

Elementary Education Handbook

Penn State Harrisburg

Revised 08/09

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NOTE: Because of the complex nature of teacher certification, changes in program requirements may result from new regulations/mandates from the state legislative and/or the executive branches of the Commonwealth of Pennsylvania, from the Pennsylvania State Board of Education, or from changes in the University's degree requirements.

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Welcome to Penn State Harrisburg’s Teacher Education Program

The purposes of this Handbook are (1) to communicate relevant background information regarding the beliefs that underlie our College’s teacher education program and (2) to provide important details regarding the program structure, policies, and other important issues that should help make your journey through our teacher education program both an enjoyable and successful experience. The teacher education faculty and current in-service teachers and administrators, many of whom cooperate with us by allowing you to participate in their classrooms, take very seriously our roles as the “gatekeepers” of the teaching profession. For that reason, we have established high standards for both admission to and completion of our teacher education program. At the same time, we are committed to your success; therefore, as long as you assume responsibility for your own performance and put forth your best effort, we pledge our support to help you become a highly competent classroom teacher.

NOTE: Students who are formally admitted to our teacher education programs will be referred to throughout this publication as “candidates,” i.e., they are “candidates” for graduation and/or for initial teacher certification in the Commonwealth of Pennsylvania.

All of Penn State Harrisburg’s teacher education programs are approved by:

Pennsylvania Department of Education (PDE)

National Council for the Accreditation of Teacher Education (NCATE)

Penn State Harrisburg also is an institutional member of both the

Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)

and the

American Association of Colleges for Teacher Education (AACTE).

Statement of Nondiscrimination

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain and academic and work environment free of discrimination. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; tel. 814-863-0476; TDD 814-865-3175.

Introduction

When individuals enter an education program at Penn State Harrisburg, the faculty assumes that these candidates have made a serious commitment to becoming professional educators. While the faculty recognizes that many candidates work and/or have family responsibilities, there is the expectation that program-related responsibilities will receive the same careful attention expected of those employed in teaching positions.

Because of the intensive field experiences in local “partner” elementary schools, our teacher preparation program requires a full-time commitment. The course work at PSH is intended to provide the professional components of each candidate’s educational program. Part of this experience is the transition from student to teacher, from being a recipient of information to becoming a facilitator of learning. In order to achieve this transition, candidates are encouraged to assume a shared responsibility for their own growth. The faculty sets high expectations for individuals in education programs at PSH as they are prepared to assume the responsibilities of the public/private school classrooms.

Elementary Education majors are seeking Pennsylvania Certification to teach in the elementary schools of the Commonwealth. The Elementary Education Certificate qualifies the holder to teach in kindergarten through grade six. What this means, in practical terms, is that both the baccalaureate degree requirements and the certification requirements of this academic school and the Pennsylvania Department of Education must be satisfied.

Because candidates bring different backgrounds of academic preparation to Penn State Harrisburg, candidates' programs of study may differ to some degree in order to fulfill the certification requirements. Therefore, it is vitally important for candidates to work closely with their advisers to ensure the correct courses are scheduled at the appropriate time. Candidates are, however, ultimately responsible for their programs of study.

Important Websites

Web Site	Information
http://www.hbg.psu.edu/bsed/otec	Office of Teacher Education and Certification Home Page
http://www.hbg.psu.edu/bsed/otec/forms.htm	Forms to be completed for field experiences and lesson plan template
http://www.hbg.psu.edu/bsed/otec/faculty.htm	Faculty and Field Supervisors' directory
http://www.hbg.psu.edu/bsed/otec/praxis.htm	PRAXIS Testing Information
http://www.hbg.psu.edu/bsed/otec/handbook/handbook_secondary.pdf	Secondary Education Handbook
http://www.work.psu.edu	Forward Penn State e-mail to other provider
http://webmail.psu.edu	Check Penn State e-mail account

THE PENNSYLVANIA STATE UNIVERSITY
Penn State Capital College: Penn State Harrisburg
School of Behavioral Sciences and Education
Teacher Education Unit

CONCEPTUAL FRAMEWORK

Lifelong Reflective Professionals Committed to the Learning of All Students

Introduction

The Pennsylvania State University is a multi-campus public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and service. Its instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. The University has responsibility for outreach and public service to support the citizens of Pennsylvania. It engages in collaborative activities with local, state, and federal agencies, in addition to industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge.

The programs and activities at Penn State Capital College-Penn State Harrisburg and the School of Behavioral Sciences and Education reflect the overall vision and mission of the University in addressing the unique needs of this region and its diverse communities through its interdisciplinary programs and community outreach efforts. The Teacher Education Unit within the School of Behavioral Sciences and Education is fundamentally shaped by the shared vision, mission, and goals for the entire University. The conceptual framework for the Teacher Education Unit has also been influenced by the perspectives of the Teacher Education faculty, the Secondary Education Advisory Committee, and the Educational Advisory Council—institutional and community stakeholders with a vested interest in the professional preparation of educators.

Teacher Education Unit

Education consists of three essential components—*curriculum, instruction, and assessment*—that function within the context of the organization’s philosophy of learning. The conceptual framework for an educational unit is grounded in shared values that are exemplified through its vision and mission and shape its philosophy. The conceptual framework for the Teacher Education Unit is unified by its vision: *critical thinking, democracy, diversity, life-long learning, nurturance, and scholarship*

The Teacher Education Unit consists of the following professional preparation areas: *Elementary Education, Early Childhood Education, English as a Second Language, Secondary Mathematics, Secondary Social Studies, Secondary English, Reading Specialist, and the Teaching and Curriculum Master’s Degree programs*. While each area must address specific requirements for its profession, the conceptual framework for the Teacher Education Unit consists of its overarching *vision and mission, philosophy, and core elements*, which permeate all programs, define *candidate proficiencies*, and *guide candidate assessment*.

Vision and Mission

The *vision* of the Teacher Education Unit is dedicated to providing interdisciplinary instruction and experiences which:

- *Promote a democratic view of the schools and society;*
- *Foster critical, creative, and reflective thinking;*
- *Enhance the understanding and appreciation of diverse cultures;*
- *Nurture sensitive and caring attitudes;*
- *Extend content knowledge and pedagogical competencies; and*
- *Instill a commitment to scholarship and professionalism.*

The *mission* of the Teacher Education Unit is to facilitate the development of candidates who are life-long reflective professionals committed to the learning of all students with an emphasis on:

- *Student-centered education;*
- *Teachers as life-long learners and reflective professionals;*
- *Current research and best practices;*
- *Standards-based curriculum and dynamic assessment; and*
- *Interdisciplinary knowledge and curriculum.*

Philosophy

The underlying philosophy of the Teacher Education Unit is that teachers must be skilled in applying sound educational principles and adjusting their practices for students and situations. Through an integrated and sequential program of study based upon solid research, that incorporates best practices and adheres to rigorous academic standards, teaching professionals are prepared to deal effectively with the complex and dynamic nature of the teaching-learning process and classroom decision-making.

Core Elements

Several interwoven concepts form the knowledge bases of research and best practices that provide structure and direction for the Teacher Education Unit: *a constructivist philosophy of learning, standards-based curriculum, authentic instructional experiences, and reflective practices.* The pedagogical underpinnings of constructivism provide a critical foundation of knowledge central to the Teacher Education Unit (Glaserfeld, 1995; Howe & Berv, 2000; Phillips, 1996). The emphasis within education on accountability and competency-based outcomes requires that the Teacher Education Unit adhere to national, state, and professional standards for performance and assessment. The work of Danielson (1996) on effective teaching focuses on competencies and performance outcomes for teacher certification: planning and preparation, the classroom environment, instructional delivery, and professionalism. The Commonwealth of Pennsylvania has also adapted Danielson's framework to guide

teacher preparation and evaluation. Additionally, professional practice that encourages authentic instructional experiences (Chaiklin & Lave, 1993; Dewey, 1938) and reflective practices (Schon, 1983) are incorporated into activities that emphasize student-centered learning delivered in an interdisciplinary context, challenging and building on past experiences, active research and learning, self-reflection, and performance assessment.

Constructivism

The shared philosophy of learning of the Teacher Education Unit is *constructivism*. Constructivism is based on the concept that each learner must construct knowledge based on his/her prior experiences. Basic tenets of constructivism are that learning should be student-centered, interdisciplinary, and active. Assessment should be authentic and situated in the learning. Finally, learning experiences should conclude with reflective debriefings. Constructivism relates to our notion of the “lifelong reflective professional” in that candidates must construct and reconstruct their teaching persona throughout their careers (Reagan, Case, & Brubacher, 2000). Constructivism provides a roadmap for life-long learners trying to understand new material—by first actively engaging with it in a hands-on manner, and seeking to connect it with what is already known. In their reflections on their teaching effectiveness, professional educators must seek to understand how each child learns, and that requires reflection on the child’s personal experiences, in and out of school. Thus, constructivism is a lens through which teachers can understand the learning process and the learners themselves, in all of their diversity.

Authenticity

Authenticity refers to real-world contexts (Chaiklin & Lave, 1993; Dewey, 1938). We strive to prepare candidates to survive and thrive in the real world of teaching. To the extent possible, candidates develop content and pedagogical/professional knowledge as related to the real world. Authenticity also encompasses the diversity of the U.S. and its classrooms. Candidates are required to complete field experiences with rural, suburban and urban populations. In these classrooms, candidates encounter students with special needs, students with gifts and talents who are included in regular classrooms, and students who are English language learners, in addition to racial, ethnic, and religious diversity. Authenticity relates to the concept of the “lifelong reflective professional” in that the authentic experiences we provide for the candidates enables them to develop into professionals who are ready to enter today’s complex and diverse classrooms as effective teachers.

Reflectivity

Reflectivity is introspection on one’s attitudes, beliefs, and experiences as they relate to content, pedagogical and/or professional knowledge, skills, and dispositions. This is a modification of Dewey’s (1933) definition of reflective action, which “entails the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads” (p. 9). We believe reflection must occur at several points during the teaching process. At the planning stage, candidates and faculty must “reflect for action” as they consider their students’ needs in conjunction with the curriculum and the materials, resources and technologies that will best accomplish the learning goals. During face-to-face teaching, candidates and faculty “reflect in action” as they modify their plans to satisfy the learning needs of their students. Finally, they “reflect on action” as they consider the success of the teaching experience in facilitating the students’ mastery of the objectives. In cyclical fashion, this then provides data for the “reflection for action” (Schon, 1983). Reflectivity is emphasized in our concept of “lifelong reflective professionals” because we believe that without reflection, there is little growth. We seek to develop candidates who are never satisfied with their own teaching, constantly striving to improve throughout their professional lives by consulting and even challenging current notions of best educational practice.

Standards-Based Curriculum

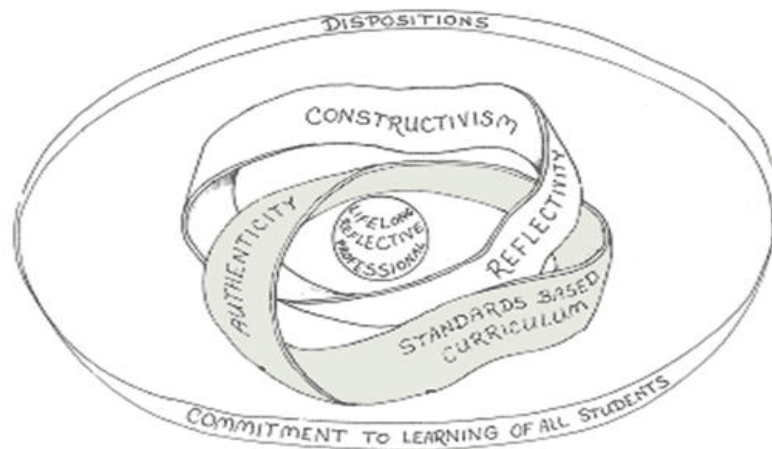
The goal of the Teacher Education Unit is to prepare highly qualified teachers who can address the needs of all learners. Candidates must demonstrate not only competence in pedagogical standards established by the profession, but also a working knowledge of content standards in the subject areas they will be teaching.

The curriculum for the Teacher Education Unit is, therefore, standards-based. Course content and assessment procedures reflect both pedagogical and content standards as defined at the national and state levels, specifically by organizations such as the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teachers Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE), the Pennsylvania Department of Education (PDE), and specialty professional associations (SPAs).

The connection of the standards-based curriculum to the notion of the “lifelong reflective professional” is apparent. Professional educators must remain cognizant of current issues and trends in the field, and must constantly seek to surpass the expectations of state and national organizations. These trends are ever-changing, requiring constant learning to stay abreast of developments. Finally, professionals must reflect on such trends, how they affect themselves and their students, and whether or not they believe the innovations are positive changes that will benefit their students and the education field.

Interaction of the Four Elements (CARS)

Although the four elements have been discussed separately, they are intimately interrelated. Taken together, along with candidate knowledge, skills, and dispositions, these elements facilitate the development of a lifelong reflective professional. The mobius below demonstrates the relationships of these factors to the four key elements of the knowledge bases known as *CARS: Constructivism, Authenticity, Reflectivity, and Standards Based Curriculum*:



Candidate Proficiencies

Danielson's framework for teaching is reflected in the Pennsylvania Department of Education requirements for teacher certification. In addition, the National Board for Professional Teaching Standards (NBPTS), Interstate New Teachers Assessment and Support Consortium Principles (INTASC), and National Council for Accreditation of Teacher Education Standards (NCATE) provide guidelines for expected teacher competencies and performance assessment measures that guide the program. Candidate proficiencies include *demonstrated knowledge, skills, and dispositions for a lifelong reflective professional including:*

- *A thorough knowledge of content and pedagogical skills in planning and preparation;*
- *The ability to establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected because routines and expectations are clearly set for student behavior;*
- *The ability to engage students in learning by using a variety of instructional strategies based upon a thorough knowledge of content, pedagogy, and skill in delivering instruction; and*
- *Demonstrated qualities that characterize professionalism within and beyond the school classroom and building.*

The theory provided in the Teacher Education Unit is supported by carefully designed and supervised clinical activities in a controlled environment, leading to field experiences that approximate actual teaching situations before their student teaching experiences occur. Student teachers are placed in diverse elementary and secondary rural, urban, and suburban school settings that provide them with opportunities to work with a broad range of students, teachers, administrators, parents, and community representatives.

Candidate Assessment

Several processes for assessment of candidate knowledge, skills, and dispositions are incorporated throughout a candidate's teacher preparation program. Faculty members incorporate assessment strategies such as traditional testing, licensing examinations, praxis tests, reflective journaling, independent and group projects and presentations, instructor and clinical evaluations, and performance assessments. Portfolio assessment is a culminating activity used to collect and summarize a candidate's learning and experiences during student teaching. In addition to assessment of candidate performance within courses each semester, there are key transition points at which a candidate in the Teacher Education Unit is evaluated to determine whether s/he has met the criteria necessary to advance to the next level of the program (i.e., GPA, PRAXIS exams, etc.) Both formative and summative evaluations of pre-service candidate performance are conducted, as well as graduate follow-up surveys once the program of study has been completed and the candidate has been employed.

Conclusion

The conceptual framework for the Teacher Education Unit reflects: (1) its value-based vision and mission; (2) the unit philosophy, purposes, and goals (outcomes); (3) the knowledge bases that inform the conceptual framework; (4) candidate proficiencies aligned with professional, state, and institutional standards; and (5) candidate assessment.

Academic Integrity*

Academic integrity is the pursuit of scholarly activity free from fraud and deception. Penn State Harrisburg adheres to the principle of academic integrity for faculty and students.

Academic integrity applies to any work in which students participate: completing reports, written assignments or oral presentations; conducting library research, studying for or participating in class discussions; and taking tests--as well as all other phases of their academic work at the University.

The work that students complete and submit must be their own, unless instructors have made special arrangements with their classes for group participation in research and reports.

Any violation of academic integrity is dishonest. The most common forms of academic dishonesty consist of cheating and plagiarism. Students cheat or plagiarize when they submit other persons' work as their own or use knowledge other than their own. For example, academic dishonesty includes cheating or copying on tests, fabrication of information or citations in research papers, obtaining unauthorized possession of examinations, or claiming others' work as their own.

Please consult www.hbg.psu.edu/bsed/integrity.pdf if you have questions or concerns.

**From Policies and Rules for Students 1989-90 (The Pennsylvania State University).*

Admission/Retention Requirements

There are three important “admission points” in Penn State Harrisburg’s Elementary Education Program.

First, candidates must be admitted to the College as Elementary Education majors. Candidates seeking admission must have completed 57 or more semester credit hours in required general education courses with at least a 3.0 cumulative GPA. The evaluation of prior college work is determined on an individual basis by the Office of Enrollment Services at Penn State Harrisburg, located in the Swatara Building (Phone 717-948-6250). Candidates must have completed, with a grade of C or better, 6 credits in college level mathematics, and 6 credits in college-level English composition and literature (3 credits in literature and 3 credits in composition). Candidates must also have taken the Praxis I exams (Reading, Writing, and Mathematics; see page 14) prior to admission.

Second, at the conclusion of their fifth semester in the Elementary Education Program, candidates are evaluated for retention in the teacher certification program. A description of this process may be found in the following section.

Finally, candidates must be formally approved for admission into the student teaching semester, often referred to as the “Professional Semester.” See page 17 of this [Handbook](#) for additional information.

Monitoring Student Progress

Monitoring candidate progress in the teacher certification program will occur each semester while the candidate is participating in the elementary education program. Following completion of the fifth semester courses, candidates will be evaluated for retention in the program, based on (1) performance on the Praxis I tests; (2) satisfactory completion of required courses, including the field experience component; (3) adequate writing and speaking skills as demonstrated in various classroom assignments; and (4) a positive rating on the Professional Dispositions for Teacher Education Programs monitoring form (see appendices). Each candidate will receive a letter indicating whether he/she is to be retained in the program, will be provisionally retained pending completion of one or more of the four requirements listed above, or will no longer be permitted to continue in the program.

Monitoring of candidates' progress in the sixth and seventh semesters is based on the same criteria. Faculty regularly meet to discuss candidates' progress.

Candidates who are judged by the faculty as "not making satisfactory progress" within the program will be required to meet with the faculty to discuss the specific concerns. The form "Professional Dispositions for Teacher Education Programs" (see appendices) will serve as a written record of the concerns of the faculty, and the items on this form will be the focus of the faculty/candidate conference. Candidates who fail to make improvements following the conference may be removed from the program.

Candidates will not be allowed to register for classes if they have more than one prerequisite unfulfilled from the preceding semester. If a candidate has one unfulfilled prerequisite, the candidate **may** be allowed to register with the approval of the instructor of the uncompleted course and the program coordinator.

Course Requirements

Following admission to Penn State Harrisburg, a minimum of 67 additional credits, with grades of "C" or better in each class, is required for graduation and for certification. The structure of this teacher preparation program requires full-time enrollment. The course sequence for teacher certification, kindergarten through grade 6, are listed below:

Semester V (18 credits)

*EDUC 302 Basic Preparation for Teaching (w/Field Placement)	(3)
EDUC 305 Creative Arts	(3)
EDUC 315 Social and Cultural Factors in Education	(3)
EDUC 421 Children's Literature	(3)
EDUC 462 Computers for Classroom Teachers	(3)
EDUC 470 Higher Order Thinking for Educators	(3)

Semester VI (16 credits)

EDUC 304 Classroom Organization and Management	(3)
EDUC 320 Methods in Teaching Beginning Readers	(3)
EDUC 352 Teaching Language Arts	(3)
EDMTH 301 Mathematics in Elementary Education I	(3)
EDSCI 454 Modern Elementary Science Education	(3)
EDUC 495A Field Placement (Internship)	(1)

Semester VII (16 credits)

EDUC 303 Sensitivity to Special Learners	(3)
EDUC 321 Methods in Teaching Intermediate and Advanced Readers	(3)
EDUC 353 Teaching Elementary Social Studies	(3)
EDUC 371 Methods for Teaching Music in the Elementary School	(3)
EDMTH 302 Mathematics in Elementary Education II	(3)
EDUC 495B Field Placement (Internship)	(1)

Semester VIII (17 credits)

HLTH 306 Physical Education, Health, and Safety in Elementary Schools	(2)
EDUC 385 Professional Development in Teaching	(3)
EDUC 490 Student Teaching	(12)

Total PSH Credits Required for Graduation **67**

Grand Total of Credits Required for Graduation **124**

*A field experience in the fifth semester is coordinated with EDUC 302. This experience is scheduled only on Fridays. Significant field experiences of ten to twelve weeks are required in the sixth and seventh semesters, and a full-time, twelve-week student teaching experience is required in the eighth and final semester.

Proficiency in Basic Skills

In addition to being experts in their specific teaching areas, individuals who plan to teach in the public or private schools of Pennsylvania must possess strong communication skills in the areas of reading, writing, listening, and speaking -- and in mathematics. In order to determine the adequacy of prospective teachers' basic skills, the Pennsylvania Department of Education (PDE) now requires successful completion of the Praxis I Tests, also known as the "Pre-Professional Skills Test" (PPST) in reading, writing, and mathematics. Information regarding this exam can be obtained outside the Office of Teacher Education and Certification (Olmsted Building, room W-314) or at this website: www.ets.org/praxis

Undergraduate candidates seeking teacher certification through Penn State Harrisburg's program must complete the Praxis I tests prior to or during their first semester of enrollment at the teacher education program. All undergraduate candidates must pass the Praxis I tests in order to student teach. Post-baccalaureate candidates must complete and pass the Praxis I tests prior to being accepted into the teacher certification program. The specific Praxis I tests that must be completed and the pass scores, as established by the Pennsylvania State Department of Education, follow:

<u>PPST Tests</u>	<u>Test Code</u>	<u>Qualifying Score*</u>
Reading	10710	172 or higher
Writing	20720	173 or higher
Mathematics	10730	173 or higher

Alternative Scoring Method. The Bureau of School Leadership and Teacher Quality, Division of Professional Education at the Pennsylvania Department of Education has notified teacher preparation institutions of the following alternate scoring method: "PDE has used the Praxis I (PPST I), Basic Skills testing composite score since September 15, 2005, as it potentially helps a candidate who may excel in one of the three areas but is weak in another area. In addition to the composite score cutoff, currently set at 521, candidates must also achieve a minimum score on each of the three tests. Effective January 1, 2009, the Bureau has established new minimum scores"

<i>Test Name</i>	<i>Qualifying Score</i>	<i>Previous Minimum</i>	<i>New Minimum</i>
PPST Mathematics	173	171	170
PPST Reading	172	171	169
PPST Writing	173	170	170
<i>Composite Score</i>		<i>521</i>	<i>521</i>

If this alternative method is used, it is necessary to have a **composite score of at least 521**. **Be sure to write "R8033" for the Pennsylvania Department of Education and "R2708" for Penn State Harrisburg. It is essential that your scores be sent both to PDE and to Penn State Harrisburg. Otherwise, your teaching certificate will not be issued.**

* Qualifying scores are subject to change, at the discretion of the Pennsylvania Department of Education.

Penn State Harrisburg's pass rates along with those of all institutions granting Pennsylvania Teaching Certification, can be found at the following URL:

<http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=302&q=122566&teachingNav=|93|87|&teachingNav=|1904|>

Semester V

Advisement

While every candidate is assigned a faculty adviser, the candidate is ultimately responsible for academic decisions. The adviser can provide information and guidance to help the candidate make the most of the available educational opportunities. Each candidate must meet with his/her assigned adviser at least once each semester prior to beginning their field placement to discuss academic progress and review the adviser's checklist. All advisers have posted office hours; furthermore, candidates who have difficulty contacting their adviser may leave Audix phone messages. For additional information, see **32-00 Advising Policy** of the Policies and Rules for Students.

Each candidate's program of studies in the Elementary Education Program is maintained on an Adviser's Record Sheet. In addition to the record sheet, each candidate's program file includes copies of transcripts listing prior college work, degree audits, admission letter(s) (showing any course work deficiencies), and other pertinent correspondence regarding course work approved for additional advanced standing. Evaluation forms, completed by faculty supervisors and cooperating teachers at the conclusion of field placements, are also placed in each individual's file.

Finally, candidates who are judged by the faculty as “not making satisfactory progress” within the program will be required to meet with the faculty to discuss the specific concerns. The form “Professional Dispositions for Teacher Education Programs” (see last section of this handbook) will serve as a written record of the concerns of the faculty, and the items on this form will be the focus of the faculty/candidate conference. Candidates who fail to make improvements following the conference may be removed from the program.

Tuberculosis Test

Evidence of negative results from a tuberculosis test (usually the Mantoux test) is required before candidates may enter the schools for field placements and student teaching. The Mantoux test can be given by Penn State Harrisburg's nurse (Olmsted Building, room W-102) and is valid for the entire Penn State Harrisburg experience. Candidates will be provided with specific information regarding the tuberculosis test procedure during the first week of classes.

Criminal Record/Child Abuse/FBI Clearance Reports

Criminal record, child abuse, and FBI clearance reports must be completed prior to the placement of candidates in P-12 school settings.

* The Criminal Record Check form can be completed and submitted on-line at the following website: <http://www.psp.state.pa.us/patch/site/default.asp>.

* The Child Abuse Clearance form can be downloaded at the following website: <http://www.dpw.state.pa.us/child/childabuseneglect/003671038.htm>.

* For the FBI clearance, register online at www.pa.cogentid.com (preferred method) or by phone at 1-888-439-2486.

NOTE: There is a \$40 charge for the FBI clearance which you may pay online via credit card or onsite via money order or cashier's check. **(keep your receipt!)** Then you need to go to the fingerprint site, which is the Capital Area Intermediate Unit in Summerdale. (<http://www.caiu.org/>)

Present the original and one photocopy of each report to the staff assistant in W314 at the beginning of your first semester in the teacher education program. No candidate will be assigned to a field placement or student teaching location if he/she has a record of child abuse or has been convicted of crimes defined in Section 111 of the Public School Code of 1949 as amended.

Clearances that are more than one year old are not acceptable, and new background checks must be requested. Clearances must be repeated prior to student teaching. Candidates who have felony convictions may be denied certification by the Pennsylvania Department of Education or a recommendation for certification by the college.

Liability Insurance

Candidates are strongly encouraged to obtain liability insurance while enrolled at Penn State Harrisburg. Such insurances may be obtained by joining one of several professional educators associations or securing a rider to a home owner's policy.

The Pennsylvania State Education Association (<http://www.psea.org>) offers \$1 million in coverage; the student membership fee is \$30/year.

The Keystone Teachers Association (<http://www.keyta.org>) offers \$2 million in coverage; the student membership fee is \$20/year.

Technology Proficiency

All candidates are expected to demonstrate proficiency in basic technology skills, such as creating and formatting documents, using spreadsheets, searching the internet, accessing email, and creating presentations, and integrating technology in all aspects of their program. In addition to learning and applying the basic operations of the computer, candidates will demonstrate proficiency in the integration of technology into the classroom setting, and the integration of technology standards within the instructional setting

Candidates may demonstrate their proficiency by successfully completing EDUC 462, EDTEC 400, or INSYS 440 during their fifth semester.

Field Experience

The fifth semester field experience is part of the requirements for EDUC 302. The experience consists of observation activities and is scheduled early in the semester on three or four Fridays. Candidates are assigned to visit several local schools according to a predetermined schedule and to participate in introductory and debriefing activities at each school.

Semesters VI and VII

Field Placements

All candidates must complete two intensive field placements in Semesters VI and VII of their preparation program. During both of these semesters, candidates receive credit for the field experiences by enrolling in EDUC 495A (Semester VI) and 495B (Semester VII). The field placements generally occur on a varying schedule after the first two weeks of classes on campus. Currently, the sixth semester placements are scheduled for twelve (12) weeks in a nearby suburban school district, and the seventh semester placements are scheduled for ten (10) weeks in the Harrisburg School District or Steelton-Highspire School District. Each candidate must make arrangements to be in the schools at the designated times. While candidates are responsible for their own transportation to and from field placements, faculty will assist in organizing car pooling arrangements for those candidates who are interested.

Candidates are expected to complete all days of field experience during the time scheduled for that purpose. All absences, for whatever reason, must be made up. The supervisor and/or the Elementary Education Program faculty will determine the time frame within which this shall occur. If the candidate is unable to satisfactorily complete the additional time, a lower grade will be assigned for the course.

Personal Data Forms - Complete On-Line

Personal Data Forms for the pre-student teaching field placements must be completed during the last week of classes in both Semesters V and VI. See <http://www.hbg.psu.edu/bsed/otec> and click on "forms." Candidates will not be scheduled in the schools until this form has been completed.

The Personal Data Form will be the candidate's first formal introduction to the cooperating teacher (and possibly the college supervisor). As evidence of professionalism, candidates should complete the form and be certain to spell everything correctly. It is important to include on the form all interests/skills that are relevant to classroom instruction, e.g., playing a musical instrument or speaking a foreign language.

The candidate is responsible for submitting completed forms to Mrs. Myers, Coordinator of Field Placements, in W314 by the announced deadlines.

Semester VIII (The “Professional” Semester)

Admission to Student Teaching

To be eligible for student teaching, a candidate must meet the following criteria:

- (1) pass the state required Praxis I Tests;
- (2) maintain a cumulative grade point average of 3.0 or higher;
- (3) earn a final grade of "C" or higher in all courses required for certification;
- (4) satisfactorily complete all key assessments and field experiences;
- (5) present current child abuse, criminal records clearances, and FBI clearances;
- (6) pass EDUC 462, INSYS 440, EDTEC 400 or an equivalent course ;
- (7) eliminate all admission deficiencies; and
- (8) receive the approval of the faculty (including acceptable or higher ratings on the Professional Dispositions for Teacher Education Programs).

Application for Student Teaching

An **Application for Student Teaching** and a **Student Teaching Personal Data Form** must be completed online by **October 20** for a Spring student teaching placement and by **March 1** for a Fall student teaching placement. Candidates should make copies of these completed forms for their files. The Student Teaching Application will be automatically forwarded to the Coordinator of Student Teaching. The Personal Data Form should be delivered to the Coordinator in W314. All forms are to be accessed from the Office of Teacher Education and Certification website (www.hbg.psu.edu/bsed/otec).

Student Teaching

Student teaching is a full-time responsibility, and each candidate will be expected to meet the same obligations as the cooperating teacher. Holding a job or enrolling in another course during student teaching is NOT recommended. The student teaching performance will play an important part in securing a teaching position; thus, candidates are advised to devote their full time to the experience.

All candidates complete a full-time twelve-week student teaching experience with a cooperating teacher. Before student teachers begin their experiences, they are instructed in the requirements and competencies expected of them, and the Student Teaching Handbook is examined in detail. The cooperating teacher receives the Student Teaching Handbook before the student teacher arrives and is asked to read the requirements and competencies which the student teacher is expected to perform. After being informed of the cooperating teacher's name and assigned school, the candidate should arrange a visit to the school to meet the cooperating teacher and learn more about the school. The candidate may want to obtain instructional materials, information about the teacher's hours, a booklet about school policies, etc.

For the purpose of evaluation and feedback, a University Supervisor visits each student teacher weekly. Each supervisor is requested to prepare 8-10 written evaluations that address four broad areas

(planning and preparation, classroom management, instructional delivery and professionalism). In addition, each cooperating teacher is also asked to provide a similar evaluation narrative. The form used (See Student Teaching Handbook) is a three-part form. The candidate, cooperating teacher, and University Supervisor each receive copies of the narratives that were written by the supervisor and the cooperating teacher. During the mid-term week and final week of student teaching, a rating scale is used to assess the student teacher's proficiency level. This rating scale (See Student Teaching Handbook) assesses beginning teacher competencies based upon the teacher effectiveness literature. All of the specified proficiency areas are assessed directly or indirectly by this procedure. In addition, each cooperating teacher and University Supervisor is requested to write a letter of reference addressing the strengths and weaknesses of each candidate. A grade of "C" for student teaching is interpreted as adequate to meet the competencies; any lesser grade is interpreted as inadequate to meet the competencies, and the candidate is not recommended for certification. For additional information related to the student teaching experience, please refer to the Student Teaching Handbook.

Exit Criteria for Initial Teacher Preparation Programs

Candidates seeking initial certification in Elementary Education or Elementary Education with an Early Childhood Education endorsement shall:

- § Attain a final cumulative grade point average of 3.0 or higher;
- § Complete the specified number of credits and courses identified in the University catalog;
- § Earn no grade lower than "C" in any required course;
- § Meet or exceed qualifying scores for Praxis I and Praxis II examinations;
- § Receive the recommendation of the program faculty;
- § Complete student teaching with at least a rating of one (1) in each of the four categories identified on Form PDE 430;
- § Demonstrate appropriate levels of understanding of academic content and pedagogical course work during the suburban and urban field experiences, student teaching, and through artifacts such as portfolios, reflective journals, or other similar agreed upon artifacts; and
- § Earn acceptable or higher ratings on all aspects of the Professional Dispositions for Teacher Education Programs as established at Penn State Harrisburg.

Graduation with Distinction

Distinction at graduation will be awarded to baccalaureate degree students of the graduation class according to the following rule. The top 12 percent of the baccalaureate degree students from any college shall be eligible to graduate with distinction if they have achieved at least a grade-point average of 3.50, based on at least **60 credits at the University**.*

This means that students who receive additional advanced standing (AAS) upon entering the program and therefore take less than 60 credits will not be eligible for distinction at graduation.

**From the General University Policies and Rules, 1994-95.*

Steps Needed To Secure a Teaching Position

Please note that graduation from Penn State Harrisburg with a degree in elementary education is a separate process from being certified to teach by the Pennsylvania Department of Education.

State-Required Certification Tests

All Elementary Education candidates for a Pennsylvania Instructional I certificate must successfully complete a series of tests required by the Commonwealth of Pennsylvania. In addition to the Praxis I test battery which includes tests in reading, writing, and mathematics (described on page 14 of this handbook), each candidate also must successfully complete the following tests:

<u>Praxis II Tests</u>	<u>Code</u>	<u>Qualifying Score*</u>
Fundamental Subjects: Content Knowledge	30511	150 or higher
El.Ed.: Curr., Instruction, & Assessment	10011	168 or higher

*Note: Qualifying scores may be subject to change, at the discretion of the Pennsylvania Department of Education.

These tests generally should be taken during the last scheduled test administration prior to the Student Teaching semester. Testing dates are published annually and are available in the Education Office (W314). Booklets containing an application, test dates, and instructions are available from the Staff Assistant in W314. Also, visit the Praxis Test Series Online at <http://www.ets.org/praxis/> for more detailed information regarding these tests. Additionally, practice booklets are available in the reference section of the library.

Penn State Harrisburg's pass rates along with those of all institutions granting Pennsylvania Teaching Certification, can be found at the following URL:

<http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=302&q=122566&teachingNav=|93|87|&teachingNav=|1904|>

The Pennsylvania Department of Education's website states that "Users can search the above website by college/university or by the program area in which a candidate seeks certification. This type of searching will identify a specific college/university's candidate performance on the tests required for a specific subject area. It is important to note that the test data provided on this website was not collected nor is it intended to be used for the purpose of evaluating individual teacher preparation programs, as there are many factors that affect test score data."

Application for Teaching Certificate

During the first two weeks of the Student Teaching semester, obtain a certification application form from the Staff Assistant in W314. The completed form is submitted by the Education Program to the Pennsylvania Department of Education after the awarding of the baccalaureate degree is posted on the candidate's official transcript and passing test scores for all required Praxis I and II tests are on file at Penn State Harrisburg. A certified check or money order made payable to the Commonwealth of Pennsylvania in the amount of \$40.00 must accompany the completed application. An official teaching certificate will be mailed directly to the applicant by the Pennsylvania Department of Education. Please note that a physician's signature is required on this application form and may be obtained through Health Services. If the application is submitted late or the Praxis test scores have not been received, the mailing of the certificate will be delayed. School districts will not hire an individual unless the application for a teaching certificate has been granted by The Pennsylvania Department of Education.

All candidates seeking multiple areas of certification on an Instructional I certificate must meet the qualifying score for each area of endorsement sought. Anyone applying for multiple endorsements (i.e. Early Childhood/Elementary Education) or seeking to add another endorsement to their current Level I or Level II certificate must pass the content area tests for which new certification is sought.

The Pennsylvania Instructional I certificate (K-6) is received upon completion of the program, the successful completion of the state-required certification tests, and with the recommendation of the Certification Officer. This certificate is valid for six years of teaching. Convictions of misdemeanors and/or felonies may result in the denial of Pennsylvania teacher certification.

Candidates who are interested in careers in early childhood education may take advantage of options available through the Early Childhood Program at Penn State Harrisburg. By completing an additional 9 credits beyond the 67 required for elementary certification, a candidate may also receive early childhood certification (N-3). These candidates should do their student teaching at the primary level. Specific questions should be directed to Dr. Jane Keat at 948-6656. See page 21 for additional information.

Standard Application for Teaching

Act 107 of 1996 requires that all school districts use the **STANDARD APPLICATION for Teaching Positions in Pennsylvania Public Schools**. School Districts, however, are permitted to supplement the application with other application requirements. Candidates can obtain an application by downloading it from the Department of Education's home page (http://www.teaching.state.pa.us/teaching/lib/teaching/Standard_Application.doc) or from any Pennsylvania School District. Copies are also available in the Education Programs Office (Olmsted Building, Room W314). The Department of Education's web site also contains other important information regarding teacher certification in Pennsylvania.

Early Childhood Certification

Those elementary education majors who wish to focus particularly on primary level education (Nursery School through Grade Three) also may want to seek an Early Childhood Certificate while completing the requirements for certification as an elementary teacher (grades K-6). This option requires additional course work and is only available to those candidates who have no more than one course deficiency at the time of admission to the College.

The Early Childhood Certificate can be added after one has completed the elementary education program.

Candidates seeking Early Childhood Certification, along with their Elementary Education Certification, need to complete the following courses:

Fifth Semester:

EDUC 401 Introduction to Early Childhood Education (usually offered Fall Semester). Students may need to complete EDUC 462 "Computers for Classroom Teachers" during the summer.

EDUC 410 The Child, Family, and Social Institution (usually offered Fall Semester). This course should be **taken in the fifth semester in place of EDUC 315**, Social and Cultural Factors in Education.

Sixth Semester:

EDUC 403 Curriculum in Early Childhood Education - ONLY offered Spring Semester.

Seventh Semester:

EDUC 495 Practicum in Early Childhood Education (this course may be completed during your second semester field placement EDUC 495B).

EDUC 404 Observation and Evaluation in Early Childhood Education (usually offered Fall Semester).

Student Organizations

Kappa Delta Pi, Sigma Alpha Chapter

The Sigma Alpha Chapter of Kappa Delta Pi was installed on May 1, 1990, as an official student organization at Penn State Harrisburg. A student who has been formally admitted into a teacher education program at PSH may become a member by fulfilling the requirements, completing an application, and paying the membership fee of \$35. Requirements for membership are a 3.25

grade point average at Penn State Harrisburg, attendance at two meetings, participation in a fund raising event, and two hours of community service. Kappa Delta Pi is an internationally recognized educational honor society. In addition to the recognition members receive for being part of the honor society, they receive the following publications: The Educational Forum, The Kappa Delta Pi Record, The Scroll & Stylus, and The Classroom Practice Series.

Student Chapter of the Association of Supervision and Curriculum Development (ASCD)

A student chapter of the Association of Supervision and Curriculum Development (ASCD) was registered as an official student organization at Penn State Harrisburg on March 10, 2005. Any individuals interested in education may become a member by fulfilling the requirements and joining ASCD at a student rate of \$25. The requirements for membership are a 2.8 grade point average and attendance at two meetings per academic year OR one meeting and one ASCD or PASCD (southern region or state) conference per academic year. ASCD is an international, nonprofit, nonpartisan education association. Member benefits include discounted rates to conferences, subscription to the Educational Leadership journal, Education Update newsletter, Curriculum Update newsletter, online resources, and other ongoing professional development opportunities.

Pennsylvania State Education Association (PSEA)

A student chapter of the Pennsylvania State Education Association is registered as an official organization at Penn State Harrisburg. The faculty does not promote the PSEA (a state affiliate of the National Education Association) in preference to comparable units of the American Federation of Teachers (AFT).

Although the student organization has not met formally at Penn State Harrisburg for several years, candidates may want to join the student chapter and receive publications and liability insurance for protection during field experiences and student teaching. To join, inquire at the Student Activities Office (Olmsted, Room 212).

Important Contact Information

Office of Teacher Education and Certification (O-TEC)

All offices are on the third floor in the West Wing of the Olmsted Building

Name	Position	Office	E-Mail	Phone
Dr. Steven A. Melnick	Director: Office of Teacher Education	W-314	sam7@psu.edu	(717) 948-6213
Dr. Robert W. Coffman	Program Coordinator: Elementary	W-331	rwc11@psu.edu	(717) 948-6214
Dr.. Sandra Reed	Coordinator of Student	W-314	smr30@psu.edu	(717) 948-6380
Mrs. Cheryl Myers	Coordinator of Field Placements Certification Officer	W-314	cdm10@psu.edu	(717) 948-6726
Ms. Patti Souders	Staff Assistant	W-314	pqs3@psu.edu	(717) 948-6213

APPENDICES

Appendix A. Lesson Plan Format

Appendix B. Lesson Plan Rubric

Appendix C. Professional Dispositions for Teacher Education Programs Form

Appendix D. Professional Dispositions for Teacher Education Programs Rubric

Appendix E. Checklist by Semester

LESSON PLAN FORMAT

Lesson Title

Name: _____ Grade: _____
Subject(s): _____ Time: _____

PURPOSE: (why this lesson should be taught)

OBJECTIVE(S): (what the candidates should be able to do as a result of this lesson)

PENNSYLVANIA STANDARDS:(indicate standard number and attach copy)

PRE-ASSESSMENT: (what skills and content have the students been taught prior to this lesson that will enable them to fulfill the objectives?)

SET INDUCTION: (how you will get the students interested and attentive to the lesson)

PROCEDURE: (how you will teach the lesson. What will the teacher do? What will the student do?)

CLOSURE: (how will you end the lesson, summarize, link to lesson's objectives?)

ADAPTATIONS/ACCOMMODATIONS FOR DIVERSE LEARNERS:

FOLLOW-UP ACTIVITY: (what you have prepared in case your lesson plan doesn't last the allotted time)

CONNECTIONS TO REAL-WORLD CONTEXTS: (how you will extend the lesson into the students' family or community situations)

MATERIALS NEEDED: (children's books used in the lesson are cited in APA style here, as well as other supplies that are needed for activities, etc.)

EVALUATION: (how you will determine whether or to what extent the students met the objective)

CITATION: (any print, electronic, or human resources which assisted you in the development of this lesson, either with content material or pedagogical techniques)

LESSON PLAN RUBRIC

	Exemplary	Acceptable	Unacceptable
Purpose	Purpose concisely captures the essence of the lesson and why it should be taught	Purpose is written well and attempts to capture the essence of the lesson and why it should be taught	Purpose is poorly written and/or does not capture the essence of why the lesson should be taught
Objectives	Objectives are in correct format, clear, concise and measurable	Objectives are mostly in correct format, clear, concise, and measurable and adequately developed in the lesson	Objectives are not in correct format, are unclear and/or not measurable or poorly developed throughout the lesson
National and/or PA	Relevant national and/or PA standards identified	Relevant national and/or PA standards somewhat identified	National and/or PA Standards are irrelevant or missing
Pre-assessment	Pre-assessment reflects insight into students' developmental levels and readiness for the lesson	Pre-assessment reflects some knowledge and skills needed for successful completion of lesson	Pre-assessment poorly reflects knowledge and skills needed for successful completion of lesson
Set Induction	Set induction grabs students' attention, sets the stage, and flows into lesson	Set induction attempts to grab the students' attention and somewhat flows into lesson	Set induction not evident or poor attempt at grabbing the students' attention and/or does not flow into lesson
Procedure	Procedures are explicit and systematically develop mastery of the objectives, using pedagogical best practices for the content and age level	Procedures are logical, detailed, and employ appropriate pedagogical techniques for the content and age level	Procedures are sketchy, and employ questionable pedagogical techniques for the content and age level
HOTS	HOTS used effectively throughout lesson	HOTS used effectively for part of the lesson	No HOTS evident
Content Knowledge	Content is thoroughly researched and completely accurate Authentic interdisciplinary connections are seamlessly integrated	Lesson exhibits accurate and current knowledge Interdisciplinary connections, if any, are authentic	Inaccuracies in content knowledge Interdisciplinary connections are tacked on, forced, or absent
Motivation	Lesson is motivating and engages all students	Lesson attempts to be motivating and most students are engaged	Lesson is not motivating and students are minimally engaged
Closure	Closure consolidates understanding of major objectives	Closure is evident and relates somewhat to the lesson	Closure is not evident, does not solidify understanding, or does not relate to the lesson
Accommodations/Ad	Modifications effectively address all students' individual needs	Modifications are responsive to the needs of some students in the classroom	Modifications are absent or not appropriate
Follow-up Activity	Provides enrichment opportunities, easily implemented, and extends the lesson concepts	Somewhat provides enrichment opportunities, somewhat easily implemented, or somewhat extends the lesson concepts	Unrelated to lesson or is unrealistic in implementation or missing
Connections to community	Activity reflects strong link to home & community	Activity reflects moderate link to home & community	Activity has weak link to home & community
Materials Needed	All materials listed	Most materials listed	Few materials are listed
Evaluation	Evaluation assesses exactly the behavior described in objectives and lesson procedure	Evaluation closely assesses the behavior described in objectives and lesson procedure	Evaluation is inconsistent with the behavior described in objectives and lesson procedure
Citations	Pertinent citations for pedagogy & content and in proper APA format	Most citations are pertinent and in correct APA format for pedagogy and content	Citations missing or proper APA format not used

**Penn State Harrisburg
School of Behavioral Sciences and Education**

Professional Dispositions for Teacher Education Programs

Teacher/Candidate

All persons enrolled in Teacher Education Programs at Penn State Harrisburg are expected to demonstrate the professional dispositions that are aligned with the unit’s vision statement. Elementary and Secondary Education candidates must be endorsed by the Education faculty prior to their involvement in the student teaching program. The faculty shall evaluate the following dispositions demonstrated by the candidates in classes and during field experiences. Candidates may be rated as **exemplary (E)**, **acceptable (A)**, or **unacceptable (U)**. The comment area below each of the principles may be used to substantiate the overall rating or to identify specific rubric items as strengths or weaknesses. Space on the last page is allocated for signatures and the candidate’s response. Please refer to the Professional Dispositions for Teacher Education Programs Rubric for more complete descriptions of each of the dispositions.

Principle #1. The teacher/candidate values a democratic view of the schools and society.

1.1	The teacher/candidate believes that all children can learn at high levels and is persistent in helping all children achieve success.	U A E
1.2	The teacher/candidate takes responsibility for establishing a positive climate in the classroom and school as a whole.	U A E

Principle #2. The teacher/candidate values critical, creative, and reflective thinking.

2.1	The teacher/candidate is willing to engage in higher order thinking and promote it in students.	U A E
2.2	The teacher/candidate is committed to reflective thinking and to continually refining practices that address the individual needs of students.	U A E

Principle #3. The teacher/candidate understands and appreciates diverse cultures.

3.1	The teacher/candidate respects, appreciates, and values all learners, their experiences, families, cultural values, practices, and beliefs.	U A E
3.2	The teacher/candidate is sensitive to the cultural dimensions of communication and encourages it among all students in the class.	U A E

Principle #4. The teacher/candidate is sensitive and caring.

4.1	The teacher/candidate is empathetic, caring, and supportive toward all students.	U A E
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Principle #5. The teacher/candidate is committed to extending one's content knowledge and pedagogical competencies.

5.1	The teacher/candidate is enthusiastic about learning and teaching.	U A E
5.2	The teacher/candidate values long term and short term planning both individually and with colleagues.	U A E
5.3	The teacher/candidate values a variety of methods of instruction for increasing learning and motivating all students.	U A E
5.4	The teacher/candidate values ongoing, varied assessment as essential to the instructional process.	U A E

Principle #6. The teacher/candidate is committed to scholarship and professionalism.

6.1	The teacher/candidate is committed to ethical behavior and professional conduct.	U A E
6.2	The teacher/candidate values the use of precise, descriptive, and coherent oral and written expression.	U A E
6.3	The teacher/candidate is willing to work with parents and professionals in a collaborative manner for the well-being of students.	U A E
6.4	The teacher/candidate is committed to continuous learning, serious scholarly pursuits, and participation in professional communities.	U A E

Conference Notes:

I have reviewed this document and have been given an opportunity to respond to all that is contained herein. My signature does not necessarily imply concurrence or agreement but rather indicates that this report was shared with me and that I was given the opportunity to respond to the contents of the report. My response is attached.

Teacher/Candidate

Date

Faculty Member

Date

**Penn State Harrisburg
School of Behavioral Sciences and Education**

Professional Dispositions for Teacher Education Programs

All persons enrolled in Teacher Education Programs at Penn State Harrisburg are expected to demonstrate the professional dispositions that are aligned with the unit’s vision statement. Elementary and Secondary Education candidates must be endorsed by the Education faculty prior to their involvement in the student teaching program. The faculty shall evaluate the following dispositions demonstrated by the candidates in class and during field placements. Candidates may be rated as **exemplary**, **acceptable**, or **unacceptable**. The following rubric, which has been aligned with the INTASC principles, will be used to identify specific areas as strengths or weaknesses. Candidates are expected to attain acceptable or exemplary ratings in order to be admitted to student teaching.

Principle #1. The teacher/candidate values a democratic view of the schools and society.

1.1	The teacher/candidate believes that all children can learn at high levels and is persistent in helping all children achieve success	INTASC 3
	Unacceptable	Acceptable
	-Blames students and others for learning difficulties -Provides no differentiated instruction -Gives up easily when students have difficulty learning	-Usually accepts responsibility for most students’ learning -Often provides differentiated instruction -Persists in searching for solutions to most students’ learning problems
		Exemplary
	-Accepts full responsibility for all students’ learning -Consistently provides differentiated instruction -Persists in searching for solutions to students’ learning problems	
1.2	The teacher/candidate takes responsibility for establishing a positive climate in the classroom and school as a whole.	INTASC 5
	Unacceptable	Acceptable
	-Uses harsh language in speaking to students -Lacks awareness of student behavior -Calls on one group of students more than others -Does not establish guidelines and procedures -Uses sarcasm and put downs -Ignores students’ concerns -Makes decisions for the classroom unilaterally -Does not welcome parents in the classroom nor offer them opportunities to assist	-Speaks kindly to all students in most situations -Usually demonstrates “with-it-ness” -Usually calls on students equitably -Establishes but does not always apply guidelines and procedures -Usually offers encouragement -Usually listens to students -Sometimes invites students to make classroom decisions -Welcomes all parents and gives most of them
		Exemplary
		-Speaks kindly to all students in all situations -Consistently demonstrates “with-it-ness” -Calls on students equitably -Consistently applies established guidelines and procedures -Consistently offers encouragement -Involves all students in learning activities -Listens empathetically to students -Invites students to help make classroom decisions -Welcomes all parents and gives

-Does not contact some parents about their children's progress	opportunities to assist in the classroom -Eventually contacts all parents about their children's progress	same opportunities for assisting in the classroom -Contacts all parents about their children's progress in a timely manner
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Principle #2. The teacher/candidate values critical, creative, and reflective thinking.

2.1	The teacher/candidate is willing to engage in higher order thinking and promote it in students.	INTASC 4	
	Unacceptable	Acceptable	Exemplary
	-Asks all lower level questions -Gives assignments that are trivial and superficial in nature -Responds to others with judgmental comments -Demonstrates lack of interest in problem solving -Does not model higher order thinking -Submits assignments that are incomplete, unclear, and/or inaccurate -Discourages innovative thinking	- Occasionally asks higher-level questions -Gives some assignments that focus on significant issues and requires some deep processing -Usually responds to others in a non-judgmental manner -Demonstrates an interest in problem solving -Sometimes models higher order thinking in the classroom -Submits assignments that are usually clear, accurate, and thorough -Sometimes encourages innovative thinking	-Consistently asks higher-level questions -Frequently gives assignments that focus on significant issues and requires deep processing -Consistently responds to others in a non-judgmental manner -Demonstrates enjoyment of problem solving -Consistently models higher order thinking in the classroom -Consistently submits assignments that are clear, accurate, and thorough -Consistently encourages innovative thinking
2.2	The teacher/candidate is committed to reflective thinking and to continually refining practices that address the individual needs of students.	INTASC 9	
	Unacceptable	Acceptable	Exemplary
	-Rarely analyzes lessons for strengths and weaknesses -Does not revise or modify lessons -Does not process in a deep and thoughtful manner	-Analyzes most lessons for strengths and weaknesses -Occasionally modifies lessons to address needs of students -Occasionally processes in a deep and thoughtful manner	-Analyzes every lesson for strengths and weaknesses -Consistently modifies lessons to address needs of students -Consistently processes in a deep and thoughtful manner

Principle #3. The teacher/candidate understands and appreciates diverse cultures.

3.1	The teacher/candidate respects, appreciates, and values all learners, their experiences, families, cultural values, practices, and beliefs.	INTASC 2	
	Unacceptable	Acceptable	Exemplary
	-Does not consider students' personal and academic needs -Ignores or denigrates contributions of students -Allows students to be disrespectful of their peers - Does not show sensitivity to or awareness of students' lived experiences	-Accommodates for students' personal situations and academic progress in the classroom context -Usually models respect toward contributions of all students -Provides some inclusion of all students' lived experiences	-Reaches out to students beyond classroom context -Consistently models respect toward contributions of all students -Provides consistent and thorough inclusion of all students' lived experiences
3.2	The teacher/candidate is sensitive to the cultural dimensions of communication and encourages it among all students in the class.	INTASC 6	
	Unacceptable	Acceptable	Exemplary
	-Limits materials to Western/Eurocentric approaches to communication -Does not infuse diverse models of communication into content areas -Does not allow students to use languages other than English	-Usually uses culturally relevant materials for instruction/assessment -Usually infuses diverse models/modalities of communication into content areas -Tolerates multiple representations of students' communication skills	-Consistently uses culturally relevant materials for instruction/assessment -Consistently infuses diverse models/modalities of communication into content areas -Respects the multiple representations of students' communication skills

Principle #4. The teacher/candidate is sensitive and caring.

4.1	The teacher/candidate is empathetic, caring, and supportive toward all students.	INTASC 2	
	Unacceptable	Acceptable	Exemplary
	-Does not listen attentively and responsively to all students and their parents -Shows little sensitivity to the physical, emotional, social and cultural needs of the students -Does not advocate on the students' behalf	-Listens attentively and responsively to all students and their parents at critical times -Often exhibits sensitivity to the physical, emotional, social and cultural needs of all students -Occasionally advocates on students' behalf	-Consistently listens attentively and responsively to all students and their parents -Consistently exhibits sensitivity to the physical, emotional, social and cultural needs of all students -Advocates tirelessly on students' behalf

Principle #5. The teacher/candidate is committed to extending one’s content knowledge and pedagogical competencies.

5.1	The teacher/candidate is enthusiastic about learning and teaching.	INTASC 1	
	Unacceptable	Acceptable	Exemplary
	-Does not use nonverbal expressions and gestures -Speaks in a monotone voice -Demonstrates a lack of confidence -Exhibits little initiative or effort -Does not initiate own learning opportunities -Does not conduct research on subject matter to be taught	-Uses some variety in nonverbal expressions and gestures indicating enthusiasm for the content -Sometimes speaks with an inflected voice -Sometimes demonstrates confidence -Usually exhibits initiative and effort in the classroom -Occasionally initiates own learning opportunities -Conducts limited research on subject matter to be taught	-Uses a wide variety of nonverbal expressions and gestures indicating enthusiasm for the content -Consistently speaks with an inflected voice -Consistently demonstrates confidence -Consistently exhibits initiative and maximum effort in the classroom -Often initiates own learning opportunities -Extensively researches subject matter to be taught
5.2	The teacher/candidate values long-term and short-term planning both individually and with colleagues	INTASC 7	
	Unacceptable	Acceptable	Exemplary
	-Never plans beyond what is required -Submits work after the due dates -Begrudgingly participates in group projects and/or makes no contributions	-Sometimes plans and organizes materials beyond the requirements -Completes work by due dates -Willingly participates in group projects and makes contributions	-Consistently plans and organizes materials beyond the requirements -Completes quality work ahead of due dates -Enthusiastically participates in group projects and makes valuable contributions
5.3	The teacher/candidate values a variety of methods of instruction for increasing learning and motivating all students.	INTASC 4	
	Unacceptable	Acceptable	Exemplary
	-Does not search for a variety of methods and materials -Does not consider students’ interests for motivation -Does not use novelty -Does not use technology -Does not integrate culturally responsive practices	-Searches for a variety of methods and materials for teaching some disciplines -Occasionally uses students’ interest to help motivate -Occasionally uses novelty during lessons -Occasionally incorporates technology -Occasionally implements culturally responsive instructional strategies	-Consistently searches for a variety of methods and materials for teaching each discipline -Consistently uses students’ interests to help motivate -Often uses novelty during delivery of lessons -Frequently incorporates technology -Consistently implements culturally responsive instructional strategies

5.4	The teacher/candidate values ongoing, varied assessment as essential to the instructional process.	INTASC 8	
	Unacceptable	Acceptable	Exemplary
	-Does not tend to align assessment of learning to instructional goals -Seldom adapts assessment to students' needs -Does not pursue a variety of assessments -Does not use formative assessment	-Usually aligns assessment of learning to instructional goals -Often adapts assessment to students' needs -Pursues some variety of formal and informal assessment -Sometimes uses formative assessment to monitor student achievement and plan instruction	-Always aligns assessment of learning to instructional goals -Consistently adapts assessment to students' needs -Pursues a wide variety of formal and informal assessment -Consistently uses formative assessment to monitor student achievement and plan instruction

Principle #6. The teacher/candidate is committed to scholarship and professionalism.

6.1	The teacher/candidate is committed to ethical behavior and professional conduct.	INTASC 9	
	Unacceptable	Acceptable	Exemplary
	-Often misses college classes and field experiences without an acceptable excuse -Arrives late for classes and field experiences -Frequently exhibits inappropriate attire or appearance - Frequently displays an inappropriate demeanor -Does not adhere to the PA Code of Professional Conduct including academic honesty and confidentiality	-Maintains near perfect attendance for college classes and field experiences -Usually arrives punctually when attending classes, field experiences and professional events -Usually exhibits professional attire and appearance - Usually maintains a professional demeanor -Adheres to the PA Code of Professional Conduct including academic honesty and confidentiality	-Maintains perfect attendance for college classes and field experiences -Consistently arrives punctually when attending classes, field experiences and professional events - Consistently exhibits professional attire and appearance - Consistently maintains a professional demeanor -Consistently promotes and adheres to the PA Code of Professional Conduct including academic honesty and confidentiality
6.2	The teacher/candidate values the use of precise, descriptive, and coherent oral and written expression.	INTASC 6	
	Unacceptable	Acceptable	Exemplary
	-Gives directions that are confusing and/or vague -Uses educational jargon when speaking with students' parents -Submits written documents with many errors in	-Usually gives clearly stated directions -Usually adjusts vocabulary to the audience -Submits written documents with only a few errors in grammar, spelling and	-Consistently gives clearly stated directions -Consistently adjusts vocabulary to the audience -Submits written documents with no errors in grammar, spelling and mechanics

	grammar, spelling and mechanics -Provides oral and written communications that are poorly organized and /or incoherent	mechanics -Provides oral and written communications that are usually well organized and coherent	-Provides oral and written communications that are always well organized and coherent
6.3	The teacher/candidate is willing to work with parents and professionals in a collaborative manner for the well-being of students.		INTASC 10
	Unacceptable	Acceptable	Exemplary
	-Does not seek opportunities to work with others -Does not compromise -Does not build on the ideas of others -Steadfastly holds to own viewpoint -Rejects constructive feedback	-Occasionally seeks opportunities to work with others -Sometimes offers compromises -Occasionally builds on the ideas of others -Is willing to consider other viewpoints -Willingly accepts constructive feedback	-Consistently seeks opportunities to work with others -Consistently seeks ways to compromise -Consistently builds on the ideas of others -Actively seeks other viewpoints and ways of helping students -Actively seeks constructive feedback and willingly accepts it
6.4	The teacher/candidate is committed to continuous learning, serious scholarly pursuits, and participation in professional communities.		INTASC 1
	Unacceptable	Acceptable	Exemplary
	-Does not attend professional development opportunities -Does not engage in action research -Does not apply current educational reforms to classroom practices -Does not read educational books or journals -Does not hold a membership in a professional organization -Does not participate in study groups -Does not discuss significant educational issues	-Attends suggested professional development opportunities -Occasionally engages in action research -Sometimes applies current educational reforms to classroom practices -Consistently reads one educational journal -Maintains a membership in one professional organization -Participates occasionally in study groups -Sometimes discusses significant educational issues	-Actively seeks and attends professional development opportunities -Consistently engages in action research -Consistently applies current educational reforms to classroom practices -Consistently reads a variety of educational books and journals -Actively participates in several professional organizations -Participates regularly in study groups -Often initiates discussions on significant educational issues

Checklist for Elementary Education Candidates*

Before Semester V

- ___ 0.1 Gain admittance to Elementary Education Program.
- ___ 0.2 Develop plan to complete any admission deficiencies.
- ___ 0.3 Attend an initial **required Program** orientation.
- ___ 0.4 Register for classes via Academic Advising & Registration Program (AARP).
- ___ 0.5 Attend **College** orientation.
- ___ 0.6 Register for Praxis I Tests.
- ___ 0.7 Complete required background check forms and bring original and copy to program orientation session – "Request for Criminal Record Check," "PA Child Abuse History Clearance," and "FBI Clearance."

Semester V

- ___ 1.1 Attend Praxis I test preparation workshops (as needed).
- ___ 1.2 Complete Praxis I tests in reading, writing, and mathematics.
- ___ 1.3 Complete a TB test during first two (2) weeks of semester (if current test is more than 18 months old).
- ___ 1.4 Meet with assigned adviser prior to beginning of field placement
- ___ 1.5 Begin developing professional portfolio
- ___ 1.6 Complete and submit to Coordinator of Field Placements in W331 a Personal Data Form for the sixth semester field placement during the last week of classes.
- ___ 1.7 Access PSU email account.
- ___ 1.8 Register for Semester VI classes (p. 13).

Semester VI

- ___ 2.1 Schedule an appointment with your adviser immediately IF your fifth semester grade point average (GPA) is below 3.0 or you receive a grade less than a "C" in any education course required for certification.
- ___ 2.2 Meet with assigned adviser prior to beginning of field placement.
- ___ 2.3 Complete and submit to Coordinator of Field Placements in W331 a Personal Data Form for the seventh semester field placement during the last week of classes.
- ___ 2.4 Continue to develop professional portfolio.
- ___ 2.5 Register for Semester VII classes (p.13).
- ___ 2.6 Clear admission deficiencies.

Semester VII

- ___ 3.1 Schedule an appointment with your adviser immediately IF:
 - ___ your second semester grade point average (GPA) is below 3.0 or
 - ___ you receive a grade less than a "C" in any education course required for certification.
 - ___ admission deficiencies appear on audit.
- ___ 3.2 Meet with assigned adviser prior to beginning of field placement.
- ___ 3.3 Apply online for a student teaching placement and submit (W314) a second form, Student Teaching Personal Data Form, during the first two weeks of the semester.
- ___ 3.4 Register for Praxis II Tests (i.e., "Fundamental Subjects: Content Knowledge," and "Elementary Education: Curriculum, Instruction, & Assessment").
- ___ 3.5 Midway through the semester, apply for required background check forms for student teaching: "Request for Criminal Record Check," "PA Child Abuse History Clearance," and "FBI Clearance."
- ___ 3.6 Complete remaining Praxis Test requirements.
- ___ 3.7 Continue to develop professional portfolio.
- ___ 3.8 Register for Semester VIII classes and indicate intent to graduate (p. 13).

Semester VIII (Professional)

- ___ 4.1 Complete all required Praxis II Tests.
- ___ 4.2 Attend student teaching orientation session.
- ___ 4.3 Attend Career Service Workshop.
- ___ 4.4 Complete STANDARD APPLICATION for Teaching Positions in Pennsylvania Public Schools
 - ___ complete cover letter
 - ___ develop and refine resume
- ___ 4.5 Sign up for Teacher Recruitment Day (optional)
- ___ 4.6 Complete student teaching.
- ___ 4.7 Apply to the Pennsylvania Department of Education (PDE) for teaching certification.
- ___ 4.8 Complete professional portfolio

*Most of the items on the checklist are program requirements; however, there are other institutional requirements that must be met as well. The candidate is responsible for meeting all requirements for both certification **and** graduation.