

DEPARTMENT OF
TEACHER EDUCATION

STUDENT HANDBOOK

for

ELEMENTARY EDUCATION

SHIPPENSBURG UNIVERSITY
2008-2009

**STUDENT HANDBOOK
TABLE of CONTENTS**

Welcome to Teacher Education	5
Conceptual Framework.....	6
Description of Program	9
General Education	9
Concentration/Minor.....	10
Professional Education	10
Clinical Field Experiences.....	11
Developmental Courses	11
Program Assessment	
Assessment Plan	12
Communication	13
Grade Point Average	13
Advisor-Advisee Relationship	15
Personal Planning.....	15
Luhrs Elementary School	17
Professional Semester	18
Praxis	19
Professional Organizations.....	22
Appendices	
A – Department of Education Standards.....	24
B – INTASC Principles	32
C – Institutional Standards	33
D - Program Planning Sheet	35
E - Clinical Field Experiences	38
F- Student Teacher Form	41
G - Four-Year Plan of Study.....	50
H – Code of Ethics	52
I – Live Text Instructions	55

WELCOME TO THE DEPARTMENT of TEACHER EDUCATION

The purpose of this booklet is to provide you with an easily accessible resource regarding the elementary education program and its requirements. Much of the material contained in this booklet can be found in the college catalog and/or other publications, but this booklet will provide a common source for easy reference. You should keep this publication and all scheduling information in a loose-leaf 3-ring binder. These materials should be brought with you to **all** advisement appointments.

Particular attention should be given to the following sections: description of program, general education requirements, teacher education requirements, field experiences, and conditions for admission to professional semester and student teaching. You should review, with your academic advisor, your progress with respect to these program requirements. Included in the Appendices, you will find national, state, and institutional standards. Your advisor will be able to help you interpret standards and competencies with respect to program requirements. Successfully completing this program of study and passing the required certification tests will qualify you for certification to teach kindergarten through sixth grade.

The Shippensburg University conceptual framework for preparing those who will teach, lead, or counsel is described on the next few pages. Our goal is to develop teachers who are collaborative decision makers who have the knowledge, skills, and dispositions to plan, assess, and reflect on their instruction to achieve learning outcomes for their students.

Best wishes for an educationally rewarding and enjoyable experience at Shippensburg. We, the members of the Teacher Education department, want to help you become the best possible addition to the education profession. Working together, we can help you toward this goal.

CONCEPTUAL FRAMEWORK

COLLABORATIVE DECISION-MAKERS: PLANNING, ASSESSING, REFLECTING

The integration of the Mission Statement of Shippensburg University, the College of Education and Human Services, its Code of Ethics, and the Mission of Teacher Education Programs supports a Conceptual Framework that allows all teacher education programming and professional graduate programming to integrate teaching, scholarship, and service in a number of meaningful ways. More specifically, the Shippensburg University Conceptual Framework is modeled through a continuum of experiences both for undergraduate and graduate programming. It is depicted visually by a cylinder with two additional rings around the cylinder. The cylinder represents a time continuum, including the learning that occurs prior to entrance in all certification programs and extends throughout life to represent continued professional growth.

CORE: LEARNER

At the center of the conceptual framework is the learner. The core represents what the learner brings to the teaching-learning process. Each learner brings varying individual strengths and abilities--physical, intellectual, socio-emotional--each is influenced by his/her family and communication styles of his/her background. The amount of economic, educational and emotional support provided varies from family to family, learner to learner. Learners have been influenced by their home culture and also by exposure to diverse cultures through educational and community experiences. The knowledge, skills, and dispositions of learners must be recognized as they enter professional preparation programs. The design of our conceptual framework, Collaborative Decision-Makers: Assessing, Planning, Reflecting, is developmental in design to account for these differences. Learners at all stages are respected for their individual differences and are expected to reflect on their stage of development and demonstrate growth throughout their programs.

INTERNAL RING – TEACHING-LEARNING CYCLE

The internal ring of the conceptual framework design represents the teaching-learning experiences at all points during the learner's life. At the undergraduate level, learners enter programs with varying abilities based on their prior experiences. During the time they are in all professional preparation programs, faculty and students are engaged in continuous teaching-learning cycles. The teaching-learning cycles include general education courses, professional preparation courses, and clinical field experiences. Each cycle supports a common mission that: (1) sets goals for the development of knowledge, skills, and dispositions for effective teaching and provides a standards-based curriculum; (2) incorporates instruction based on best practices, which integrates appropriate technology and field-based experiences; (3) implements assessments which are varied and authentic with benchmarks established for students as they progress through programs; (4) aggregates assessment data and reflects on learner and program effectiveness; and (5) uses assessments to evaluate the courses and programs and makes

decisions based on assessment data. This systematic process is modeled as best practice and supported in the field as learners apply the same teaching-learning cycle in an authentic clinical setting. Within each systematic step communication, collaboration and professionalism are integrated and documented through observations, reflective journals, surveys, course evaluations and interview processes.

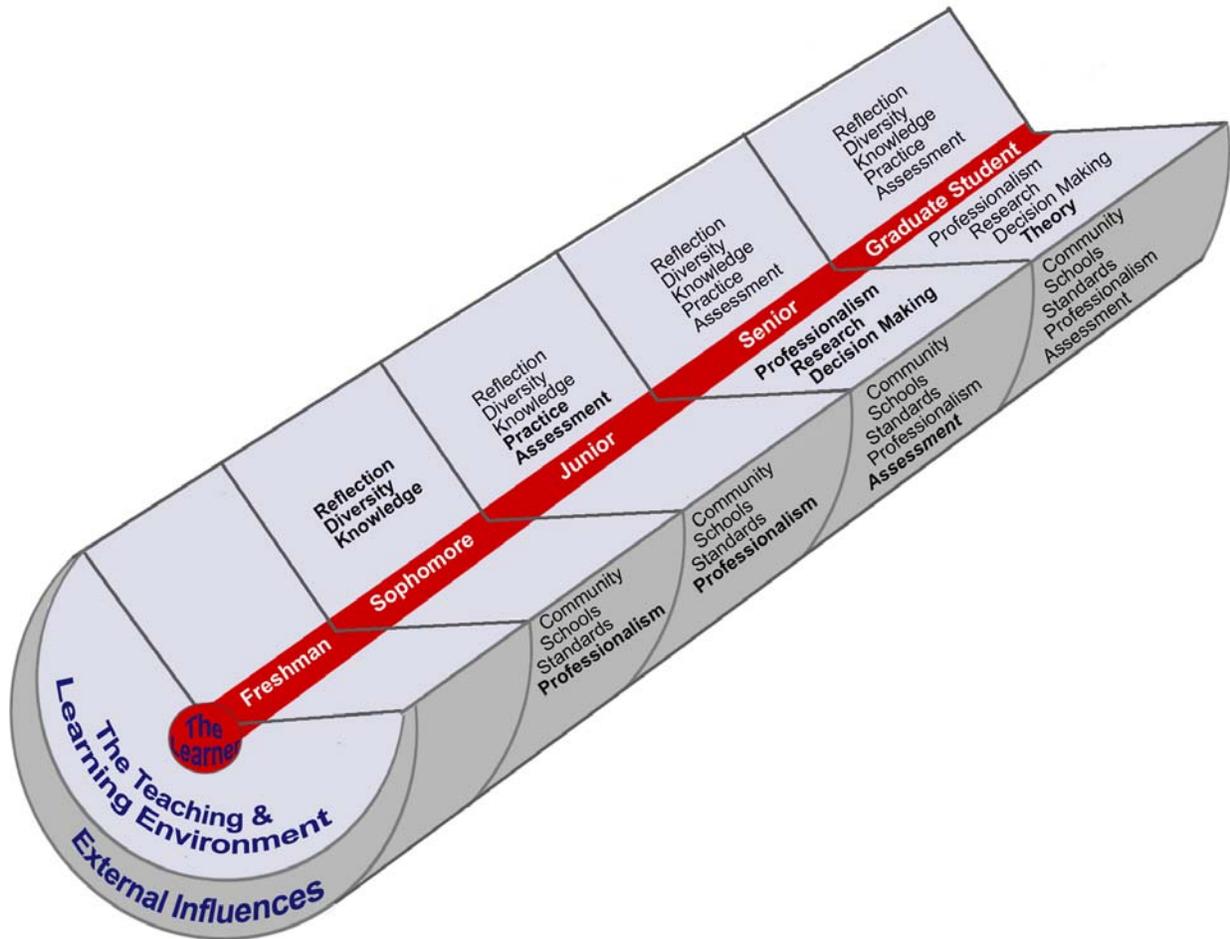
EXTERNAL RING-PROFESSIONAL INFLUENCES

The external ring represents outside influences that impact the teaching-learning experiences. Professional, national, state, and local standards related to teacher educational professional preparation, P-12 academic standards, counseling and educational leadership standards shape all programs. Accountability through national accreditation and state review requires continuous program review and improvement. Field experiences are facilitated and enriched through school and agency partnerships and grants. The availability of culturally diverse placements enhances programs. The professional code of ethics from the varying national organizations, the state, and the College of Education and Human Services also guide program decisions. As changes are suggested through the continuous improvement process or mandated by outside influences, adjustments are made in teaching-learning cycles.

Students will progress in a systematic process through this time continuum. Education and Human Services programs for candidates at the initial and advanced levels guide and facilitate learners as they develop. These programs will all promote life-long learning for professionals. Students will enter programs with different experiential backgrounds. The teaching-learning process will be impacted by both students' level of ability and the external forces that impact all educational programs. The goal of all professional programs will be to develop active engaged learners who continue to build on their knowledge and experiences. These life-long learners will continue to grow as effective educators, who will have a positive impact on the learning of all P-12 learners.

This conceptual framework affords each student and faculty the opportunity to model the three basic characteristics of the framework: reflection, assessment and decision-making. A variety of authentic assessments at varying stages in the pre-professional programs encourage faculty and students to reflect upon data in a meaningful process. Reflection should recognize and validate the personal elements of teaching, counseling, and leading, in addition to recognizing the importance of community in educational settings. Certainly, in a time when success in education is often reduced to quantifiable measurement, it is imperative that decision-making evolve through planning and reflection and be an integral and measurable part with equal significance. This encourages the learner to make informed decisions relating to activities and concepts surrounding the art and science of teaching, counseling, and leading.

CONCEPTUAL FRAMEWORK MODEL



DESCRIPTION OF THE PROGRAM

General Education

The academic preparation of the elementary teacher is built upon a strong comprehensive general education component. The breadth of study within this component is assured by the requirements of the various program accrediting agencies. Students are required to complete very specific courses in Humanities, Social Science, and Natural Science and Mathematics. The program planning sheets which identify your advisor will help relate the college's general education requirements to your total program. The University has very specifically defined the requirements of the general education subjects which provide a rich, liberal education. Careful review of the section in your undergraduate catalog entitled "General Education" will provide details of the University's requirements. In order to determine whether a student can begin work immediately to develop the basic skills and competencies in liberal studies or whether certain pre-competency courses will be necessary, post-admissions Placement Tests are administered by the University. An elementary education major must attain a grade of at least 'C' in any of the remedial courses required as a result of the testing program. Although these courses carry academic credit and the grades received are computed in your grade point average, they cannot be counted towards graduation, nor do they meet any of the General Education requirements.

At Shippensburg University, the study and investigation begins with the completion of courses, usually taken during a student's first or second year at the university, in four required basic skills. These skills are fluency in writing, fluency in speaking, competency in mathematics and cultural awareness through a historical perspective. All undergraduates must demonstrate functional competency in the four areas incorporated in the following courses:

ENG106 Writing Intensive Seminar
HCS 100 Introduction to Human Communication
HIS 105 World History I
HIS 106 World History II
MAT 111 Fundamentals of Mathematics II (An Elementary Education major fulfills the basic mathematics skill requirements by successfully completing the course.)

The core of the General Education curriculum lies in the five categories of human knowledge described in the undergraduate catalog. Your program has been planned to satisfy the university requirement that the General Education component include at least 48 credit hours.

As indicated on your program planning sheet (copy provided in Appendix D), various courses will satisfy both departmental requirements and general education requirements. The amount of duplication will determine the number of elective credits you can select. Your advisor will assist you in determining your program options. Remember that the maximum elective of any elementary

major is three (3) courses, but it is possible that your specific program could have **no** elective courses.

NOTE: Students graduating in 2012 will have to meet new PA certification changes. There will be modifications in this program. Additional credits will be required related to Special Education and English Language Learners.

Concentration/Minor

In addition to the above general education requirements, each student is required to elect an area of concentration (either a university recognized minor of at least 18 credit hours or concentration of at least 18 credit hours course work jointly identified by the issuing department and the Teacher Education Department) for in-depth study. By definition this concentrated area of study must include 15 semester hours, distinct of the credits required by the major and include, whenever possible, at least one upper level course which has prerequisites stated in the catalog description. **This means that the section of your program sheet denoted by "Concentration or Minor" MUST have five (5) courses recorded that are NOT listed elsewhere on the planning sheet.**

The particular course requirements for academic minors are listed in the college catalog under the specific academic departments. The specific course requirements for each concentration can be reviewed in the teacher education section of the catalog. It is recommended that your choice of a specific academic area be made early in your college career and be based on your interest and abilities, as well as its contribution to your future professional development. The minor or concentration chosen can also influence the number of hours of elective credit you can complete. Complete program planning sheets for the minors are available in the specific academic department offices.

Professional Education

The remainder of your program is composed of professional education courses which have been identified as effective in preparing you for the teaching profession. Cumulatively, these requirements will consume at least three semesters of your matriculation time at SU. The courses in this section, along with the courses in your minor or concentration, will be used to calculate your pre-student teaching major grade point average. The specific courses are:

TCH 160 Child Development **or**
PSY 265 Childhood and Adolescence
TCH 205 American School
TCH 232 Reading Instruction
TCH250 Elements of Instruction
TCH 301 Books and Materials for Children
TCH 260 Educational Psychology
TCH 321 Language and Reading in the Elementary School
TCH 341 Mathematics in the Elementary School

TCH 345 Assessment and Evaluation Strategies (**not required for ECH & RDG minors**)
TCH 346 Science in the Elementary School
TCH 347 Social Studies in the Elementary School
EEC 411 Introduction to Exceptionality **or**
PSY 355 Psychology of Exceptional Child

Very early in your program you should discuss your plans for student teaching and the professional semester with your advisor. These decisions can influence your earlier course selection. **The student has the major responsibility for meeting program requirements.** You must plan carefully to assure that prerequisites for courses are completed in time to permit scheduling of upper level courses.

Clinical Field Experience

These three program components (General Education, Minor or Concentration, Professional Education) along with clinical field experiences provide you with the background required by the Standards of the Pennsylvania Department of Education (Appendix A, Standard XI). Among other things, these clinical field experiences will permit the student to:

- a) develop and demonstrate classroom observation skills
- b) observe and describe the school as an institution in relation to parents, community and society
- c) relate principles of learning to classroom instruction and interactions
- d) observe each learner as a unique individual, noting cognitive, social, moral and physical qualities.

The program includes at least 60 hours of clinical field experiences. Field experiences for early childhood minors are all course-related. For all other minors these field experiences are divided into two distinct categories -- 30 hours of course-related experiences and 30 hours of self-initiated experiences. The specific requirements for the course-related classroom experiences will be included in specific course outlines. Suggestions for, and examples of, self-initiated experiences are provided in Appendix E of this publication. These experiences must be completed prior to admission to Professional Standing (48-60 credits). You are responsible for maintaining a Field Experience Log throughout your program. The form can be found in Appendix E. The Field Experience Log must be word-processed and placed in the Elementary Education Portfolio in LiveText. A template is available in LiveText.

Developmental Courses

Developmental courses will count in your semester course load and will contribute to your grade point average but they will **NOT** count toward the semester hours required for graduation. These courses include RDG 050 Developmental Reading and Study Skills, ENG 050 Basic Writing, and MAT 050 Dev. Mathematics.

PROGRAM ASSESSMENT

Departmental Assessment Plan

The Teacher Education Department, as required by state and national standards monitors the professional progress of every student. Checkpoints are established throughout the program to evaluate candidate knowledge, skills, and dispositions. These checkpoints are as follows:

Admission to Program

Freshman – Qualifying SAT

Intra-Campus Transfers – GPA, Written statement, Group interview

Transfer Students – 3.0 GPA, Group interview

Qualifies students for 100/200 level teacher education courses

Professional Standing (48-60 credits)

Self-initiated hours – Written reflection/documentation

Praxis I – passing scores

Small group interview – Evaluate dispositions/communication skills

3.0 GPA

Qualifies students for upper level teacher education courses

Professional Semester Admission

Elementary Education Portfolio evaluation

Completed coursework

3.0 GPA

Clearances – Criminal Record, Child Abuse, Tine Test

Praxis Fundamental Subjects: Content Knowledge – passing score

Qualifies students for professional semester

Student Teaching Admission

Successful completion of pro-sem – coursework, field evaluation

Praxis – passing scores on all required exams

3.0 GPA

Qualifies students for student teaching

Completion of Certification Program

Student teaching evaluations – cooperating teacher, university supervisor

PDE field evaluation

Impact on student learning project

Dispositions assessment

3.0 GPA

Professional Portfolio evaluation
Exit surveys

Post-Graduation

1-year follow-up survey – alumni, employers

Communication Competencies

As a professional, you will be expected to demonstrate proficiency with the standard communication skills, both written and oral. Thus, these skills will be observed and evaluated in all aspects of the program. An extensive and continual review of your proficiency will be evident throughout the program. Specifically, the following check points will be examined to determine the status of your progress within the program.

Freshman or first year

- 1) Your grade in English 106 or its equivalent
- 2) Your grade in Speech

Admission to Professional Standing (48-60 credits)

- (1) Interview
- (2) Written Reflection Paper
- (3) Praxis I Scores

Grade Point Average

Students admitted to the program are expected to maintain at a 3.0 adjusted grade point average. The procedure for calculating adjusted grade point average is detailed in the University's catalog. To facilitate your understanding, please refer to the section of the booklet entitled "Computing Your Grade Point Average." In conjunction with your grade point average, you are reminded of the departmental requirement stated in the University catalog, "... have achieved a minimum of a "C" grade in all courses required by the department..." This statement means **any** course listed on the approved planning sheet, including courses in the minor or concentration. The conclusion you should draw from this requirement is **that any "D" you earn in a course listed on your program planning sheet must be repeated at Shippensburg University.**

If during the time period prior to admission to Professional Semester a student fails to maintain the department standards, the faculty advisor should refer the student to the department chair to determine enrollment in the program. Through advisement, discussions and suggested remedial activities the department will strive to support the student's effort to regain acceptable standing. **If any student in our Teacher Education major fails to meet our GPA minimum standard of 3.00 he or she will be denied enrollment in course work that carries TCH, RDG, ECH, or EEC prefixes. These students will be counseled to re-evaluate their professional goals and/or rectify the deficiencies. Under no circumstances will students be admitted to Professional Semester courses without meeting minimum GPA standards.** You can check your GPA at info.ship.edu under student information.

Performance Portfolios

All students in the program are required to purchase and use a LiveText account that is used for completion of online program performance portfolios. Prior to admission to Professional Semester students will submit an Elementary Education Portfolio with a collection of specific course assignments for evaluation. During Professional Semester and Student Teaching students will complete a Professional Portfolio with artifacts to document competency in all performance categories. In addition, specific classes and minor programs may require LiveText use. See Appendix I for LiveText instructions.

ADVISOR-ADVISEE RELATIONSHIP

The relationship between you and your advisor can and should be the backbone of your academic program. Your advisor can assist you in choosing the proper courses to prepare you for your future profession; he/she can help you determine the best order in which the courses should be taken; and he/she can, by discussing special questions with you, provide you with the best program possible. To perform these services for you, he/she must know you well and be given the opportunity to know your plans for becoming a teacher. This can only be accomplished by meeting to discuss your program. You should initiate this relationship by establishing an appointment during your first month on campus.

While it is recognized that it is the responsibility of the advisor to offer assistance, advice, and suggestions relative to scheduling, it must be understood that the **final** responsibility for scheduling and fulfilling program requirements belongs to the student. Every advisor has office hours listed during each semester. Check the department office or the advisor's office door. You should distinguish between advisement and scheduling. Make an appointment to see the advisor at least twice a year for advisement and discussion of your progress. Because your advisor should not spend time during the busy scheduling and registration periods to discuss your general progress, you should plan to meet with him/her earlier. Advisement should be initiated when your advisor has adequate time to meet with you. While advance planning cannot always be implemented, it will facilitate your progress and frequently help to predict and prevent problems.

Personal Planning for Elementary Education

Study the Shippensburg University undergraduate catalog or Appendix E of this booklet to determine which minor or concentration you wish to pursue. You should review the suggested four year scheduling plan in Appendix E . These suggestions will help you place the requirements indicated on the Program Planning Sheet into a viable four year arrangement. However, you must realize that the suggested four year plan is based upon the ideal implementation of the program. Use it as a guide but realize that undoubtedly, you will need to make changes because certain classes may not be available at times convenient to you. You should complete a long range scheduling form with your advisor when you complete your schedule for the next semester.

When you schedule for the next semester, you should arrive at your scheduling appointment with your advisor carrying more than one possible schedule in case some of the classes you desire are filled or not available when you want them. Some courses have restrictions regarding enrollment. You should check the scheduling packet, the University catalog and/or this booklet regarding enrollment restrictions and prerequisites for courses you plan to schedule. Dual level courses, courses with catalog numbers of 400 - 499, can

not be scheduled by students with less than 60 credits. Try to take required courses and courses which are prerequisites as early in your program as possible.

Two (2) of the last three (3) semesters must be set aside for the Professional Semester and student teaching. The requirements for admission are detailed in this booklet. **You are not permitted to schedule any other courses during the semesters you are enrolled in Professional Semester or Student Teaching without special permission.**

GRACE B LUHRS UNIVERSITY ELEMENTARY SCHOOL

Luhrs School is located on the campus of Shippensburg University and is operated through a cooperative agreement between the University and the Shippensburg Area School District. The school includes grades kindergarten through fifth and serves as an alternative school for the local district. The curriculum is designed to reflect sound developmental and educational practices that meet the unique needs of children and families served. Meeting this goal enhances and strengthens its service to other more diversified clientele.

Luhrs School serves education majors and faculty in a number of ways. Teachers are expected to teach demonstration lessons focusing on the application and implementation of current research-based educational techniques. Luhrs classrooms also provide an opportunity to observe and participate in child-centered instructional activities under the direct supervision of Luhrs teachers. These observation and participation experiences are cooperatively planned with the University professors to meet the educational and developmental needs of the children as well as fulfill course requirements for University students.

PROFESSIONAL SEMESTER

Professional Semester is a block of courses designed to develop in-depth pedagogical knowledge in the major content areas of the elementary school program. The specific courses are identified on the Program Planning Sheet under the heading Professional Semester (Appendix D). By scheduling the courses as a block, special activities can be planned without creating conflicts with other courses. It also permits you to participate in elementary classrooms as an instructional assistant to the regularly assigned teacher.

Application for Professional Semester must be completed one year prior to actually enrolling in the block. The application is available in the Department Office. The completed form should be returned to the Department Office.

You must satisfy the following criteria prior to gaining admission to the Professional Semester:

1. meet the requirements for Professional Standing
2. take and pass Reading, Writing, Math, & Fundamental Subject: Content Knowledge
3. attain a minimal grade of "C" in all courses required by the department. An explanation of this requirement is stated in the section "Program Stipulations -- Grade Point Average."
4. an overall grade point average of at least 3.0.
5. complete course requirements for the selected minor or concentration (with the exception of the Early Childhood block).

Any exceptions to the requirements stated above must have the approval of the Chair of the Department of Teacher Education.

PRAXIS

Shippensburg University has a long history of preparing quality teachers and as reported in our NCATE reaccreditation report, the passage rates for our students over the past three years have averaged between 95% to 97% passage.

*Please note: Beginning the Fall of 2005 all PRAXIS assessments must be scheduled on-line. No more bulletins will be printed. Please see <http://www.ets.org/praxis> for test dates and for registration information. Additional information about school sites for observations and questions frequently asked can also be found on that site.

PRAXIS: TIMELINE FOR EDUCATION MAJORS

1. As soon as the majority of general education courses are completed (48-60 credits) take the Praxis I PPST one-hour assessments in Reading, Writing, and Mathematics. These are basic skills tests and students should schedule the required six credits of college level mathematics courses, and college writing prior to taking the PPSTs. These tests must be passed before education majors may take 300 or above level education courses. PLEASE NOTE: All "certification only" students, second degree or Masters level initial certification students, must pass these assessments prior to formal admission to any teacher certification program.

Beginning Sept. 15, 2005 Composite scores will be accepted for the PPST

Math – 171 minimum;

Reading -171 minimum;

Writing – 170 minimum

Total Composite score required – 521

The option for individual PPST scores remains as:

Math – 173

Reading – 172

Writing – 173

Total required currently - 518

2. Elementary, Early Childhood and K-12 certification programs (art, business education, environmental education, modern languages, and special education) require that PRAXIS 30511 Fundamental Subjects: Content Knowledge is taken prior to methods or Professional semester courses. PLEASE NOTE: All "certification only" students, second degree or Masters level initial certification students must pass this assessment prior to formal admission to any teacher certification program.
3. ALL PRAXIS ASSESSMENTS MUST BE TAKEN and/or PASSED PRIOR TO STUDENT TEACHING.

If you will be certified in more than one content area the content area of your major must be passed prior to student teaching. If you have any noted learning differences documented by a school psychologist you need to apply for additional testing time for the PRAXIS. This can only be done through the Office of Social Equity at Shippensburg University. Once paperwork is completed, you send in the information to ETS.

If English is your second language you can also apply for special testing accommodations. This testing site is in Philadelphia.

For registering on-line the following information may save you some time when completing the form:

Test Center Name: Shippensburg University

Test Center Code: 01712

Attending Institution: Shippensburg University Code A2657

Designated Score Recipient(s): Shippensburg University R2657
PA Department of Education R8033

PRAXIS FEES: (Subject to change)

1 hour PPST	\$40.00 per test
2 hour Subject Areas	\$80.00 per test
Middle Level Tests	\$90.00 per test

Registration Fee	\$50.00 (charged once per testing year)
Late Registration Fee	\$45.00

Major and Certification Fields:

102 Art	119 Reading Specialist	401 Biology
104 Business Ed	121 Social Studies	403 Chemistry
106 English	201 Early Childhood Ed	405 Earth/Space
107 Environmental Ed	202 Elementary Ed	408 Gen Science
113 Mathematics Ed	305 French	411 Physics
118 Reading Ed	314 Spanish	704 Special Ed

Test Session/Test Selections:

Session 1

2 hour test

10133 Art: Content Knowledge
10100 Business Ed (calculator allowed)
10020 Early Childhood Education
10011 Elementary Education: Curriculum, Instruction & Assessment
10041 English
10830 Environmental Education
10435 General Science: Content Knowledge
10061 Mathematics: Content Knowledge (graphing calculator required)
10049 Middle School English/Language Arts
10439 Middle School Science (calculator prohibited)
10265 Physics: Content Knowledge (calculator prohibited)
10081 Social Studies: Content Knowledge
10410 Educational Leadership: Administration & Supervision
10191 Spanish: Content Knowledge

1 hour test

10710 PPST Reading
10730 PPST Math

Session 2

2 hour test

20235 Biology: Content Knowledge
(calculator prohibited)
20245 Chemistry: Content Knowledge
(calculator prohibited)
20571 Earth & Space Science: Content Knowledge
(calculator prohibited)
20173 French: Content Knowledge
20069 Middle School Mathematics (calculator allowed)
20089 Middle School Social Studies
20300 Reading Specialist
20420 School Guidance and Counseling (Elementary)
20420 School Guidance and Counseling (Secondary)

1 hour test

20720 PPST Writing
20353 Special Education (N – 12)
(Educational of Exceptional
Students: Core)

Session 3

2 hour test

30511 Fundamental Subjects: Content Knowledge
(Required for K-6 and K-12 Instructional Areas)

PPST tests are only offered in paper/pencil format on the November, January, and April dates. The computerized version may be scheduled at anytime. See the ETS website for scheduling information.

See the four year plan of study guides in Appendix G to determine your Praxis timetable.

PROFESSIONAL ORGANIZATIONS

Elementary Education majors have the opportunity to participate in many professional organizations while students at Shippensburg University. The following clubs have been designed to give students experience in leadership, scholarship, and service. Students interested in participating in any of the organizations should contact the faculty advisor.

Association for the Education of Young Children (AEYC)

Open to all Elementary Education majors.

Faculty Advisor: Dr. Kent Chrisman
Shippen Hall 237
477-1336

Council for Exceptional Children (CEC)

Open to all undergraduate and graduate students enrolled in elementary or secondary education programs who have an interest in the education of children with special needs.

Faculty Advisors: Dr. Cheryl Zaccagnini
Shippen Hall 229
477-1347 and
Dr. David Bateman
Shippen Hall 227
477-1460

Kappa Delta Pi

National Honorary organization for elementary and secondary education majors who have achieved junior status and have maintained a 3.50 grade point average.

Faculty Advisor: Dr. Andrea Malmont
Shippen Hall 219
477-1724
Dr. Cheryl Slattery
Shippen 205
477-1296

Pennsylvania Student Education Association (PSEA)

Open to all Freshman, Sophomore, Junior and Senior elementary and secondary education majors.

Faculty Advisor: Dr. Yvonne Taylor

Shippen Hall 211
477-1101

Keystone State Reading Association-Franklin County Reading (KSRA-FCRC-SU)

A local chapter of the Keystone State Reading Association open to Freshman, Sophomore, Junior and Senior elementary and secondary major and reading minors.

Faculty Advisor: Dr. Lynn Baynum
Shippen Hall 209
477-1102

Appendix-A

Pennsylvania Department of Education Standards

Chapter 354 General Standards

I. Mission-The professional educator programs shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the programs. (354.21) (49.14(4) (i)

II. Assessment (Reporting)-The preparing institution shall submit an annual systemic report and a biennial report on candidates and demonstrate that the results are used to modify and improve the professional education programs. (354.22) (49.14(4) (vii) (x)

III. Admissions-The preparing institution shall document that its procedure for admitting applicants into its professional education programs confirms that they have met the course, credit and grade point average or alternative admissions requirements. (354.23) (354.31) (49.14 (4) (v)

IV. Design-The preparing institution shall document that the academic content courses for initial preparation programs culminating a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years (354.24 (49.14 (4) (iii)

V. Field Experiences-The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.25) (354.26) (49.14) (4) (iv) (viii)

VI. Student Teaching-The preparing institution shall document that candidates for initial Instructional I certification complete a 12-week-full-time students-teaching experience under the supervision of qualified program faculty and cooperating teachers. (354.25) (49.14 (4) (ii)

VII. Collaboration-The preparing institution shall document that higher education faculty, public school personnel, and other members of the professional education community collaborate to design, deliver, and facilitate effective programs for the preparation of professional

educators and to improve the quality of education in schools (354.25) (354.41) (49.14 (4) (ix)

VIII Advising & Monitoring-The preparing institution shall document its procedure for recruiting and advising students, systemically monitoring their progress, and assessing their competence to begin their professional roles upon completion of the program (354.32) (354.33) (49.14 (4) (vi)

IX. Exit Criteria-The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines and the learning principles for each certificate category. (354.33) (49.14(4) (iii)

19

X. Faculty-The preparing institution shall provide systemic and comprehensive activities to assess and enhance the competence, intellectual vitality and diversity of the faculty (354.41)

Elementary Education

I. Knowing the Content

The professional education program provides evidence that Elementary Education certification candidates complete a program of Elementary Education studies the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of the fundamental concepts of Elementary Education and competence in applying developmentally appropriate practices to meet the diverse needs of all elementary students (K-6) including:

I.A. Growth, development and learning including:

- cognitive development and theories of learning,
- oral and written language development,
- typical and atypical physical growth and motor development,
- social and personal development

I.B. Methods and issues of assessment and evaluation including:

- diagnostic, formative and summative instruments,
- formal, informal and authentic assessment procedures,
- biases, tracking, labeling and lowered expectations,
- aligning assessment to teaching and learning of special needs students

I.C. Reading/language arts instruction in accordance with the Pennsylvania Academic Standards including:

- theories of reading instruction and emergent literacy,

- word identification strategies,
- reading comprehension and fluency development,
- phonemic, morphemic, semantic, syntactic, and pragmatic systems of language,
- various genres and applications of literature for children and adolescents,
- elements of the writing process including spelling, grammar, punctuation and handwriting,
- instructional technologies,
- information management and library skills

I.D. Mathematics instruction at the elementary level in accordance with the Pennsylvania Academic Standards including:

- prenumber concepts, number sense, whole numbers, fractional numbers, measurement, algebra,
- geometry, estimation, probability, statistics, reasoning, and problem solving,
- use of developmentally appropriate manipulatives, calculators, computers, and emergent technologies

I.E Science instruction at the elementary level in accordance with the Pennsylvania Academic Standards including:

- integrated concepts and processes of earth/space, life and physical sciences,
- current instructional technologies, hands-on science activities and direct and inquiry teaching strategies, scientific, societal, environmental and ethical problems and issues

I.F. Citizenship Education instruction in accordance with the Pennsylvania Academic Standards including:

- economics, communication, transportation, industrialization, technology and agriculture, geography including location, place, region, human and environmental interaction,
- world, national, state, and local history,
- political science, government, social organizations and civic responsibilities,

I.G. Social Science including:

- human behavior, culture and society,
- family structures,
- prejudice, tolerance and other coping behaviors,
- artworks and other cultural artifacts

I.H. Arts instruction in accordance with the Pennsylvania Academic Standards including:

- appreciation and productions of the arts,
- basic concepts in art, music, dance, and drama,

- arts for therapy and recreation activities

I.I. Health, safety, and physical education instruction in accordance with the Pennsylvania Academic standards including:

- personal, family and community health and safety issues,
- nutrition, wellness, and life long healthy habits,
- physical fitness, body coordination, the development of motor and manipulative skills and safety in physical activity settings,
- role and value of play, games and sports in child development,
- substance abuse and dependency and AIDS education,
- conflict resolution and school violence prevention

II. Performance

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Elementary Education certification program are assessed in coursework, field experiences and student teaching and requires the candidates to demonstrate their knowledge and competence in foster student learning through:

II. A. Managing the instructional environment

- creating a positive, inclusive learning environment,
- establishing and maintaining rapport with all students,
- communicating high learning expectations to all students,
- establishing and maintaining fair and consistent standards of classroom behavior,
- creating a safe physical environment that is conducive to learning

II.B. Planning of instruction based upon knowledge of the subject matter, learning theory, classroom environment, students, the community and the Pennsylvania Academic Standards including;

- alignment of curriculum, instruction, and assessment,
- multidisciplinary curriculum integration,
- collaborating with appropriate subject area specialist

II.C. Computer-mediated communications and emerging technologies including:

- audio-visual hardware and other presentation tools,
- productivity tools,
- internet searches and electronic mail

II.D. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

- assessing, identifying, creativity, problem-solving, and decision-making skills,
- inquiry, direct instruction and cooperative learning

II.E. Developing, utilizing, and communicating appropriate measurement and evaluation procedures in the instructional program

II.F. Monitoring students' understanding of content, providing feedback to students and adjusting instructional strategies as needed

III. Professionalism

The professional education program provides evidence that Elementary Education certification candidates demonstrate knowledge of and competence in fostering professionalism in school and community setting including:

III.A. Professional organizations and professional journals

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III. C. Establishing and maintaining collaborative relationship with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners

III. D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning and elementary education

Early Childhood Education

I. Knowing the Content

The professional education program provides evidence that Early Childhood Education candidates complete a program of studies the same as a bachelor's degree in Early Childhood Education. The program shall require that Early Childhood Education certification candidates demonstrate their knowledge of and competence in teaching birth through 3rd grade (N-3) students including:

I. A. Foundations of Early Childhood Education including:

- historical,
- philosophical,
- social and cultural

I. B. Typical and atypical development of children from birth through 3rd grade including:

- physical,
- cognitive,
- language,
- social-emotional,
- aesthetic

I. C. Factors that influence individual development and learning of children birth through grade 3 including:

- pre- and postnatal biological and environmental,
- social and cultural,
- health, nutrition and safety

I. D. Curriculum models and approaches, assessment and instructional practices including:

- developmental and learning theory,
- play theory,
- informal and formal assessment tools,
- individual and group guidance behaviors, problem-solving and conflict resolution techniques

I. E. Organization and operation of early childhood programs including: facilities management, budget development and administration

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Early Childhood

Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment

- creating a positive, inclusive learning environment,
- establishing and maintaining rapport with all students,
- communicating high learning expectations to all students,
- establishing and maintaining fair and consistent standards of classroom behavior,
- creating a safe physical environment that is conducive to learning

II.B. Planning and implementing developmentally appropriate curriculum and instructional practices including:

- play,
- small group discussions,
- problem solving,
- effective questioning techniques,
- effective instructional strategies, inquiry, cooperative learning, inductive and deductive teaching,
- strategies to encourage children's physical, cognitive, language, social-emotional and aesthetic development

II. C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

- language and literacy,
- mathematics, science, citizenship education,
- health, safety and nutrition,
- art, music, drama, and movement,
- culturally valued content,
- children's home experience

II.D. Using informal and formal assessment strategies to plan and individualize curriculum and teaching practice including:

- methods and instruments to evaluate the developmental progress of students and the effectiveness of curriculum experiences,
- recording and interpreting a child's development, progress and learning,
- selecting and using formal and informal assessment in modifying instructional practices,
- communicating effectively with parents/appropriately recognized adults and other professionals about a child's progress in all areas of development

III. Professionalism

The professional education program provides evidence that Early Childhood Education certification candidates demonstrate their ability to foster professionalism in school and community settings including:

III. A. Professional organization, professional literature, technical resources, and student organizations

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators: and local, state, and federal laws and regulations

III. C. Collaborating with school professionals and integrating early childhood education with other levels of schooling

III. D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning and early childhood education

Appendix-B

INTASC Competencies

The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

APPENDIX – C Institutional Standards

! *“Collaborative decision-makers: Assessing, Planning, Reflecting”*

The Teacher Education Program is an expression of a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. As such, faculty and candidates are committed to the following institutional standards:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
 - 1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one’s own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
 - 2.1. Affirm the University’s educational and ethical responsibility to produce highly qualified education professionals.
 - 2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
 - 2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
 - 2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
 - 2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
 - 2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
 - 2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.

- 2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
5. Collaborate with critical others in making informed decisions within educational contexts.

Appendix-D
Program Planning Sheet

Name _____

Telephone _____

Email _____

I. Required Competencies 15 cr

- ___ ENG 106 Writing Intensive Seminar or
- ___ ENG 101 College Writing
- ___ HCS 100 Intro Human Commun.
- ___ MAT111 Funds Math II
- ___ HIS 105 World History I
- ___ HIS 106 World History II

II. Categories of Knowledge 33 cr

Category A - Rational Thinking (3 cr)

- ___ MAT 110 Funds Math I

Category B - Literary, Artistic, and Cultural Traditions (9 cr)

Literature - (Select one)

- ___ ENG 243 Art of the Film or
- ___ ENG 248 Intro to Cult Diverse Lit or
- ___ ENG 250 Intro to Literature

(With advisement the foreign lang. literature courses listed in the catalog.)

Fine Arts (Select two from different

disciplines- with advisement)

Music

- ___ MUS 110 Fundamental Music Skill or
- ___ MUS 121 Introduction to Music or
- ___ MUS 261 World Music

Art (ART 101 is recommended)

- ___ ART 101 Art Appreciation or
- ___ ART 231 Art History I or
- ___ ART 232 Art History II or
- ___ ART 274 Intro to Cultural Studio or
- ___ ART 339 History of American Art or

Theatre

- ___ THE 121 Intro to Theatre

Address _____

SS# _____

Advisor _____

Category C - Laboratory Science (9 cr)

One course must be selected from each of the three categories. **One** of the three courses must have a laboratory component indicated with an asterisk(*).

Biology

- ___ BIO 100 Basic Biology or
- ___ BIO 115 Principles of Biology* or
- ___ BIO 142 Intro to Ecology* or
- ___ BIO 150 Human Biology or
- ___ BIO 208 Field Biology* or
- ___ BIO 242 Ecology*

Earth Sciences

- ___ ESS 108 Conservation Natural Resources or
- ___ ESS 110 Introduction to Geology* or
- ___ ESS 111 Introduction to Atmosphere* or
- ___ ESS 210 Physical Geology* or
- ___ BIO 145 Problems of Environment

Physical Sciences

- ___ PHY 108 Astronomy or
- ___ PHY 110 Physics for Society or
- ___ PHY 115 Physical Science: A Lab App* or
- ___ PHY 121/123 Introductory Physics I* or
- ___ PHY 205 Intermediate Physics I* or
- ___ CHM 103 A Cultural Approach or
- ___ CHM 105 An Observational Approach* or
- ___ CHM 121 Chemical Bonding

Category D - Political, Economic, and Geographic 6 cr)(select any two)

- ___ ECO 101 Prin of Macroeconomics or
- ___ ECO 102 Prin of Microeconomics
- ___ GEO 101 World Geography
- ___ PLS 100 US Gov & Politics

Category E - Social and Behavioral (6 cr)

- ___ PSY 101 General Psychology
- ___ **Choose one** of the following
- ___ ANT 111 Cultural Anthropology or
- ___ GEO 140 Cultural Geography or
- ___ SOC 101 Intro. to Soc:Society & Div

III. Professional Foundations

27 cr

- TCH 160 Child Development **or**
PSY 265 Childhood & Adolescence
- TCH 205 American School
- TCH 250 Elements of Instruction
- RDG 232 Reading in the Elem Sch
- TCH 260 Educational Psychology
- EEC 411 Intro to Exceptionality **or**
PSY 355 Psych of Except. Child
- TCH 345 Assessment & Eval Strat
(required of **non**-ECH & RDG minors)

Education Electives (3-9 cr as needed for 120 hr.)

- EDU 420 Microcomputers in Classrm**
- TCH 445 Effective Classroom Mgt.
- TCH 475 Inclusive Education
- RDG 329 Reading in Content Area
- TCH 255 Multicultural Issues
- ECH 200 Intro to Early Child Ed
- ECH 330 Primary Curriculum
- TCH 440 Gender Equity in Ed.
- MAT 102 Introduction to Statistics
- Other approved elective(s)

V. Professional Semester 15 cr

- TCH 321 Lang & Reading in Elem Sch
- TCH 341 Math in the Elem School
- TCH 346 Science in the Elem School
- TCH 347 Social Studies in the Elem School
- TCH 303 Books & Materials for Children

Prerequisites to Professional Standing

- Apply at completion of 45-60 credits
- Self-initiated hrs. completed (non ECH)
- PRAXIS I:
 - 10710 PPST Reading
 - 20720 PPST Writing
 - 10730 PPST Math
- 3.0 QPA, C's or better in all required courses

Prerequisites to Professional Semester

- PRAXIS II:
 - 30511 Fundamental Subjects
- Act 34, 51 clearances
- Tine Test
- 3.0 QPA, C's or better in all required courses

V. Student Teaching

15 cr

**VI. Concentration or Minor (15 to 21 cr)
(Courses beyond 15 credits may be used as electives in Category III)**

Minor/Concentration_____

All minors and concentrations include 15 semester hours distinct from the credits required by the major. List all required courses in your minor below:

Credits earned in Developmental Courses

- Developmental Math
- Basic Writing
- Developmental Reading

NOTE: Students graduating in 2012 will have to meet new PA certification changes. There will be modifications in this program.

Prerequisites to Student Teaching

- Apply Fall preceding academic yr. of Student Teaching
- Successful completion of all professional semester requirements.
- Passing scores on all PRAXIS exams:
 - All prior exams
 - 10011 Elem. Ed.: Curriculum, Instruction & Assessment
 - 10020 Early Childhood Education (minors)
 - 10830 Environmental Education (minors)
- FBI Background Check
- 3.0 QPA

Appendix-E

Clinical-Field Experiences

Your required 60 hours of clinical field experience is broken down into two segments as follows:

30 hours of course-related experience.

These hours will be completed during your enrollment in the following courses:

TCH 160 - Child Development (10 hours)

TCH 205 - American School (5 hrs)

TCH 231 - Reading Instruction (5 hours)

TCH 250 - Elements of Instruction (8 hrs)

TCH 260 - Educational Psychology (2 hours)

Students will prepare written logs of these experiences outlining their observation activities as per their course syllabi. Additional hours may be required in classes. During professional semester students will be in the field two days a week.

30 hours of self-initiated experience (not required of Early Childhood minors).

Fifteen hours of this experience should be obtained through actual classroom contact. Students may choose to complete this requirement by signing up for observation/participation experiences in Luhrs Elementary School. A second alternative can be visitation in the classrooms of a school district of each student's choice during college breaks or at the end of Shippensburg University's Spring Semester when public schools are still in session. All 30 self-initiated hours may come through classroom contact.

Fifteen hours of student initiated experience can come from other settings which provide contact with children or educational strategies and techniques. Some examples of this type of experience might be:

Tutoring –Scotland School, Learning Assistance Center, etc.

Teaching-child care, sports, Sunday school, etc.

Volunteering-American Reads, Ship Cares, GEAR UP or TQE projects in Harrisburg City.

Prior to Admission to Professional Standing (48-60 credits), all self-initiated hours must be completed.

Students are encouraged to have field experiences in diverse-settings-including urban, rural, and suburban. Students will maintain a log of all field experiences in which they participate during their teacher education program. Use the

format included in this section. This log will be submitted to the LiveText Developmental Portfolio prior to application for Professional Semester and will be maintained throughout the program.

These guidelines are minimum requirements. It is suggested that the students seek additional experiences which require them to assume responsibility for interacting with children. These experiences will add depth to the students' professional preparation and could be deciding factors in the employment process.

TEACHER EDUCATION FIELD EXPERIENCE LOG

Date: _____ Time: _____
Age/Grade Level: _____ Supervisor: _____
Location: _____
Description of Activity: _____

Check one: Class Requirement Self-Initiated

Check one: Urban Rural Suburban

Total Number of Hours _____

Date: _____ Time: _____
Age/Grade Level: _____ Supervisor: _____
Location: _____
Description of Activity: _____

Check one: Class Requirement Self-Initiated

Check one: Urban Rural Suburban

Total Number of Hours _____

Date: _____ Time: _____
Age/Grade Level: _____ Supervisor: _____
Location: _____
Description of Activity: _____

Check one: Class Requirement Self-Initiated

Check one: Urban Rural Suburban

Total Number of Hours _____

Appendix-F

Student Teacher Form

Pennsylvania Statewide Evaluation Form for Student
Professional Knowledge and Practice

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name	First	Middle	Social Security Number
---------------------	-------	--------	------------------------

Subject(s) Taught Level	Grade
----------------------------	-------

This form is to serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1) (i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans | <input type="checkbox"/> Student Teacher Interviews |
| <input type="checkbox"/> Resources/Materials/Technology | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Assessment Materials | <input type="checkbox"/> Resource Documents |
| <input type="checkbox"/> Information About Students | <input type="checkbox"/> Other |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				

Student's Last Name
Number

First

Middle

Social Security

Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Visual Technology |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Resources/Materials/Technology/Space |
| <input type="checkbox"/> Student Teacher Interviews | <input type="checkbox"/> Other |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				
Justification for Evaluation				

Student's Last Name

First

Middle

Social Security Number

Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Student Assignment Sheets |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Student Work |
| <input type="checkbox"/> Assessment Materials | <input type="checkbox"/> Instructional Resources/Materials/Technology |
| <input type="checkbox"/> Student Teacher Interviews | <input type="checkbox"/> Other |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Student Assignment Sheets |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Student Work |
| <input type="checkbox"/> Assessment Materials | <input type="checkbox"/> Instructional Resources/Materials/Technology |
| <input type="checkbox"/> Student Teacher Interviews | <input type="checkbox"/> Other |
| <input type="checkbox"/> Written Documentation | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				
Justification for Evaluation				

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

Justification for Overall Rating:

Student's Last Name First Middle Social Security
Number

District/IU School Interview/Conference
Date

School Year: _____ Term: _____

Required Signatures:

Supervisor/Evaluator: _____ Date: _____

Student Teacher: _____ Date: _____

Return Original to the Office of Field Services Shippensburg University

Appendix-G

Four-Year Plan of Study

SUGGESTED FOUR YEAR SCHEDULE

To help you understand how the program requirements can be distributed over the four year period, a suggested scheduling plan has been developed. You must understand that many factors will influence your ability to follow this listing.

Below is a preplanned program of study that could be followed by students considering an **Early Childhood minor**.

FRESHMAN YEAR

Semester 1	Semester 2
General Psychology	Intro. to Early Childhood Ed.
Writing Intensive Seminar	Biology Selection
World History I	World History II
Fine Arts selection	Fundamentals of Math I
Introduction to Human Comm	American School
Begin Field Experience Log	Take Praxis I – Reading, Writing, Math

SOPHOMORE YEAR

Semester 1	Semester 2
Elements of Instruction	Social & Behavioral Selection
Child Development	Physical Science selection
Fine Arts Selection	Political, Economic & Geo. Selection
Earth Sciences Selection	Reading in the Elementary School
Fundamentals of Math II	Primary Curriculum
	Apply for Prof Standing & Pro-Sem
	Take Praxis II – Fundamental Subjects

JUNIOR YEAR

Semester 1	Semester 2
Intro. to Exceptionality	Professional Semester
Assessment in ECH	
Political, Economic & Geo. Selection	
Literature Selection	
Educational Psychology	
Submit Elementary Educ Portfolio	Take Praxis II – Elem. Ed.: CIA

SENIOR YEAR

Semester 1 (Early Childhood Block)	Semester 2
Families, School and Community	Student Teaching
Play, Language and Literacy	
Preschool/Kdg. Curriculum	
Elective	
Practicum in ECH	
Take Praxis II –Early Childhood Educ	Submit Professional Portfolio

Below is a preplanned program of study that could be followed by students considering the **Reading minor**.

Freshman Year

Semester 1

General Psychology
Writing Intensive Seminar
World History I
Introduction to Human Communication
Fine Arts Selection

Begin Field Experience Log

Semester 2

Child Development
Biology Selection
World History II
Fundamentals of Math 1
Social & Behavioral Selection

Take Praxis I – Reading, Writing, Math

Sophomore Year

Semester 1

American School
Fine Arts Selection
Earth Sciences Selection
Fundamentals of Math II
Educational Psychology

Semester 2

Physical Science Selection
Reading in the ES*
Political, Economic & Geography Selection
Elements of Instruction
Reading in the Content Area*

Apply for Professional Standing

Junior Year

Semester 1

Introduction to Exceptionalities
Classroom Based Literacy Assessment*
Political, Economic & Geography Selection
Elective
Reading Elective*

Semester 2

Literature Selection
Seminar in Literacy Tutoring*
Multicultural Issues*
Elective
Elective

Apply for Professional Semester
Take Praxis II – Fundamental Subjects

Submit Elementary Education Portfolio

Senior Year

Semester 1

Professional Semester

Take Praxis II – Elem. Ed.: CIA

Semester 2

Student Teaching

Submit Professional Portfolio

*Reading minor courses

Below is a preplanned program of study that could be followed by students considering the **Special Education concentration**.

FRESHMAN YEAR

Semester 1
Writing Intensive Seminar
Introduction to Human Comm
World History I
General Psychology
Fine Arts Selection

Semester 1
Social & Behavioral Selection
World History II
American School
Political, Economic & Geog Selection
Biology selection

Begin Field Experience Log

Take Praxis I - Reading, Writing, Math

SOPHOMORE YEAR

Semester 1
Physical Science selection
Political, Economic & Geog Selection
Child Development
Fundamentals of Math I
Elective

Semester 2
Elements of Instruction
Fundamentals of Math II
Fine Arts Selection
Earth Science Selection
Elective

Apply for Professional Standing

JUNIOR YEAR

Semester 1
Assessment and Evaluation
Educational Psychology
Reading Instruction
Literature Selection
Intro to Exceptionality

Semester 2
Inclusive Education
Proactive Behavior Management
Instructional Content & Practices
Individualized Assessment

**Apply for Professional Semester
Take Praxis II- Fundamental Subjects**

Submit Elementary Educ Portfolio

SENIOR YEAR

Semester 1
Professional Semester
Direct Instruction

Semester 2
Student Teaching

Take Praxis II – Elem. Ed.: CIA

Submit Professional Portfolio

Below is a preplanned program of study that could be followed by students considering minors or concentrations other than early childhood, reading, or special education.

FRESHMAN YEAR

Semester 1
Writing Intensive Seminar
Introduction to Human Comm
World History I
General Psychology
Fine Arts Selection

Semester 1
Social & Behavioral Selection
World History II
American School
Political, Economic & Geog Selection
Biology selection

Begin Field Experience Log

Take Praxis I – Reading, Writing, Math

SOPHOMORE YEAR

Semester 1
Physical Science selection
Political, Economic & Geog Selection
Child Development
Fundamentals of Math I
MINOR or CONCENTRATION

Semester 2
Elements of Instruction
Fundamentals of Math II
Fine Arts Selection
Earth Science Selection
MINOR OR CONCENTRATION

Apply for Professional Standing

JUNIOR YEAR

Semester 1
Elective
Educational Psychology
Reading Instruction
Literature Selection
MINOR or CONCENTRATION

Semester 2
Exceptionality
MINOR or CONCENTRATION
MINOR or CONCENTRATION
Elective
Assessment and Evaluation Strat

**Apply for Professional Semester
Take Praxis II– Fundamental Subjects**

Submit Elementary EducPortfolio

SENIOR YEAR

Semester 1
Professional Semester

Semester 2
Student Teaching

Take Praxis II – Elem. Ed.: CIA

Submit Professional Portfolio

Appendix-H

Code of Ethics

Candidates are expected to adhere to professional ethics. The Teacher Education Department uses the Codes of Ethics of the following organizations:

National Education Association
National Association for the Education of Young Children
International Reading Association
Council for Exceptional Children
Pennsylvania Code of Professional Practice and Conduct for Educators
Shippensburg University College of Education and Human Services

College of Education and Human Services Commitment to Ethical Practice

Honoring, and dignifying ourselves and others;
Valuing differences among and between us;
Advocating for and acting to attain social justice;
Using discretion vested in the privileges of our positions appropriately;
Performing our jobs at the highest standard;
Upholding the trust of those with whom we work;
Respecting the work of other professionals.

Individually, in order that others may know who I am, what I believe, and know of my works, I, with the others here, will be accountable for the privileges and responsibilities that accompany my membership in the College of Education and Human Services.

APPENDIX - I

LiveText Instructions

To register LiveText account:

1. Go to <http://www.college.livetext.com>
2. Click on "Register account."
3. If you have purchased LiveText at the bookstore, click on "Register account."

If you did not purchase it at the bookstore, click on "Buy online" and click on "student membership."

The bookstore purchase price is typically lower than the online price. The account purchased through the bookstore include "unitedstreaming." This is a useful resource for teachers. Online purchases provide the option of buying the basic membership that costs slightly less but does not include 'unitedstreaming.'

4. Type in required information.

Once your account is activated, you can log in at anytime.

Field Experience Log:

1. Log into your LiveText account.
2. Click on "Create" and then "Document."
4. Use the Document drop down box and click on "Projects."
5. Use the Template drop down box and click on "Field Experience Log."
6. Title your project (Your name Field Experience Log).
7. Click on "Create Document."
8. Use the "edit" button to make changes. Type in information as you complete field experiences.
9. After typing, click on "Save." You will get a message telling you that your changes were successfully saved.
10. Click on "Finish."
11. Click on "My Desk" to return to your LiveText desk.
12. Log-out when you are done.

TCH 205 American School

Students are required to post five observations in a LiveText document.

1. Log into your LiveText account
2. Click on "Create."
3. Use the "Choose a folder" drop down menu and select "Projects" under the Shippensburg University heading.
4. Use the "Choose a template" drop down box and select "TCH 205 American School Field Observations."
5. Title the document. You may want to use your name and the project name.
6. Click on "Create Document."
7. Click the "edit" buttons beside each section to add the document.
You may attach, copy and paste, or type documents into each section.
Typed documents work best in Arial font to avoid formatting issues when you copy and paste.
Use the "edit" buttons beside "Attachments" under the text box to browse your computer and attach documents.
8. Click on "Save" at the bottom of the page.
9. Click on "Finish" in the upper right corner.

Students are required to submit the completed observation document to the course instructor for review.

1. Open the document.
2. Click on "Submit for review" on the top tool bar.
3. Type in the instructor's name. You may have to find out from the instructor exactly how the name is listed in LiveText.
4. The instructor's account name will be listed.
5. Click on "Send."

TCH 260 Educational Psychology

Students are required to post their Differentiated Instruction Lesson in a LiveText document.

1. Log into your LiveText account
2. Click on "Create."
3. Use the "Choose a folder" drop down menu and select "Lesson Plans" under the Shippensburg University heading.
4. Use the "Choose a template" drop down box and select "TCH 260 Differentiated Instruction Lesson."
5. Title the document. You may want to use your name and the project name.
6. Click on "Create Document."
7. Click the "edit" buttons beside each section to add the document.
You may attach, copy and paste, or type documents into each section.
Typed documents work best in Arial font to avoid formatting issues when you copy and paste.
Use the "edit" buttons beside "Attachments" under the text box to browse your computer and attach documents.
8. Click on "Save" at the bottom of the page.
9. Click on "Finish" in the upper right corner.

Students are required to submit the completed observation document to the course instructor for review.

1. Open the document.
2. Click on "Submit for review" on the top tool bar.
3. Type in the instructor's name. You may have to find out from the instructor exactly how the name is listed in LiveText.
4. The instructor's account name will be listed.
5. Click on "Send."

EEC 411 Introduction to Exceptionalities

Students are required to complete a pre-test and post-test diversity questionnaire. The pre-test must be completed during Week 1.

The post-test must be completed Week 13-14.

To complete form:

1. Log into your LiveText account.
2. Click on "Forms" in the left-hand column under the "Tools" heading.
3. Click on "Take form" on the right-hand side.
4. Complete the form and click on "Submit Form."

EDU 495 Student Teaching

Student teachers are required to complete and submit a Professional Portfolio in LiveText.

(Due by University Supervisor's requested date.)

1. Log into your LiveText account.
2. Click on "Create."
3. Use the "Choose a folder" drop down menu and select "Portfolios" under the Shippensburg University heading.
4. Use the "Choose a template" drop down box and select "Professional Portfolio."
5. Title the document. You may want to use your name and the portfolio name.
6. Click on "Create Document."
7. In each section use the edit button and attach, copy and paste, or type information. Documents in Arial font will copy and paste without formatting issues.

Student teachers are required to complete and submit a project demonstrating their impact on student learning. (Due by University Supervisor's requested date.)

Use the directions above, except select "Projects" under the "Choose a folder" menu and select "EDU 495 Impact on Student Learning Project" under "Choose a template."

Student teachers are required to self-assess their dispositions in their field placement.

(Week 13-14)

1. Log into your LiveText account.
2. Click on "Forms" in the left-hand column under the "Tools" heading.
3. Click on "Take form" on the right-hand side.
4. Complete the form and click on "Submit Form."

Student teachers are required to complete an Exit Survey. (Week 14)

Use the directions above and select the "Exit Survey" form.