



California University of Pennsylvania

Teacher Education Program Student Handbook

School Year 2011-2012

Initial Instructional Teacher Certification (Undergraduate Programs)

in

- Art Education K-12
- Biology Education 7-12
- Chemistry Education 7-12
- Communications Education 7-12
- Early Childhood Education N-3
- Earth & Space Science Education 7-12
- Elementary Education K-6
- English Education 7-12
- Foreign Language Education: Spanish K-12
- Mathematics Education 7-12
- Middle Level Education 4-8
- Physics Education 7-12
- Pre K – Grade 4
- Social Studies Education 7-12
- Special Education N-12
- Special Education N-8
- Technology Education K-12



Preparing tomorrow's teachers through
knowledge, pedagogy, and professionalism

College of Education and Human Services
Keystone Education Center
California, PA 15419
(724) 938-4125

<http://www.calu.edu/academics/colleges/education/index.htm>

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Disclaimer

The Teacher Education Program policies are continually being re-examined to reflect the regulations and policies of the Pennsylvania Department of Education, California University of Pennsylvania, and the Cal U College of Education and Human Services. As such, California University of PA reserves the right to modify or cancel any statement in this handbook at any time, and such changes may not be immediately reflected in this publication.

The policies and statements are not an irrevocable contract, and California University of Pennsylvania reserves the right to change any policy or practice from time to time.

Approval and Accreditation

Importance of Accreditation

Professional accreditation of preparatory education programs is the bedrock upon which all professions have built their reputations. It assures that those entering the respective field have been suitably prepared to be a professional educator through assimilation of a body of knowledge and pre-service practice in the profession. Accreditation of schools of education indicates that the school underwent rigorous external review by professionals, that performance of a teacher candidate in the program has been thoroughly assessed before he or she is recommended for licensure, and that programs meet standards set by the teaching profession at large.

The following organizations have accredited California University of Pennsylvania's Teacher Education programs:

Pennsylvania Department of Education (PDE)

PDE has approved California University of Pennsylvania's curricula for each of the initial teacher certification areas: Art, Biology, Chemistry, Communications, Earth & Space Science, Early Childhood, Elementary, English, Foreign Language (French and Spanish), Mathematics, Physics, Special Education, Social Studies, and Technology Education. PDE has also approved Cal U's advanced certification areas: Reading Specialist, Principal, Superintendent, School Counselor, and Speech and Language Impaired.

National Council for Accreditation of Teacher Education (NCATE)

The College of Education and Human Services at California University of Pennsylvania is accredited by NCATE, which is the only accrediting body for schools, colleges, and departments of education authorized by the U.S. Department of Education. NCATE determines which schools, colleges, and departments of education meet rigorous national standards in preparing teachers and other school specialists for the classroom. All education programs are currently accredited by NCATE through 2014.



California University of Pennsylvania

Conceptual Framework for Teacher Education and Educational Specialists

California University of Pennsylvania has a rich history of preparing teachers and educational specialists since 1852. The faculty is committed to the preparation of today's students to become tomorrow's teachers and educational leaders. Advances in learning theory, assessment, technology, global communications, and a better understanding of changing family dynamics require that tomorrow's educational leaders and teachers have the most up-to-date skills and understandings as possible.

The theme for our conceptual framework is "Preparing Tomorrow's Educational Leaders through Knowledge, Professional Practices, and Professionalism." The conceptual framework for California University of Pennsylvania's teacher education and educational specialist program is based upon the three principles of Knowledge, Professional Practices, and Professionalism, which form our philosophical foundation. Three elements support each of the conceptual framework principles, creating a strong base for our candidates to build the knowledge, skills, and dispositions required of a 21st century educational leader and teacher.



Preparing tomorrow's educational leaders
through knowledge, professional
practices, and professionalism

Conceptual Framework Principles

- #1 - Knowledge
 - ◊ Content (1A)
 - ◊ Standards (1B)
 - ◊ Technology (1C)
- #2 – Professional Practices
 - ◊ Child Development (2A)
 - ◊ Diversity (2B)
 - ◊ Design, Implement, & Assess (2C)
- #3 - Professionalism
 - ◊ Professional Disposition (3A)
 - ◊ Leadership Development (3B)
 - ◊ Personal Learning (3C)

Principle #1: Knowledge

When preparing to work with students, our candidates' mastery of specialized knowledge of content is crucial. Standards guide our candidates' practice. Technological literacy is essential for educators in the 21st century as they seek to effectively meet the needs of all students. Education candidates and educational specialists must have expertise in these areas:

Content (1A)

Content is the significant information that establishes the foundation for each discipline. Education candidates and educational specialists must possess a strong content knowledge base in their discipline. Mastering content is challenging in an information age when knowledge grows and evolves quickly. They must understand the need to update relevant discipline knowledge, and how to apply that knowledge effectively in their practice with students.

Standards (1B)

Standards set the minimum requirements for achievement, thereby forming the building blocks for education. Standards are set forth by the Pennsylvania Department of Education and related specialized professional associations. Education candidates and educational specialists are held accountable for meeting discipline specific standards and designing professional practices in alignment with all standards for their discipline.

Technology (1C)

Technology refers to the integration of appropriate and meaningful technological devices to enhance learning. Understanding and using technology is critical for our education candidates and educational specialists. They are expected to gain knowledge and skill in the use of discipline-appropriate technology. The integration of technological devices within our programs allows candidates to observe, participate in, and practice technology-related skills to effectively enhance student learning in P-12 education.

Principle #2: Professional Practices

Knowledge of professional practice is key for the development of all our candidates. They need to understand the theories of child development, and how to adapt their practices to meet the needs of diverse populations. Our candidates learn to design, implement, and assess their professional practices to meet the needs of all students. Education candidates and educational specialists must have expertise in these areas:

Child Development (2A)

Child development focuses on the physical, emotional, psychological, and educational growth of children and adolescents. Tomorrow's professional educators need to be knowledgeable about differing needs and abilities of children and adolescents. They need to understand developmentally appropriate practices to meet the needs of different age groups. Our candidates become proficient in working with children of different age groups and at all ability levels so all students are treated fairly and learn to their potential.

Diversity (2B)

Diversity is recognizing that all students come from unique backgrounds. California University of Pennsylvania is committed to meeting the diverse learning and social needs of P-12 students and of our own education candidates. Candidates' professional practices demonstrate the belief that diversity takes many forms and that all students can learn. Education candidates and educational specialists must hold high expectations when interacting with and supporting all students, regardless of their background.

Design, Implement, & Assess (2C)

Sound learning begins with the ability to design, implement, and assess educational experiences for students. Candidates are able to plan and implement practices that reflect standards, knowledge, global events, and emerging technologies. They will understand assessment and how to utilize it effectively in professional environments. By learning to analyze, design, implement, and evaluate their instructional and professional efforts, our candidates will be equipped to make data-driven decisions to address the needs of all learners and constituents.

Principle #3: Professionalism

Candidates' professional attitude toward learning, children, adolescents, schools and agencies or organizations is essential for success and is developed throughout their program. They learn the importance of developing relationships with colleagues, caregivers, and agencies within the community to support students/clients learning and well-being. Education candidates and educational specialists must have expertise in these areas:

Professional Disposition (3A)

Professional disposition is the set of values, commitments, ethics, and attitudes that distinguish our education candidates and educational specialists as professionals. Professional disposition will be demonstrated in alignment with our university's core values of integrity, civility and responsibility. Integrity is displayed in decisions and actions of our candidates; civility is exhibited in their respect for all people. Responsibility is demonstrated as our candidates develop professional maturity in working with young people and other professionals, in our classes as well as in their experiences in schools.

Leadership Development (3B)

Leadership development is the activity by which education candidates and educational specialists guide students and constituents to achieve success. Our candidates must continue to develop their leadership practices in relationship to their work with students, colleagues, and community members. Our candidates must be able to communicate and collaborate effectively. Positive professional relationships are essential to reach a shared goal of meeting the needs of students.

Personal Learning (3C)

Personal learning refers to the commitment of lifelong intellectual, personal, and professional growth. We expect them to use goal setting and reflection processes to guide their personal learning and growth in the rapidly evolving environment of professional education. We encourage continual personal research, the development of a personal learning network, and membership in professional organizations.

Adopted by the Teacher Education Faculty on February 18, 2004
Revised and approved August 2011

Initial Instructional Teacher Certification Programs

Cal U offers initial teacher certification programs at four levels:

Undergraduate	Post-Baccalaureate	Graduate	Intern Certificate
Art (K-12)		Art (K-12)	Art (K-12)
Biology (7-12)		Biology (7-12)	Biology (7-12)
Chemistry (7-12)		Chemistry (7-12)	Chemistry (7-12)
Communications (7-12)		Communications (7-12)	Communications (7-12)
Early Childhood (N-3)	Early Childhood (N-3)		Early Childhood (N-3)
Earth & Space Science (7-12)		Earth & Space Science (7-12)	Earth & Space Science (7-12)
Elementary Education (K-6)	Elementary Education (K-6)	Elementary Education (K-6)	Elementary Education (K-6)
English (7-12)		English (7-12)	English (7-12)
Mathematics (7-12)		French (K-12)	French (K-12)
Middle Level Education (4-8)		Mathematics (7-12)	Mathematics (7-12)
Physics (7-12)		Physics (7-12)	Physics (7-12)
Pre K – Grade 4 (Pk-4)			
Spanish (K-12)		Spanish (K-12)	Spanish (K-12)
Special Education (N-12)		Special Education (N-12)	Special Education (N-12)
Special Education (N-8)		Special Education (N-8)	Special Education (N-8)
Social Studies (7-12)		Social Studies (7-12)	Social Studies (7-12)
Technology Education (K-12)	Technology Education (K-12)		Technology Education (K-12)

Dual Certifications

Many students choose to major in more than one certification area at the same time. The “dual” certification can be done in several combinations, such as Elementary and Special Education, or Elementary and Early Childhood, or Math and Physics. Students that choose to become dual certified will need to take additional courses beyond the standard 120 credit requirement.

Secondary Education Majors

The Undergraduate Secondary Education Program at Cal U requires that secondary education majors also be majors in their respective content area. Candidates will graduate with a BS in Education degree; however the transcript will indicate both majors. If the candidate has enough overall credits, two degrees and two diplomas will be granted. The list below shows the alignment of secondary education and content majors.

<u>Secondary Education Major</u>	<u>Related Content Major</u>
Art Education	BA in Art
Biology Education	BS in Biology
Chemistry Education	BS in Chemistry
Communications Education	None
Earth & Space Science Education	BA in Earth Science
English Education	BA in English
Foreign Language Education	BA in Foreign Languages & Cultures
Mathematics Education	BA in Mathematics
Physics Education	BA in Physics
Social Studies Education	BA in History

TEACHER EDUCATION PROGRAM

Initial Instructional Teacher Certification

Introduction

This handbook describes the main aspects of the Initial Teacher Certification Program, part of the Teacher Education Program at California University of Pennsylvania. Candidates and advisors will find the information helpful in understanding the design, scope and requirements of the teacher education programs.

In this handbook, a Cal U student is referred to as a Teacher Education Candidate or candidate. Children in the public schools will be referred to as students.

Parental Involvement in Candidate's Program

Parents of Teacher Education Candidates are required to adhere to the following:

- The College of Education and Human Services is bound by the provisions of the Family Education Rights and Privacy Act, PL 93-380 and the "Right to Know Law," PA PL 390.
- Any parent wishing to discuss the educational progress of their son/daughter must have their son/daughter complete an "[Authorization for Release of School Records](#)" form. This document can be downloaded by going to www.calu.edu and search for "FERPA".

Communication

Important information regarding all Teacher Education Programs will be communicated to candidates through their Cal U e-mail account, informational sessions, classes, meetings, the teacher education website, bulletin boards in the department and college office areas and/or newsletters.

- All required documents and forms can be obtained from the [College of Education and Human Services, Teacher Education website](#).
- Check your Cal U e-mail account often. Candidates are responsible for information provided via e-mail.
- Read the announcements on your department's bulletin boards every week.
- Read the electronic bulletin boards located in the entrances to Keystone Hall - 1st and 2nd floors.
- Informational meetings will be scheduled each semester by the College of Education and Human Services and/or the various teacher education programs. All candidates must attend these meetings where critically important information will be distributed. Failure to attend any of these sessions may delay a candidate's progress through a teacher education program.
- Attend your designated Teacher Education Informational Meetings held each semester.

Due Dates

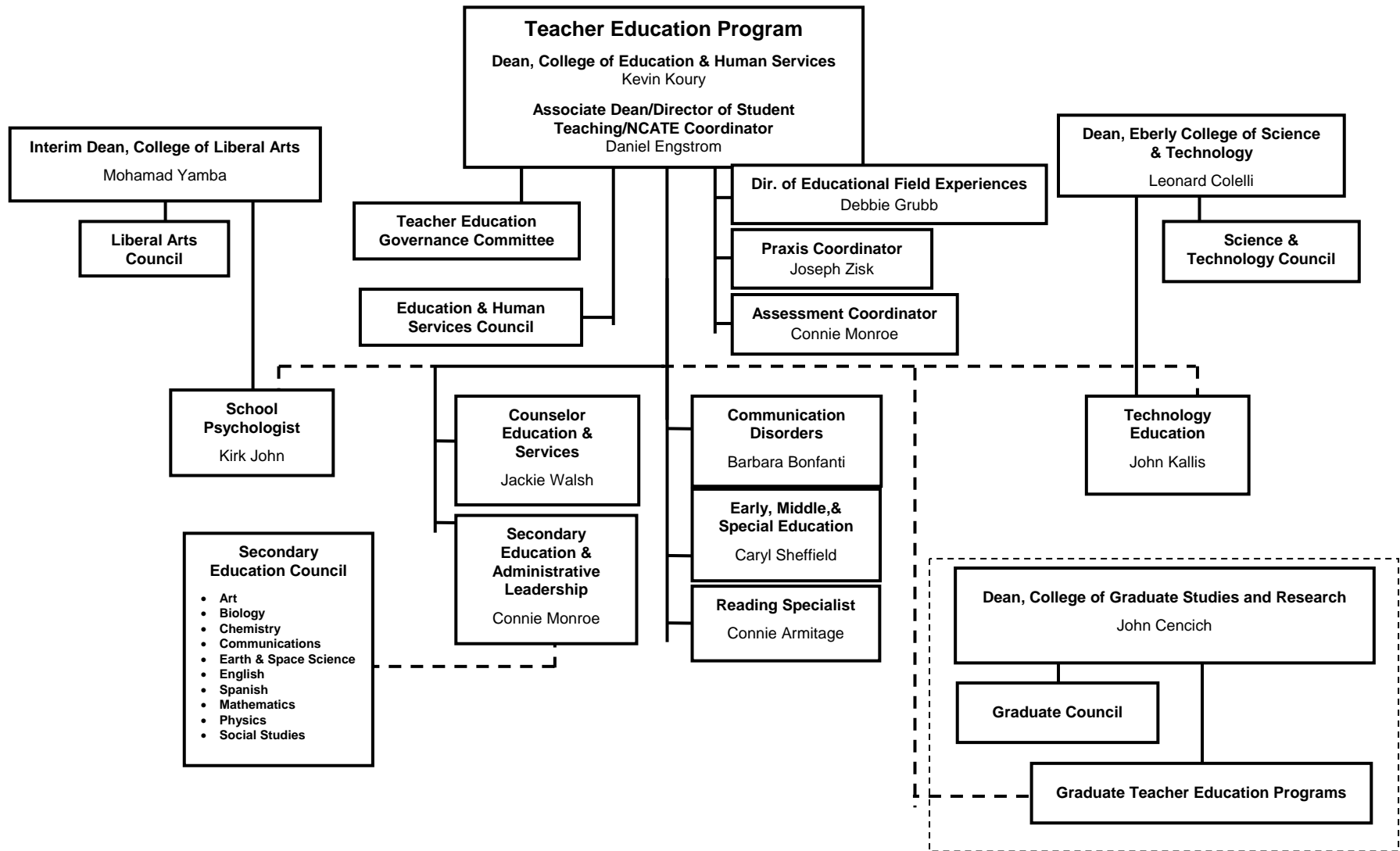
It is critical that teacher candidates understand and meet all deadlines provided in this manual. If a given deadline falls on a holiday or weekend, the subsequent regular business day will be honored as the deadline.

Initial Teacher Education Offices

To contact any of the Initial Teacher Education Offices, visit or call:

- Dean of the College of Education & Human Services Office: Keystone Hall, Room 200B
 - Phone: 724-938-4125
- Applied Engineering/Technology Office: Coover Hall, Room 105
 - Phone: 724-938-4085
 - Technology Education certification
- Early, Middle and Special Education Office: Keystone Hall, Room 302
 - Phone: 724-938-4135
 - Early Childhood, Pk-4, Grades 4-8, Elementary K-6, and Special Education certifications
- Secondary Education Office: Keystone Hall, Room 408
 - Phone: 724-938-4140
 - Art, Biology, Chemistry, Communications, Earth & Space Science, English, Mathematics, Physics, Social Studies, and Spanish certifications
- Student Teaching Office: Keystone Hall, Room 202
 - Phone: 724-938-4126
 - All student teaching, regardless of certification area or educational level (graduate or undergraduate)
- Office of Educational Field Experiences: Keystone Hall, Room 208
 - Phone: 724-938-4537
 - All educational field experiences, regardless of certification area or educational level (graduate or undergraduate)

Teacher Education Program Organization Chart



GENERAL INFORMATION FOR ALL CANDIDATES

Academic Advising

When the candidate officially declares his/her intent to pursue a program in teacher education, the candidate is assigned a qualified academic advisor in that area. Faculty advisors are available to assist students in planning their academic programs, but students have the responsibility for meeting all requirements for their degrees. Students are urged to take advantage of the advisory and consultation services available at the University. They should feel free to consult with professors, academic advisors, department chairpersons, the deans, staff of the Scheduling Center and the Provost. All of these University representatives maintain regular office hours for student consultations.

Teacher Education candidates are encouraged to seek academic advising regularly throughout their academic career. Candidates are responsible for initiating advising contact and preparing for advising sessions. The advising relationship between candidates and academic advisor is protected by [Family Educational Rights and Privacy Act \(FERPA\)](#) confidentiality.

Advisors are available to candidates to assist in and provide for the following:

1. **Goal setting:** Helps set both short-term and long-term educational goals.
2. **Information:** Provides candidates with the graduation requirements of the program, helps with strategic course selections so as to minimize the number of semesters required for graduation, and informs candidates of career opportunities in the field of study.
3. **Transitions:** Informs candidates of how to change colleges and/or departments and provides information to explain the process candidates follow to enroll in the curriculum and to drop or add courses during the semester.
4. **Meeting Decision Points:** There are six decision points for all teacher candidates. These occur throughout the program and are explained in the following sections.
5. **Accessibility:** Have reasonable hours and methods of availability. Candidates should be able to schedule appointments for an adequate amount of time to make curricular selections and career choices.
6. **Referral to Campus Resources:** Academic Development Services, Career Services, Counseling Center, Tutoring, and other services.

Program Requirements

Teacher Education Candidates are ultimately responsible for fulfilling all the requirements of the curriculum in which they are enrolled. Candidates own the responsibility for a successful university experience and are expected to contribute to effective advising sessions by:

1. Participating in orientation programs and providing an academic history that aids in course selection decisions.
2. Working with an advisor to develop and implement both short- and long-term educational and career goals.
3. Knowing academic policies and procedures, academic calendar deadlines, and degree or program requirements.
4. Consulting with an advisor when necessary and completing all recommendations.
5. Scheduling and keeping appointments with an advisor. Coming prepared for appointments by bringing appropriate materials, identifying course choices from requirements of your program, and identifying questions to address.
6. Requesting accommodations in a timely manner if you are a Teacher Education Candidate with documented disabilities. Assistance with such requests is available at [Office for Student Disabilities](#), (105 Azorsky Hall, 724-938-5781)
7. Remaining informed of progress in meeting academic requirements, carefully maintaining academic records, and seeking assistance to resolve any errors or questions

TEACHER EDUCATION DECISION POINTS

Undergraduate Programs ONLY

General Information

There are six decision points in the California University of Pennsylvania Teacher Education Assessment System for undergraduate Teacher Education Candidates. For each decision point, there are a number of criteria and a variety of assessment tools.

The goal of this system is to assure clear communication from the Teacher Education Program to Teacher Education Candidates about expectations at each decision point. Becoming a teacher is a developmental process and all personnel in the Teacher Education Program want to be supportive of Teacher Education Candidates in providing formative and summative assessment throughout the process. Teacher education candidates need to successfully pass each decision point to continue in the Teacher Education Program.

The six decision points listed below are described in the subsequent pages.

[Decision Point #1 – Acceptance as a Pre-Education Student](#)

[Decision Point #2 – Admission to Teacher Education](#)

[Decision Point #3 – Recommendation for Student Teaching](#)

[Decision Point #4 – Completion of Student Teaching](#)

[Decision Point #5 – Graduation](#)

[Decision Point #6 – Certification](#)

Students who do not complete a teacher education program within five (5) years may be subject to additional Pennsylvania Department of Education certification requirements. (Amended 8-31-2009)

Decision Point #1 – Acceptance as a Pre-Education Candidate

Teacher Education candidates who begin at Cal U with 0 to 23 credits follow the standard Cal U admission policies that all incoming candidates follow and may enroll as pre-education.

Transfer Students with 24-90 credits

Students who wish to transfer to Cal U with 24 or more credits are required to meet the GPA Acceptance Matrix for Transfer Students shown below (See Table 1, Amended 7-22-2010). The GPA used for the admission decision must be cumulative from all previous colleges attended. The decision to accept a transfer student as a Pre-Education major is made by the Office of Admissions and is considered final.

Students who miss the GPA Acceptance Matrix for Transfer Students by less than 0.100 Grade Points may appeal in writing to the College of Education and Human Services Dean or the Dean's designee for reconsideration. The appeal must consist of a one page letter explaining why special consideration is appropriate for admittance into a certification program. The decision to accept or deny the appeal is the responsibility of the Dean (or designee), the Department Chair, and one other member of the Teacher Education Governance Committee. (Amended 7-9-2009)

No. of Transfer Credits	0 to 23	24 to 27	28 to 31	32 to 35	36 to 39	40 to 43	44 to 47	48 to 90
Minimum GPA for Acceptance	2.00	2.20	2.30	2.40	2.50	2.60	2.70	2.80

Cal U does not accept individuals, including transfer students with 91 or more credits into an undergraduate teacher education program. Such individuals are advised to complete a non-education undergraduate degree and prepare themselves to enter Cal U's Post-Baccalaureate or Graduate Teacher Education Program.

Students Changing their Major to Pre-Education

Cal U students with 66 – 90 credits wishing to change their major to Pre-Education must have a 3.00 GPA. They must complete all requirements to be approved for Admission to Teacher Education by the end of the **FIRST** semester as a Pre-Education major. Applications for the **Fall semester will be accepted until February 15** and applications for the **Spring semester will be accepted until September 15**.

Readmission of Students

Any student who does not take classes for one-year, will be considered for admission to teacher education according to the transfer admission matrix. (Amended 1-29-2007)

Decision Point #2 - Admission to Teacher Education

Admission to Teacher Education is the point at which a candidate applies to change from a Pre-Education status to a candidate in a specific education major that leads to PA Teaching Certification. Approval for Admission to Teacher Education must be achieved during the Cal U admission “window”, which opens at 48 credits and closes after 65 credits. Once candidates have earned an *Admission to Teacher Education*, their major is changed from pre-education to education. Candidates may now take the education courses that are restricted to education majors. Applying to Teacher Education is an ongoing process throughout the year. Students are advised that Admission to Teacher Education applications for the **Fall semester will be accepted until February 15** and applications for the **Spring semester will be accepted until September 15**.

The window requirements vary slightly for two groups of candidates; those who transferred in or changed their major to Pre Education with 0 to 40 credits and those who transferred in or changed their major to Pre Education with 41 or more credits.

Admission to Teacher Education Window Requirements (Candidates starting with 0 to 40 credits)

Candidates who transferred with 40 credits or less to Cal U, or who are Cal U students with 40 credits or less earned, and are seeking to change their major to education should apply for *Admission to Teacher Education once they have earned 48 credits*. Candidates who are not approved for Admission to Teacher Education before 65 credits extension must change to a non-education major. Once the non-education degree is completed, students may obtain teacher certification through a post-baccalaureate or graduate certification program.

Admission to Teacher Education Requirements (Students starting with 41 or more credits)

Candidates transferring 41 or more credits to Cal U, or who are Cal U students with 41 or more credits and are seeking to change their major to Pre Education, must more carefully monitor their Admission Window.

Candidates who transferred 41 or more credits must complete 12-24 Cal U credits to be eligible to apply for *Admission to Teacher Education*. The 12-24 credits give a full-time student two semesters to meet the requirements for *Admission to Teacher Education*.

Admission to Teacher Education Requirements (For All Candidates)

Teacher Education candidates seeking admission to a teacher education program need to begin by downloading the proper *Admission to Teacher Education* form from the College of Education and Human Services website. They should complete the form electronically and provide evidence of meeting the following requirements:

- Possess a GPA of 2.80 or higher at the time of application,
- Have earned between 48 and 65 credits (Admission Window),
 - Courses taken during the summer **do** count toward the Admission Window credit total.
 - The number of earned credits includes developmental courses (Amended 1-27-2011)

- Transfer students with more than 41 or more credits must apply after completing between 12 and 24 credits at Cal U.
- Complete a speech & hearing test,
- Possess Act 34, Act 114, and Act 151 clearances, ([Amended 9-24-2008](#))
- Complete the Professional Seminar Series (3 seminars). Effective Fall 2011, seminars will **ONLY** be accepted through documentation in INTASC Standard 9 of your LiveText portfolio ([Amended 7-22-2010](#)).
- Possess passing scores on the Praxis I exams (PPST Reading, PPST Writing and PPST Mathematics) using either the standard, composite, or [GPA Qualifying Praxis Matrix](#) scoring method (See [Appendix L: GPA – Qualifying Praxis Score Matrix](#)).

Be sure to save the PDF of your Praxis Scores from ETS

Table 2: Praxis I Minimum Passing Score Requirements

Test Name	Qualifying Score	Composite Minimum Score
PPST Mathematics	173	170
PPST Reading	172	169
PPST Writing	173	170
		521 (Minimum Total)

- NOTICE: It is anticipated that in Spring 2012, Pennsylvania Department of Education will begin to use the Pre-service Academic Performance Assessment (PAPA) by Pearson Evaluation Systems. This program will be in lieu of the Praxis I series (Reading, Writing, Mathematics) offered by Educational Testing Service (ETS). All Praxis I scores will be honored for 10 years. Additional information will be disseminated as it becomes available.
- Complete 6 credits of college level mathematics with a *grade of C or better**,
- Complete 3 credits of college level English composition with a *grade of C or better**,
- Complete 3 credits of college level American/British literature with a *grade of C or better**,
- Complete 3 credits of the designated introductory education course (see Table 3) in the major with a *grade of C or better**,
- Complete the Conceptual Framework Survey – Level I as part of the introductory education course,
- Complete the Candidate Professional Disposition Instrument – Level 1 as part of the introductory education course,
- Have a professor complete the [Candidate Professional Disposition Instrument: Level 2](#), and
- Have a person who has a professional relationship with the candidate complete the [Candidate Professional Disposition Instrument: Level 2](#).

Table 3: Introductory Education Courses

PreK- Grade 4 & Special Ed K-8– ELE 200
Middle Level Ed & & Special Ed K-8– ELM 200
Secondary Ed – SEC 150
Technology Ed – TED 100

* Candidates who receive a grade of C- or lower grade in the 3 credit introductory education course, the 6 credits of college level mathematics courses, or the 6 credits of composition/literature courses must retake the course(s) immediately.

Once students are approved for Admission to Teacher Education they are permitted to enroll in the following courses:

- ESP 412 – Evidence-Based Practices for Elementary Inclusion
- ESP 413 – Evidence Based Practices for Secondary Inclusion
- TED 450 – Teaching Technology Secondary School
- TED 451 – Teaching Technology Elementary School
- EDU 350 – Supporting English Language Learners in the Classroom
- ELE 400 – Issues, Advocacy, Leadership in Pre-K Education

- SEC 4xx – Teaching of ...
- SEC 4xx – Assessment in...

Appeal to Extend the Admission Window is One Semester

In some cases, the Teacher Education Candidates may file an [Appeal to Extend the Admission Window by One Semester](#) form, which can be downloaded at the College of Education and Human Services web site or found in the main office located on the second floor of the Keystone Education Center.

The items listed below that are required for *Admission to Teacher Education* are the **ONLY** items that **are eligible** for an Extension of the Admission Window:

- Passing Praxis I exams using either scoring method
 - Candidate must show proof that all exams have been taken at least once.
 - **It is the responsibility of each Teacher Education Candidate to register and pay for the correct test(s).** These exams are only offered during the national testing dates, seven times per year. Please plan accordingly. Candidates are reminded that registration for Praxis exams is required months in advance of the exam date.
- Passing 3 credits of English composition OR Passing 3 credits of American/British literature
 - Candidates must show proof of **either** 3 earned credits of English composition **or** 3 earned credits of an approved American/British Literature with a grade of “C” or better in either course. (See Table 4)
 - Note: Developmental English courses do not apply.
- Passing 6 credits of college level math
 - Candidates must show proof of 3 earned credits of college level mathematics with a grade of “C” or better.
 - Note: Developmental mathematics courses do not apply.
- Passing the introductory education course for the discipline with a grade of “C” or better.

Table 4: Approved American/British Literature Courses

<ul style="list-style-type: none"> • ENG 107 Intro to Fiction • ENG 125 The American West • ENG 148 Horror in Literature • ENG 150 Baseball in Literature • ENG 155 Black Literature • ENG 160 Intro to British/American Literature • ENG 203 Great Books • ENG 301 English Literature I • ENG 302 English Literature II • ENG 337 Survey of American Literature I • ENG 338 Survey of American Literature II • ENG/LIT 125 The American West • ENG/LIT 127 Women as Hero
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The items listed below that are required for *Admission to Teacher Education* **are not eligible** for an Extension of the Admission Window:

- Not possessing an overall GPA of 2.80 or higher,
 - Not possessing Act 34, Act 114, and Act 151 clearances,
 - Not having completed 3 credits of English composition **or** 3 credits of an approved American/British Literature with a grade of “C” or better. Note: Developmental English courses do not apply.
 - Not having completed 3 credits of college level mathematics with a grade of “C” or better.
- Note: Development mathematics courses do not apply.

It is the candidate’s responsibility to start the appeal process by completing the *Appeal to Extend the Admission Window by One Semester* form. Candidates must submit their appeal to their department chairperson by due dates shown in the table below. To fulfill the requirements of the appeal, students must be approved for Admission to Teacher Education by the date given in the approval letter. Failure to be approved for Admission to Teacher Education will result in the student NOT being able to complete an education degree at Cal U and therefore they will need to change their major immediately to a program other than teacher education.

Table 5: Deadlines for Appeals for Admission to Teacher Education

Extension Semester	Appeal Due Date
Fall Semester	September 15 th
Spring Semester	February 15 th

Decision Point #3 – Recommendation for Student Teaching

General Information

The culminating activity in the professional sequence in teacher education consists of a minimum of 15 weeks of full-time student teaching in elementary, middle, and/or secondary schools. Candidates must complete and have approved a *Recommendation for Student Teaching* by the designated deadlines:

- Fall Semester student teaching:
 - Recommendation is due May 1 (amended 6-15-2011)
 - Portfolio due to reviewer by April 1 (amended 7-22-2011)
 - Last day to take a Praxis exam April 1 (amended 7-22-2011)
- Spring Semester student teaching:
 - Recommendation is due November 1
 - Portfolio due to reviewer by October 1 (amended 6-15-2011)
 - Last day to take a Praxis exam October 1 (amended 6-22-2011)

Requirements

Candidates seeking a Recommendation for Student Teaching must provide evidence of meeting these requirements **at the time the application form is submitted**:

- Possess a Grade Point Average and applicable Praxis II/Fundamental Subjects scores that meet the requirement of the PDE issued [GPA Qualifying Praxis Matrix](#). Candidates who do not meet the GPA Qualifying Praxis Score matrix at the start of the semester will be removed from student teaching (See [Appendix L: GPA – Qualifying Praxis Score Matrix](#)).
- Passing score on the Fundamental Subjects: Content Knowledge exam using the [GPA Qualifying Praxis Matrix](#) scoring method (does not apply to teacher education programs resulting only in grade 7-12 certification).
- Passing score on the Praxis II Subject Assessment exam(s) using the [GPA Qualifying Praxis Matrix](#) scoring method,
 - **It is the responsibility of each Teacher Education Candidate to register and pay for the correct test(s).** This test is only offered during the national testing dates, seven times per year. Please plan accordingly so this important test is not missed. Candidates are reminded that registration for Praxis exams is required months in advance of the exam date.
- Have a content Grade Point Average of at least 2.80. Note: This will become effective for those students who will student teach in Fall 2014 (Amended 6-15-2011)
- Complete a total of 9 seminars for the [Pre-Service Teacher Professional Seminar Series](#) requirement. (Amended 3-17-2008)
Beginning in Fall 2012, seminars must be documented in Principle #9 of the student Live Text portfolio (Amended 3-17-2008 & 1-25-2010)
- Earn a grade of C or better in every required course in the major,
- Possess a passing score on the [Performance Principles Portfolio Review](#) on LiveText from the academic advisor or assigned reviewer, and
- [Possess clearances](#) (Act 34, 114, and 151) that are valid through the end of the student teaching experience.
- Have all Incomplete “T” grades converted into a letter grade.

***Be sure to save the PDF of
your Praxis Scores from ETS***

- Submit evidence of a \$1,000,000 liability insurance policy.

All requirements must be complete at the time of application for a *Recommendation for Student Teaching*, with the exception of having obtained “C” or better grades in required major courses in which the candidate is currently enrolled or plans to take in the summer, before the Fall semester student teaching experience. The “C” or better grades in the required major courses taken in the semester of the application or in the summer prior to Fall student teaching must be presented to the Student Teaching Office prior to the beginning of Student Teaching.

Student Teaching Outside the Cal U Service Area

Requests to student teach outside of California University’s service (50 miles away from main campus) must be given in writing by September 30 for a Spring student teaching assignment or by March 30 for Fall a student teaching assignment. Consideration of these placements may be granted for documented family hardship, to participate in an urban experience, overseas experience or if student teaching is part of an online program. All requests are reviewed by the Director of Student Teaching in consultation with the Department Chairperson. All requests are reviewed on a case-by-case basis.

Valid Recommendation for Student Teaching

The *Recommendation for Student Teaching* is good for one semester only. Candidates who delay student teaching for any reason and wish to student teach in a future semester must re-apply and secure a new *Recommendation for Student Teaching* in accordance with the application deadlines. Student must meet current requirements, even if they have changed since their previous *Recommendation for Student Teaching* was submitted.

Decision Point #4 – Completion of Student Teaching

Candidates will have successfully completed student teaching if they:

- Pass the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PA-430 form) with a score of “1” or higher on each category,
- Receive a” Met” or higher rating on the Candidate Professional Disposition Instrument – Level 3 during Week 7 of Student Teaching,
- Pass a departmental exit interview. Each department may have different requirements for the exit interview. Check with your department for details.

Decision Point #5 – Graduation

Candidates will be recommended for graduation if they submit an Application for Graduation which is then approved by their advisor and Department Chairperson.

Note

Once a candidate graduates, the GPA is permanent. Candidates cannot return to Cal U to re-take courses to improve their undergraduate GPA after their graduation.

Decision Point #6 – Certification

The final decision point of the teacher education program is when the candidate applies for a Pennsylvania Instructional I certificate. Cal U does not certify candidates, but does recommend candidates for certification by verifying that they have successfully completed a teacher education program, including graduation. Candidates must complete the PDE 338 C and PDE 338 G forms and submit them to the College of Education before they can be recommended for Pennsylvania certification. It is recommended that the form be completed during student teaching so it can be forwarded to PDE upon graduation.

Candidates must wait until their class has officially graduated, not when they have completed all courses, before they are eligible for PA teacher certification. The Pennsylvania Department of Education has the final decision in all teacher certification requests.

Appendix A: College of Education and Human Services

Mission Statement

We, the College of Education and Human Services, will make our College a learning community that provides a personalized, continuum of learning for a diverse student and faculty body through collective excellence in academia, To accomplish this, we will incorporate:

- Collaboration (both within and outside of the College and the University);
- Openly demonstrate shared governance, self-management and personal empowerment;
- Compatibility of mission by all stakeholders within the College;
- Commitment to learning across the life span for all;
- Integration of emerging technology;
- Thorough and systematic quality assessment leading to continuous instructional improvement;
- On-going strategic planning; and
- Sensible management of facilities and human and monetary resources.

Beyond the College and University, we are committed to being the region's cultural, technological, and educational center.

Goal

The principal goal of the College of Education and Human Services is to maintain a diversity of contemporary curricula appropriate for the preparation of new teachers and the improvement of teachers already in the field. In addition, the College sponsors the development and delivery of a variety of special programs for the purpose of educating practitioners in a number of human service areas.

To Accomplish Our Mission

All professional education programs are designed in accordance with appropriate knowledge bases. Programs are based on standards of learned societies and the certification requirements of the Commonwealth of Pennsylvania.

Programs Offered

We offer programs that prepare professional personnel in service areas such as communication disorders, school nursing, gerontology, athletic training, social work and general education. In addition, we offer graduate studies in Counselor Education, Reading Specialist, Elementary Education, Communication Disorders, Technology Education, Administration, Secondary Education, and Special Education.

Program Goals

Undergraduate

To ensure that our students:

- Develop basic skills in reading, writing, mathematics and listening;
- Acquire knowledge and understanding in the humanities, natural sciences, and social sciences;
- Gain experience in human growth and development processes;
- Are able to create, manage, and maintain classroom environments that recognize and respond to the needs of students with varying behavioral and cultural patterns;
- Have experience using social, physical, cognitive, and psychological student data to plan, implement, and evaluate a variety of instructional strategies and student learning;
- Develop ethical standards working with students, parents, and colleagues;
- Are skilled in using the materials, media, and technology that will enable them to perform in contemporary and future environments;
- Are familiar with the network of human service agencies and programs, which may be used to provide for students with special needs;
- Learn communication skills and interaction which will enhance their ability to work cooperatively in the human service field; and
- Develop skills to analyze human service needs, available resources and institutional constraints for solving social problems.

Appendix B: Signature Assessments

The Cal U Teacher Education Program uses the Signature Assessments to gather and analyze data to make program improvements. All of the Signature Assessments are built around the Cal U Teacher Education Program's Conceptual Framework's Three Principles with its Nine Elements. Signature Assessment 6 – The Common Portfolio is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles.

#1 – Praxis Series

- PPST Reading (Admission to Teacher Education)
- PPST Writing (Admission to Teacher Education)
- PPST Mathematics (Admission to Teacher Education)
- Fundamental Subjects: Content Knowledge (Recommendation for Student Teaching)
- Praxis II (Recommendation for Student Teaching)

#2 – Conceptual Framework Survey

- Level 1 (Introductory Course)
- Level 2 (Advanced Course)
- Level 3 (Mid-Student Teaching)
- Level 4 (Recent Program Completers)
- Level 5 (Area Employers)

#3 – Grade Point Average

- Overall Grade Point Average (Recommendation for Student Teaching)
- Content Grade Point Average (Recommendation for Student Teaching)

#4 – Candidate Professional Disposition Index

- Level 1 (Introductory Course)
- Level 2 (Admission to Teacher Education)
- Level 3 (Mid-Student Teaching)

#5 – The Common Portfolio (Recommendation for Student Teaching)

- 12 Performance Principles

#6 – Student Teaching (Completion of Student Teaching)

- PDE 430 Form Category I Planning & Preparation
- PDE 430 Form Category II Classroom Environment
- PDE 430 Form Category III Instructional Delivery
- PDE 430 Form Category IV Professionalism
- CAL 430 Form Category V Content Knowledge
- CAL 430 Form Category VI Effect on Student Learning
- PDE 430 Form Overall Rating

#7 – Specialized Professional Association Assessments (Varies by Program)

- Licensure assessment or other content-based assessment
- Assessment of content knowledge
- Assessment of candidate ability to plan instruction
- Assessment of student teaching
- Assessment of candidate effect on student learning
- Additional assessment that addresses SPA standards (required)
- Additional assessment that addresses SPA standards (optional)
- Additional assessment that addresses SPA standards (optional)

Appendix C: General Student Teaching Information

Student Teaching Placement

All student teaching placements are arranged by the California University Director of Student Teaching in approved schools and are supervised by qualified classroom cooperating teachers and university supervisors. Teacher Education Candidates are not placed in student teaching assignments where:

- Candidate attended school in the last 10 years,
- Relatives and/or close friends are employed in the school district,
- Relatives and/or close friends are on the School Board of the district, and
- Relatives, such as younger siblings, cousins, etc. are public school students.

Note:

Pennsylvania regulations and Cal U policies prohibit Teacher Education candidates from arranging their own student teaching placement. Candidates that are considering a special placement must notify the Director of Student Teaching at least 6 months in advance.

Cal U does not guarantee student teaching placements of any kind.

Taking a Course During or After Student Teaching

Student Teaching with its accompanying Practicum is considered a full-time program for the semester in all programs for certification. Taking a course during student teaching is not recommended due to the high workload required. This policy does not cover planned courses that are linked to the student teaching semester.

Taking a required education or content course during or after student teaching and receiving a grade of C- or lower will result in the candidate not meeting Pennsylvania Department of Education certification requirements, and the candidate will not be recommended by Cal U for teacher certification. Candidates who earn a grade of C- or lower during or after student teaching will be required to repeat the course prior to applying for certification.

In order to qualify to enroll in a course during or after student teaching, candidates must meet the following requirements:

- Have an overall GPA of 3.25 or higher
- This must be the last course required for graduation.
- This course cannot interfere with your student teaching time schedule. For example; you cannot take a 10:00am MWF class.
- This course must be approved by the candidates' advisor, Department Chair, and the Director of Student Teaching.

Candidates who wish to take a course during student teaching and meet the above requirements, should complete and submit the *Request to Enroll in a Course During or After Student Teaching* form, which can be secured at the College of Education and Human Services main office located on the second floor of the Keystone Education Center.

Appendix D: Common Portfolio & Performance Principles

One of the many requirements for earning a Recommendation for Student Teaching is passing Signature Assessment #6 – The Common Portfolio. This portfolio, used by all certification programs, is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Cal U has developed three additional principles that we believe all teacher education candidates need to meet. Together, these 13 principles are called the **Performance Principles**.

Each Performance Principle will be scored using the following scale:

- Exceeds Expectations 3 Points
- Meets Expectations 2 Points
- Below Expectations 1 Point
- Unsatisfactory 0 Points

To pass the Common Portfolio each student must:

- Have two artifacts for each of the first twelve principles. (Amended 1-25-2010)
- Attain total score of at least 26 and have no scores of zero (Amended 1-25-2010 and 7-22-2010)
- Submit their portfolio to their assigned reviewer by April 1 for Fall student teaching or October 1 for Spring student teaching. (Amended 6-15-2011)

Each of the 13 Performance Principles is outlined below. It is the goal of the Teacher Education Program that all teacher education candidates will integrate the Three Principles of our Conceptual Framework; Knowledge, Pedagogy, and Professionalism into their teaching philosophy.

Performance Principle #1: Knowledge of Subject Matter

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Performance Principle #2: Knowledge of Human Development and Learning

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

Performance Principle #3: Adapting Instruction for Individual Needs

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

Performance Principle #4: Multiple Instructional Strategies

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

Performance Principle #5: Classroom Motivation and Management Skills

The candidate 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.

Performance Principle #6: Communication Skills

The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Principle #7: Instructional Planning Skills

The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance Principle #8: Assessment of Student Learning

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

Performance Principle #9: Professional Commitment and Responsibilities

The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Students will document the seminars they have attended under the [Professional Development Program for Teacher Candidates](#). (Amended 7-22-2010)

Performance Principle #10: Partnerships

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

Performance Principle #11: Diversity

The teacher candidate understands the influence of culture on personal growth and recognizes and respects cultural differences, and believes that all human beings possess capacity for thought, feeling, and learning.

Performance Principle #12: Field Experience

The teacher candidate understands the importance of completing and documenting early field experience and recognizes the importance of a steady progression from being an “observer” to becoming an “active participant.”

Performance Principle #13: Professional Presentation

The teacher candidate demonstrates in their portfolio the ability to write clearly, accurately, and in a professional manner. Note: No artifacts are submitted for this performance principle. (Amended 7-22-2010)

Appendix E: Procedures for Applying for Certification

General Information

Candidates completing an approved program in Teacher Education, including satisfactory student teaching, are eligible to apply for Pennsylvania Teacher certification. The application for certification is not automatic at the awarding of your degree. Each candidate must take responsibility to apply to the College of Education and Human Services for his or her teaching certificate. Teacher Education Candidates must follow the steps that are in place at the time of application. Cal U does not certify candidates, but does recommend candidates for certification by verifying that they have successfully completed a teacher education program, including graduation. It is recommended that the form be completed during student teaching so it can be forwarded to PDE upon graduation. General directions are below.

Praxis Scores at Time of Applying for Certification

Candidates must hold valid passing scores on Praxis I (individual scores or composite/minimum scoring), Fundamental Subjects: Content Knowledge (K-3, K-6 and K-12 candidates only) and Praxis II exams at the time of applying for Pennsylvania Teacher certification. Valid means that the exams are less than ten years old, except Praxis I tests have no expiration date. Passing means to hold a “passing” score on the day you apply. Since PDE can change the passing score at any time, it is possible to be in the position of having a score that was considered “passing” at the time the exam was taken, but is no longer considered “passing” at the time of application. In such cases, the candidate may need to retake the exam(s) in order to apply for Pennsylvania Teacher certification.

Out of State Certifications

Candidates that are interested in obtaining a teaching license in another state, please note that Cal U only endorses students for Pennsylvania teacher certification. It is the candidate’s responsibility to secure teacher certification in another state.

Applying for Certification

In order to apply for your Pennsylvania Teacher Certification you must do the following:

1. Obtain the following forms from the PDE Website
<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506869&mode=2>
 - a. **PDE 338 G** – General Application for PA Certificate
 - b. **PDE 338 C** – College/University Verification Form – student is to complete only the name/SS# section on page one and page two.
2. Successfully complete all requirements of your program
3. Take and pass the Praxis II Exam in your content area
4. **Graduate students and Post-Bacc students (ONLY)**: Supply the following documentation to your department:
 - * Endorsement Form with the student information section completed
 - * Unofficial transcript
 - * Advisement sheet
 - * Praxis I and Praxis II or Specific Content Area scores
 - * Current Teaching Certificate (if applicable).

All Students: IMPORTANT INSTRUCTIONS TO APPLY FOR CERTIFICATION:

Complete the student information sections of the PDE 338G form. The physician section needs to be completed for **INITIAL** certifications only. Complete only your name and SS# on the PDE 338C form (both pages.) Mail the PDE 338G and PDE 338C forms along with your **\$100.00 Postal Money Order** made payable to Commonwealth of Pennsylvania to the following address. Include a **copy of your teaching certificate if you currently hold one. Return these documents to the Dean’s office.**

Appendix F: Professional Development Program for Teacher Candidates

The Professional Development Program for Teacher Candidates at California University of Pennsylvania is designed to provide a foundation for the continuing education required in the teaching profession. Seminars will be recorded and scored in the teacher candidate's LiveText® portfolios under Performance Principle 9: Professional Commitment and Responsibilities. Cal U will offer a number of seminars each semester and teacher candidates are encouraged to attend professional activities on their own. (Amended 7-22-2010)

Implementation Plan

All undergraduate and post-baccalaureate teacher education students are required to attend professional development seminars prior to applying for *Admission to Teacher Education* and for a *Recommendation for Student Teaching*. Students must meet the minimum number of seminars for each level. The intent of the program is that students attend seminars over their academic career at Cal U, not to meet all requirements their freshman year. Attendance at breakout sessions during professional conferences may be used to meet these requirements.

Documentation of Professional Development Seminars

All seminars will be entered into a preformatted LiveText® template. For each seminar attended students will be expected to provide the following documentation for each seminar:

- Date of the Seminar
- Seminar Title
- Presenter(s)
- Seminar Location
- Written Summary/Reflection

Students will be expected to complete at least **three** seminars in EACH of the following categories:

- Professionalism & Leadership
- Content Specialty
- Issues in Education

Each of the three categories will be assessed as one score. At this point, a minimum cut score has not been established.

Admission to Teacher Education

The phase-in plan for the number of seminars attended at the time of application for *Admission to Teacher Education* is:

- ◇ Applying for *Admission to Teacher Education* in Fall 2011 or later a total of 3 seminars in LiveText (Amended 7-22-2010)
- ◇ Applying for *Admission to Teacher Education* prior to Fall 2011 a total of 3 seminars documented with a certificate and/or through the activities transcript.

Recommendation for Student Teaching

The phase-in plan for the number of Seminars attended at the time of application for a *Recommendation for Student Teaching* is:

- ◇ *Student Teaching* in Fall 2012 & later a total of 9 seminars in LiveText . (Amended 3-17-2008)
- ◇ *Student Teaching* prior to Fall 2012 a total of 9 seminars documented with a certificate and/or through the activities transcript.

NOTE: Candidates who will student teach prior to Fall 2012, may document their seminar requirement through the 2009-2010 guidelines.

Appendix G: Candidate Professional Disposition Instrument

NCATE defines professional dispositions as “the values, commitments and professional ethics that influence behaviors toward students, colleagues, and communities and affect student learning.” The California University of Pennsylvania Teacher Education Program used two sources to develop measures of professional disposition. The first source is California University of Pennsylvania’s Three Core Values: Integrity, Civility, and Responsibility. Candidates’ commitment to these three values constitute three (3) of the metrics that are used to measure professional disposition.

The second source is the Conceptual Framework of the California University of Pennsylvania Teacher Education Program. Two indicators have been extracted from the Conceptual Framework to augment the measurement of professional disposition: candidates’ commitment to professionalism/maturity and professional development and lifelong learning.

These five measures comprise the overall system used to measure professional disposition:

- (1) Integrity – Demonstrates truthfulness to oneself and to others; demonstrate professional behavior and trustworthiness,
- (2) Civility – The ability to honor, value, and demonstrate consideration and regard for oneself and others,
- (3) Responsibility – Acts independently and demonstrates accountability, reliability, and sound judgment,
- (4) Professionalism/maturity – Demonstrates situational appropriate behavior, and
- (5) Professional development and lifelong learning – Demonstrate a commitment to professional development and to lifelong learning.

The candidate must meet or exceed disposition expectations on all items by the time they are recommended for licensure.

Measuring Professional Disposition

The Teacher Education Programs at California University of Pennsylvania believe that teacher education candidates should show growth in the 5 measures of disposition throughout their teacher preparation program. Professional disposition is measured at 3 points during the program. California University of PA faculty will complete the Evaluation of Candidate Professional Disposition form as noted below. While the responsibility for assessing candidate disposition falls mostly on the faculty, candidates will have an opportunity to self-assess disposition.

Level 1 - Required in the Introductory Education Course

Professors in the first required departmental course – EDE 200 Introduction to Elementary/Early Childhood Education, ECE 200 Introduction to Early Childhood Education, TED 100 Introduction to Technology Education, ESP 101 Exceptional Child I, and SEC 150 Introduction to Secondary Education - will use the evaluation of the **Candidate Professional Disposition Instrument – Level I** to explain to teacher education candidates’ what initial disposition for teaching is. This will provide a self-assessment for determining candidate growth. The purpose and expectations of the evaluation are discussed with each class. Candidates will write a short reflection about the results for inclusion in their portfolio.

Level 2 - Required for Admission to Teacher Education

The Evaluation of Candidate Professional Disposition Form- Level 2 is completed by two people. The first is a faculty member from a major required course taken. For Secondary Education majors, this includes both Secondary Education courses and Content course in the discipline. For example, a Biology Education major can choose either professors from Secondary Education courses and Biology courses. This course/faculty selection is made by the candidate.

A second rating is completed by a person of the candidate’s choice that the candidate has a professional relationship with, such as, an employer, teacher, professor, and counselor. This person does not need to be a Cal U employee. However, relatives of the candidate are not eligible to complete the form,

To have these two evaluations completed, the rater will email the name, email address, and title/position of their selected raters to dispositions@calu.edu. Each rater will then be contacted and asked to complete an electronic rating. Once each rating is done, the candidate will be emailed to let them know that the rating has been completed.

A satisfactory rating, defined as achieving the MET criterion in 3 or more categories on the Evaluation of Candidate Professional Disposition Form from each rater, must be earned in order for the candidate to be admitted to teacher education. Candidates will write a short reflection about the results of the assessment for their portfolio.

When the desired professional disposition skills and behaviors are not rated “satisfactory” as defined above, Admission to Teacher Education is delayed. The rater will conference with the candidate. The conference will yield a corrective action plan which the candidate must complete within an approved extension for admission to teacher education (if necessary). The candidates will write a short reflection about the results of the assessment and/or conference for their portfolio. After successful completion of the corrective action plan, the candidate must reapply for Admission to Teacher Education in order to continue the teacher education program.

Level 3 - Required for Exiting Student Teaching

The university supervisor will complete the Evaluation of Candidate Professional Disposition Form before the end of the first student teaching assignment. A satisfactory rating at this point is defined as achieving the MET criterion in all 5 professional disposition categories on the Evaluation of Candidate Professional Disposition Form.

Corrective Action Plan

When the desired dispositional skills and behaviors are not rated “satisfactory” as defined above, completion of student teaching may be delayed. The candidate will meet with his/her student teaching supervisor and the director of student teaching to develop a corrective action plan. The student teaching supervisor in collaboration with the director of student teaching will determine successful completion of the corrective action plan. The corrective action plan must be completed before the candidate can resume the student teaching experience. It may be necessary for the candidate to complete the entire student teaching experience as prescribed in the student teaching handbook.

Appendix H: Electronic Portfolio Requirement - LiveText

All Cal U Teacher Education candidates; undergraduate, post-baccalaureate, and graduate, are now required to purchase a LiveText account. This software needs to be purchased **one time**; it is effective until you complete the Teacher Education program plus one year.

What is LiveText?

LiveText is internet-based software that creates portfolios. But it also does much more that you do not see. All student portfolios are connected to a large database. This database allows Cal U to aggregate hundreds of portfolio scores which allows the Teacher Education Program to write reports to the Pennsylvania Department of Education, National Organizations (See SPAs, next page), and the National Council for the Accreditation of Teacher Education. But the goal is not to write reports; it is to make program improvements. Cal U has seen many program improvements made over the last few years by analyzing data and this new method of data collection will allow us to continue to make a good program even better.

Common Portfolio

You can have as many portfolios as you like; however, there are some required portfolios. You do not need to create required portfolios from scratch, there are templates set up for you to use. One of the required portfolios for all initial teacher certification candidates is the “Common Portfolio – The 13 Performance Principles”. The Common Portfolio is used to standardize the data collection required by our accreditation institutions.

Electronic File Cabinet

One of the templates is for an electronic file cabinet. It is recommended that teacher education majors place as many assignments in the file cabinet for storage. LiveText is an excellent place to store your files. In over seven years, not one file has been lost. Using the file cabinet can help save your work if your personal computer has a melt-down.

Purchasing LiveText

LiveText can be purchased two ways; at the Bookstore and online at the LiveText website. The price is the same either way. Teacher education candidates may use financial aid to purchase LiveText at the bookstore. Financial Aid is only available the first week of school. If you purchase LiveText at the bookstore, do not throw away the brochure. It contains information that is needed to register. If the brochure is lost, you will need to purchase another license at full price.

To purchase LiveText online, with a credit card, go to: <http://college.livetext.com>

Setting up your Account

- Please use your Cal U e-mail as the user name for your LiveText account (do not use the @calu.edu).
- Be very formal when entering your name. Use Capital and lowercase lettering. The way you enter your name is how it will show up and print when you create portfolios, including interview portfolios
- You do not need to use your social security number. We recommend that you type in 1234.
- Make up a birthday if you are uncomfortable providing that information.
- We recommend that you use your Cal U e-mail for LiveText.
- Choose a password that you will remember. Your birthday is not a good idea.

Appendix I: Specialized Professional Associations and Student Clubs

The curricula for the initial teacher education programs at Cal U are also guided by a Specialized Professional Association, (SPA) where applicable. Each of these SPAs has developed a set of standards that guides the preparation of teachers as well as leading their field of study. Please visit their website to learn more about these associations.

Art Education

National Art Education Association- NAEA

<http://www.naea-reston.org>

Biology, Chemistry, Earth & Space Science, and Physics Education

National Science Teachers Association – NSTA

<http://www.nsta.org>

Early Childhood Education & Pk – Grade 4

National Association for the Education of Young Children – NAEYC

<http://www.naeyc.org>

Elementary Education

Association for Childhood Education International – ACEI

<http://www.acei.org>

English Education & Communications Education

National Council of Teachers of English – NCTE

<http://www.ncte.org>

French Education & Spanish Education

American Council for the Teaching of Foreign Languages – ACTFL

<http://www.actfl.org>

Mathematics Education

National Council of Teachers of Mathematics – NCTM

<http://www.nctm.org>

Middle Level Education Grades 4-8

National Middle School Association - NMSA

<http://www.nmsa.org>

Special Education

Council for Exceptional Children – CEC

<http://www.cec.org>

Social Studies Education

National Council for the Social Studies – NCSS

<http://www.socialstudies.org>

Technology Education

International Technology & Engineering Educators Association - ITEEA

<http://www.iteea.org>

Council on Technology Teacher Education - CTTE

<http://www.teched.vt.edu/ctte>

There are many student clubs in which you can become involved while a student at Cal U. The clubs associated with a certification program are listed below:

National Science Teachers Association

Advisor: Dr. William Hug, hug@calu.edu

Technology Education Association at Cal U

Advisor: Dr. Laura Hummell, hummell@calu.edu

Pennsylvania Student Education Association

Advisors: Dr. Diane Nettles, nettles@calu.edu
Dr. Holly Diehl, diehl@calu.edu

Council for Exceptional Children

Advisor: Dr. Mary Seman, seman@calu.edu

Book Club

Advisor: Dr. Diane Nettles, nettles@calu.edu

Appendix J: Policies for Participation in Field Experiences

Candidates are expected to follow all of the policies listed below when visiting schools for field work and observations:

Attendance: Regular and prompt attendance is required. Teacher Education Candidates are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make-up the time missed.

Transportation: Teacher Education Candidates are to arrange their own transportation.

Grooming and Dress: Teacher Education Candidates are expected to dress and groom in accordance with standards expected of professional teachers. This policy applies to field trips, as well as other field experiences.

Professional Relationships: In all professional settings, formal titles (e.g.: Miss, Ms., Mrs., Mr., or Dr.) are advised, rather than first names. Teacher Education Candidates are to be courteous, sensitive and discreet in conversations with students. Teacher Education Candidates are to avoid overly casual language and inappropriate slang.

Critiques of Experiences: Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children and schools are to be professional. Teacher Education Candidates are guests of the school personnel and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.

Uses of Technology: Teacher Education Candidates are encouraged to use computers and other educational technologies for instructional purposes whenever possible, but only if approved by the cooperating teacher. Teacher Education Candidates are never to use school computers to access e-mail or the internet for personal use, nor are they to use their cell phones in schools.

Clearances: In accordance with Pennsylvania Department of Education regulations, all students who have direct contact with children must have current (not more than one (1) year old) Pennsylvania State Criminal Background (Act 34), Child Abuse (Act 151), and Federal Criminal History Record (Act 114, Fingerprinting) clearances. This applies to all course-related observation, field, and clinical experiences, as well as student teaching. Students who do not have all three clearances by the end of the first week of classes will be dropped from the class. (Amended 2-7-2011)

Clearances with Infractions: Students are advised that finding placements for those with infractions on their clearances may be very difficult. Only one attempt will be made to find an accommodating school district, after which students may need to consider dropping the course. Under no circumstances should students find their own placements.

Placements: The following restrictions apply to the placements in field courses that require duties beyond observation:

- Students may not return to the school district from which they graduated.
- Students may not be placed in the same building where immediate family members attend or are employed.
- All field experience placements will be made by a Cal U Field Experience Coordinator. Students are not permitted to make their own field experience placements. (Amended 9-24-2008)

Appendix K: Act 34, Act 114, and Act 151 Clearances

Teacher Education candidates must apply for [Pennsylvania Act 34 \(Pennsylvania Criminal Record History\)](#), [Act 114 \(Fingerprinting\)](#), and [Act 151 \(Pennsylvania Child Abuse History\)](#) clearances. In accordance with Pennsylvania Department of Education regulations, all students who have direct contact with children must have current (not more than one (1) year old) Pennsylvania State Criminal Background (Act 34), Child Abuse (Act 151), and Federal Criminal History Record (Act 114, Fingerprinting) clearances. This applies to all course-related observation, field, and clinical experiences, as well as student teaching. (Approved 4-21-2008)

The Cal U policy for all clearances is:

- Field work done without clearances will not be accepted and will have to be done over.
- Give a photocopy of each clearance to the Student Teaching Office as soon as you receive all three of them. (Do not bring one at a time.) The Student Teaching Office will not make copies for you.
- Keep the original clearances in a safe place. Many school districts will want to see the originals, not copies.
- Teacher Education candidates with any type of record, on any clearance, will trigger a “Counseling Session” with the Director of Student Teaching. Cal U does not deny *Admission to Teacher Education* because of any citation, but candidates need to be aware of future issues with the Department of Education and future employers.
- All Teacher Education candidates must be aware that the Pennsylvania Department of Education has the final decision on whether infractions on your record will impede the issuance of on your certification.

24 PS 1-111 as amended per Act 114 of 2006

Below is the revised regulation concerning clearances for Pennsylvania Teacher Education candidates:

“Effective April 1, 2007 Pennsylvania Law will require State and FBI records for all prospective teachers, student teachers, bus drivers, and contractors and their employees that have direct contact with children.

State and Federal criminal history records shall be required for both resident and non-resident prospective employees, independent contractors and their employees. State and Federal criminal history records shall be required for bus drivers offered employment by a school district, private school, nonpublic school, intermediate unit or area vocational-technical school or by an independent contractor. State and Federal criminal records shall be required for student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical schools. If a student teacher candidate is continuously enrolled in an education preparation program, the criminal history record initially submitted by that candidate to the program shall remain in effect during the period of enrollment.”

The legal definition of student teaching candidate includes any and all types of field experience.

Clearances with Infractions: Students are advised that finding placements for those with infractions on their clearances may be very difficult. Only one attempt will be made to find an accommodating school district, after which students may need to consider dropping the course. Under no circumstances should students find their own placements. (Amended 9-15-08)

If a student has an infraction on their clearance, they are required to meet with the Director of Student Teaching and review the circumstances of the infraction.

Appendix L: GPA - Qualifying Praxis Score Matrix

**Be sure to save your
ETS Praxis Score PDF**

The chart below was disseminated on April 1, 2010 by the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality. Candidates may use the GPA Matrix to determine the minimum GPA necessary to have a passing Praxis score for Admission to Teacher Education, Recommendation for Student Teaching, and Certification. It is important for a candidate to realize that their GPA changes at the end of course they complete. If a candidate's GPA decreases, it may mean they do NO longer possess a passing Praxis I or Praxis II score. To qualify for PA certification, the passing Praxis score is determined by the candidate's final GPA. Scores that are **bold and italics** have been changed as of August 2011. This change applies to everyone.

<i>Current Praxis II Test Series</i>	Standard Deviation	Qualifying Score GPA Range					
		2.8 - 2.99 GPA	3.0 - 3.09 GPA	3.1 - 3.25 GPA	3.26 - 3.5 GPA	3.51 - 3.75 GPA	3.76 - 4.0 GPA
Art: Content Knowledge (0134)	7-2012	NA	158	NA	NA	NA	NA
Biology: Content Knowledge (0235)	5	152	147	146	145	143	142
Chemistry: Content Knowledge (0245)	6	160	154	153	151	150	148
Communication (0800)	34	564	530	522	513	505	496
Early Childhood Education (0020)	23	553	530	524	519	513	507
Earth Science: Content Know. (0571)	5	162	157	156	155	153	152
Ed Leadership: Admin and Super (0411)	7-2012	NA	143	NA	NA	NA	NA
Elem. Ed. Curriculum Inst. & Assess (0011) or (5011)	7	175	168	166	165	163	161
English Lang. Lit. & Comp. Content (0041)	5	165	160	159	158	156	155
Fundamental Subjects Content Know. (0511)	5	155	150	149	148	146	145
Mathematics: Content Knowledge (0061)	8	144	136	134	132	130	128
Physics: Content Knowledge (0265)	6	146	140	138	137	136	134
Reading Specialist (0300)	27	597	570	563	557	550	543
School Counselor (0420)	24	614	590	584	578	572	566
School Psychologist (0401)	4	154	150	149	148	147	146
Social Studies: Content Know. (0081)	5	162	157	156	155	153	152
Special Ed: Core Knowledge and App.(0354) or (5354)	7/2012	NA	151	NA	NA	NA	NA
Speech Language Pathology (0330)	26	626	600	594	587	581	574
Technology Education (0051)	7/2012	NA	159	NA	NA	NA	NA
World Languages – French (5174)	7-2012	NA	162	NA	NA	NA	NA
World Languages – Spanish (5195)	7/2012	NA	168	NA	NA	NA	NA
<i>Praxis I Test Series</i>							
PPST Mathematics (5730)	3	N/A	173	172	172	171	170
PPST Reading (5710)	3	N/A	172	171	171	170	169
PPST Writing (5720)	3	N/A	173	172	172	171	170
<i>Praxis Tests for Grades 4-8 Majors, until new tests are available in Spring 2012</i>							
Middle School: English (0049) or (5049)	7	170	163	161	160	158	156
Middle School: Mathematics (0069)	7	158	151	149	148	146	144
Middle School: Science (0439)	6	150	144	143	141	140	138
Middle School: Social Studies (0089) or (5089)	6	158	152	151	149	148	146
<i>Previous Praxis II Test Series</i>							
Technology Education (0050) replaced 9/2011 by (0051)	16	636	620	616	612	608	604
Art: Content Knowledge (0133) replaced 9/2011 by (0134)	5	166	161	160	159	158	157
Administrative Ed. Leadership (0410) replaced 9/2010 by (0411)	28	608	580	573	566	559	552
Spec. Ed.-Ed. Of Exp Standards (0353) replaced 9/2010 by (0354)	7	143	136	134	133	131	129
Foreign Lang. -Spanish: Content (0191) replaced 9-2010 by (5195)	5	171	166	165	164	162	161
Foreign Lang. - French: Content (0173) replaced 9-2010 by (5174)	4	174	170	169	168	167	166

Note: Praxis II Scores are good for 10 years. Praxis I (PPST Reading, PPST Writing, PPST Mathematics) have no expiration date.

Appendix M: Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P. L. 397, No. 141) (24P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12- 1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1- 101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
 - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in Elementary Education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in Library Science.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
 - (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
 - (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 - (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal Obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401—413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper Personal or Financial Gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with Students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional Relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct of Educators can be found at 22 Pa. Code § § 235.1 – 235.11. All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

GLOSSARY OF TERMS

General Information

As most careers do, the Teacher Education Program has its own language and sets of abbreviations. Below is a list of the most common terms and abbreviations:

Accreditation – When a recognized organization evaluates and approves a program.

Act 34 – Pennsylvania Criminal Record History

Act 114 – Pennsylvania Fingerprinting

Act 151 – Pennsylvania Child Abuse History

Admission to Teacher Education – One of several decision points (Decision Point 2) that teacher education majors need to meet during their program. There are several requirements that must be met in order to earn Admission to Teacher Education; the most important are GPA, Praxis I, and all three clearances.

Admission Window – The time limit for applying for Admission to Teacher Education. For native students this is between 48 and 65 credits inclusive. For Transfer students, this is based on the number of credits earned upon transferring in. All transfer students receive from 12 to 24 Cal U credits in order to apply.

Appeal to Extend the Admission Window by One Semester – to be used when the undergraduate candidate has exited the admission window without qualifying for admission to teacher education and wants to request one additional semester. This form is to be turned in to the advisor during the first 20 school days following missing the window.

Advanced Certification – A term used by the Pennsylvania Department of Education for non-teaching positions. This can be at the post-baccalaureate or graduate level. This term is based on position, not education status. Some examples are Principal, School Nurse, School Psychologist, and Superintendent.

Artifacts – Items placed into your portfolio to document progress through the teacher education Program. Examples of artifacts are; lesson plans, papers, projects, field experience reports, and examinations.

California Teacher Assessment and Support Committee (CALTASC) Principles. Representatives from each of the undergraduate Initial Certification Programs have added 2 Performance Principles; Diversity and Field Experience to the 10 INTASC Principles

Candidate Professional Disposition Instrument – An instrument used to evaluate education majors progress in the teacher education program in a non-academic way. Given three times during the program, this instrument is used to evaluate the integrity, civility, responsibility, professional maturity, and professional development of a pre-service teacher.

Clearances – Pennsylvania Department of Education requires all teacher education majors to possess three clearances; Act 34, Act 114, and Act 151.

Conceptual Framework – A written document that all programs are based around, the skeleton of the program.

Common Portfolio – Based on the INTASC Principles, all initial teacher education majors must document satisfactory progress in the 12 areas of the portfolio at the Recommendation for Student Teaching evaluation.

Course Substitution Form – to be used when candidate is officially requesting to take an equivalent course instead of a required course listed on the advisement sheet.

Dual Certification – Earning more than one certification at the same time. Sometimes referred to as a Dual Major.

Field Experience – Any time an education major is in a school through Cal U.

GPA – Grade Point Average. Cal U uses the traditional 4 point scale where A = 4.00.

GPA Transfer Matrix – a scoring system used to help ensure equality between the GPA requirements of Native Students and Transfer Students. Transfer Students have their GPA reset to 0 upon acceptance at Cal U. Without the GPA Transfer Matrix, it was possible for a Transfer Student to be Admitted to Teacher Education with lower graders than a Native Student who was denied Admission to Teacher Education.

Initial Certification – A term used by the Pennsylvania Department of Education for teacher positions. This can be at the undergraduate, post-baccalaureate, or graduate level. This term is based on position, not education status. Some examples are: Elementary Education, Art Education, Mathematics Education, Special Education, and Technology Education.

INTASC Principles – The Interstate New Teacher Assessment and Support Consortium Principles. This national organization is a leader in developing teacher education standards. INTASC focuses more on students than programs.

Introductory Education Course – For undergraduate programs, the first course usually taken by new majors. Passing this course is required for Admission to Teacher Education.

In-Service Teacher – A designation for a certified teacher employed by a school district.

LiveText – An electronic portfolio software system chosen by the Cal U Teacher Education Program. All students are required to purchase LiveText one time. This one-time purchase is good for your entire program.

NCATE – The National Council for the Accreditation of Teacher Education. This national organization is the leader in developing standards for teacher education programs. NCATE focuses more on programs than students.

PDE – Pennsylvania Department of Education. This is the organization that governs teacher education programs in the state of Pennsylvania. PDE is the organization that awards your teaching certificate.

Performance Principles – A set of 12 principles that the Common Portfolio is derived from. 10 of the 12 Principles are based on the INTASC Principles and the other 2 are Cal U in origin.

Permission to Transfer a Course to Cal U Form – to be used when a Cal U candidate wants to take a course at another institution and have that course apply toward the Cal U degree requirements.

Portfolio - a personal collection of information describing and documenting a person’s achievements and learning. Items in a portfolio are referred to as “artifacts”.

PPST – Pre-Professional Skills Test: Part of Praxis I, there are three PPST exams; reading, writing, and math.

Praxis Exams – A set of examinations required by the Pennsylvania Department of Education. Praxis I is required for Admission to Teacher Education. Praxis II is required for Recommendation for Student Teaching. A third exam, with no Praxis number is the Fundamental Subjects: Content Knowledge exam required for K-3, K-6, and K-12 certifications.

Pre-Service Teacher – A designation for students enrolled in a teacher education program. Certified teachers are designated In-Service Teachers.

Professional Disposition - The values, commitments and professional ethics that influence behaviors toward students, colleagues, and communities and affect student learning (NCATE 2007).

Professional Seminar Series – A program developed to give a foundation for the continuous improvement required by in-service teachers throughout their careers. Attendance at these seminars is required as part of the Common Portfolio – Principle #9.

PSSA Exams – An abbreviation for the Pennsylvania System of School Assessment exams given to K-12 students in Pennsylvania schools.

Recommendation for Student Teaching – One of several decision points (Decision Point 3) that teacher education majors need to meet during their program. There are several requirements that must be met in order to earn a Recommendation for Student Teaching; the most important are GPA, Praxis II, and passing the Common Portfolio Evaluation.

Request to Enroll in a Course During or After Student Teaching – to be used when a candidate is requesting to take any course during or after student teaching.

Restricted Courses – Each undergraduate program is required to designate two or more courses that only candidates who have been Admitted to Teacher Education can enroll in.

SPA – An abbreviation for Specialized Professional Associations. These associations are the recognized bodies of expertise in their respective areas. Some examples are the: Association for Childhood Education International, the Council for Exceptional Children, the International Technology Education Association, and the National Council for the Social Studies.

Transfer Matrix – See GPA Transfer Matrix.

Numbers

430 Form – An abbreviation for the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice used to evaluate student teachers. Passing all sections of this is required for teacher certification.