DEPARTMENT OF TEACHER EDUCATION

STUDENT HANDBOOK

FOR

MIDDLE LEVEL EDUCATION

SHIPPENSBURG UNIVERSITY
# STUDENT HANDBOOK FOR MIDDLE LEVEL EDUCATION

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</tbody>
</table>
Welcome to The Department Of Teacher Education

The purpose of this handbook is to provide the teacher candidate with an easily accessible resource regarding the Middle Level Education program and its requirements. Much of the material contained in this handbook can be found in the college catalog and/or other publications, but this handbook will provide a common source for easy reference.

The teacher candidate should review, with his academic advisor, his progress with respect to the program requirements. Included in the Appendices, are national, state, and institutional standards (See Appendices A-D). Academic advisors will be able to help the teacher candidate interpret standards and competencies with respect to program requirements.

Successfully completing this program of study and passing the required certification tests will qualify the middle level teacher candidate for certification to teach grades 4 and 5, all subjects and grades 4 to 8, departmentalized (area/s of concentration only).

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

Middle level teachers must provide education for young adolescents that is developmentally responsive, challenging, empowering, and equitable (AMLE). The College of Education and Human Services is committed to a specialized middle level program that graduates middle level teacher candidates that understand the significance of developmentally appropriate academic learning experiences, rigorous content, and high expectations for young adolescents. Future middle level teachers, will be student advocates, role models, supporters of diversity, collaborators, and life-long learners (AMLE, See Appendix D).
To prepare the teacher candidate, the professors of the middle level program are committed to:

1. A comprehensive study of young adolescent development, middle level philosophy and organization, and middle level curriculum;

2. An intensive focus on planning, teaching and assessment using developmentally and culturally responsive practices;

3. Early and continuing field experiences;

4. Study and practice in the collaborative role of middle level teachers;

5. Content preparation in one or two broad teaching fields (AMLE).

The members of the Teacher Education Department want to develop teachers that are the best possible addition to middle level education.

**Teacher Education Office**

The Teacher Education Office is located in Shippen Hall 214. The phone number is 717-477-1688.
Conceptual Framework

COLLABORATIVE DECISION-MAKERS: PLANNING, ASSESSING, REFLECTING

(See Appendix C)

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.
Description of the Program

General Education

The academic preparation of the middle level teacher is built upon a strong comprehensive general education foundation and specific course work related to the chosen area/s of concentration. 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 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 Office of Academic Programs and Services. Based on the student’s performance on a placement test, the student may be required to take a prerequisite course. In addition, some courses require a prerequisite course. The planning sheet will list prerequisite courses and/or placement test requirements for courses.

A middle level 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 remedial 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.

Nine Program Options

The College of Education and Human Services offers 9 options in which the teacher candidate may apply for certification. According to Pennsylvania regulations, if a teacher candidate desires to obtain dual concentration, one of the two options must be math or science. A student’s academic advisor may assist the student in determining his program options. Program planning sheets are available in the teacher education office.
<table>
<thead>
<tr>
<th>SINGLE CONCENTRATION OPTION</th>
<th>DUAL CONCENTRATION OPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Science and Language Arts</td>
</tr>
<tr>
<td>Science</td>
<td>Science and Social Studies</td>
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<tr>
<td>English/Language Arts</td>
<td>Math and Language Arts</td>
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<tr>
<td>Math</td>
<td>Math and Social Studies</td>
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<td></td>
<td>Math and Science</td>
</tr>
</tbody>
</table>

Each program plan requires 9 credit hours in Adaptations and Accommodations for Diverse learners and English Language Learners and 3 credit hours of Teaching Reading to English Language Learners.

All middle level teaching candidates are required to complete at least 120 credit hours (excluding prerequisites) for graduation. The final responsibility for scheduling and fulfilling program requirements belongs to the students. Majors failing to maintain the department required GPA of 3.0 will not be permitted to schedule Teacher Education courses until they have reached the required GPA.

**Developmental Courses**

Developmental courses will count in the student’s semester course load and will contribute to his 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 Developmental Mathematics.

**Clinical Field Experience Requirement**

The middle level program requires over 200 hours of clinical field experiences that provide the teacher candidate with the background required by the Standards of the Pennsylvania Department of Education. Among other things, these clinical field experiences will permit the student to:

1. Develop and demonstrate classroom observation skills
2. Observe and describe the school as an institution in relation to parents, community and society

3. Relate principles of learning to classroom instruction and interactions

4. Observe each learner as a unique individual, noting cognitive, social, moral and physical qualities.

Thirty of the required 200 hours are “self-initiated” and should be completed during the student’s sophomore year. All other field experience hours are course related. The specific requirements for the course-related classroom experiences will be included in specific course outlines. All hours, course related and self-initiated, must be completed in a classroom setting. The teacher candidate is responsible for maintaining a Field Experience Log in LiveText throughout his program. A template is available in LiveText for reporting field experience hours.

**Performance Portfolios**

All students in the program are required to purchase and use a LiveText account for completion of online program performance portfolios. During Student Teaching, students will complete a Professional Portfolio with artifacts to document competency in all performance categories. In addition, specific classes require LiveText use. The standard version of LiveText may be purchased at LiveText.com.

**Important Information about Required Clearances for Clinical Field Experience**

Six (6) clearances are needed before a student can start field experiences. All six clearances are due the first week of the semester. The Teacher Education office in SPH 214 needs a copy of all six clearances. (Students will keep all original clearances for their personal records). See the table below for information about each clearance.
Please note, that it can take as long as 5 weeks to have the Child Abuse form and FBI Fingerprinting form returned. If a student already has clearances, he should check the date and make sure it will last through the school term. If not, he must reapply for each clearance that will expire during the semester except for the FBI Fingerprinting.

**Table of Clearances for Field Experience**

<table>
<thead>
<tr>
<th></th>
<th>CHILD ABUSE CLEARANCES</th>
<th>PENNSYLVANIA CRIMINAL HISTORY CHECK</th>
<th>TB TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Coverage:</strong> one year</td>
<td><strong>Coverage:</strong> one year</td>
<td><strong>Coverage:</strong> two years</td>
</tr>
</tbody>
</table>
| 1 | The student must go to this address, print out PDF file, complete, and mail in to the address given on the form: [http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm](http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm). | To request a Criminal History Record Check, the student will go to website and complete the form online. The student will need a credit card to pay for the charges. [https://epatch.state.pa.us/Home.jsp](https://epatch.state.pa.us/Home.jsp) | Testing can be done at Etter Health Center (dates for TB testing are posted in SPH) or a private physician. If a private physician, the student will need to include the following on the form:  
  - student’s name  
  - name of the test  
  - date of the test and date of test reading  
  - negative reading (if a positive reading, further testing will be required)  
  - doctor’s signature |
|   | **NOTE:** School districts differ in their length of coverage | |   |


4. **FBI FINGERPRINTING**  
   ★ Coverage: **one year**  
   **NOTE:** Coverage is usually one year. If, however, a student is continuously enrolled in an educator preparation program, he would not be required to have a new background check each year.  
   All information regarding process, policy, and fingerprinting locations may be found at [www.pa.cogentid.com](http://www.pa.cogentid.com). The student must register prior to going to the fingerprint site. Walk-in-service without prior registration will not be provided at any fingerprinting location.  
   Registration is completed online at [www.pa.cogentid.com](http://www.pa.cogentid.com) or over the phone at 1-888-439-2486 Monday through Friday from 8:00am to 6:00pm EST. **After registration, the student will have fingerprinting done at one of the centers listed on this website.**  
   Once fingerprinting (scanned into the FBI computer system) is done, a background check will be done and the results sent to the student in approximately 5 weeks. **The Teacher Education office needs the paper showing that “A search of the fingerprints on the above individual has revealed no prior arrest” or the REGISTRATION ID NUMBER.**

5. **PROOF OF LIABILITY**  
   ★ Coverage: **variable**  
   **NOTE:** Coverage lasts until the date on the paperwork expires.  
   All students are required to show proof of liability insurance. Students will ensure that they save and use their member identification number and card upon signing up for the insurance. To apply for liability insurance students will go to [http://www.psea.org](http://www.psea.org).

6. **ACT 24**  
   ★ Coverage: **one year**  
   Arrest/Conviction Report and Certification Form. Form is in the Teacher Education office.

**Professionalism and Code of Ethics**

The teacher candidate is expected to follow the professional ethics of the University and the Code of Ethics of various national and state educational organizations (See Appendix F). It is the responsibility of the university student to acquire and follow the dress codes and professional requirements of the schools where he has field placement assignments.
4-8 Program Field Hours Flow Chart

### Sophomore Year | Fall
- **Course:** Reading in the Middle School (RDG 232)
  - ★ 3 hours as part of class work (Stage 1 & 2)
- **Course:** Social Foundations of Middle Level Education (TCH 206)
  - ★ At least 9 hours as part of class work (Stage 1 & 2)
- **Course:** Self-Initiated Hours
  - ★ 15 hours during the Fall Semester (Stage 1 & 2)

### Sophomore Year | Spring
- **Course:** Adolescent Development and Learning Theory (TCH 261)
  - ★ At least 9 hours as part of class work (Stage 1 & 2)
- **Course:** Introduction to Exceptionalities (EEC 273)
  - ★ 6 hours as part of class work (Stage 3)
- **Self Initiated Hours**
  - ★ 15 hours during the Spring Semester (Stage 1 & 2)

### Junior Year | Fall
- **Course:** Elements of Middle Level Instruction (TCH 251) (for Option 1 students)
  - ★ 48 hours as part of class work (Stage 3)
- **Course:** Teaching Reading to English Language Learners (RDG 413)
  - ★ 6 hours as part of class work (Stage 1 & 2)

### Junior Year | Spring
- **Course:** Effective Instructional Strategies for Students with Exceptionalities (EEC 423)
  - ★ 12 hours as part of class work (Stage 3)
- **Course:** Instructional Content and Practices for Special Education (EEC 447)
  - ★ 12 hours as part of class work (Stage 3)

### Senior Year | Fall
- **Course:** Subject Specific Methods Classes (TCH 322, 348, 342, 366) (Option 1 students will have one class; Option 2 students will have two classes)
  - ★ 48 hours as part of class work for each course (Stage 3)

### Senior Year - Spring
- **Course:** Assessing Children with Exceptionalities for Curricular Decision Making (EEC 483)
  - ★ 24 hours as part of class work (Stage 3)
- **Course:** Student Teaching
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: 3.0 GPA, application to the program, and written statement
Transfer Students: 3.0 GPA and application to the program
★ Qualifies students for teacher education courses

Student Teaching Admission

Successful completion: All coursework and field experiences
Required certification tests: 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 (See Appendix E)
Impact on student learning project
Dispositions assessment
3.0 GPA
Professional Portfolio evaluation
Exit surveys

Post-Graduation

1-year follow-up survey - alumni, employers
Grade Point Average

Students admitted to the program are expected to maintain a 3.0 adjusted grade point average. The procedure for calculating adjusted grade point average is detailed in the University’s catalog. In conjunction with the grade point average, students 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. Any “D” earned in a course listed on the program planning sheet must be repeated at Shippensburg University.

If any student in the Teacher Education major fails to meet the 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 student teaching without meeting minimum GPA standards. Students may check their GPA at info.ship.edu under student information.
Advisor-Advisee Relationship

Establishing a Strong Relationship with the Student Advisor

The relationship between the university student and his advisor can and should be the backbone of the student’s academic program. The advisor can assist in choosing the proper courses to prepare the student for his future profession; he/she can help the student determine the best order in which the courses should be taken, and can, by discussing special questions, provide the advisee with the best program possible. To perform these services, the advisor should know the advisee well and be given the opportunity to know his plans for becoming a teacher. This can only be accomplished by meeting to discuss the student’s program. The advisee should initiate this relationship by establishing an appointment during his 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. The advisee should make an appointment to see the advisor at least twice a year for advisement and discussion of his progress. Freshman or transfer students may refer to myship for the name of their advisor.

Personal Planning for Middle Level Education

The middle level teacher candidate should use the Program Planning Sheet for the concentration/s that he has selected. Certain classes may not be available at convenient times; therefore, the middle level teacher candidate should complete a long range scheduling form.

When the student schedules for the next semester, he should have prepared other course options from his planning sheet in case some of the courses he desires are filled or not available when he wants them. Some courses have restrictions regarding enrollment. The student should check the scheduling packet, the University catalog and/or his planning sheet regarding
enrollment restrictions and prerequisites for courses he plans to schedule. Dual level courses, courses with catalog numbers of 400 - 499, cannot be scheduled by students with less than 60 credits. The student should take required courses and courses which are prerequisites as early as possible.

Student teaching may only be completed during the university student’s last semester. The requirements for admission are detailed in this handbook. Other than EEC 483, a student is not permitted to schedule any other courses during the semester he is enrolled in Student Teaching. Students with a Language Arts concentration cannot take EEC 483 during student teaching and should plan to take it during the semester prior to student teaching.
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.

Middle level candidates may only observe in grades four and five if observations are used for middle level requirements.
PRAXIS/PAPA/PECT

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

PRAXIS assessments must be scheduled on-line. Please see [http://www.ets.org/praxis](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.

**Testing Timeline for Education Majors**

The information below may save students time completing the form when registering on-line:

<table>
<thead>
<tr>
<th>Test Center Name:</th>
<th>Shippensburg University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Center Code:</td>
<td>01712</td>
</tr>
<tr>
<td>Attending Institution:</td>
<td>Shippensburg University Code A2657</td>
</tr>
<tr>
<td>Designated Score Recipient(s):</td>
<td>Shippensburg University R2657 PA Department of Education</td>
</tr>
</tbody>
</table>

**Tests Required for Middle Level Grades 4-8**

Educators applying for an initial Instructional I certificate in the middle level (4-8) area are required to pass the basic skills assessment, in addition to passing the appropriate Praxis II tests/s.

### Pedagogy and Content Assessment Requirements

<table>
<thead>
<tr>
<th>TO BE CERTIFIED IN</th>
<th>STUDENTS NEED TO TAKE</th>
<th>TEST CODE</th>
<th>QUALIFYING SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Level 4-8</td>
<td>Pennsylvania Grades 4-8 Core Assessment* TAAG</td>
<td>5152</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy Subtest</td>
<td>5153</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>English Language Arts and Social Studies Subtest</td>
<td>5154</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Mathematics and Science Subtest</td>
<td>5155</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>*To pass the Pennsylvania Grades 4-8 Core Assessment students must receive a passing score on each subtest. Students must take the full test on their initial attempt. If, after their first attempt they did not pass one of the individual subtests, students may take just that subtest again for a reduced fee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Level Citizenship Education 4-8</td>
<td>Pennsylvania Grades 4-8 Subject Concentration: Social Studies</td>
<td>5157</td>
<td>150</td>
</tr>
<tr>
<td>Middle Level English 4-8</td>
<td>Pennsylvania Grades 4-8 Subject Concentration: English Language Arts</td>
<td>5156</td>
<td>156</td>
</tr>
<tr>
<td>Middle Level Mathematics 4-8</td>
<td>Pennsylvania Grades 4-8 Subject Concentration: Mathematics</td>
<td>5158</td>
<td>173</td>
</tr>
<tr>
<td>Middle Level Science 4-8</td>
<td>Pennsylvania Grades 4-8 Subject Concentration: Science</td>
<td>5159</td>
<td>156</td>
</tr>
</tbody>
</table>

### Prometric Testing Centers

The middle level pedagogy and contest assessment are given on the computer. Computerized Praxis tests may be taken during the listed testing windows by making an appointment at any Prometric Testing Center. All Prometric centers are listed on the ETS web site [http://etsis4.ets.org/tcenter/tcenter.jsp](http://etsis4.ets.org/tcenter/tcenter.jsp).
The three closest Prometric Centers in PA are:

<table>
<thead>
<tr>
<th></th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>
| HARRISBURG | 1100 N. Mountain Road  
Harrisburg, PA 17112                                                    | 717-652-0143|
| LANCASTER | 1864 Fruitville Pike (K-Mart Shopping Center)  
Lancaster, PA 17601                                                      | 717-392-2193|
| YORK    | 2300 E. Market Street  
Village Green Shopping Center, Suite 3  
York, PA 17402                                                           | 717-755-7471|
Appendix A

PENNSYLVANIA DEPARTMENT OF EDUCATION 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)

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)
Appendix B

INTASC COMPETENCIES
INTASC COMPETENCIES

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 teacher 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

SHIPPENSBURG COLLEGE OF HUMAN SERVICES AND EDUCATION STANDARDS
SHIPPENSBURG COLLEGE OF HUMAN SERVICES AND EDUCATION STANDARDS

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

ASSOCIATION FOR MIDDLE LEVEL EDUCATORS STANDARDS
This document contains standards for middle level teacher candidates as they complete middle level teacher preparation programs at the initial level. Information regarding submission of middle level teacher preparation programs for review by National Middle School Association through the National Council for Accreditation of Teacher Education program review process is provided on the NCATE and NMSA web sites.

http://www.nmsa.org  http://www.ncate.org  The program review coordinator for NMSA, Dr. Ken McEwin, can be reached at 828 262-2200 or mcewinck@appstate.edu.

NATIONAL MIDDLE SCHOOL ASSOCIATION

PROGRAMMATIC STANDARDS FOR INITIAL MIDDLE LEVEL TEACHER PREPARATION

NOTE: The following definition is used for the term “all young adolescents” throughout this standards document:

The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Knowledge

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.

3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.

5. Understand issues of young adolescent health and sexuality.

6. Understand the interrelationships among the characteristics and needs of all young adolescents.

7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.

8. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

Dispositions

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.

2. Respect and appreciate the range of individual developmental differences of all young adolescents.

3. Hold high, realistic expectations for the learning and behavior of all young adolescents.

4. Believe that all young adolescents can learn and accept responsibility to help them do so.

5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.

6. Believe that diversity among all young adolescents is an asset.

7. Believe that their role includes helping all young adolescents develop to their full potential.

Performances

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.

3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.

4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.

5. Use developmentally responsive instructional strategies.

6. Use multiple assessments that are developmentally appropriate for young adolescent learners.

7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.

8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.

9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.

10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

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<tr>
<td>Middle level candidates fail to show acceptable levels of knowledge of the concepts, principles, theories and research about young adolescent development. They fail to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.</td>
<td>Middle level candidates demonstrate a knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.</td>
<td>Middle level candidates demonstrate a comprehensive knowledge of the concepts, principles, theories and research about young adolescent development. They use this knowledge to provide all young adolescents with learning opportunities that are developmentally responsive, socially equitable, and academically rigorous.</td>
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<tr>
<td>Middle level candidates fail to demonstrate positive orientations toward teaching young adolescents. They do not believe that all young adolescents can learn and do not accept the responsibility to help them do so.</td>
<td>Middle level candidates are positive about teaching young adolescents and develop positive relationship with them. They believe that all young adolescents can learn and accept the responsibility to help them do so.</td>
<td>Middle level candidates develop close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.</td>
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<tr>
<td>Middle level candidates fail to create and maintain supportive learning environments that promote the healthy development of all young adolescents. They lack enthusiasm and a desire to respond positively to the diversity found in young adolescents. They fail to use young adolescent diversity in planning and implementing curriculum and instruction.</td>
<td>Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.</td>
<td>Middle level candidates create and maintain supportive learning environments that promote the healthy development of all young adolescents. They respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.</td>
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<tr>
<td>Middle level candidates fail to create and involve young adolescents in a range of activities oriented toward the development of personal and societal responsibilities.</td>
<td>Middle level candidates produce positive and relevant activities and experiences that involve young adolescents in a range of personal, community, and societal responsibilities.</td>
<td>Middle level candidates engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.</td>
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**Standard 2. Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

**Knowledge**

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).

5. Understand the team process as a structure for school improvement and student learning.

6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

**Dispositions**

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.

2. Are committed to the application of middle level philosophical foundations in their practice.

3. Are supportive of organizational components that maximize student learning.

4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

**Performances**

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.

2. Work successfully within developmentally responsive structures to maximize student learning.

3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.

4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.
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<tr>
<td>Middle level candidates fail to show acceptable levels of understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.</td>
<td>Middle level candidates demonstrate understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.</td>
<td>Middle level candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs and schools.</td>
</tr>
<tr>
<td>Middle level candidates do not possess the foundational knowledge to articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They do not understand the reasons these practices foster adolescent development academically, socially, emotionally, and physically and fail to make instructional decisions based on these reasons.</td>
<td>Middle level candidates articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</td>
<td>Middle level candidates effectively articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons.</td>
</tr>
<tr>
<td>Middle level candidates evidence a lack of dedication to developmentally responsive organizational structures that foster socially equitable educational practices. They fail to promote organizational components that reflect the philosophical foundations of middle level education and that maximize student learning.</td>
<td>Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. Candidates implement developmentally responsive practice and components that reflect the philosophical foundations of middle level education. As they work within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.</td>
<td>Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote organizational components that maximize student learning. As they work successfully within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning.</td>
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Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents.
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).
**Dispositions**

**Middle level teacher candidates:**

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

**Performances**

**Middle level teacher candidates:**

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Articulate curriculum to various stakeholder groups.
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<tr>
<td>Middle level candidates do not demonstrate acceptable levels of knowledge of local, state, and national curriculum standards. They design curriculum and use materials that are narrowly focused, shallow, and uninteresting to young adolescents.</td>
<td>Middle level candidates possess and employ their knowledge of local, state, and national curriculum standards. They design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.</td>
<td>Middle level candidates analyze local, state, and national curriculum standards based on their knowledge of content and early adolescent development. They consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents.</td>
</tr>
<tr>
<td>Middle level candidates fail to employ appropriate student achievement strategies that recognize the key concepts found within the critical knowledge base.</td>
<td>Middle level candidates assess student achievement using strategies that focus on the key concepts found within the critical knowledge base.</td>
<td>Middle level candidates assess student achievement using multiple strategies that focus on the key concepts found within the critical knowledge base, and they are able to articulate their criteria for strategy selection.</td>
</tr>
<tr>
<td>Middle level candidates focus on their content area to the exclusion of other aspects of the total school curriculum. They do not articulate an appropriate curriculum and assessment design to various stakeholders.</td>
<td>Middle level candidates demonstrate an understanding of the total school curriculum; for example: the importance of advisory, co-curricular activities, exploratory courses, and other programs. They articulate this curriculum and assessment design to various stakeholders.</td>
<td>Middle level candidates understand and advocate for the total school curriculum. They consistently articulate this curriculum and assessment design to various stakeholders.</td>
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Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

Knowledge
Middle level teacher candidates:
1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

Dispositions
Middle level teacher candidates:
1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching and assessment strategies.
4. Value the integration of state-of-the-art technologies and literacy skills in all teaching fields.

Performances
Middle level teacher candidates:
1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.

5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.

6. Engage in activities designed to extend knowledge in their teaching fields.

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<tr>
<td>Middle level candidates have not achieved a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and do not demonstrate the ability to make interdisciplinary connections.</td>
<td>Middle level candidates demonstrate a depth and breadth of knowledge in two content areas that are broad and multidisciplinary and demonstrate the ability to make interdisciplinary connections.</td>
<td>Middle level candidates demonstrate a comprehensive depth and breadth of knowledge in two content areas that are broad and multidisciplinary and regularly demonstrate the ability to make interdisciplinary connections.</td>
</tr>
<tr>
<td>Middle level candidates do not possess or exhibit the ability to use specific content teaching and assessment strategies and do not integrate state-of-the-art technologies and literacy skills in their teaching fields.</td>
<td>Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.</td>
<td>Middle level candidates demonstrate the ability to use specific content teaching and assessment strategies and integrate state-of-the-art technologies and literacy skills in their teaching fields.</td>
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<tr>
<td>Middle level candidates fail to provide instruction that is engaging and increases student learning and supports academic excellence.</td>
<td>Middle level candidates teach in engaging ways that maximize student learning.</td>
<td>Middle level candidates frequently teach in engaging ways that maximize student learning.</td>
</tr>
<tr>
<td>Middle level candidates do not integrate their content knowledge with the ideas, interests, and experiences of students, and as a consequence, do not help them helping them understand the integrated nature of knowledge.</td>
<td>Middle level candidates incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.</td>
<td>Middle level candidates frequently incorporate their content knowledge with the ideas, interests, and experiences of students, helping them to understand the integrated nature of knowledge.</td>
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</table>
Middle level candidates fail to see the importance of and do not engage in activities designed to extend knowledge in their teaching field(s), integrating content, using content specific teaching and assessment strategies and integrating state-of-the-art technologies and literacy skills.

Candidates value the importance of and engage in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.

Candidates take leadership roles in promoting and participating in activities designed to extend knowledge in their teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating state-of-the-art technologies and literacy skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Knowledge

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress, and modifying teaching strategies).
Dispositions
Middle level teacher candidates:
1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.
8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

Performances
Middle level teacher candidates:
1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).

9. Maintain useful records and create an effective plan for evaluation of student work and achievement.

10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.

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<td>Middle level candidates lack the ability to provide effective instruction. They fail to select instructional strategies that meet the needs of their students.</td>
<td>Middle level candidates demonstrate their knowledge of effective instruction. They actively engage students in learning the curriculum by selecting instructional strategies that are challenging, culturally sensitive, and developmentally responsive.</td>
<td>Middle level candidates actively engage students in independent and collaborative inquiry. They consistently select instructional strategies that are challenging, culturally sensitive, and developmentally responsive.</td>
</tr>
<tr>
<td>Middle level candidates demonstrate weak and ineffective classroom management techniques that result in an environment characterized by unfairness and disrespect. Assessment is disconnected from instruction, and therefore unable to inform future instruction.</td>
<td>Middle level candidates employ classroom management techniques designed to create positive learning environments. They link formal and informal assessments to instruction, and they use this information to adjust future lesson plans.</td>
<td>Middle level candidates create equitable, caring, and productive learning environments. They link an array of formal and informal assessments to instruction, and they consistently use this information to adjust future lesson plans.</td>
</tr>
<tr>
<td>Middle level candidates are uninterested in and do not participate in collaboration with colleagues.</td>
<td>Middle level candidates collaborate with others to plan instruction and assessment.</td>
<td>Candidates initiate and value collaboration with others to improve instruction and assessment.</td>
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Standard 6. Family and Community Involvement

**Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.**

**Knowledge**

Middle level teacher candidates:

1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
7. Know about the resources available within communities that can support students, teachers, and schools.
8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
9. Understand the roles of family and community members in improving the education of all young adolescents.

**Dispositions**

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.

6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.

7. Realize and value the importance of communicating effectively with family and community members.

8. Accept the responsibility of working with family and community members to increase student welfare and learning.

Performances
Middle level teacher candidates:

1. Establish respectful and productive relationships with family and community members that maximize student learning and well being.

2. Act as advocates for all young adolescents in the school and in the larger community.

3. Connect instruction to the diverse community experiences of all young adolescents.

4. Identify and use community resources to foster student learning.

5. Participate in activities designed to enhance educational experiences that transcend the school campus.

6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).

7. Demonstrate the ability to participate in parent conferences.

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<tr>
<td>Middle level candidates lack an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They fail to maximize the learning of all young adolescents.</td>
<td>Middle level candidates demonstrate an understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They use this knowledge to ensure the maximum learning of all young adolescents.</td>
<td>Middle level candidates demonstrate a comprehensive understanding of the major concepts, principles, theories, and research related to working collaboratively with family and community members. They effectively use this knowledge to maximize the learning of all young adolescents.</td>
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<tr>
<td>Middle level candidates are ignorant of how diverse family structures and family and cultural backgrounds influence and enrich learning. They are unable to work successfully with parents and community members to improve the education of all young adolescents.</td>
<td>Middle level candidates understand and value how both diverse family structures and family and cultural backgrounds influence and enrich learning. They work successfully with parents and community members to improve the education of all young adolescents.</td>
<td>Middle level candidates understand the relationships between schools and community organizations and communicate effectively with all stakeholders. They comprehend the challenges that families may encounter in contemporary society and subsequently use available support services and other resources.</td>
</tr>
<tr>
<td>Middle level candidate knowledge about support services and other resources in schools and communities that support students and teachers is unacceptable. They neither demonstrate respect for all young adolescents and their families and neither value nor employ the variety of resources available in communities.</td>
<td>Middle level candidates are knowledgeable about support services and other resources in schools and communities that support students and teachers. They respect all young adolescents and their families and value the variety of resources available in communities.</td>
<td>Middle level candidates value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.</td>
</tr>
<tr>
<td>Middle level candidates are not advocates for young adolescents; neither do they share that knowledge with others. They do not successfully participate in parent conferences and other school and community activities.</td>
<td>Middle level candidates serve as advocates for all young adolescents in the school learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities in the larger community and share that knowledge with others. They successfully participate in parent conferences and other school and community activities.</td>
<td>Candidates serve as advocates for all young adolescents in the school and in the larger community. They engage in activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching, and learning. They plan and execute successful parent conferences that involve young adolescents as key participants and thoughtfully engage in other school and community activities.</td>
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Standard 7. Middle Level Professional Roles

**Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.**

**Knowledge**

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Know advisory/advocate theories, skills, and curriculum.
6. Understand teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Know the skills of research/data-based decision-making.
10. Are fluent in the integration of a range of technologies (e.g., film, computers) in their professional roles with curriculum, instruction, and assessment.

**Dispositions**

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.

7. Value collegiality as an integral part of their professional practice.

Performances

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.

2. Serve as advisors, advocates, and mentors for all young adolescents.

3. Work successfully as members of interdisciplinary teams and as part of the total school environment.

4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).

5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle level candidates do not demonstrate understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, or their responsibility for upholding high professional standards and modeling appropriate behaviors.</td>
<td>Middle level candidates display broad understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.</td>
<td>Middle level candidates demonstrate a comprehensive understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td><strong>ACCEPTABLE</strong></td>
<td><strong>TARGET</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Middle level candidates do not demonstrate understanding of teaming/collaborative theories and processes or the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they do not work successfully as members of interdisciplinary teams.</td>
<td>Middle level candidates exhibit good understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</td>
<td>Middle level candidates demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams.</td>
</tr>
<tr>
<td>Middle level candidates do not demonstrate knowledge of advisory/advocate theories, skills, and curriculum or serve as advisors, advocates and mentors of young adolescents.</td>
<td>Middle level candidates possess knowledge of advisory/advocate theories, skills, and curriculum and employ this knowledge successfully as advisors, advocates and mentors of young adolescents.</td>
<td>Middle level candidates demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates and mentors of young adolescents in various settings.</td>
</tr>
<tr>
<td>Middle level candidates do not demonstrate understanding of the skills of research/data-based decision making or their service responsibilities to school reform and the greater community.</td>
<td>Middle level candidates maintain an up-to-date understanding of the skills of research data-based decision making and their service responsibilities to school reform and the greater community.</td>
<td>Middle level candidates demonstrate a comprehensive understanding of the skills of research/data based decision making and their service responsibilities to school reform and the greater community.</td>
</tr>
<tr>
<td>Middle level candidates do not perceive themselves as members of the larger learning community, do not believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), nor are they committed to helping all young adolescents become thoughtful, ethical, democratic citizens.</td>
<td>Middle level candidates view themselves as members of the larger learning community, believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.</td>
<td>Middle level candidates take a leadership role in the larger learning community, accept professional responsibilities that extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations), and advocate for helping all young adolescents become thoughtful, ethical, democratic citizens.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>ACCEPTABLE</td>
<td>TARGET</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Middle level candidates do not believe in maintaining high standards of ethical behavior and professional competence and do not value collegiality as part of their professional practice.</td>
<td>Middle level candidates maintain high standards of ethical behavior and professional competence and value collegiality as part of their professional practice.</td>
<td>Middle level candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice.</td>
</tr>
<tr>
<td>Middle level candidates do not value life-long learning and are not committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</td>
<td>Middle level candidates hold expectations for their own life-long learning and are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</td>
<td>Middle level candidates model life-long learning and take a leadership role in refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.</td>
</tr>
</tbody>
</table>
Appendix E

STUDENT TEACHER FORM

Pennsylvania Statewide 430 Evaluation Form for Student
Professional Knowledge and Practice
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
</table>

Rating (Indicate ✓)

Justification for Evaluation
**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)(j)(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)
- Classroom Observations
- Informal Observations/Visits
- Student Teacher Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

**Criteria for Rating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating (Indicate √)</strong></td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Justification for Evaluation**
**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)[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)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interview
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
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</table>

**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),(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)
- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
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<tr>
<td><strong>Criteria for Rating</strong></td>
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</table>

**Rating**

<table>
<thead>
<tr>
<th>(Indicate V)</th>
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</thead>
</table>

**Justification for Evaluation**
<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Justification for Evaluation**

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

**Justification for Overall Rating:**

________________________________________
Student’s Last Name

________________________________________
District/IU

________________________________________
School Year: ________________  Term: ________________

**REQUIRED SIGNATURES**

**Supervisor/Evaluator:** __________________________  **Date:** ________________

**Student Teacher Candidate:** __________________________  **Date:** ________________
Appendix F

CODE OF ETHICS
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
- Association of Middle Level Educators (AMLE)
- International Reading Association
- Council for Exceptional Children
- Pennsylvania Code of Professional Practice and Conduct for Educators
- Shippensburg University, The College of Education and Human Services and Human Services

The College of Education and Human Services 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 and Human Services.