching teacher preparation earn Act 48 hours for the courses they teach or for duties they perform related to professional practice?

Pennsylvania colleges and universities with PDE-approved teacher certification preparation programs may opt to upload Act 48 activity hours for members of their teacher preparation faculty in conjunction with their academic teaching assignments, but not for college classroom lecture, recitation, or instructional delivery. Such activity hours must be accrued through active involvement in working with public schools to: improve student achievement in accordance with the Standards Aligned System; providing in-service professional development or induction activities for certified educators in a school district; improving the scope and quality of formative assessment; use of interventions and safety nets for struggling students; or similar activities.

Act 48 activity hours cannot be earned for paid consulting or activities for which faculty are otherwise compensated in the course of their normal academic assignments, unless such activities are considered in-service training. If a faculty member desires to pursue this option, the employing college or university must submit to PDE a list of faculty member participants (full name, professional personnel identification number and the academic department in which each is employed) on official letterhead from the appropriate department chair, dean, or provost. The university must also submit a description of public school improvement activities in which the individual faculty member(s) are or will be participating, and identify the school districts involved. Act 48 hours will not be granted for delivery of instruction within a higher education setting, or for supervising student teachers or college students taking part in pre-teaching practicum experiences.

7. Can Act 48 hours be earned for National Board Certification?

Act 48 applies to all professional educators who hold a Pennsylvania professional certificate. Educators may earn Act 48 hours in pursuit of National Board Certification. Contact PDE's Bureau of School Leadership and Teacher Quality at 717-728-3224 for more information.

Level II Certification

These questions and answers are based on current regulations 22 PA Code Chapter 49, Certification of Professional Personnel as of September 1999.

1. What do the terms “Level I” and “Level II” mean?

Pennsylvania currently has two levels of certification. The initial certificate, Level I, is valid for a specific number of service years, during which time you must complete established requirements. Upon completion of those requirements, the Level I may be converted to a Level II certificate. If not converted, the Level I lapses. You cannot be employed in a Pennsylvania public school with a lapsed certificate.

2. When will my Level I certificate expire?

Level I (provisional) certificates are valid for actual years of professional service as an educator in Pennsylvania. Service time earned outside Pennsylvania does not count towards Level II requirements, nor does it count against the service life of the Level I.

3. Can my initial Level I certificate be renewed?

No. Pennsylvania certificates are not renewable. An Instructional I or Educational Specialist I is valid for a maximum of 6 service years in Pennsylvania. If issued in accordance with 1987 regulations, Administrative I or Supervisory I is valid for a maximum of 3 service years in Pennsylvania. If not converted before the end of the applicable service period, the certificate becomes invalid. An emergency permit will not be issued to a person with an invalid certificate.

4. When should I convert my certificate to Level II?

After you have completed all requirements as specified on page 3, you may apply for Level II certification. It is the responsibility of each certificate holder to obtain the Level II certificate before the service life of the Level I expires. Failure to do so will result in a lapsed certificate and the certificate holder will be ineligible for employment.

5. What does it mean if my certificate lapses?

Instructional and Educational Specialist certificates are "valid" for six (6) years of service teaching in the area of the certificate. If an educator does not complete the requirements for conversion from Level I to Level II within the six (6) years, the certificate will "lapse" and become invalid for teaching. Requirements for conversion include completion of educational requirements, induction program and successful teacher evaluations. Refer to Certification Staffing and Policy Guidelines (CSPG) #7 Level II (Permanent) Certification.

6. Once my certificate has lapsed, how do I reinstate the validity of the certificate?

Complete the requirements for Level II certification and submit the application for conversion from Level I to Level II to PDE. Once converted to Level II, the certificate will be permanently valid. Educators will need to complete the Act 48 Continuing Professional Education requirements every five (5) years to maintain an "active" certificate. Refer to CSPG #7 for additional information.

7. I have more than one area of certification. Will I need three years of service in each area?

Not in all cases. All Instructional areas will be converted to Level II status simultaneously; however, Educational Specialist, Administrative and Supervisory certificates issued under 1987 regulations require three (3) years of satisfactory service in each area.

8. Will teaching experience outside of Pennsylvania count towards Level II?

No. Professional experience must be in Pennsylvania, on a valid Level I certificate, and in the curriculum area for which the certificate was issued.

9. Will service as a substitute count towards Level II?

Satisfactory service (including service as a long-term substitute) for a minimum of 70 days in a single assignment in areas for which a Level I certificate is held will be credited towards Level II. That experience shall be counted against the period of certificate validity.

Service as a day-to-day substitute in intermittent assignments will not count towards Level II requirements. Likewise, this service time is not charged against the validity period of the Level I certificate.

10. Is unsatisfactory service creditable towards meeting the experience requirements for Level II?

No. Unsatisfactory service is not creditable toward Level II certification, but it does count against the validity period of the certificate.

11. Will teaching experience outside my certificated area count towards Level II?

No. Service outside the certification area does not meet state requirements for attaining Level II.

12. Will service at a private or nonpublic school count towards Level II certification?

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

- Pennsylvania charter schools

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- State Board of Private Academic Schools
- PDE registered non-public, non-licensed schools
- Schools accredited by the Middle States Association of Colleges and Schools, Pennsylvania Association of Private Academic Schools, United Private Academic Schools Association or National Association for the Education of Young Children.

13. Will service at a charter school count towards Level II?

Service on a Level I certificate in a charter school may be credited toward Level II at the option of the certificate holder.

14. What types of services will not count towards Level II certification?

Service in the following categories is not creditable toward Level II certification nor charged against the period of validity of a Level I Certificate:

- any Intern certificate (Instructional, Vocational or Alternative Intern)
- an Emergency permit
- an Act 97 Waiver of Certification
- a teacher of adult classes of persons 21 years of age or older
- outside the Commonwealth of Pennsylvania
- a day-to-day substitute
- nonprofessional or paraprofessional positions.

15. Am I required to complete an Induction Program?

All persons who were issued their Instructional I or Vocational Instructional I Certificate on or after June 1, 1987 must present evidence of having successfully completed a PDE-approved induction program in order to qualify for an Instructional II or Vocational Instructional II Certificate. Educational Specialist I Certificates issued in accordance with September 1, 1999 regulations must also complete a PDE-approved Induction program. See [CSPG No. 7](#) for additional Level II certificate requirements.

16. How many credits do I need for Level II?

Instructional or Educational Specialist applicants must complete 24 semester credits (graduate or undergraduate level) or 24 PDE-approved IU credits beyond their initial bachelor's degree. Semester credits must be earned at a four-year degree-granting college/university. There are no credit requirements for conversion of Administrative or Supervisory certificates to Level II.

Note: Distance learning (i.e. video, online, etc.) courses are also acceptable as long as they are official transcripts as stated above and appear as a passing grade on an official transcript of a state-approved baccalaureate degree-granting institution.

17. Are the 24 post-baccalaureate credits required to be a specific area for Level II?

Educators holding a Level I certificate, who were awarded their initial baccalaureate degree after October 1, 1963, must provide evidence of 24 semester hour post-baccalaureate credits, six (6) of which must be associated with the area(s) of certification and/or designed to improve the professional practice, to meet the education requirements for conversion to a Level II certificate.

18. Are community college credits and continuing education units (CEUs) accepted towards Level II certification?

No. Community college credits and continuing education units (CEUs) are not accepted towards Level II certification.

19. Will credits completed at an approved seminary, school of theology, medical school, law school, etc. be acceptable for Level II certification?

Credits in the fields of law, medicine, real estate and theology are not acceptable unless the certificate holder can demonstrate that these credits relate directly to the certification assignment.

20. Are quarter credit hours equivalent to semester credit hours?

No. A quarter credit hour is equal to two-thirds of a semester credit hour.

21. How do I apply for a name change on my certificate?

If your name has been legally changed, you should request a name change through the [Teacher Information Management System](#) (TIMS). There is no processing fee for a name change.

22. How do I apply for a duplicate certificate?

If you have lost your Pennsylvania certificate, you may print a copy directly through the [Teacher Information Management System](#) (TIMS). There is no processing fee for a duplicate.

23. Who should I contact if I have questions regarding this process?

If you have questions regarding Level II, contact the Bureau of School Leadership and Teacher Quality.

Educator and Specialist Effectiveness

Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional Responsibilities

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

Resources

Educator Effectiveness on the PDE website, including the Electronic Rating Forms & Specialist Rubrics:
http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903

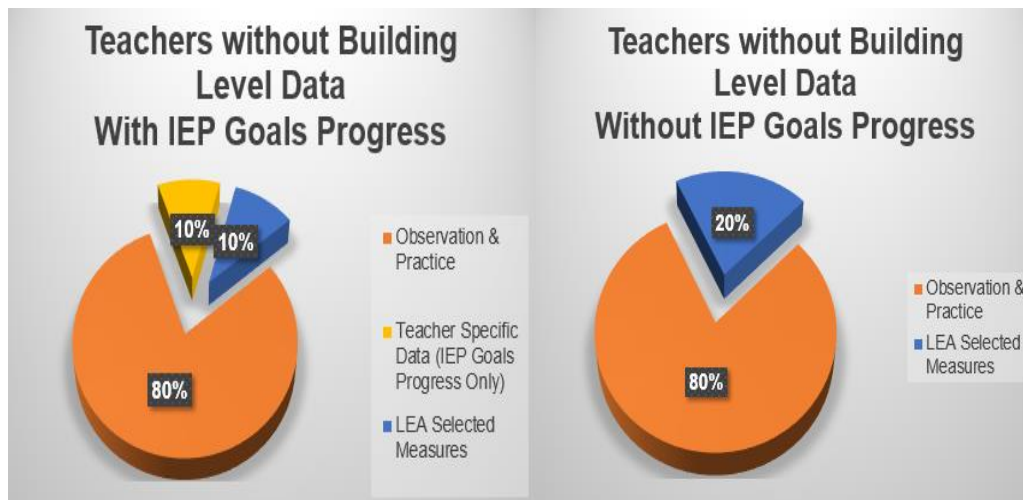
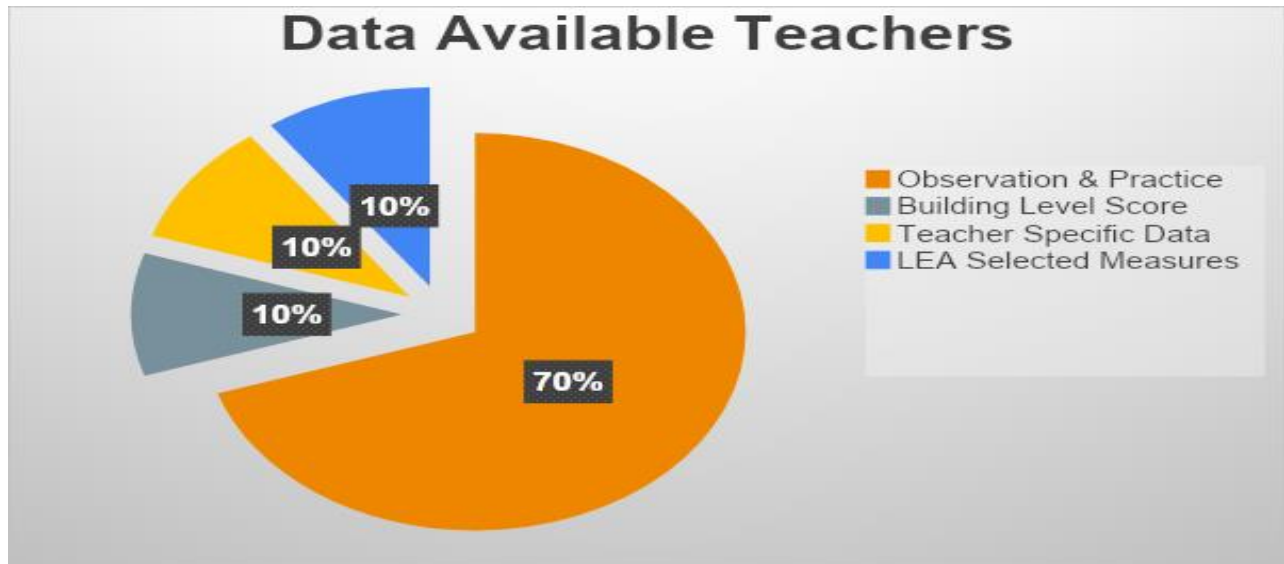
Standards-Aligned System Portal: <http://www.pdesas.org/Instruction/Frameworks>

PD Courses for Act 48 Credits are also available on www.pdesas.org

- Select **Teacher Tools** in the upper right-hand corner of the page.
- Select **PD Center**.
- Select the **Class Registration** tab to find the courses that are available.

The Act 48 courses in the SAS PD Center are self-paced and free of charge. Students will receive credit upon successful course completion.

Educator Effectiveness System in Act 13 of 2020



Non-Teaching Professional Employee Effectiveness System in Act 13 of 2020



The Importance of Good Beginnings

“It is the supreme art of the mentor to awaken joy in creative expression and knowledge.” –Albert Einstein

Try to remember what you felt like when you got your first professional position. There was probably a rush of excitement and anticipation –“Now I am going to be able to do what I’ve learned about in classes and practiced.” Your enthusiasm may have been tempered somewhat when you got to your building and were thrust into the realities of the world of education.

Novice teachers are expected to perform almost all of the same tasks as veteran teachers and must “hit the ground running.” For some, while overwhelming, this is challenging and motivating. For other, however, it is overly stressful and frustrating.

There is a growing body of research and professional activity in the area of induction. Research and best practice are showing that mentoring is critical to welcoming new teachers to the profession.

A positive mentoring relationship combined with a strong induction program will help novice teachers negotiate the challenges and successes after their first years.

“Training is one of the best ways to send a message to your teachers that you value them and want them to succeed and stay. Much worse than training people and losing them is not training and keeping them!” (Wong, 1998).

Mentoring Roles

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all of the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Each of the ten roles is described below.

Teacher: As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform his/her position successfully. This role requires the mentor to outline the “nuts and bolts” of the position and to share experiences as a seasoned professional. It is important that the mentor also shares the wisdom of past mistakes. A mentee cannot only learn from past errors, but also must realize that no one is perfect.

Guide: As a guide, the mentor helps navigate through the inner workings of the organization and deciphers the “unwritten office rules” for the mentee. This information is usually the “kernels of knowledge” that one only acquires over a period of time. The inner workings of the organization are simply the “behind the scenes” dynamic, or office politics that are not always apparent, but are crucial to know. The “unwritten rules” include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities each one performs, and the office personalities involved.

Counselor: The role of counselor requires the mentor to establish a lasting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while she/he speaks.

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through the problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of an inductee by advising the inductee to first attempt to solve the problem before seeking assistance.

Motivator: As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It’s not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly motivated individuals with a thirst for success.

Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support and incentives, mentors can motivate the mentees to succeed.

Sponsor: A sponsor creates opportunities for the mentee—opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee’s overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risk. Opportunities should challenge and instruct without slicing away the

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mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

Coach: Coaching is a complex and extensive process and is not always an easy skill to perform. Specially, coaching involves feedback. A mentor needs to give different kinds of feedback as the situation demands: positive feedback to reinforce behavior and constructive feedback to change behavior. Both types of feedback are critical to the professional growth of the mentee. When giving constructive feedback, the mentor should be descriptive about the behavior and not use labels, such as "immature" or "unprofessional." The mentor should neither exaggerate, nor be judgmental and should phrase the issue as a statement not a question.

Advisor: This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you don't know how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable and flexible to accommodate the changing dynamics of the organization.

Role Model: As a role model, the mentor is a living example of the values, ethics and professional practices of the organization. Most mentees, in time, imitate their mentors. As the proverb states, "Imitation is the sincerest form of flattery." Teaching by example may be a mentor's most effective developmental tool. The mentee will learn as she/he observes how the mentor handles situations or interacts with others. The mentor needs to be careful how she/he comes across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics and a positive attitude.

Referral Agent: As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan to support and guide the mentee toward the achievement of career goals.

Door Opener: The role of door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the organization as well as outside the agency. The mentee needs an opportunity to interact with others to spur professional development. As a door opener, the mentor can introduce the mentee to the mentor's contacts to help build the mentee's network structure. The mentor also opens doors of information for the mentee by directing her/him to resources that may be helpful.

Mentor Characteristics

A successful mentor is characterized as:

Professional: A mentor takes pride in IU 1 and relishes the everyday challenges that typically arise. A mentor understands the mission, vision and values of the organization and supports the organization's initiatives. A mentor should be well versed in IU 1 policies and in the procedures of IU 1 and the educational setting(s) in which she/he works.

Supportive: A mentor supports the needs and aspirations of the mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

Patient: A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

Respected: A mentor is someone who has earned the respect of peers within the organization, the community and her or his profession.

People Oriented: A mentor is one who is genuinely interested in people and has a desire to help other. A successful mentor is one who has "good people skills," who knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflict and give appropriate feedback.

A Good Motivator: A mentor inspires the mentee. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments (where applicable).

An Effective Teacher: A mentor should thoroughly understand the skills required of the mentee's position (or desired position) and be able to effectively teach these skills to the mentee. A mentor must not only teach the "skills of the trade," but also manage the learning of the mentee. This means the mentor must actively try to recognize and use teaching opportunities.

Secure in Position: A mentor must be confident in her/his career so that pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's strength and abilities.

An Achiever: A mentor is a professional achiever, who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor typically takes on more responsibilities than are required, volunteers for extra activities, and is a lifelong learner. A mentor attempts to inspire a mentee with this same drive for achievement. This "attempt at achievement" is the flint that sparks a mentee's desire for career success.

Knowledgeable: A mentor can give the mentee the right amount of exposure within the agency. One way to give exposure is to secure challenging projects for the mentee. Another way is to talk with others about the mentee's accomplishments. A mentor knows physical locations, staff and programs within IU 1 and can provide meaningful experiences for the mentee.

Accepting: A mentor appreciates diversity and shows regard for another's well-being.

Tips for Mentors

1. Take the first step to make the mentoring connection. Take the initiative to invite your mentee to meet or discuss topics.
2. Be clear about your own needs and limits (i.e., time constraints, preferred method of communication, and best times of the day to be reached).
3. Respect your mentee's time as much as your own.
4. Ask if you can give feedback, instead of assuming the mentee is ready and willing to hear it. Feedback, both positive and negative, is critical to helping others.
5. Know your own limitations. No one can possibly fulfill all expectations and know everything. Knowing key references, people and operations helps you to show your mentee how she/he can get more information or navigate a situation. A good mentor teaches the mentee "how to fish." A mentor does not fish for them.
6. Encourage your inductee to move toward her/his own goals, not your goals.
7. Recognize and appreciate your mentee when she/he has provided help to you or has taken steps toward goals you had discussed.
8. Invite discussion about differences with your mentee. Recognize and work through conflicts with care and respect. Ask for a neutral party to assist if necessary.
9. Maintain a professional role in the mentoring connection. Model professional behavior
10. Respect the confidentiality of your mentee. Your mentee will probably share many personal ideas and feelings because of your established trust. Breaking this trust can be very damaging to your mentee and to your working relationship.
11. Make only positive or neutral comments about your mentee to others.
12. Continually evaluate how well you are meeting the goals and purpose of the mentor relationship.
13. Keep the door open for your mentee to return in the future.

Off To a Good Start for Teachers

To help the new teacher to get off to a good start, review and discuss the following pre-planning list with your mentee.

Instructional Planning

- Align curriculum with Pennsylvania academic standards/anchors
- Review curriculum guides and teacher's edition of textbooks
- Identify the major areas to teach for the first six or nine weeks
- Develop a timeline of topics and skills for the time frames

Policies and Procedures

- Review school district policies for students (school goals, discipline procedures, emergency procedures, dress code, etc.)
- Review district policies for faculty (conduct code, crisis plan, etc.)

Classroom Organization/Management

- Physical layout of the room (seating arrangement, seating charts, bulletin boards, positioning of desk, small group areas, etc.)
- Daily routines and procedures (entering room, grade books, attendance, excuses, lunch money)
- Managing student behavior (rules, consequences, setting reasonable expectations)

Instructional Preparation

- Assess lesson plans (motivating, teacher directed, clear)
- Plan in advance for activities, projects, groups and learning centers
- Develop substitute lesson plans and notebooks

Managing Individual Differences

- Identify student needs and interests as a class and as individuals
- Assess and evaluate by observations, daily grades and varying types of assessments
- Talk to the regular education teacher and/or the guidance counselor regarding students
- Formulate a homework policy that considers the amount and frequency of work, weight and impact on grades and coordinate with other team member or departments

Home-School Communication

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- Develop a descriptive style when communicating with students, parents and peers (not judgmental)
- Develop ways to get students' work home

Program Specific Regulations

- Review federal and state regulations regarding special education
- Provide samples of special education documents (mentor)
- Review special education procedural manual
- Assist with utilization of special education management software

A Survival Checklist for Classroom Management

Use this self-assessment checklist to help the new teacher to prepare for the upcoming school year. Revisit the checklist together several times during the year to monitor classroom management skills.

Rules and Procedures

- ☐ Clearly stated, posted and limited to three to five rules
- ☐ Encouraged student input
- ☐ Reviewed rules daily and checks for understanding
- ☐ Informed parents of classroom rules

Prevention/Proactive Techniques

- ☐ Initiated personal contact with the students and/or parents
- ☐ Consistent and fair with classroom procedures
- ☐ Praised students for both academic and classroom behavior performance
- ☐ Used effective consequences at appropriate times
- ☐ Treated children with respect
- ☐ Prevented discipline problems from occurring by using proximity, the “look”, praise for on-task behaviors, and other cues
- ☐ Planned and taught lessons that were motivating, successful and readjusted as needed

Correction Techniques

- ☐ Followed through in correcting off-task behaviors
- ☐ Notified parents/administration of potential problems
- ☐ Conference with students regarding behaviors and consequences