



Secondary Education
Handbook

Penn State Harrisburg

**COMPLETE GUIDE OF POLICIES, PRACTICES AND DEADLINES
RELATED TO GRADUATE STUDIES IN EDUCATION**

August 2009

Table of Contents

	Page
Welcome	4
Conceptual Framework	5
Introduction	5
Teacher Education Unit	5
Vision and Mission	6
Philosophy	6
Core Elements	6-8
Candidate Proficiencies	9
Candidate Assessment	9
Conclusion	10
Introduction	10
Academic Integrity	10
Admission/Retention Requirements	11
Monitoring Student Progress	11-12
Teacher Preparation Program	12-14
Advisement	12
Typical Course Sequence	12-13
Field Observation/Participation	13-14
Needs of Special Learners	14
Professional Portfolio	14
The "Professional" Semester	14-16
Admission into Student Teaching	14
Application for Student Teaching	15
Student Teaching	15
Exit Criteria for Initial Teacher Preparation Programs	16
Program Requirements	16-18
Proficiency in Basic Skills (Praxis I)	16-17
Alternative Scoring Method	17
Tuberculosis Test	17

Criminal Record/Child Abuse/FBI Clearance Reports.....	17-18
Liability Insurance	18
Teaching Certificates	18-19
State Required Certification Tests: Praxis II	18-19
HEA II – INSTITUTION LEVEL PASS RATE.....	19
Application for Teaching Certificate	19-20
Standard Application for Teaching.....	20
Student Organizations..	20-21
Kappa Delta Pi...	21
PSH Chapter of ASCD.....	21
PSEA	21
Subject Specific Professional Organizations	21
Important Contact Information	21-22
Office of Teacher Education and Certification	21
Subject-Area Advisor.....	22
Web Sites	22
Appendices.....	23-35
Lesson Plan Format.....	24
Lesson Plan Rubric	25
Evaluation Form for Professional Dispositions	26-27
Rubric for Professional Dispositions	28-33
Checklist by Semester.....	34-35

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.

The Secondary Education Handbook (August 2009) was prepared by:
Office of Teacher Education and Certification (O-TEC)
Olmsted Building, Room W-314, Penn State Harrisburg
(717) 948-6213

Dr. Denise G. Meister, Coordinator, Secondary Education Programs
Phone: (717) 948-6539
E-Mail: dgm122@psu.edu

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 accredited by the
National Council for the Accreditation of Teacher Education

All of Penn State Harrisburg's teacher education programs are approved by the
Pennsylvania Department of Education.

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 an 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.

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, interdisciplinarity, 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

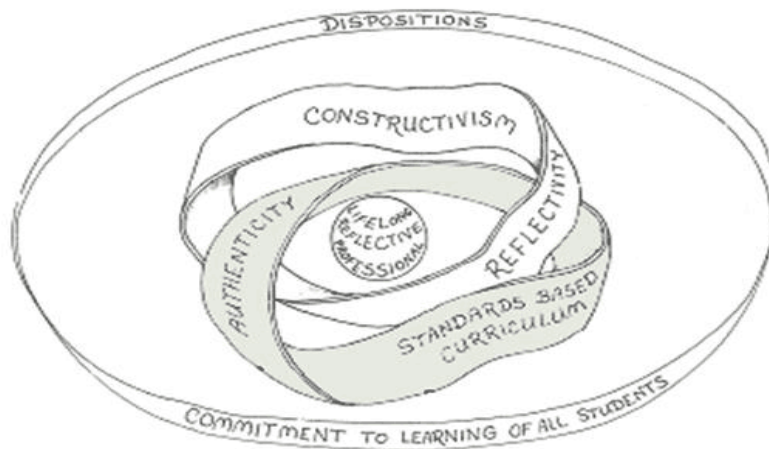
The goal of the Teacher Education Unit is to prepare highly qualified teachers who can address the needs of all learners. Candidates must demonstrate not only competence in pedagogical standards established by the profession, but also a working knowledge of content standards in the subject areas they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

INTRODUCTION

This Secondary Education Handbook is designed to familiarize you with the basic expectations of degree and certification work at the College and to assist you in meeting these requirements.

Secondary Education majors are seeking Pennsylvania certification to teach in the secondary schools of the Commonwealth. The Secondary Education Certificate qualifies the holder to teach the subject area endorsed on the certificate in grades 7-12 and in the grades of an approved middle school.

As an undergraduate candidate, you must satisfy both the baccalaureate degree and the certification requirements of your academic school and certification subject area. Post-baccalaureate candidates must satisfactorily complete all certification requirements in order to be recommended to the Pennsylvania Department of Education (PDE).

There are three secondary certification programs available at Penn State Harrisburg: English, Mathematics, and Social Studies (Social Sciences certification). To be eligible for certification upon graduation, you must be enrolled in the secondary certification program in one of the following: Behavioral Sciences (social studies), the Mathematical Sciences (mathematics), or the Humanities (English). A candidate's major is in one of these academic units, and, generally, the candidate's assigned academic advisor is a professor in the respective academic program.

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 candidates.

Academic integrity applies to any work in which candidates 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 candidates 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. Candidates 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.

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

Admission/Retention Requirements

Undergraduate students seeking admission to Penn State Harrisburg's secondary education program must have a cumulative GPA of 3.0 or higher and must have junior standing within the College. The evaluation of prior college work is determined on an individual basis by Penn State Harrisburg's Office of Enrollment Services, located in the Swatara Building (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).

Post-baccalaureate candidates seeking secondary certification must also have a cumulative GPA of 3.0 or higher and must have completed the following: passing scores on PRAXIS I exams (reading, writing and mathematics); six (6) credits in college-level math with a grade of "C" or higher; and six (6) credits in English (3 in literature and 3 in composition) with a grade of "C" or higher. The evaluation of prior college work for post-baccalaureate candidates is completed by the appropriate academic unit and by the Office of Teacher Education and Certification (W314).

At the conclusion of their fifth semester in the Secondary 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 14 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 secondary 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; (4) the maintenance of a GPA of 3.0 or higher; and (5) a positive rating on the Professional Dispositions for Teacher Education Programs monitoring form (see appendices). Monitoring of candidates' progress in the sixth and seventh semesters is based on the same criteria.

Faculty members 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.

Teacher Preparation Program

Prior to a recommendation for certification, candidates shall: consult and work with the assigned academic advisors; meet the requirements of the baccalaureate degree and/or certification program; demonstrate excellent communication skills; demonstrate appropriate knowledge, skills, and dispositions; successfully complete the student teaching experience and the required Praxis tests; and be of good moral character.

Advisement

While every individual is assigned a faculty advisor, each candidate is ultimately responsible for academic decisions. The advisor can provide information and guidance to help the candidate make the most of the available educational opportunities. The faculty strongly recommends that each candidate meet with his/her assigned advisor at least once each semester to discuss academic progress and review the advisor's checklist. Each secondary advisor comes from an appropriate academic unit and will be available to answer questions related to courses housed in that academic unit. A member of the Teacher Education Program (W314) may best address questions associated with the education courses and program requirements for certification. Candidates who are judged by the faculty as "not making satisfactory progress" within the program will be required to meet with a faculty representative(s) to discuss the specific concerns. A written record of the concerns of the faculty will be developed by the faculty representative, and these concerns will be the focus of the faculty/candidate conference. Candidates who fail to improve following the conference may be removed from the program.

Typical Course Sequence

Education courses may be taken in any sequence; however, please note that EDUC 313 and EDUC 314 must be taken during the same semester. These two courses are completed jointly and require the candidate to block off each Tuesday and Thursday of the semester from 7:15 a.m. until approximately 3:15 p.m. to meet the requirements. Also, please note that many required courses are offered only during the fall or spring semester. Education courses are not offered during the summer sessions. Candidates must see the staff assistant in Olmsted W314 to register for EDUC 435, Addressing the Needs of Special Learners, a required course taken during the Student Teaching semester. Student teaching may be completed in either the fall or the spring.

<u>Fall Only</u>	<u>Title</u>	<u>Credits</u>	<u>Participants</u>
EDUC 313 AND EDUC 314	Field Observation	2	All Secondary Ed Candidates
	Learning Theory and Instructional Procedures	3	All Secondary Ed Candidates

EDUC 415	Teaching Social Studies	3	Social Studies Majors
EDUC 416	Teaching English	3	English Majors
EDUC 417	Teaching Mathematics	3	Mathematics Majors

<u>Spring Only</u>	<u>Title</u>	<u>Credits</u>	<u>Participants</u>
EDUC 315	Social and Cultural Factors in Education	3	All Secondary Ed Candidates
EDUC 322	Adolescent Literature & Developmental Reading	3	English Majors

<u>Student Teaching Semester</u>	<u>Title</u>	<u>Credits</u>	<u>Participants</u>
EDUC 490	Student Teaching	12	All Secondary Ed Candidates
EDUC 435	Addressing the Needs of Special Learners	1	All Secondary Ed Candidates
EDUC 450	Future Teachers	1	Optional

Field Observation/Participation

All candidates must complete EDUC 313 Field Observation/Participation and EDUC 314 Learning Theory and Instructional Procedures during the same semester. Candidates enrolled in EDUC 313 will spend two days per week in a school setting. Candidates are responsible for their own transportation and must be available Tuesdays and Thursdays from approximately 7:15 a.m. until 3:15 p.m. In addition, candidates are required to participate in a field experience when they are enrolled in EDUC 315 Social and Cultural Factors in Education. All field placements will be made in pre-approved school settings by the course instructor. Candidates must provide original criminal and child abuse clearances, as well as negative TB test results (see page 18) in order to complete the field observation and participation requirements. EDUC 315 Social and Cultural Factors in Education also includes a field experience component.

Personal data forms for the pre-student teaching field placements must be completed prior to receiving a placement. The "Secondary Education Field Observation Form" is available at this web site: <http://www.hbg.psu.edu/bsed/otec/forms.htm>. Click on "Secondary Education Field Observation Form."

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. The form must be typed.

The candidate is responsible for submitting completed forms to Mrs. Myers in W331 by the announced deadlines.

Needs of Special Learners

Before an application for a teaching certificate will be processed, candidates must achieve a grade of C or better in EDUC 435. This one-credit course titled "Addressing the Needs of Special Learners" should be taken during the Professional Semester. The course is held on two Saturdays early in the student teaching semester. Candidates can obtain a syllabus through ANGEL one week prior to class. A pre-class assignment will be due and collected on the first day of class.

Professional Portfolio

All candidates must complete a professional portfolio and participate in a portfolio sharing session. Detailed information is available in the "Portfolio Guidelines" available from the Program Coordinator of Secondary Education.

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) eliminate all admission deficiencies; and
- (7) 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 10** 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 Secondary Education 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 the qualifying scores for Praxis I and Praxis II exams
- Pass the writing portfolio (English education only)
- 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
- Receive a satisfactory rating on the NCTE, NCTM, or NCSS supplemental student teaching performance evaluation
- Demonstrate appropriate levels of understanding of academic content and pedagogical course work during the field experiences, student teaching, and through artifacts such as portfolios, reflective journals, or other similar agreed-upon artifacts
- Complete the professional portfolio and share it with other candidates and faculty on the date and time designated by the Program Coordinator of Secondary Education
- Earn acceptable or higher ratings on all aspects of the Professional Dispositions as established for the Teacher Education Program at Penn State Harrisburg.

PROGRAM REQUIREMENTS

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 in 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. During the 2005-06 academic year, the Pennsylvania Department of Education (PDE) established the following alternative scoring method for the Praxis I (PPST) tests:

<u>PPST Tests</u>	<u>Test Code</u>	<u>Qualifying Score*</u>
Reading	10710	169 or higher
Writing	20720	170 or higher
Mathematics	10730	170 or higher

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 to both PDE and PSH. Otherwise, your teaching certificate will not be issued.

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

The School of Humanities faculty has established an additional requirement for certifying the writing competency of prospective English teachers. Candidates should consult with the English Program Coordinator regarding the procedures for meeting this additional requirement.

All secondary mathematics education students must successfully pass a mathematics content exam to complete the program. The exam is based on content from the undergraduate mathematics courses. A minimum score of 80% must be received, and the exam can be taken in May of the Junior year, and/or during the Senior year. The exam can be taken at most three times.

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/childabusenelect/003671038.htm>. For the FBI clearance, register online at www.pa.cogentid.com (preferred method) or by phone at 1-888-439-2486. There is a \$40 charge, which you may pay online via credit card or onsite via money order or cashier's check. **(keep your receipt!)** Then, contact the Pennsylvania State Police for information regarding time, days, and locations for fingerprinting.

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. Pennsylvania State Education Association (psea.org) offers \$1 million in coverage; the student membership fee is \$30/year. Keystone Teachers Association (<http://keyta.org>) offers \$2 million in coverage; the student membership fee is \$20/year.

TEACHING CERTIFICATE

State Required Certification Tests: Praxis II

All candidates for Pennsylvania Instructional I certificates at the secondary level must successfully complete a series of tests required by the Commonwealth of Pennsylvania. In addition to the Praxis I test battery, which includes the PPST Tests (described earlier in this handbook), each candidate also must successfully complete one of the following tests:

<i>Specialty Area Tests</i>	<i>Code</i>	<i>Qualifying Score*</i>
English Language, Literature & Composition		
Content Knowledge	10041	160
Mathematics: Content Knowledge	10061	136
Social Studies: Content Knowledge	10081	157

*Note: Qualifying scores are subject to change, at the discretion of the Pennsylvania Department of Education. These particular qualifying scores are currently in effect. 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 on-line and in W314. All information regarding the

Praxis II test series can be found online at <http://www.ets.org/praxis>. Additionally, practice booklets are available in the reference section of the library.

At the test site you will be completing a form which indicates where you want your scores to be sent. **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. **Also, candidates must submit a copy of the category scores for the PRAXIS II. These scores are located on the back page of the bi-fold sent to each person who completed the test.**

The following table presents Penn State Harrisburg’s pass rates for the last three years for which data are available:

**HEA II – INSTITUTION LEVEL PASS-RATE
2003/2004, 2004/2005, 2005/2006, 2007/2008 ACADEMIC YEARS**

PRAXIS EXAMINATION	2003-2004	2004-2005	2005-2006	2007-2008
PPST Reading	100%	100%	100%	100%
PPST Writing	100%	100%	100%	100%
PPST Mathematics	100%	100%	100%	100%
Mathematics: Content Knowledge	<10	<10	<10	<10
Eng Lang Lit and Comp Content Knowledge	<10	<10	100%	100%
Social Studies: Content Knowledge	<10	<10	92%	98%

*Unreported pass rate by ETS due to low number of students taking test, i.e., < 10 candidates.

Application for Teaching Certificate

During the first two weeks of the student teaching semester, the candidate must obtain a certification application form from the staff assistant in W-314. 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, the completed form is submitted by the Education Program to the Pennsylvania Department of Education. 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 the college’s 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. It is your responsibility to contact the staff assistant in W314 Olmsted when you have passed the PRAXIS II so your application can be processed. School districts will not hire an individual unless the application for a teaching certificate has been granted by the Pennsylvania Department of Education.

Effective November 1, 1996, all applicants seeking multiple areas of certification on an Instructional I certificate must meet the qualifying score for each area of endorsement sought. In past practice, passing one content area test was sufficient to warrant certificate issuance in all endorsements. After

November 1, 1996, anyone applying for multiple endorsements 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 (7-12) 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 can result in the denial of Pennsylvania teacher certification.

Application is made directly to the Pennsylvania Department of Education for the Instructional II certificate when three years of satisfactory teaching and 24 post-baccalaureate credits have been completed. These credits must be either PDE approved in-service credits or credits completed at an accredited baccalaureate degree granting college. They need not be graduate credits; however, they may be earned as a master's degree is pursued. Failure to obtain an Instructional Level II certificate after six years of teaching will result in the expiration of the Instructional Level I certificate. You will no longer be licensed to teach in Pennsylvania. Check the Department of Education web site listed in the front of this handbook.

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.

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. The 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 PASCSD (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.

Subject Specific Professional Organizations

Secondary certification candidates also are encouraged to become student members of one of the following professional organizations:

National Council for the Social Studies <http://www.ncss.org>

National Council of Teachers of English <http://www.ncte.org>

National Council of Teachers of Mathematics <http://www.nctm.org>

Important Contact Information

Office of Teacher Education and Certification (O-TEC)

Room W-314 Olmsted Building

Name	Position	E-Mail @psu.edu	Voice Mail 948-
Dr. Steven Melnick	Director of Teacher Education	sam7	6218
Dr. Denise G. Meister	Secondary Education Program Coordinator	dmeister	6539
Dr. Cheryl Myers	Certification Officer & Field Placement Coordinator	cdm10	6726
Ms. Sandra Reed	Student Teaching Coordinator	smr30	6380
Ms. Patti Souders	Staff Assistant	pqs3	6213

Subject-Area Advisor

Name	Content Area	Office Location	E-Mail @psu.edu	Voice Mail 948-
Dr. Kamini Grahame	Social Studies	Olmsted W-157	kmg16	6038
Dr. Ronald Walker	Mathematics	Olmsted W-256	raw40	6081
Dr. Denise G. Meister	English	Olmsted W-314	dmeister	6539

Education Advisors

Name	Content Area	Office Location	e-Mail @psu.edu	Voice Mail 948-
Dr. Lewis Boehne	Social Studies	Olmsted W-314	lab45	6348
Dr. Jane Wilburne	Mathematics	Olmsted W-331	jmw41	6212
Dr. Shanetia Clark	English	Olmsted W-314	spc170	6657

Web Sites

Web Site	Information
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

PLEASE NOTE ALWAYS CHECK WITH YOUR EDUCATION ADVISOR IF YOU HAVE AN **EDUCATION** QUESTION. WE HAVE THE LATEST, DETAILED INFORMATION!

APPENDICES

Lesson Plan Format

Lesson Plan Rubric

Evaluation Form for Professional Dispositions for Teacher Education Programs

Rubric for Professional Dispositions for Teacher Education Programs

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)

PA ACADEMIC OR NATIONAL 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 Standards	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/Adaptations	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 home-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
Evaluation Form for
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
------------	---	--------------

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
Rubric for**

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	-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
	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

opportunities to assist -Does not contact some parents about their children's progress	gives most of them opportunities to assist in the classroom -Eventually contacts all parents about their children's progress	-Welcomes all parents and gives same opportunities for assisting in the classroom -Contacts all parents about their children's progress in a timely manner
---	---	---

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
	-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
		Exemplary
	-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
	-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
		Exemplary
		-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
	-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
		Exemplary
		-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	-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

		-Occasionally implements culturally responsive instructional strategies	-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	-Usually gives clearly stated directions -Usually adjusts vocabulary to the audience	-Consistently gives clearly stated directions -Consistently adjusts vocabulary to the audience

<ul style="list-style-type: none"> -Submits written documents with many errors in grammar, spelling and mechanics -Provides oral and written communications that are poorly organized and /or incoherent 	<ul style="list-style-type: none"> -Submits written documents with only a few errors in grammar, spelling and mechanics -Provides oral and written communications that are usually well organized and coherent 	<ul style="list-style-type: none"> -Submits written documents with no errors in grammar, spelling and mechanics -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
<ul style="list-style-type: none"> -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 			<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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
<ul style="list-style-type: none"> -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 			<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 BY SEMESTER*

Prior to Enrollment

- _____ 0.1 Gain admittance to program
- _____ 0.2 Develop plan to complete any admission deficiencies
- _____ 0.3 Attend program orientation
- _____ 0.4 Register for classes
- _____ 0.5 Complete required background check forms and submit original and two copies to staff assistant in W-314 - "Request for Criminal Record Check", "PA Child Abuse History Clearance, & FBI Fingerprint Clearance
- _____ 0.6 Submit a copy of Praxis I scores to staff assistant in W-314

Semester 1

- _____ 1.1 Complete Praxis I Tests and submit a copy of Praxis I scores to staff assistant in W314 if you are an undergraduate candidate
- _____ 1.2 Complete TB Test before beginning field placement
- _____ 1.3 Complete any remaining admission deficiencies
- _____ 1.4 **Access PSU e-mail account
- _____ 1.5 ***Obtain student ID card from Enrollment Services
- _____ 1.6 Register for following semester
- _____ 1.7 Begin developing professional portfolio

Semester 2

- _____ 2.1 Schedule an appointment with your advisor immediately if: your first semester GPA is below 3.0, your GPA for education courses necessary for certification is below 3.0, or you receive a grade less than C in any education course required for certification
- _____ 2.2 Register for following semester
- _____ 2.3 Continue to develop professional portfolio
- _____ 2.4 English certification candidates should attend a writing portfolio workshop

Semester 3

- _____ 3.1 Complete and return student teaching application and personal data form found on web (www.hbg.psu.edu/bsed/otec)
- _____ 3.2 Schedule an appointment with your advisor if any conditions under 2.1 (above) apply
- _____ 3.3 Must pass writing portfolio if an English secondary education certification candidate, (see English Department)
- _____ 3.4 Register for EDUC 490, Student Teaching; EDUC 435, Needs of Special Learners; and (optional) EDUC 450: Future Teachers for following semester
- _____ 3.5 Complete remaining Praxis II test
- _____ 3.6 Continue to develop professional portfolio
- _____ 3.7 Obtain copy of syllabus for EDUC 435 on ANGEL one week prior to class

Semester 4

- _____ 4.1 Secure a certification application form
- _____ 4.2 Attend student teaching orientation session
- _____ 4.3 Complete EDUC 435, Addressing Needs of Special Learners
- _____ 4.4 If undergraduate, file “Intent to Graduate”
- _____ 4.5 Attend Career Service Workshop
- _____ 4.6 Complete Praxis II exam
- _____ 4.7 Complete and submit certification application by mid-point of student teaching
- _____ 4.8 Consider participation in April Teacher Recruitment Day
- _____ 4.9 Complete professional portfolio & participate in the sharing session as designated by program coordinator
- _____ 5.0 Apply to the Pennsylvania Department of Education for teaching certification

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

Opening your e-mail account will allow you to access library’s databases from home and other computers, as well as access eLion to obtain semester grades. To forward your Penn State e-mail to another account, log onto **www.work.psu.edu and follow the instructions.

***Your student identification card gives you access to borrow library books, to obtain free Microsoft software and national and local newspapers, and to purchase food in the Lion’s Den at a 10% discount.