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Be advised that any information included in this handbook is subject to change depending on changes in the Pennsylvania Department of Education regulations. If such changes occur, you will be notified via email or letter.
Lycoming College Education Department Goals/Vision

Our mission at Lycoming College is to provide an academic program that produces reflective teacher practitioners who think critically about the many aspects of teaching and learning, creating frameworks that allow them to effectively teach diverse learners and to create learner-centered classroom environments focused on performance based instruction and assessments (see full statement on the college website at http://www.lycoming.edu/about Lycoming.mission.aspx).

In connection with Lycoming College’s mission statement the vision of the Education Department Certification Program is to develop teachers educated in the diverse and broad-based traditions of the liberal arts. The Education Department is devoted to providing opportunities for creative work in teaching, research and community service. The Department embraces an approach to education that is student centered, inspires a genuine respect for learning, culture and gender diversity and enhancement of individual and community life. Both faculty and students develop the ability to learn through collaboration, reflection and practice.

Through the program, candidates are prepared to:

- Make effective decisions about curriculum and instructional methods based on an understanding of the whole child, child development theory and research on best practices;
- Interact and communicate effectively with young children to provide a standards-aligned developmentally, culturally and individually appropriate curriculum;
- Assess children’s growth and development using multiple data sources;
- Communicate effectively and work cooperatively with parents/families, school personnel and the broader community; and engage other professionals, colleagues and administrators in support of children as members of a learning community, thereby building relationships among the constituencies of the learning community.

The Lycoming Education Program is committed to preparing teachers to enter the diverse and demanding world in which they will practice their profession. A critical component of this commitment is the strong connection between the college and local public and private schools in the Lycoming County area. **For this reason all students will be assigned to cooperating teachers in the Lycoming County area.** This connection provides shared resources, practicum, placement, opportunities for teacher research, curriculum planning, as well as many other professional activities. In addition, the Education Department collaborates with many local pre-schools in the surrounding area.
Program Contact Information

Lycoming College Education Department  
700 College Place, CB 22  
Williamsport, PA 17701  
www.lycoming.edu
Education Department Office: 570-321-4010  
Fax: 570-321-4389

Full Time Faculty/Staff

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D209 Wendle Hall, Academic Center  
570-321-4384  
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Chief Certification Officer  
Director of Teacher Education  
D212 Wendle Hall, Academic Center  
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570-321-4226

Mrs. Molly Fuller  
Wendle Hall/Academic Center  
Telephone: 570-321-4010

Lycoming College Education Department Emeriti

Dr. Rachael Hungerford

Mr. John Conrad

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D217 Wendle Hall/Academic Center  
570-321-4215  
wentzel@lycoming.edu

Mrs. Marlene Cauley  
D217 Wendle Hall Academic Center  
(570) 321-4215  
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Field Placement Director

Miss Kristine Datres  
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570-321-4226  
datres@lycoming.edu
Areas of Certification

Lycoming College offers the following certification programs approved by the PA Department of Education:

- Early Childhood Education (ECED) PreK-4
- Early Childhood Education (ECED) PreK-4 with Special Education PreK-8*
- Secondary Education 7-12
  - Biology
  - Chemistry
  - English
  - General Science – with certification & major in Physics/Biology/Chemistry
  - Mathematics
  - Physics
  - Social Studies – with certification and major in Psychology, Sociology, Anthropology, Economics, History, Political Science, Philosophy
- Secondary Education 7-12 with Special Education 7-12*
- K-12 Certification Areas
  - Art
  - Modern Languages (French, German and Spanish)
  - Music
- K-12 Certification Areas with Special Education*

*In accordance with Pennsylvania Department of Education (PDE) regulations, college students seeking certification in Special Education must also acquire training in general education using a dual endorsement model. Lycoming College students have a choice between dual Special Education endorsement with the
(a) PreK-4 program
(b) Secondary grades 7-12 programs
(c) K-12 Certification Areas

The dual certificate program reflects the Council for Exceptional Children’s (CEC) Code of Ethics and professional expectations. Student competencies are derived from PDE, CEC and NAEYC standards for effective and competent professional practice.

Reciprocal agreements among states allow students to become certified in states other than Pennsylvania by applying directly to the Department of Education in that state.
POST-BACCALAUREATE/ACCELERATED/TEACHING CERTIFICATION

Program Description

Lycoming College has been approved by the Pennsylvania Department of Education to provide Post-Baccalaureate, Accelerated and Teacher Intern programs. Our programs will enable a non-degree student to obtain teacher certification by tailoring each program to specific course needs.

For candidates who already possess a bachelor’s degree and want to enter the field of teaching, **Post-Baccalaureate** programs offer the possibility of building on that degree and other experiences while acquiring the additional skills, knowledge and dispositions needed to become a successful teacher. **Accelerated** programs will allow those already certified to obtain additional certification by completing coursework relative to the desired certification. Please consult with your academic advisor as to which requirements for certification are necessary.

**ACT 48**

We are an approved provider for the Pennsylvania Department of Education Act 48 professional development requirements. These requirements are for teachers certified for Pennsylvania. Courses for credit qualify for PA Act 48 standards; non-credit coursework does not qualify. Students must supply their unique PA Act 48 Personal ID number upon registration in order to have their credit course posted. Students should log into the PA Department of Education website ([www.pde.state.pa.us](http://www.pde.state.pa.us)) to obtain this ID number. Act 48 posting to PDE occurs when a student advises Dr. Rogers of the completed coursework, personal ID and current address.
Part I

Teacher Education Certification Program

Advising

Requirements and Guidelines

Be advised that any information included in this handbook is subject to change depending on changes in the Pennsylvania Department of Education regulations. If such changes occur, you will be notified via email or letter.
Requirements for All Education Certification Programs
All items in a level must be met before a student can move on to the next level in the program. Aside from certification requirements set by the Pennsylvania Department of Education (PDE), decisions regarding a student’s progression through the program are at the discretion of the Education Department faculty.

<table>
<thead>
<tr>
<th>Level 1 – Preadmission to the Teacher Certification Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete Special Programs Form (D-207 or Education Advisor)</td>
</tr>
<tr>
<td>• ENGL 106 or 107 - English Composition and PSY 110 – Introduction Psychology</td>
</tr>
<tr>
<td>• Obtain clearances and submit copies to the Education Department. Maintain yearly updates.</td>
</tr>
<tr>
<td>• Understand that a cumulative 3.0 minimum GPA is needed for certification</td>
</tr>
<tr>
<td>• Satisfactory achievement on Teacher Candidate Evaluations</td>
</tr>
<tr>
<td>• Pass or meet exemption requirements for PDE basic skills assessments*</td>
</tr>
<tr>
<td>• Sign Lycoming College Education Department Statement of Understanding</td>
</tr>
<tr>
<td>• Complete a minimum of 48 credits</td>
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<table>
<thead>
<tr>
<th>Level 2 – Admission to the Teacher Certification Program (Following successful completion of Level 1 requirements and sophomore year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Update clearances and submit copies to the Education Department</td>
</tr>
<tr>
<td>• Achieve a minimum cumulative 3.0 GPA. Under certain circumstances students will be admitted with a GPA that falls between 2.8-2.99. Students with a GPA less than 2.8 will not be formally admitted into the program.</td>
</tr>
<tr>
<td>• Satisfactory achievement on Teacher Candidate Evaluations</td>
</tr>
<tr>
<td>• Apply for and complete interview for entrance into Level 3</td>
</tr>
<tr>
<td>• Acquire two recommendations from outside of the Education Department</td>
</tr>
<tr>
<td>• Begin preparing for PDE required teacher certification tests – you must pass these in order to be certified. Consult with your Education Advisor to determine the best time to take them.</td>
</tr>
<tr>
<td>• Be prepared to pay the $400 fee for EDUC 348 as part of the pre-student teaching semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 – Teacher Education Candidacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Update clearances and submit copies to the Education Department</td>
</tr>
<tr>
<td>• Achieve a minimum cumulative 3.0 GPA. Under certain circumstances students will be admitted with a GPA that falls between 2.8-2.99. Students with a GPA less than 2.8 will not be formally admitted into the program.</td>
</tr>
<tr>
<td>• Satisfactory achievement on Teacher Candidate Evaluations</td>
</tr>
<tr>
<td>• Continue preparing for PDE required teacher certification tests – you must pass these in order to be certified. Consult with your Education Advisor to determine the best time to take them.</td>
</tr>
<tr>
<td>• Successful completion of pre-student teaching and student teaching semesters</td>
</tr>
<tr>
<td>• Recommendations from cooperating teacher(s) and college supervisor(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 – Teacher Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 3.0 minimum GPA</td>
</tr>
<tr>
<td>• Education exit survey</td>
</tr>
<tr>
<td>• Commencement</td>
</tr>
<tr>
<td>• Instructional I Teacher Certification through TIMS (PDE website)</td>
</tr>
<tr>
<td>• Final transcript sent to Dr. Amy Rogers, Teacher Certification Officer</td>
</tr>
<tr>
<td>• Certificate issued by PDE</td>
</tr>
</tbody>
</table>

Additional Teacher Certification Requirements and Information:

- **State-mandated 6 credits of English** – 3 in **composition** and 3 in **(American or British) literature** - these two courses must be offered by an English Department. English credit awarded by Lycoming College for AP courses and/or CLEP exams will count toward this requirement. Students who need a course for certification only and do not need it for graduation credit need to consult with the Chair of the Education Department for approval to take a course elsewhere.

- **State-mandated 6 math credits** – these two courses must be offered by a Math Department and open to all students. Math credit awarded by Lycoming College for AP courses and/or CLEP exams will count toward this requirement. None of these courses may be taken on a PASS/FAIL basis for this education requirement. Math 100 **does not** count as an education math requirement. Students must take an additional 2 credits beyond their 4 credit Math distribution requirement at Lycoming College.

- **Regular tutoring sessions** for the ETS Core, PAPA, PECT and Praxis II, will be advertised throughout the semester and available upon request.
• **Certification Exams** - Students are responsible to obtain all necessary Pearson PAPA*/PECT, ETS Core Academics* & PRAXIS II registration information, requirements and materials from the Education Department office in D207. It is suggested that all test registration be completed in the Education office. Test preparation material is available online at [http://www.pa.nesinc.com/Home.aspx](http://www.pa.nesinc.com/Home.aspx) and [http://www.ets.org/praxis/prepare/materials](http://www.ets.org/praxis/prepare/materials). Information on registration deadlines and testing dates are available in D207 or can be found on the student portal in WebAdvisor under the Academics – Education tab. See the Education Department secretary for a list of required certification exams for individual certification areas.

• **EDUC 348** - There is a **$400 lab fee associated with this course.** *(It is your responsibility to advise your parent/guardian of the lab fee.)*

• Please refer to the following suggested sequence of courses as they relate to your specific certification program. Additionally, please meet with both your major and education advisors to keep your program updated.

• Students denied admission to the Professional Semester have the right to appeal the decision to the Committee on Academic Standing.

• **Clearances** – The Pennsylvania Department of Education (PDE) and Lycoming College require all candidates to submit the following documents to the faculty secretary upon entrance into an education program and before working with children during required field experiences. Information on how to process and obtain these clearances is available from the faculty secretary (D 207).

<table>
<thead>
<tr>
<th>Clearance</th>
<th>Renew Yearly</th>
<th>Required Once</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Act 114 (FBI report)</strong> Register online/take registration form to center $27.00</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Act 34 (PA state police criminal history)</strong> Complete online $8</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Act 151 (Child abuse report)</strong> Complete online $8</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TB</strong> Offered at the beginning of the fall and spring semester at Lycoming College $6</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Statement of Understanding</strong> Available from your Education Advisor</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Which Tests Do I Take to Enter my Program?

The basic skills assessment is comprised of three individual tests on reading, writing, and mathematics. Effective March 2016 and retroactive to all test takers, students may combine individual passing scores from any of the approved tests (ETS Core, PAPA, SAT or ACT) to meet the basic skills requirement.

ETS Core Academic Skills for Educators, Reading, Writing and Mathematics are offered in various locations. See www.ets.org/praxis. PAPA Reading, Writing and Mathematics tests are offered in various locations. See www.pa.nesinc.com. SAT scores are retrieved from sat.collegeboard.org/scores/ if you took them in high school. ACT scores are retrieved from actstudent.org/scores/ if you took them in high school.

Tests You May Choose Between and Passing Scores Needed

For Basic Skills Test - READING
• Praxis Core Academic Skills for Educators: Reading: 156, or
• PAPA Reading: 220, or
• SAT Critical Reading: 500, or
• ACT English/Writing: 22 (22 for Reading taken after 9/2015).

For Basic Skills Test - WRITING
• Praxis Core Academic Skills for Educators: Writing: 162, or
• PAPA Writing: 220, or
• SAT Writing: 500, or
• ACT English/Writing: 22 (21 for Writing taken after 9/2015).

For Basic Skills Test - MATHEMATICS
• Praxis Core Academic Skills for Educators: Mathematics: 142, or
• PAPA Mathematics: 193, or
• SAT Mathematics: 500, or

A composite score option may be used by students who take all three tests of Praxis Core or PAPA. The Composite Scoring Option was initiated to enable a candidate who may excel in one area, such as mathematics, but who is not strong in another area to pass using a combined score under certain conditions.

Composite Score Option for Praxis Core Academic Skills for Educators

Two conditions must be met to use this option:
1. The sum of the three Praxis core tests must be at least 467 and
2. A minimum composite score of 148 for the reading test 5712, 158 for the writing test 5722, and 132 for the mathematics test 5732 must be achieved or surpassed. If any score is below the composite score minimum, the composite score method may not be used.

Composite Score Option for PAPA Tests

There are three conditions to qualify:
1. The sum of the three PAPA tests must total or exceed 657, and
2. Students must reach the Minimum Composite Score in each test area: 193 for the reading test 8001, 176 for the mathematics test 8002, and 192 for the writing test 8003, and
3. Students must achieve the PAPA Cut Score (220) in at least one area.
Course Requirements by Certification Area

ECED (PreK-4) Required Courses:

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- ECED 200 Teaching the Young Child (spring only)
- ECED 243D Early Literacy Development (spring only)
- ECED 340 Children and Math (spring only)
- ECED 341 Children and Social Studies (fall only - beginning fall 2016)
- ECED 342 Children and Science (fall only)
- ECED 344W Literacy & Language in Early Elementary Grades (fall only)
- EDUC 000 Seminar in Art, Music, Physical Education and Computer Activities (fall only)
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching; $400 lab fee)
- PSY 110 Introduction to Psychology
- PSY 115 Development from Infancy to Middle Childhood
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
### Suggested Course Sequence for ECED (PreK-4) Certification Program

#### Fall Term Student Teaching Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>PSY 110</td>
<td>ECED 200 (spring only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECED 243D (spring only)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>ECED 342 (fall only)</td>
<td>EDUC 220 (spring only) – non-credit</td>
</tr>
<tr>
<td></td>
<td>EDUC 210 (fall only) – non-credit</td>
<td>PSY 211</td>
</tr>
<tr>
<td></td>
<td>PSY 115 (fall only)</td>
<td>SPED 230</td>
</tr>
<tr>
<td>Junior</td>
<td>ECED 341 (next class fall 2016)</td>
<td>ECED 340* (spring only)</td>
</tr>
<tr>
<td></td>
<td>ECED 344W (fall only)</td>
<td>EDUC 348 – non-credit $400 lab fee</td>
</tr>
<tr>
<td></td>
<td>EDUC 000 (fall only) – non-credit</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>EDUC 410</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 420</td>
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<tr>
<td></td>
<td>EDUC 465</td>
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</tr>
<tr>
<td></td>
<td>SPED 447</td>
<td></td>
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#### Spring Term Student Teaching Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>PSY 110</td>
<td>ECED 200 (spring only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECED 243D (spring only)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>ECED 342 (fall only)</td>
<td>EDUC 220 (spring only) – non-credit</td>
</tr>
<tr>
<td></td>
<td>EDUC 210 (fall only) – non-credit</td>
<td>PSY 211</td>
</tr>
<tr>
<td></td>
<td>PSY 115 (fall only)</td>
<td>SPED 230</td>
</tr>
<tr>
<td>Junior</td>
<td>ECED 341 (next class fall 2016)</td>
<td>ECED 340 (spring only)</td>
</tr>
<tr>
<td></td>
<td>EDUC 000 (fall only) – non-credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 230</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>ECED 344W (fall only)</td>
<td>EDUC 410</td>
</tr>
<tr>
<td></td>
<td>EDUC 348 – non-credit $400 lab fee</td>
<td>EDUC 420</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 465</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED 447</td>
</tr>
</tbody>
</table>

*Students who do not pass, or submit proof of exemption from, the PDE required tests of basic skills by the start of their junior year will not be allowed to be continue in the Education Program.
ECED (PreK-4) with Special Education (PreK-8) Required Courses:

Lycoming College offers PDE Certification in two Special Education dual areas.

1. Special Education PreK-8 with Early Childhood Education (dual certification)
2. Special Education with grades 7-12 (dual certification)

Students seeking Special Education with PreK-8 certification may seek any major; however it is strongly recommended that they declare Psychology as their major. Students seeking certification in a specific area of secondary education are expected to choose their academic major in that area. With careful planning, dual certification is possible. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- ECED 200 Teaching the Young Child (spring only)
- ECED 340 Children and Math (spring only)
- ECED 341 Children and Social Studies (fall only)
- ECED 342 Children and Science (fall only)
- ECED 344W Literacy & Language in Early Elementary Grades (fall only)
- EDUC 000 Seminar in Art, Music, Physical Education and Computer Activities (fall only)
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching; $400 lab fee)
- PSY 110 Introduction to Psychology
- PSY 115 Development from Infancy to Middle Childhood (fall only)
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education
- SPED 243D Early Literacy Development (spring only)
- SPED 330 Reading for Special Populations: Assessment and Instruction (spring only)
- SPED 331 Curriculum & Assessment in Special Education (fall only)
- SPED 333 Programs and Services for Individuals with Disabilities (fall only)

Professional Semester: (16 credits)

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
**ECED (PreK-4) with SPED (PreK-8) Program Suggested Sequence of Courses**

**Fall Term** Student Teaching Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>PSY 110</td>
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<td>EDUC 210 (fall only) – non-credit</td>
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<td>SPED 333</td>
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*Students who do not pass, or submit proof of exemption from, the PDE required tests of basic skills by the start of their junior year will not be allowed to be continue in the Education Program.*
Course Requirements

By

Certification Area

Art, Music and Modern Languages K -12

Lycoming College offers PDE Certification in the areas listed hereafter. Students seeking certification in a specific area of K-12 education are expected to choose their academic major in that area. With careful planning, dual certification in both a secondary specialty and/or in elementary education or special education is possible or in two secondary specialties. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.
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*All teacher candidates are required by PDE to take 6 credits in English Comp and English Literature, as well as 6 credits in Math.

*Some certification areas require different classes: i.e, MLS 338, ARTH 310, MUS 340, MUS 341, EDUC 345, BIO 000, CHEM 000, PHYS 000. Please consult with your major and education advisor to ensure you take the necessary coursework.*
**Suggested Course Sequence**

**K – 12 with Special Education Dual certification**

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*Some certification areas require different classes: i.e, MLS 338, ARTH 310, MUS 340, MUS 341, EDUC 345, BIO 000, CHEM 000, PHYS 000. Please consult with your major and education advisor to ensure you take the necessary coursework.*
Course Requirements by Certification Area

Art K-12

Students seeking certification to teach Art K-12 should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so that all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course requirements:

Successful completion of a major in Art, as stated in the college catalogue. This includes the Art Foundation Program and Generalist Art Major. The Generalist Art Major should be taken by those students who are seeking teaching certification in Art. In addition, this area of specialization is recommended for those students also majoring or minoring in Psychology with a possible future career in art therapy.

Art Foundation Program or Generalist Art Major

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- ARHI 310 History and Practice of Art Education
- EDUC 000 Seminar in Art, Music, Physical Education and Computer Activities (fall only)
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
- EDUC 338W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
- PSY 110 Introduction to Psychology
- PSY 118 Adolescent Psychology
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
Course Requirements by Certification Area

MODERN LANGUAGE STUDIES – FRENCH, GERMAN, SPANISH (K-12)

Students seeking certification in Modern Language Studies (French, German or Spanish) should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:

- Successful completion of a major in one of the modern languages – see college catalogue for specific course requirements in the chosen language area
- Students seeking teacher certification are required to study abroad a semester. (MLS requirement)
- For specific required courses for Teaching Certification in each of the individual languages students need to consult with faculty in the Modern Language Studies Program

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 000  Seminar in Art, Music, Physical Education and Computer Activities (fall only)
- EDUC 210  Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220  Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 338I  Literacy for Middle/Secondary Schools (spring only)
- EDUC 339W  Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
- MLS 338  Foreign Language: Pedagogy – grade of B or better is required  
- PSY 110  Introduction to Psychology
- PSY 118  Adolescent Psychology
- PSY 211  Learning Disabilities
- SPED 230  Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 410  Methods of Classroom Management (0 cr)
- EDUC 420  Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465  Professional Semester of Student Teaching (8 cr)
- SPED 447  Professional Development Inclusive Setting (6 cr)
Course Requirements by Certification Area

MUSIC (K-12)

Students seeking certification in Music should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:

Successful completion of a major in Music. For students specifically seeking certification Music K-12 this must include the following MUSIC courses:

- MUS 261 Brass Methods (1cr.)
- MUS 262 Percussion Methods (1cr.)
- MUS 263 String Methods I (1cr.)
- MUS 264 String Methods II (1cr.)
- MUS 265 Vocal Methods (1cr.)
- MUS 266 Woodwind Methods I (1cr.)
- MUS 267 Woodwind Methods II (1cr.)
- MUS 337 Conducting
- MUS 340 Teaching Music in the Elementary School (junior year)
- MUS 341 Teaching Music in the Secondary School (junior year)
- Passing the piano proficiency examination
- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 000 Seminar in Art, Music, Physical Education and Computer Activities (fall only)
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 338I Literacy for Middle/Secondary Schools (spring only)
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Professional Semester: (16 credits)

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
Course Requirements

By

Certification Area

Secondary Education 7 -12

Lycoming College offers PDE Certification in all the areas listed hereafter. Students seeking certification in a specific area of secondary education are expected to choose their academic major in that area. With careful planning, dual certification in both a secondary specialty and/or in elementary education or special education is possible or in two secondary specialties. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Science Seminars – for those seeking secondary certification in Biology, Chemistry, and Physics, special seminars will be offered by the individual science departments. These seminars will be devoted to specific concerns (lab safety, setups and materials, etc.) to secondary science teachers.
## Suggested Course Sequence
### Secondary (7 – 12)

### Fall Term Student Teaching Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<td>Freshman</td>
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<td>English Comp/FYS</td>
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<tr>
<td>Sophomore</td>
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<td>Junior</td>
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<td>EDUC 338</td>
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## Suggested Course Sequence
Secondary (7 -12) with 7 – 12 Special Education Dual certification

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Course Requirements by Certification Area

BIOLOGY (7-12)

Students seeking certification to teach in Biology and Biology with General Science should, as early as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course requirements:

- Successful completion of the Comprehensive Track within the Biology Major – see college catalog for specific requirements for a BA or BS major in Biology
- **Successful completion of BIO 000 Seminar** in Biological Education (Junior Year)
- General Science/Biology Certification requires completion of all the requirements listed above, as well as the following: PHYS 108 or 225; Any two courses from ASTR 111, 112 or 243; ASTR 230 is also strongly recommended as an additional course

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 338I Literacy for Middle/Secondary Schools (spring only)
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- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
- PSY 110 Introduction to Psychology
- PSY 118 Adolescent Psychology
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education

**Professional Semester: (16 credits)**

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
CHEMISTRY (7-12)

Students seeking certification to teach in Chemistry and in General Science/Chemistry should, as early as possible, consult with the Education Department Faculty and make their intentions known to their major advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course requirements:

- Successful completion of a Major in Chemistry – see college catalog for specific requirements for a BA or BS major in chemistry including the appropriate science seminar.
- General Science/Chemistry Certification requires the completion of all the requirements listed, as well as the following: Any two units from ASTR 111, 112, or 243, ASTR 230 is strongly recommended as an additional course, TWO Biology courses numbered 110 or higher.
- Successful completion of **CHEM 000 Laboratory Teaching Methods** (Junior Year)

☐ English Composition
☐ English Literature
☐ Math – 6 credits: 1. ____________________________ 2. ____________________________
☐ EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
☐ EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
☐ EDUC 338I Literacy for Middle/Secondary Schools (spring only)
☐ EDUC 339W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
☐ EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
☐ PSY 110 Introduction to Psychology
☐ PSY 118 Adolescent Psychology
☐ PSY 211 Learning Disabilities
☐ SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

☐ EDUC 410 Methods of Classroom Management (0 cr)
☐ EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
☐ EDUC 465 Professional Semester of Student Teaching (8 cr)
☐ SPED 447 Professional Development Inclusive Setting (6 cr)
Course Requirements by Certification Area

ENGLISH (7-12)

Students seeking certification to teach in English should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:

Successful completion of a major in English – see college catalog for specific English Department course requirements. Students may choose either Track 1 or Track 2.

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
- EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
- EDUC 338I Literacy for Middle/Secondary Schools (spring only)
- EDUC 339W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
- PSY 110 Introduction to Psychology
- PSY 118 Adolescent Psychology (spring only)
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education
- THEA 100 Introduction to Theater

Professional Semester: (16 credits)

- EDUC 410 Methods of Classroom Management (0 cr)
- EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development Inclusive Setting (6 cr)
Requirements by Certification Area

MATHEMATICS (7-12)

Students seeking certification to teach Secondary Mathematics should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major advisor, so that all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:
- Successful completion of 6 credits in English (three in composition, three in literature) and six credits in Mathematics. Note: The requirements for the Mathematics major subsume the six required mathematics credits.
- Successful completion of a major in Mathematics – See catalog for specific requirements.
- Successful completion of
  
  A-  MATH 330: Topics in Geometry – (offered alternate years)
  B-  One of MATH 123, 214, or 332.

Note: It is disadvantageous to choose MATH 123 for this requirement as doing so will require students to take an additional mathematics elective.

- Additional Recommendations: The Department of Mathematical Sciences recommends the following additional courses for all majors, depending on the possibility of scheduling them: PHIL 225: Symbolic Logic, PHIL 333 Philosophy of Natural Science, PHYS 225-226: Fundamentals of Physics.

  - English Composition
  - English Literature
  - Math – 6 credits – subsumed by requirements for the Mathematics major
  - EDUC 210  Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
  - EDUC 220  Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
  - EDUC 338I  Literacy for Middle/Secondary Schools (spring only)
  - EDUC 345  Curriculum/Instruction in Middle/Secondary Mathematics (offered alternate years)
  - EDUC 348  Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
  - PSY 110  Introduction to Psychology
  - PSY 118  Adolescent Psychology
  - PSY 211  Learning Disabilities
  - SPED 230  Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 410  Methods of Classroom Management (0 cr)
- EDUC 420  Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 465  Professional Semester of Student Teaching (8 cr)
- SPED 447  Professional Development Inclusive Setting (6 cr)
Course Requirements by Certification Area

PHYSICS (7-12)

Students seeking certification to teach Physics should, as soon as possible, consult the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:

- Successful completion of a major in Physics – see college catalog for specific requirements including the appropriate Science Seminar.
- Consult Education Department for General Science requirements
- Successful completion of PHYSICS 000 Seminar in Physics Education

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDUC 210</td>
<td>Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)</td>
<td>0 cr</td>
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<tr>
<td>EDUC 220</td>
<td>Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)</td>
<td>0 cr</td>
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<tr>
<td>EDUC 338I</td>
<td>Literacy for Middle/Secondary Schools (spring only)</td>
<td>0 cr</td>
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<tr>
<td>EDUC 339W</td>
<td>Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)</td>
<td>4 cr</td>
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<tr>
<td>EDUC 348</td>
<td>Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)</td>
<td>0 cr</td>
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<tr>
<td>PSY 110</td>
<td>Introduction to Psychology</td>
<td>3 cr</td>
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<td>PSY 118</td>
<td>Adolescent Psychology</td>
<td>3 cr</td>
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<tr>
<td>PSY 211</td>
<td>Learning Disabilities</td>
<td>3 cr</td>
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<tr>
<td>SPED 230</td>
<td>Introduction to Special Education</td>
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Professional Semester: (16 credits)

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td>Methods of Classroom Management (0 cr)</td>
<td>0 cr</td>
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<tr>
<td>EDUC 420</td>
<td>Instructional Methods for Teaching the English Language Learner (2 cr)</td>
<td>2 cr</td>
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<tr>
<td>EDUC 465</td>
<td>Professional Semester of Student Teaching (8 cr)</td>
<td>8 cr</td>
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<tr>
<td>SPED 447</td>
<td>Professional Development Inclusive Setting (6 cr)</td>
<td>6 cr</td>
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SOCIAL STUDIES (7-12)

Students seeking certification to teach under the Social Studies certification should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

Course Requirements:

- Students must complete a major in one of the following areas according to the requirements established by Lycoming College and the academic departments.
  - History
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - International Studies
  - Economics
  - Philosophy

- In addition to the required courses for the chosen major the following courses are also required (old and new programs)

  □ Take one from: ANTH 114, ANTH 229, or SOC 110
  □ ECON 110 Principles of Macroeconomics
  □ HIST 115 Western Civilization I
  □ HIST 116 Western Civilization II
  □ PSCI 110 US Government and Politics (or one from HIST 125, 126, 402, 404)
  □ PSCI 140 Comparative Politics and Geography
  □ PSCI 211 State and Local Government (or one from HIST 125, 126, 402, 404)

  □ English Composition
  □ English Literature
  □ Math – 6 credits: 1. ____________________________   2. ____________________________
  □ EDUC 210 Orientation to the Teacher Education Profession Part I (0 cr) (fall sophomore year)
  □ EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (spring sophomore year)
  □ EDUC 338I Literacy for Middle/Secondary Schools (spring only)
  □ EDUC 339W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
  □ EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
  □ PSY 110 Introduction to Psychology
  □ PSY 118 Adolescent Psychology
  □ PSY 211 Learning Disabilities
  □ SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

  □ EDUC 410 Methods of Classroom Management (0 cr)
  □ EDUC 420 Instructional Methods for Teaching the English Language Learner (2 cr)
  □ EDUC 465 Professional Semester of Student Teaching (8 cr)
  □ SPED 447 Professional Development Inclusive Setting (6 cr)
PART II

Field Experiences
(Observation-Participation)

Applying for Student Teaching Semester
EDUC 348
Statement of Understanding

LYCOMING COLLEGE
Williamsport, PA 17701-5192

Statement of Understanding

Dear: __________________,

The Lycoming College Education Department works closely with our teacher candidates to support their successful completion of their Teacher Certification Program. However, during your time as a student in the Teacher Certification Program, you may experience a circumstance(s) that impacts your ability to finalize the certification process or obtain employment as an educator. Such circumstances may prohibit us from providing you with a field and/or student teaching placement, from allowing you to complete the Teacher Certification Program at Lycoming College, or from finalizing your teaching certification. Such events include, but are not limited to, the following:

1. Failure to meet the requirements of a successful teacher candidate:
   a. Maintain a minimum 3.0 GPA, as mandated by the Pennsylvania Department of Education
   b. Receive satisfactory or higher ratings during the various levels of field experience
   c. Receive satisfactory or higher ratings and favorable recommendations from faculty
   d. Receive favorable recommendations as a result of your Professional Semester
   e. Pass the required certification exams

2. Conviction of a crime, as listed on one or more of the following:
   a. Pennsylvania State Criminal History Record (Act 34)
   b. Federal (FBI) Criminal History Record (Act 114)
   c. Child Abuse Report (Act 151)

3. Failure to consistently demonstrate behaviors that are consistent with state and national professional and ethical standards, including responsible online and social media behavior.

Lycoming College and its Education Department have no control over the policies and procedures of school districts regarding accepting teacher candidates into early field, student teaching experiences, and as an employee.

By signing below, you indicate that you have read this Statement of Understanding and that you affirm its contents.

Student’s Name: ________________________________________    Date: ____________________

Student’s Signature: _____________________________________     Date: ____________________
The Lycoming College Education Department believes effective teacher candidates display various professional attributes, extensive content knowledge, and effective pedagogical skills. Teacher candidates will be evaluated on the areas described in this document by faculty, cooperating teachers, and college supervisors throughout their enrollment in the teacher certification program.

**Process:**

- Evaluations will be completed in connection with every field experience assignment and education course a candidate completes in the program.

- Faculty members and cooperating teachers are invited at any point to provide information in regard to teacher candidates.

- Information is sent to and reviewed by the faculty in the Education Department.

- Teacher candidates are expected to make progress as they go through the certification program. Students who do not meet the expectations as described in this document will be assisted in developing a plan for improvement. When a student does not demonstrate improvement, it may impact the candidate’s ability to progress through the Lycoming College teacher certification program.

- Data collected on each candidate will be compiled and shared with candidates.

**Rating Scale:**

- **T** = Target
- **D** = Developing
- **E** = Emerging
- **U** = Unsatisfactory
- **NA** = Not Applicable
PLEASE COMPLETE THE FOLLOWING REFLECTIVE OF YOUR EXPERIENCE WITH THE CANDIDATE:

<table>
<thead>
<tr>
<th>A. Professional Attributes</th>
<th>Targets</th>
<th>T</th>
<th>D</th>
<th>E</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Problem-Solving Skills</strong>: Candidate displays problem solving attributes at an exemplary level, which includes identifying problems or potential problems and a range of solutions that are applied appropriately.</td>
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<tr>
<td>2. <strong>Willingness to Learn, Reflect, and Accept Feedback</strong>: Candidate displays attributes of willingness to learn and acceptance of feedback, including self-critiques, acting on feedback, setting appropriate improvement goals, and demonstrating intellectual curiosity.</td>
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<td>3. <strong>Leadership</strong>: Candidate displays leadership attributes, such as creating trust and openness with peers and instructors, considering varying viewpoints, initiates engagement as a productive community member.</td>
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<td><strong>Comment(s):</strong></td>
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<tr>
<td>4. <strong>Collaboration</strong>: Candidate works willingly and effectively with others, appropriately shares responsibility for tasks, and actively initiates and contributes to positive collaboration.</td>
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<tr>
<td>5. <strong>Analytic Thinking</strong>: Candidate displays effort to gather appropriate information when making decisions, thinks critically, and uses evidence to support decisions.</td>
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<td><strong>Comment(s):</strong></td>
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<tr>
<td>6. <strong>Values all Students</strong>: Candidate demonstrates respect for others of varying backgrounds, creates and maintains effective learning environments for all students, demonstrates a commitment to the success of each student, and works to meet the needs of a diverse group of learners. Demonstrates high expectations, displays compassion, and develops a positive rapport for all learners.</td>
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<td><strong>Comment(s):</strong></td>
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</tr>
</tbody>
</table>

**T** = Target; **D** = Developing; **E** = Emerging; **U** = Unsatisfactory; **NA** = Not Applicable
### 7. Professional Initiative, Maturity, and Responsibility:
Candidate demonstrates flexibility, seeks positive outcomes while maintaining professional composure, is self-directed, is consistently independent, consistently meets deadlines, arrives on time and stays as scheduled, demonstrates personal and academic integrity, and demonstrates an awareness of the importance of paperwork and assignments have in teacher preparation.

*Comment(s):*

### 8. Professional Communication:
Candidate adapts oral and written language as appropriate to the setting and audience, listens actively, uses non-verbal communications appropriately, and demonstrates a positive attitude towards peers and students when situations require perseverance.

*Comment(s):*

### 9. Professional Presentation and Behavior:
Candidate shows pride in his/her appearance as a future educator, treats those involved in the education process with respect, maintains confidentiality, shows enthusiasm for the field, maintain appropriate relationships with students, parents, peers, and colleagues, and maintains a safe environment.

*Comment(s):*

---

**T= Target; D= Developing; E= Emerging; U= Unsatisfactory; NA= Not Applicable**

Additional Comment(s):
LYCOMING COLLEGE
Teacher Candidate Evaluation for Upperclassmen

The Lycoming College Education Department believes effective teacher candidates display various \textit{professional attributes, extensive content knowledge, and effective pedagogical skills}. Teacher candidates will be evaluated on the areas described in this document by faculty, cooperating teachers, and college supervisors throughout their enrollment in the teacher certification program.

\textbf{Process:}
- Evaluations will be completed in connection with every field experience assignment and education course a candidate completes in the program.
- Faculty members and cooperating teachers are invited at any point to provide information in regard to teacher candidates.
- Information is sent to and reviewed by the faculty in the Education Department.
- Teacher candidates are expected to make progress as they go through the certification program. Students who do not meet the expectations as described in this document will be assisted in developing a plan for improvement. When a student does not demonstrate improvement, it may impact the candidate’s ability to progress through the Lycoming College teacher certification program.
- Data collected on each candidate will be compiled and shared with candidates.

\textbf{Rating Scale:}
- T = Target
- D = Developing
- E = Emerging
- U = Unsatisfactory
- NA = Not Applicable
PLEASE COMPLETE THE FOLLOWING REFLECTIVE OF YOUR EXPERIENCE WITH THE CANDIDATE:

<table>
<thead>
<tr>
<th>B. Professional Attributes Targets</th>
<th>T</th>
<th>D</th>
<th>E</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
</table>
| 10. **Problem-Solving Skills:** Candidate displays problem solving attributes at an exemplary level, which includes identifying problems or potential problems and a range of solutions that are applied appropriately.  
*Comment(s):* |   |   |   |   |    |
| 11. **Willingness to Learn, Reflect, and Accept Feedback:** Candidate displays attributes of willingness to learn and acceptance of feedback, including self-critiques, acting on feedback, setting appropriate improvement goals, and demonstrating intellectual curiosity.  
*Comment(s):* |   |   |   |   |    |
| 12. **Leadership:** Candidate displays leadership attributes, such as creating trust and openness with peers and instructors, considering varying viewpoints, initiates engagement as a productive community member.  
*Comment(s):* |   |   |   |   |    |
| 13. **Collaboration:** Candidate works willingly and effectively with others, appropriately shares responsibility for tasks, and actively initiates and contributes to positive collaboration.  
*Comment(s):* |   |   |   |   |    |
| 14. **Analytic Thinking:** Candidate displays effort to gather appropriate information when making decisions, thinks critically, and uses evidence to support decisions.  
*Comment(s):* |   |   |   |   |    |
| 15. **Values all Students:** Candidate demonstrates respect for others of varying backgrounds, creates and maintains effective learning environments for all students, demonstrates a commitment to the success of each student, and works to meet the needs of a diverse group of learners. Demonstrates high expectations, displays compassion, and develops a positive rapport for all learners.  
*Comment(s):* |   |   |   |   |    |

T= Target; D= Developing; E=Emerging; U= Unsatisfactory; NA= Not Applicable
16. **Professional Initiative, Maturity, and Responsibility**: Candidate demonstrates flexibility, seeks positive outcomes while maintaining professional composure, is self-directed, is consistently independent, consistently meets deadlines, arrives on time and stays as scheduled, demonstrates personal and academic integrity, and demonstrates an awareness of the importance of paperwork and assignments have in teacher preparation.

Comment(s):

17. **Professional Communication**: Candidate adapts oral and written language as appropriate to the setting and audience, listens actively, uses non-verbal communications appropriately, and demonstrates a positive attitude towards peers and students when situations require perseverance.

Comment(s):

18. **Professional Presentation and Behavior**: Candidate shows pride in his/her appearance as a future educator, treats those involved in the education process with respect, maintains confidentiality, shows enthusiasm for the field, maintain appropriate relationships with students, parents, peers, and colleagues, and maintains a safe environment.

Comment(s):

**PLEASE COMPLETE THE FOLLOWING REFLECTIVE OF YOUR EXPERIENCE WITH THE CANDIDATE:**

<table>
<thead>
<tr>
<th>C. Content Knowledge</th>
<th>T</th>
<th>D</th>
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<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate demonstrates thorough <strong>depth and breadth of the content</strong> which they will be expected to teach upon completing his/her degree/certification program. This may be demonstrated through areas such as planning, discussion, and course work and will vary dependent upon the context of the various evaluators.</td>
<td>T</td>
<td>D</td>
<td>E</td>
<td>U</td>
<td>NA</td>
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</tbody>
</table>

Comment(s):

T= Target; D= Developing; E= Emerging; U= Unsatisfactory; NA= Not Applicable
<table>
<thead>
<tr>
<th></th>
<th>D. Pedagogical Skills Targets</th>
<th>T</th>
<th>D</th>
<th>E</th>
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<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Utilizes developmentally appropriate and research-based pedagogy in planning, preparation AND in instruction.</td>
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<td>2.</td>
<td>Effectively aligns Pennsylvania PreK-12 Core Standards with instructional planning</td>
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<td>3.</td>
<td>Demonstrates an ability to use both formative and summative assessment to adapt learning goals that match individual student needs.</td>
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<td>4.</td>
<td>Demonstrates the ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning.</td>
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<td>5.</td>
<td>Uses effective questioning and discussion techniques.</td>
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<td>6.</td>
<td>Utilizes technology as an effective teaching and learning tool.</td>
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<td>7.</td>
<td>Engages all students in the thinking and learning process.</td>
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<td>8.</td>
<td>Clearly and effectively communicates instructional content.</td>
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<td>9.</td>
<td>Differentiates instruction to meet the needs of diverse learners that promotes successful performance.</td>
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<td>10.</td>
<td>Demonstrates the ability to cultivate safe and effective learning environments including appropriate behavioral expectations, routines, procedures, and sound overall classroom management.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>Comment(s):</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_T= Target; D= Developing; E=Emerging; U= Unsatisfactory; NA= Not Applicable_
Social Media and Internet Use

While students have the right to post personal information on communication venues including online Medias such as email, Facebook, YouTube, Twitter, Snapchat, Instagram, blogs and all other personal sites, there can be serious consequences for pre-service teaching candidates if the material posted is deemed ‘inappropriate’ by the College or the school(s) which the Lycoming student is placed. Inappropriate material would include, but is not limited to the following:

- Sexual pictures and/or written texts.
- Pictures and/or written texts indicating use of alcohol or drugs.
- Pictures of you in inappropriate clothing and situations.
- Any other material or pictures that show actions that would be unprofessional for an educator.
- Any references regarding your field experience placement, cooperating teacher and students.
- Be sure you use proper forms of “Netiquette” and forms of address.
- Be sure your email, personal addresses and voicemail greetings reflect a professional tone and image.
Lycoming College Field Experiences

All teacher candidates must participate in field experiences prior to student teaching. The Pennsylvania Department of Education’s (PDE) Chapter 49 established competencies for field work and a specific structure for completion of these requirements. All teacher candidate must complete a four stage structure and demonstrate evidence of meeting the competencies identified with each stage. Professors will be evaluating each student’s field performance and verifying that students completed each stage.

The student teaching (professional semester) component of approved programs in the Commonwealth is expected to involve institution faculty with knowledge and expertise in the certification area being pursued by a teacher candidate.

Candidates learn to identify and conduct themselves as members of the profession. Candidates know and use ethical guidelines and other professional standards related best practices.

### PDE’s Chapter 49 field experiences stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities that help the candidate acquire the knowledge /skills in this area</th>
<th>Stage 1: Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1: Observation</td>
<td>Students are observers in a variety of education and education-related settings including community-based child care, early intervention and school districts. Observations should occur in a range of school and early learning settings so that students have a broad experience and learn as much as possible about the learner and educational philosophy.</td>
<td>Stage 2: Exploration</td>
</tr>
<tr>
<td>Stage 2: Exploration</td>
<td>This is an experience in which the candidate works under the teachers’ supervision during individual tutorials or small group of students. Activities can include reading, subject matter experiences, small group conversions, outdoor play and monitoring classroom routines and procedures.</td>
<td>Stage 3: Pre-Student Teaching</td>
</tr>
<tr>
<td>Stage 3: Pre-Student Teaching</td>
<td>Teacher candidates work with a district teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers and supervisors. Students are expected to work with materials they have prepared and created for classroom instruction.</td>
<td>Stage 4: Student Teaching</td>
</tr>
<tr>
<td>Stage 4: Student Teaching</td>
<td>Teacher candidates successfully use knowledge, skills and dispositions gained in Stages one through three. There is a minimum of 12 weeks, required by PDE, but Lycoming College’s professional semester is a 14 week placement.</td>
<td></td>
</tr>
</tbody>
</table>
All enrolled students in any teacher education program at Lycoming College must complete the following background checks PRIOR TO THE START OF THE SCHOOL YEAR (INCLUDING FRESHMEN). You will not receive a field placement until copies of your yearly updated clearances are on file in the Education Department Office (D207/AC).

Information packets are available in the Education Office (D207/AC). It is strongly suggested that you complete the on-line process with the Education Department secretary in D207/AC.

**Required Background Checks/Forms:**

1. **Pennsylvania State Criminal History Records – Act 34:**
   - This should be done online at: [https://epatch.state.pa.us/Home.jsp](https://epatch.state.pa.us/Home.jsp)
   - Print the results at the time you process this online – be sure to click on the control number and print the page with the PA seal in the background.
   - Results will be erased from the system after 30 days
   - Fee: $8.00 (credit card online)
   - This is only required once while a student at Lycoming College

2. **Federal (FBI) Criminal History – Act 114**
   - Register at: [www.pa.cogentid/index_pdeNew.htm](http://www.pa.cogentid/index_pdeNew.htm) - print copy of registration form
   - Fee: $27 for copy of prints
   - Take registration form to a print site (UPS store at TJ MAXX Plaza, Williamsport, PA)
   - This is only required once while a student at Lycoming College
   - **Out of State Residents** – Do not select the option to have rolled fingerprints done.

3. **Child Abuse Report – Act 151**
   - Register online at [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home) must be renewed yearly. Fee: $8.00
   - Provide the Education Department with a copy of the clearance, available online or by mail.

4. **Tuberculosis test**
   - You must obtain a TB test from your private dr. or Health Services at Lycoming College. Please call Health Services for further information and an appointment – 321-4052. Also, TB test clinics will be offered each semester for education students. Dates/times TBA.
   - No form is provided by the Ed. Dept….TB test information and results must be presented on your doctor’s letterhead or Health Services form.
   - Must be renewed yearly

5. **Arrest/Conviction Report and Certification Form – Act 24**
   - You must complete and sign the attached form and return it to the Education Office (D207/AC).
   - It will be kept in your file in the Education Office.
   - Also, you must notify the Education Department of any arrest within 72 hours of such occurrence.
   - Only required once unless you have information to add to the report.

Please remember to update these at the same time each year. You are responsible for submitting updated copies to the Education Office. Keep your originals on campus in a portfolio.

Questions? Please contact the Education Department secretary in D207/AC

CMF 6/16
Professional Dress and Decorum

- No visible body piercings (aside from earlobes) or tattoos
- No head covering indoors; exceptions will be made for religious purposes
- No athletic apparel, including leggings, sweatpants/sweatshirts, t-shirts, shorts, sneakers
- No flip-flops
- No denim or leather pants
- Wear clean, pressed clothing in good repair without tears, patches, frayed edges, or inappropriate words/pictures
- Clothing, jewelry, hairstyles that disrupt the educational process or endangers students, including, but not limited to those items which include messages, languages, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol use, tobacco use, drug use, or gang activity are not permissible
- Clothes should fit properly so that excessive skin and/or undergarments are not exposed
- Hair should be clean and styled
- Restrained cologne/perfume
- Shoes should be professional, but not inhibit movement during instructional activity

**DRESS CODE BY SCHOOL DISTRICT WHERE YOU ARE OBSERVING TAKES PRECEDENCE.**

If your dress is determined to be unacceptable by your cooperating teacher or supervisor, you will be asked to leave and change your clothes. Any missed days must be made up.

In order to support school spirit, exceptions may be made for certain school days (e.g., spirit day, holidays). Regular dress-down days (e.g., jeans on Fridays) DO NOT apply to student teachers.

**NOTE:** Dress code by School District where you are observing takes precedence.

If your dress is determined to be unacceptable, you will be asked to leave and change your clothes. Any missed days must be made up. If a district policy is more specific than College policy, then the school policy should be followed. In order to support school spirit, exceptions to this policy can be made for special days in the school. Regular dress-down days do not apply to student teachers.

- Pupils are receptive to your good grooming habits and appropriate dress. You are modeling appropriate dress and grooming for the students in your classroom. Your first impression is important to both the students and your colleagues and will set the stage for a successful experience.
Checklist for Beginning a Pre-Student Teaching Field Experience

Once assigned to a cooperating classroom, pre-student teachers must complete 30 hours (15 hours for each Art/Music/Special Education placement) of observation/participation in that classroom during the semester immediately prior to the actual student teaching experience. These 30 hours can be set up in any configuration that is convenient for both the cooperating teacher and the student teacher. Students longer (2-4 hours) segments are more useful than short (1 hour or less) segments. Cooperating teachers may also arrange for pre-student teachers to visit other classrooms in the building (special education, learning support, related subject areas) during these visits. Be sure to observe/participate at all times of school day. (Opening routines, first period, lunch and end of the school day).

<table>
<thead>
<tr>
<th>CLEARANCES: Copies of Clearances MUST be submitted to the Field Experience Office before going into the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send an email to the assigned participating teacher *see sample in Section IV Appendix I</td>
</tr>
<tr>
<td>Send a follow-up email to the participating teacher if it has been three business days without a response; be careful not to offend the busy teacher, just check to see that the initial email successfully sent.</td>
</tr>
<tr>
<td>If there is no contact within three business days, call the school and talk with the secretary about the best way to go about connecting with the assigned participating teacher (only if it has been three business days without a response); the secretary will be able to direct you; express your thanks for her help.</td>
</tr>
<tr>
<td>Create an observation schedule with the participating teacher that works for both schedules; remember that the teacher cannot change his/her schedule; students may have to adapt their schedules.</td>
</tr>
<tr>
<td>Ask cooperating teacher for contact information – school/home phone numbers, email addresses, etc. and give the cooperating teacher the same information for contacting student teacher.</td>
</tr>
<tr>
<td>BE PUNCTUAL! If the student participant finds her/himself unable to keep an appointment for an observation, the school and cooperating teacher must be notified as soon as possible.</td>
</tr>
<tr>
<td>Dress professionally. There is one opportunity to make a first impression. Make it count! Refer to Professional Dress and Decorum information in this handbook.</td>
</tr>
<tr>
<td>Show enthusiasm and interest. Ask questions. Listen and take notes.</td>
</tr>
</tbody>
</table>

Remember, you are a guest in the school and a representative of Lycoming College!
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) (24 P. 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.


(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.

The professional educator may not:

(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.

(3) Sexually harass a fellow employe.

(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 for 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.
EDUC 348 Classroom Management in Field Observation/Participation
(Semester Prior to Student Teaching)

Requirements:

- Required attendance for a minimum 6 class meetings throughout the semester
- Updated clearances
- Informal observation(s) by Student Teaching Supervisor and/or Faculty
- Completion of:
  (a) Pre-Professional Portfolio
  (b) Field Experience Hours Log Journal
  (c) Journal

(a) Pre-Professional Portfolio (Binder 1) (Required by the local districts) The purpose of the student portfolio is to provide a resource that you can review when it comes time to apply for Graduate School and/or jobs. It will help you write letters of application accurately describing your background and abilities.

Please use the following format for your Pre-Professional Portfolio in the order listed. Portfolios must be placed in a sturdy 3 D-ring view binder that is computer generated with clearly labeled tabs on each section placed on the top of the divider pages. All pages must be placed individually in sleeves (back to back is acceptable).

Front Cover Title Page: Name, Date, Lycoming College Department of Education

<table>
<thead>
<tr>
<th>Section</th>
<th>Label</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Table of Contents</td>
<td>Color Coded to the Tabs List of Contents (tabs at the top of the page)</td>
</tr>
<tr>
<td>2</td>
<td>Transcript</td>
<td>Unofficial Transcript</td>
</tr>
<tr>
<td>3</td>
<td>Philosophy of Education</td>
<td>Personal philosophy of education (2 pages maximum)</td>
</tr>
<tr>
<td>4</td>
<td>Resume</td>
<td>Resume</td>
</tr>
<tr>
<td>5</td>
<td>Sample Lesson Plan</td>
<td>Sample lesson plan including standards and assessment forms</td>
</tr>
<tr>
<td>6</td>
<td>Sample Unit Plan</td>
<td>Sample unit/theme plan including standards and assessment forms</td>
</tr>
<tr>
<td>7</td>
<td>Clearances (Copies ONLY)</td>
<td>Copy of Current Act 34 PA State clearance (once)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy of Current Act 114 (FBI) clearance (once)</td>
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<td></td>
<td></td>
<td>Copy of Current Act 151 Child Abuse clearance (yearly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy of Current TB test results (yearly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy of Arrest/Conviction Report Act 24 (once)</td>
</tr>
<tr>
<td>8</td>
<td>SPSEA</td>
<td>Copy of SPSEA Membership Card</td>
</tr>
<tr>
<td>9</td>
<td>Standard PA Job Application</td>
<td>Standard PA Job Application - see Appendix #III <a href="http://www.state.pa.us">www.state.pa.us</a> (blank copy)</td>
</tr>
<tr>
<td>10</td>
<td>Mandated Reporter Certificate</td>
<td>Copy of completed certificate for Mandated Reporter Training</td>
</tr>
<tr>
<td>11</td>
<td>Other Materials</td>
<td>Pictures, bulletin board plans, professional memberships, community involvement, extracurricular activities, employment in child related fields, fraternities, sororities, etc.</td>
</tr>
</tbody>
</table>
(b) **Field Experience Hours Log (Binder 2 or Folder)**

Pre-Student Teachers are required to complete a minimum of 30 hours observation/participation. Your cooperating teacher(s) must sign a Field Experience Hours Log each time you observe. A substitute teacher may sign the form.

- **Single placement:** Minimum 30 hours with their cooperating teacher
- **Dual placement:** Minimum 15 hours with each of their two cooperating teachers

(c) **Observation/Participation Journal (Binder 2 or Folder)**

Your supervisor will meet with your cooperating teacher stressing the importance of participation as well as observing during your 30 hours. Please get involved right away. Be active, participate and make yourself helpful in the classroom. After a few visits, ask your cooperating teacher what you could plan in order to participate in future lessons. (Read a story, develop and implement a bellringer, play an educational game, perform an experiment, develop an art project that relates to a lesson, etc.)

Along with your “Field Experience Hours Log”, we will be asking you to keep a “Journal” of your hours. You will be expected to make an entry for every visit. We suggest that you observe at least one to two times a week for a few hours each visit. We would prefer that you distribute your observation hours throughout the semester in order to see a variety of lessons and growth of the students. (Please don’t try to cram all your hours in just a few days.) You may complete more than the required 30 hours if you would like with the permission of your cooperating teacher.

**Journal Components (Two to three paragraphs for each entry)**

- **Label:** Each entry should be dated and labeled-time of day, class/subject, length of observation-participation.

- **Description:** Follow with a detailed, descriptive account of what you observed-participated based on the four domains of the Danielson Framework. A journal guide will be given to assist in your response. (Use the same guide to critique yourself when you are teaching.)

- **Reflection/Analysis:** What did you discover from your observation? What would you do differently?

*Please type your journal entries and hand them in with your observation log.*
PART III

Student Teaching Semester
The Lycoming College Education Department believes effective teacher candidates display various professional attributes, extensive content knowledge, and effective pedagogical skills. Teacher candidates will be evaluated on the areas described by faculty, cooperating teachers, and college supervisors throughout their enrollment in the teacher certification program. This form is to be completed by at least one faculty member in the area of the teacher candidate’s major for the purposes of recommendation for student teaching. A second recommendation is required and can be from a faculty member, coach, or staff person on campus.

**Process:**
- Evaluations will be completed in connection with every field experience assignment and education course a candidate completes in the program.
- Faculty members and cooperating teachers are invited at any point to provide information in regard to teacher candidates.
- Information is sent to and reviewed by the faculty in the Education Department.
- Teacher candidates who do not meet the expectations as described in this document will be informed in writing and assisted in developing a plan for improvement. Failure to improve will impact the candidate’s ability to progress through the Lycoming College teacher certification program.
- Data collected may be shared with the teacher candidate prior to their student teaching semester.

**Pre-Student Teaching Evaluations:** Teacher candidates at this point are expected to meet the target, but will be allowed to have some areas considered to be developing. Candidates who are rated below “developing” may not have the opportunity to enter the student teaching semester.

**Rating Scale:**
- T= Target
- D= Developing
- E= Emerging
- U= Unsatisfactory
- NA= Not Applicable
### E. Professional Attributes Targets

<table>
<thead>
<tr>
<th></th>
<th>Targets</th>
<th>T</th>
<th>D</th>
<th>E</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Problem-Solving Skills: Candidate displays problem solving attributes at an exemplary level, which includes identifying problems or potential problems and a range of solutions that are applied appropriately. Comment(s):</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Willingness to Learn, Reflect, and Accept Feedback: Candidate displays attributes of willingness to learn and acceptance of feedback, including self-critiques, acting on feedback, setting appropriate improvement goals, and demonstrating intellectual curiosity. Comment(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Leadership: Candidate displays leadership attributes, such as creating trust and openness with peers and instructors, considering varying viewpoints, initiates engagement as a productive community member. Comment(s):</td>
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</tr>
<tr>
<td>4.</td>
<td>Collaboration: Candidate works willingly and effectively with others, appropriately shares responsibility for tasks, and actively initiates and contributes to positive collaboration. Comment(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Analytic Thinking: Candidate displays effort to gather appropriate information when making decisions, thinks critically, and uses evidence to support decisions. Comment(s):</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Values all Students: Candidate demonstrates respect for individuals of varying backgrounds and experiences, which will likely be reflected in creation of a safe, accessible, respectful, and representative learning environment. Comment(s):</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

T = Target; D = Developing; E = Emerging; U = Unsatisfactory; NA = Not Applicable
7. **Professional Initiative, Maturity, and Responsibility:** Candidate demonstrates flexibility, seeks positive outcomes while maintaining professional composure, is self-directed, is consistently independent, consistently meets deadlines, arrives on time and stays as scheduled, demonstrates personal and academic integrity, and demonstrates an awareness of the importance of paperwork and assignments have in their education and professional development.

*Comment(s):*

8. **Professional Communication:** Candidate adapts oral and written language as appropriate to the setting and audience, listens actively, uses non-verbal communications appropriately, and demonstrates a positive attitude towards peers in situations requiring perseverance.

*Comment(s):*

<table>
<thead>
<tr>
<th>T</th>
<th>D</th>
<th>E</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
</table>

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**PLEASE COMPLETE THE FOLLOWING REFLECTIVE OF YOUR EXPERIENCE WITH THE CANDIDATE:**

<table>
<thead>
<tr>
<th>F. Content Knowledge Target</th>
<th>T</th>
<th>D</th>
<th>E</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The candidate demonstrates <strong>proficiency in the content</strong> they will be expected to teach upon completing his/her degree/certification program. This may be demonstrated through areas such as planning, class participation/discussion, course work, and/or formative and summative assessments. This may vary dependent upon the context the content area and various evaluators.</td>
<td>T</td>
<td>D</td>
<td>E</td>
<td>U</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Comment(s):*

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**We welcome and encourage any additional comments regarding your perception(s) on the student’s ability to be an effective educator in this content area:**
Stage 4
Requirements for Acceptance into the Student Teaching Semester

As part of the application process, the teacher candidate evaluation form is to be completed by at least one faculty member in the area of the teacher candidate’s major for the purposes of recommendation for student teaching. A second recommendation is required and can be from a faculty member, coach, or staff person on campus. We welcome and encourage any additional comments regarding your perception(s) on the student’s ability to be an effective educator in this content area. Obtaining these recommendations is the responsibility of the student. Materials are available in the Education office D207, semester prior to EDUC 348.

- Lycoming College Department of Education faculty will make the final decision on acceptance to the ECED, secondary, K-12, special education certification programs using the criteria cited above.

- The Field Placement Director, in conjunction with full time Education Department faculty, will make student teaching placement assignments.

- Students will keep a narrative field report of their observation experiences in their assigned classroom during the required 30 hours of observation/participation previous to actual student teaching and will work on their Pre-Professional Portfolios with their supervisors.

- All student teachers must join SPSEA (Student Pennsylvania State Education Association) to obtain liability protection during student teaching. Membership is required at the beginning of your professional semester. This membership provides you with a professional organization designation for your resume and with insurance and other useful materials. You may join online at www.psea.org.

- Education students may select either the Fall or Spring semester of their senior year for their student teaching experience, provided they have completed all necessary major and education coursework.

- Lycoming College Education students are placed in Lycoming County area public and private schools with certified cooperating teachers for full time student teaching.

- 30 Hours Observation/Participation in assigned classroom, the semester prior to the Professional Student Teaching Semester (EDUC 348 – Classroom Management in the Field (0 cr) $400 lab fee applies.)

- Achieve a minimum cumulative 3.0 GPA. Under certain circumstances students will be admitted with a GPA that falls between 2.8-2.99. Students with a GPA less than 2.8 will not be formally admitted into the program.
General Overview of Responsibilities/Requirements of Student Teachers

Our goal at Lycoming College is to provide the best academic program possible. For this reason all students will be assigned to cooperating teachers in the Lycoming County area, whenever possible.

Student teaching is both psychologically demanding and physically draining. It places many responsibilities on the student such as planning and delivering a required curriculum in a variety of ways to maintain student interest and to meet a variety of student needs and abilities. It also requires the student teacher to be both focused and flexible. Thorough planning, adequate rest, good nutrition and a positive attitude contribute greatly to success in this experience. Work weeks of 55-60 hours are the norm.

- Student teachers will be assigned for 14 weeks of student teaching, except Music, Art and Special Education students who are placed for two 7-week student teaching experiences. They have the same working hours as their cooperating teacher. Tardiness is not acceptable. Student teachers involved in college extra-curricular activities or employment must not allow these activities to interfere with student teaching responsibilities. Student teachers should not leave their school building before the close of the school day. Nothing should interfere with student teaching responsibilities unless first cleared with both the college supervisor and the cooperating teacher

- Student teachers are responsible for making their own arrangements for traveling to and from Lycoming College and their assigned classroom locations.

- Student teachers who have boarding contracts with the College may pre-order take out lunches from Food Services to be picked up in the college dining hall. The Education Department Secretary will give you the necessary information the first week of classes. You are responsible for contacting Food Services to make arrangements for a packed lunch. You will also need to contact the Residence Life Office if you need to stay on campus over breaks and holidays.

- Follow the calendar of the school district in which assigned for student teaching. If the calendar of the school district differs from the Lycoming College calendar, students will be required to follow the school district calendar. This may include teaching during a college break. In such cases student teachers will be housed on campus but must provide for their own meals. It is the student’s responsibility to make the necessary arrangements with the Residence Life Office, well in advance.

- Follow the schedule of the school district regarding snow days, in-service days and other administrative requirements. Student teaching will have an impact on your ability to participate in extra-curricular college activities. Arrangements, satisfactory to all parties, must be made prior to the start of the Pre-Professional Semester (EDUC 348).

- Student teachers are responsible for attendance at faculty meetings, department meetings, in-service workshops, open house, parent/teacher meetings and other school functions.

- No unexcused absences will be tolerated during student teaching. In emergency situations, however, the cooperating teacher and the Education Department college supervisor must be notified by phone immediately at the beginning of the school day.

- The Chair of the Education Department and the Director of Teacher Education have the responsibility to guarantee to the state that all standards for certification are met, therefore, make-up time for instances of absences will be required, regardless of cause.

- Secondary student teachers are encouraged to participate in extra-curricular activities such as the newspaper, yearbook, theater, clubs or sport teams in your assigned district. Student teachers must be supervised during these activities.

- Know the names and show interest of the students as soon as possible, but maintain a professional demeanor.

- Use imagination, resourcefulness and variety in your teaching strategies.

- Ask for periodic conferences with your cooperating teacher. Students may also request further conferences with cooperating teacher and/or college supervisor.

- Attend all required Wednesday afternoon seminars and any other designated seminars during the weeks of student teaching.
• Maintain a professional and appreciative relationship with your cooperating teacher and the rest of the teaching, administrative and support staff.

• Each week, prior to Seminar, you should email your journal assignment to your supervisor.

• By the end of the school calendar week, you will have your Lycoming College lesson plan format for the following week approved and initialed by your teacher. Then email your approved plans to your supervisor by 8:00 p.m of that Sunday, along with your class schedule with your teaching responsibilities, prep time and lunch highlighted.

• Organize, plan and deliver your lessons using strategies that are student-centered, keep students actively involved and make learning worthwhile.

• Remember, we represent Lycoming College and are guests in the school(s) and classroom(s). We owe a debt to those who have preceded us and we have an obligation to those who come after us.

• Do not become involved in school politics. Do not gossip about the school or the students in the teachers’ room or with your friends at home or on campus. Do not fraternize excessively with students in school or at home.

• Student teachers may not be used as substitute teachers under any circumstances. Student teachers may continue to teach in their classroom if the cooperating teacher is absent and a certified substitute teacher is assigned to the class.

• Members of the Education Department are available for discussion and support during all phases of this experience. Ask questions! Ask lots of them!
Suggestions for Student Teachers

The cooperating teacher may encourage the student teacher to become involved in the classroom activities during the observation/participation visits. Several suggested activities are listed below. As the cooperating teacher becomes more comfortable with the strengths of the student teacher, a request for additional and varied assignments are appropriate. If not observed, these activities or procedures need to be discussed with the cooperating teacher. Student teachers need to be able to explain concisely what they observed.

The student teacher needs to note the participation activities she/he was involved in and her/his reaction to these experiences.

- Taking attendance/lunch count
- Distributing materials
- Collecting notes, excuses, passes, homework
- Recording how/why/when students enter/leave the classroom during class
- Requesting/using library/ audio/visual equipment
- Assisting students with study/activity/review groups
- Teaching a mini-lesson
- Tutoring individual students in math/reading, etc.
- Administering tests/quizzes
- Starting/ending the school day or a class
- Monitoring transitions between classes, halls, cafeteria, bus, etc.
- Accompanying students to assemblies, special programs, other classes
- Reading tests or other materials to students with IEPs
- Helping students with homework
EDUC-465 Student Teaching

Requirements:
- Required attendance for all Seminars throughout the semester
- Updated clearances
- Minimum 4 formal observations by Student Teaching Supervisor and/or Staff
- Completion of Professional Portfolio
- Completion of Weekly Assignments (A) and Semester Assignments (B)

(A) WEEKLY ASSIGNMENTS

Weekly Seminars
Weekly Seminars (Wednesdays 4:00 pm-6:00 pm) Weekly sessions will focus on your needs and concerns as well as educational topics. While there are many issues and concerns that we must discuss, it is also important to discuss the issues and concerns that you have.

Sunday’s Assignments (Submitted to supervisor by email before 8:00 p.m.)
1. Your complete class schedule for the coming week to include your cooperating teacher’s schedule as well as your teaching schedule with days, times, class periods, preparation periods, lunch, recess, specials, special activities and holidays.
2. Your lesson plans – Discuss plans and submit to your cooperating teacher by the end of the school calendar week.

   Included in the plans:
   - Name/Grade Level/Subject/Dates
   - State Standards for the lesson
   - Objectives
   - Connections to real life
   - Prerequisite Understandings
   - Materials
   - Safety or Health Issues
   - Time
   - Anticipatory set (bell ringer)
   - Procedures
   - Closure
   - Adaptations for Sp. Ed. and/or Diverse Learners
   - Assessments

Wednesday’s Assignments (Submitted to supervisor by email prior to Seminar)
1. Journal (300-350 words) on assignment topic from previous week.
2. Lesson Plan Analyses – Write **one paragraph each** for the most effective and the least effective lesson of the week. In each paragraph describe:
   a. What did you do to gain and maintain attention and student involvement?
   b. What adjustments did you make as the lesson progressed and why you did so?
   c. What changes would you make if you could teach this lesson again?

(B) SEMESTER ASSIGNMENTS

Classroom Observations (Typed & Emailed to Supervisor)
*Single Placement:* Two observations the first two weeks in classrooms other than the one to which you are assigned. Third observation completed your last week of student teaching.
*Double Placement:* Two observations at the beginning of each placement in classrooms other than the one to which you are assigned.

An observation guide based on the four domains of the Danielson Framework will be given to assist in your response. (Use the same guide to critique yourself when you are teaching)

**Bulletin Board/Student Work Display**
During your time in the classroom you are required to create and display a bulletin board useful in your instruction or create a display of student work/projects completed from your instruction. These projects should exhibit thoughtful planning and creativity useful for your classroom instruction.

Please remember to take pictures of these projects for use in your Professional Portfolio.
Assessment and Evaluation during Student Teaching

During the course of the Professional Student Teaching Semester, the college supervisor will use a variety of assessment and evaluation strategies. The strategies used for EDUC 410, 465, 420 and SPED 447 will be discussed in the syllabi for those courses and will be similar to those strategies used in other education courses. The following assessment and evaluation strategies will be used for EDUC 410, 465, 420 and SPED 447 – Student Teaching. All strategies will be discussed with the students.

Methods of Classroom Management (EDUC 410)
- Assessment and evaluation will be as outlined in the course syllabus.

Instructional Methods for Teaching the English Language Learner (EDUC 420)
- Assessment and evaluation will be as outlined in the course syllabus.

Student Teaching – (EDUC 465)
- Sources of assessment will include, but not be limited to, the student teacher’s observed performance in the classroom and attendance and participation at seminars. Lesson plans, lesson plan analyses, journals and other original documents will also be used as evidence of progress. PDE-430 (See pages 60-81) and the Lycoming College Student Teacher Observation Assessment Form (LCSTOA) (See page 82) are two of the most frequently used tools by the college supervisor to assess and document progress.

- Professional Portfolio – Additions will be made to the portfolio during this course. This is the capstone of the Professional Student Teaching Semester. This professional portfolio will contain all the necessary requirements for successful job interviewing.

- All observations, conferences and evaluations, with the exception of the Final Evaluation, are formative. The Final Evaluation conference(s) between the cooperating teacher and the college supervisor is/are summative.

- Mid-Semester Rating Sheet – The student teacher and the cooperating teacher will each be given a copy of this sheet. They are to complete their respective sheets and then share them with each other. The sheets will then be shared with the college supervisor at a scheduled meeting. (PDE 430- See page 59)

In a 14-week placement, the following sequence is typical:
- A minimum of two observations by the college supervisor using the Lycoming College Student Teacher Observation Assessment Form.

- Next, a mid-term conference including the student teacher, the cooperating teacher and the college supervisor.

- Then, a minimum of two more observations by the college supervisor using the LCSTOA.

- Finally, a final evaluation conference including the cooperating teacher and the college supervisor.

In a 7-week placement, the following sequence is typical:
- A minimum of one observation by the college supervisor using the Lycoming College Student Teacher Observation Assessment Form.

- Next, a mid-term conference including the student teacher, the cooperating teacher and the college supervisor.

- Then, a minimum of one observation by the college supervisor using the LCSTOA

- Finally, a final evaluation conference including the cooperating teacher and the college supervisor.
Professional Development Inclusive Setting – (SPED 447)

- Assessment and evaluation will be as outlined in the course syllabus.

- Final Grades – final grades for EDUC 410, EDUC 465, SPED 447 comprising the Professional Student Teaching Semester will be assigned by the college supervisor. There are separate grades for each of the three courses. Please note that the two 7-week placement grades are averaged together for a final grade for EDUC 465.

- To be recommended for certification, student teachers should receive a grade of B (3.0) or higher in Student Teaching.

- If a student teacher is denied certification by the Education Department, he/she may appeal the decision to the Provost of the College.

- Failure to comply with any of the Professional responsibilities may result in the student teacher being removed from the assignment.
Removal of a Student from Student Teaching Placement

VIOLATION OF SCHOOL CODE AND ACT 34

Purpose: To establish reasons and processes for the removal of a student teacher from the student teaching assignment. Also included is the appeal process should a student disagree with such removal.

Policy: Student teachers are ultimately the guest of the cooperating school districts and as such may be removed by the district officer. In such cases, the student teacher forfeits the right to student teach for the remainder of that assignment. (She/he may be reassigned by the College during the semester immediately following such removal.)

If convicted of a felony which is covered in the School Code and Act 34, the student teacher will be immediately withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.

If indicted for a felony which is covered in the School Code and Act 34, there shall be removal of the student teacher from the student teaching assignment until the matter is cleared.

Process: Immediately upon notification of the indictment, the Director of Teacher Education, along with the department Chair, will notify the student teacher of his/her suspension from the student teacher assignment. The student teacher will be assigned to a class or an independent study closely related to the activities that she/he would have had during the student teaching assignment. When (if) the student teacher is cleared of the indictment, she/he will be readmitted to the student teaching assignment. Since no classroom experience or independent study can replace the actual classroom teaching experience, it may be necessary to extend the student teaching assignment to allow for these experiences. Should a student teacher wish to contest these decisions, the appeal process is outlined below.

UNSATISFACTORY PERFORMANCE

Policy: If it is determined by the cooperating teacher and/or the college supervisor that the teaching competency of the student is at an unsatisfactory level, the student teacher may be removed from the student teaching assignment.

Process: The student teacher will be made aware of the areas of weakness and will be given recommendations for improvement. Progress, or lack of progress, will be monitored by the cooperating teacher and/or the college supervisor. Should no improvement be evident, a three-way conference with the student teacher, the cooperating teacher and the college supervisor will be held to discuss withdrawal of the student teacher from the student teaching experience. A voluntary withdrawal will result in a change of schedule. Should the student teacher choose not to withdraw, it will be recommended to the department chairperson that the student teacher be removed from the student teaching assignment and will receive a failing grade.

It should be noted that this will allow credit completion in order to graduate but will not allow for candidate to certify. Removal of a student teacher placement will result in an unsatisfactory rating in all four categories on the PDE 430 evaluation form.

*See student teacher improvement plan

Recourse: Should the student teacher wish to grieve the decisions made in any of the steps above, she/he may appeal the decision to the Provost of the College.
Policy for Removal of a Student Teacher

The removal of the student teacher can be initiated in any of the following ways:

**Initiated by the Cooperating Teacher or Principal**

1. Contact principal, and college supervisor.
2. Arrange a meeting with student teacher and supervisor.
3. Complete evaluation form PDE 430 for a student teacher.
4. Evaluation by supervisor.
5. Department will consider a request for another placement and withdrawal from the school.

**Initiated by the Student Teacher**

1. Write a clear statement of reason for withdrawal to be reviewed by the college supervisor.
2. Contact supervisor.
3. Supervisor will arrange a meeting with cooperating teacher and, if appropriate, the principal.
4. Request another assignment and, if appropriate, remain in school until second placement is confirmed.

**Initiated by the College Supervisor**

1. Write a clear statement of reasons for withdrawal after a minimum of observations.
2. Contact principal and cooperating teacher.
3. Arrange a meeting with supervisor and cooperating teacher, if appropriate invite the principal.

Exceptions to the above are by the decision of the Director of Teacher Education.

*See student teacher improvement plan*
Guidelines and Responsibilities for Support Personnel
( Cooperating Teachers & College Supervisors)

Responsibilities of the College Supervisor

• Conduct classes and seminars for EDUC 410, 465, SPED 447 - Seminar

• Supervise student teachers for EDUC 465 – Student Teaching

• Observe and evaluate student teaching performance using established criteria (See 81) a minimum of four times. More visits are possible at the request of the student teacher, the cooperating teacher or if the college supervisor deems it necessary.

• Provide written and oral feedback after each supervisory visit.

• Set up conferences with the student teacher and/or cooperating teacher as needed.

• Offer constructive suggestions for improvement and encourage student to perform to her/his highest potential.

• Suggest different teaching strategies, classroom management techniques and general ideas for continued growth and improvement as the student teaching experience continues.

• Be available for discussion of problems, conflicts and teaching possibilities.

• Set up, teach and monitor a variety of professional seminars to be held during the student teaching experience.

• Completes student teaching evaluation form (PDE 430) and submits a letter of recommendation/reference for the student teacher.

• Assign final grades for all courses EDUC 410, 465, SPED 447 the Professional Student Teaching Semester.
Selection and Preparation of Cooperating Teacher

The process of selecting and preparing cooperating teachers has been an important and positive one for Lycoming College. It is conducted in cooperation with the area public and private schools that serve as partner schools for student teaching field placements. These same schools also serve as professional sites for observation/participation assignments for other education methods courses. This provides a solid base on which to build placement possibilities.

Cooperating Teachers are selected and assigned based on the following criteria:

- Holds a Pennsylvania Department of Education Certification in the appropriate area
- Has at least 3 years of teaching experience
- Has the recommendation of the school principal or other school administrator
- Has a teaching assignment appropriate to the subject competency of the teaching candidate
- Understands and implements the Pennsylvania State Education standards
- Has completed a program of preparation on observation and evaluation skills offered by the Lycoming College Education Department. This program consists of the following:
  - Attendance at the Orientation Seminar for all cooperating teachers held at Lycoming College at the beginning of the Observation/Participation semester.
  - Individual/group discussion group meetings with college supervisors
  - Reviews and understands the Lycoming College Teacher Education Handbook
  - Completion of the program evaluation form and offers suggestions for new policies, requirements and possible changes
- Is reimbursed for the work and duties of being a cooperating teacher
Responsibilities of the Cooperating Teacher

The student teaching experience encompasses two consecutive semesters. The first semester is built around the 30 hour Observation / Participation experience.

The second semester is built around a single 14 week, or two 7 week student teaching placements. Page 47, 48, 58 - General Outline of Student Teaching Responsibilities and the Cooperating Teacher Checklist have useful information regarding this experience.

The cooperating teacher ....

- Prepares students for the arrival of the student teacher and encourages them to look upon the student teacher as a member of the teaching team. Experience shows that the attitudes of students have a tremendous influence on the success of the student teacher. Also, introduces administrative, instructional and support staff to the student teacher.

- Assists the student teacher in finding available community resources to enhance classroom lessons.

- Sees to it that the student teacher has copies of the school handbook/policies (during the first week of observations), information relevant to students’ social issues, copies of textbooks and other needed materials and of the general school and class schedule to include weather delays.

- Models behaviors, teaching strategies and attitudes recommended to the student teacher and exhibits consistency between what is said and what is done.

- Identifies problems and helps student teacher to address them and as necessary notifies immediately both the student teacher and the college supervisor of any problem concerning the student teacher, students, parents and school officials.

- Explains rationales for actions and suggestions, encourages innovation and creativity and involves student teachers in planning and assessment.

Frequent conferences - should be held between the student teacher and cooperating teacher. There is no specific time that seems best for conferences, but ample time should be made available. Many times the conference will take place during preparation period or at the end of the day, providing for immediate evaluation and lead time in planning for the next day. Conferences may be informal and short, but sufficient time should be available to talk things through. It is suggested that at least one formal conference be held each week.

Initial conferences/discussions – focus on the expectations and role the student teacher will follow in the everyday classroom schedule, information about supplies, texts, materials, computers, etc. and lesson plans. Time for holding conferences is essential. From the first day, a set time should be provided for orientation, outlining student teacher responsibilities, establishing some expectations for the situation and presenting an overview of the program.

On-going conferences – focus on specific lessons, strategies, teaching skills, classroom management long range planning, assessment and evaluation of students and personal concerns of student teacher. Use the PDE 430 form for mid-semester review. (See PDE 430 under Field Experiences). Constructive criticism is essential. The cooperating teacher should identify strengths and areas of concern while providing opportunities for the student to improve performance. The cooperating teacher should plan to discuss progress with the student teacher frequently. There should be a formal conference at least once a week. The student teacher wants and needs the guidance and constructive feedback from the cooperating teacher.

Final conferences – focus on growth that student teacher has exhibited, successes student teacher has had, problems needing attention and development and a review of the final PDE 430 evaluation form (See PDE 430 under Field Experiences).

- Helps the student teacher feel comfortable, accepted and respected in the school setting.

- Confers with the college supervisor at each visit if necessary.

- Completes the mid-term evaluation and shares it with the student teacher and the college supervisor.

- Completes the PDE 430 evaluation form and discusses a recommended grade for the student teaching experience while meeting with the college supervisor and writes a letter of recommendation/reference for the student teacher on school letterhead and sends to college supervisor.

- Submits the PDE 430 evaluation form and the letter of recommendation to the college supervisor.
Cooperating Teacher Checklist

**Orientation of the Student Teacher**
(Much of this may happen during the observation period)

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a separate workspace for the student teacher</td>
</tr>
<tr>
<td>Introduce school personnel to the student teacher</td>
</tr>
<tr>
<td>Review rules, regulations and policies; give handbook, directory and calendar</td>
</tr>
<tr>
<td>Familiarize with emergency procedures</td>
</tr>
<tr>
<td>Provide textbooks, resource materials and show location of media center</td>
</tr>
<tr>
<td>Introduce student teacher to the class as a member of teaching team</td>
</tr>
<tr>
<td>Supply class schedules</td>
</tr>
<tr>
<td>Identify health problems and/or concerns for students</td>
</tr>
<tr>
<td>Give definite student teacher responsibilities for early involvement</td>
</tr>
<tr>
<td>Begin seating charts</td>
</tr>
<tr>
<td>Tour school facilities</td>
</tr>
</tbody>
</table>

**Planning with the Student Teacher**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider student teacher’s unit preference</td>
</tr>
<tr>
<td>Provide guidance in long term, weekly and unit planning – establish goals and objectives</td>
</tr>
<tr>
<td>Be available for assistance in planning and evaluating</td>
</tr>
<tr>
<td>Check plans for the following week by Friday of the current week or the last day of the school week</td>
</tr>
<tr>
<td>Inform of schedule changes</td>
</tr>
</tbody>
</table>

**Interaction with the Student Teacher**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be enthusiastic and interested</td>
</tr>
<tr>
<td>Provide continual and constructive evaluations of student teacher performance daily</td>
</tr>
<tr>
<td>Give constructive criticism, discuss alternative methods and encourage experimentation daily</td>
</tr>
<tr>
<td>Keep discussions confidential</td>
</tr>
<tr>
<td>Encourage questions and seeking of help</td>
</tr>
<tr>
<td>Encourage the student teacher to keep a “log” of your discussions/comments</td>
</tr>
</tbody>
</table>

**Professional Development of the Student Teacher**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase involvement in teaching duties gradually</td>
</tr>
<tr>
<td>Encourage extra-curricular responsibilities and activities</td>
</tr>
<tr>
<td>Assist with discipline and classroom control</td>
</tr>
<tr>
<td>Provide time for visitations and observations of other professionals</td>
</tr>
<tr>
<td>Require involvement in professional meetings</td>
</tr>
<tr>
<td>Use current professional periodicals and journals</td>
</tr>
<tr>
<td>Share parent-teacher conference techniques</td>
</tr>
</tbody>
</table>
The Lycoming College Education Department uses the rubric developed by the Pennsylvania Department of Education (PDE 430) for the mid-term and the final evaluation of the student teaching experience. A copy of the form is found in the pages that follow.

These rubrics are for student teachers, cooperating teachers and college supervisors. Often cooperating teachers ask for guidance when evaluating and determining grades at the end of the semester. During the student teaching experience, conversations relating to the standards can focus on areas of strength or needs that the student teacher demonstrates while developing professional skills and attitudes in classroom settings.

The rubric was developed using standards set by the Pennsylvania Department of Education Specific Program Guidelines for Teacher Education (Chapter 354 of the School Code) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Traditionally, those who have completed the student teaching experience received letter grades ranging from A, signifying excellence, to C-. Students who earn below a grade of (B-) in student teaching may be recommended for certification with a note of reservation. It is up to the department discretion based on a variety of reasons. There have also been students who did not complete the requirements and therefore were not eligible for recommendation for certification. To convert the rubric terms of Exemplary, Superior, Satisfactory and Unsatisfactory to letter grades, we have developed the general guidelines that follow. We recognize that judgments are often subjective and there is room for variation. Qualitative evaluations do not lend themselves to numbers and percentages. Cooperating teachers and college supervisors may see different aspects of a student teacher’s growth. Therefore, when opinions or evaluations differ, they may discuss the decisions and come to consensus. Education Department faculty are available for these discussions as well.

### Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Rated exemplary in almost all areas. May have a few areas that are rated in the superior category.</td>
</tr>
<tr>
<td>A- or B +</td>
<td>May have more Superior than Exemplary ratings but showed steady improvement throughout the 14 week experience. Shows good potential for a career in education.</td>
</tr>
<tr>
<td>B or B-</td>
<td>Rated Satisfactory in almost all areas. May have a few areas that are rated in the Superior categories. To be certified, student teachers should receive a grade of B or higher in student teaching.</td>
</tr>
<tr>
<td>C+, C, or B-</td>
<td>Rated Satisfactory in almost all areas but has a significant number of areas rated Unsatisfactory. The student may be recommended for certification with reservation.</td>
</tr>
<tr>
<td>F</td>
<td>Rated Unsatisfactory in most areas. The student is not recommended for certification.</td>
</tr>
</tbody>
</table>
## Lycoming College Student Teacher Assessment Form Rubric

### Category I: Planning /Preparation:

Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students and the instructional context. Level of Performance

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-depth and thorough knowledge of content and pedagogy</td>
<td>1.a. Knowledge of Content</td>
<td>1. Teacher makes content errors or does not correct content errors students make.</td>
<td>1.a. Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</td>
<td>1.a. Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
</tr>
<tr>
<td>1.b. Knowledge of Prerequisite Relationships</td>
<td>1.b. Teacher displays little understanding of prerequisite knowledge important for student learning of the content.</td>
<td>1.b. Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.</td>
<td>1.b. Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts.</td>
<td>1.b. Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</td>
</tr>
<tr>
<td>1.c. Knowledge of Content-Related Pedagogy</td>
<td>1.c. Teacher displays little understanding of pedagogical issues involved in student learning of the content.</td>
<td>1.c. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</td>
<td>1.c. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.</td>
<td>1.c. Teacher displays continuing search for best practice and anticipates student misconceptions.</td>
</tr>
<tr>
<td>2. In-depth and thorough knowledge of Pennsylvania’s Academic Standards</td>
<td>2. Knowledge of PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics</td>
<td>2. Teacher’s plans and practices reflect minimal knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
<td>2. Teacher’s plans and practices reflect basic knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
<td>2. Teacher’s plans and practices reflect solid knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
</tr>
<tr>
<td>2.b. Knowledge of Pennsylvania’s Academic Content Standards</td>
<td>2.b. Teacher’s plans and practices reflect minimal knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
<td>2.b. Teacher’s plans and practices reflect basic knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
<td>2.b. Teacher’s plans and practices reflect solid knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
<td>2.b. Teacher’s plans and practices reflect extensive knowledge of standards including PA Academic Content Standards; Academic Standards for Reading, Writing, Speaking and Listening; and Academic Standards for Mathematics.</td>
</tr>
</tbody>
</table>

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**66**
<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. In-depth and thorough knowledge of students and how to use this knowledge to inform instruction</td>
<td>3.a. Teacher displays minimal knowledge of developmental characteristics of age group. 3.b. Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and different “intelligences.” 3.c. Teacher displays little knowledge of students’ skills and knowledge and does not indicate that such knowledge is valuable. 3.d. Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>3.a. Teacher displays generally accurate knowledge of developmental characteristics of age group. 3.b. Teacher displays general understanding of the different approaches to learning that students exhibit. 3.c. Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole. 3.d. Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for the class only as a whole.</td>
<td>3.a. Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. 3.b. Teacher displays solid understanding of the different approaches to learning that different students exhibit. 3.c. Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge. 3.d. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</td>
<td>3.a. Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns and the extent to which each student follows patterns. 3.b. Teacher uses, where appropriate, knowledge of students’ varied approaches to learning in instructional planning. 3.c. Teacher displays knowledge of students’ skills and knowledge for each student, including those with special needs. 3.d. Teacher displays knowledge of the interests or cultural heritage of each student.</td>
</tr>
</tbody>
</table>
### Category I: Planning/Preparation (version 7/24/09)

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>4. Clear and appropriate instructional goals that reflect content standards and high expectations for students</td>
<td>4.a. Value</td>
<td>4.a. Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning. 4.b. Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment. 4.c. Goals are not suitable for the class. 4.d. Goals reflect only one type of learning and one discipline or strand.</td>
<td>4.a. Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. 4.b. Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment. 4.c. Most of the goals are suitable for most students in the class. 4.d. Goals reflect several types of learning but no effort at coordination or integration.</td>
<td>4.a. Goals are valuable in their level of expectations, conceptual understanding and importance of learning. 4.b. Most of the goals are clear but may include a few activities. Most permit viable methods of assessment. 4.c. All the goals are suitable for most students in the class. 4.d. Goals reflect several different types of learning and opportunities for integration.</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td>5. Thorough awareness of resources, materials and technology available through the school or district or professional organizations</td>
<td>5.a. Resources for Teaching</td>
<td>5.a. Teacher is unaware of resources available through the school or district</td>
<td>5.a. Teacher displays limited awareness of resources available through the school or district. 5.b. Teacher displays limited awareness of resources available through the school or district and knows how to gain access for students.</td>
<td>5.a. Teacher is fully aware of all resources available through the school or district. 5.b. Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</td>
</tr>
</tbody>
</table>
### Category I: Planning/Preparation (version 7/24/09)

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<tbody>
<tr>
<td>6. Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence and include adaptations for individual student needs</td>
<td>6.a. Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.</td>
<td>6.a. Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research.</td>
<td>6.a. Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research.</td>
<td>6.a. Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td></td>
<td>6.b. Instructional Materials and Resources</td>
<td></td>
<td>6.b. Some of the materials and resources support the instructional goals and some engage students in meaningful learning and some are adapted for individual student needs.</td>
<td>6.b. All materials and resources support the instructional goals and most engage students in meaningful learning. Teacher adapts materials for individual student needs.</td>
</tr>
<tr>
<td></td>
<td>6.c. Instructional Groups</td>
<td></td>
<td>6.c. Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</td>
<td>6.c. Instructional groups are varied, as appropriate to the different instructional goals.</td>
</tr>
<tr>
<td></td>
<td>6.d. Lesson and Unit Structure</td>
<td></td>
<td>6.d. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>6.d. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
</tr>
<tr>
<td>Elements</td>
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</table>
| 7. Appropriate and clear assessments of student learning completely aligned to the instructional goals and adapted as required for student needs | 7.a. Congruence with Instructional Goals  
7.b. Criteria and Standards  
7.c. Use for Planning | 7.a. Content and methods of assessment lack congruence with instructional goals.  
7.b. The proposed approach contains no clear criteria or standards.  
7.c. The assessment results affect planning for these students only minimally. | 7.a. All the instructional goals are assessed through the proposed approach, but the approach is more suitable to some goals than to others.  
7.b. Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.  
7.c. Teacher uses assessment results to plan for the class as a whole. | 7.a. The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.  
7.b. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.  
7.c. Students are aware of how they are meeting the established standards and participate in planning the next steps. |
**Category II: Classroom Environment**

Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued and respected, by instituting routines and setting clear expectations for student behavior.

### Level of Performance

<table>
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</thead>
<tbody>
<tr>
<td>1. High and clear expectations for student achievement in a challenging and dynamic learning environment with value placed on high quality student work</td>
<td>1.a. Importance of the Content</td>
<td>1a. Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.</td>
<td>1a. Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>1a. Teacher conveys genuine enthusiasm for the subject and students demonstrate consistent commitment to its value.</td>
</tr>
<tr>
<td></td>
<td>1.b. Student Pride in Work</td>
<td>1.b. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.</td>
<td>1.b. Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.</td>
<td>1.b. Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
</tr>
<tr>
<td></td>
<td>1.c. Expectations for Learning and Achievement</td>
<td>1.c. Instructional goals and activities, interactions and the classroom environment convey only modest expectations for student achievement.</td>
<td>1.c. Instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement.</td>
<td>1.c. Instructional goals and activities, interactions and the classroom environment convey high expectations for student achievement.</td>
</tr>
<tr>
<td>2. Significant attention to equitable learning opportunities for students</td>
<td>2. Multiple avenues to learn content</td>
<td>2. Classroom interactions encourage a single avenue to learn content with no support.</td>
<td>2. Classroom interactions encourage minimal avenues to learn content with minimal levels of support.</td>
<td>2. Classroom interactions encourage multiple avenues to learn content with multiple levels of support.</td>
</tr>
</tbody>
</table>
### 3. Appropriate and highly respectful interactions between teacher and students among students

<table>
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</thead>
<tbody>
<tr>
<td>3.a. Teacher Interaction with Students</td>
<td>3.a. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.</td>
<td>3.a. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.</td>
<td>3.a. Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.</td>
<td>3.a. Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</td>
</tr>
<tr>
<td>3.b. Student Interaction</td>
<td>3.b. Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>3.b. Students do not demonstrate negative behavior toward one another.</td>
<td>3.b. Student interactions are generally polite and respectful.</td>
<td>3.b. Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
</tbody>
</table>

### 4. Highly effective classroom routines and procedures resulting in effective use of instructional time

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.a. Management of Instructional Groups</td>
<td>4.a. Students not working with the teacher are not productively engaged in learning.</td>
<td>4.a. Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</td>
<td>4.a. Tasks for group work are organized and groups are managed so most students are engaged at all times.</td>
<td>4.a. Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.</td>
</tr>
<tr>
<td>4.b. Management of Transitions</td>
<td>4.b. Much time is lost during transitions.</td>
<td>4.b. Transitions are sporadically efficient, resulting in some loss of instructional time.</td>
<td>4.b. Transitions occur smoothly, with little loss of instructional time.</td>
<td>4.b. Transitions are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.c. Management of Materials and Supplies</td>
<td>4.c. Materials are handled inefficiently, resulting in loss of instructional time.</td>
<td>4.c. Routines for handling materials and supplies function moderately well.</td>
<td>4.c. Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>4.c. Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.d. Performance of Non-instructional Duties</td>
<td>4.d. Considerable instructional time is lost in performing noninstructional duties.</td>
<td>4.d. Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.</td>
<td>4.d. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>4.d. Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.e. Supervision of Volunteers and Para-professionals</td>
<td>4.e. Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.</td>
<td>4.e. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</td>
<td>4.e. Volunteers and paraprofessionals are productively and independently engaged during the entire class.</td>
<td>4.e. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
</tr>
<tr>
<td>Category II: Classroom Environment (version 7/24/09)</td>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Superior</td>
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</tr>
<tr>
<td>5. Clear standards of conduct and highly effective and preventive management of student behavior</td>
<td>5.a. Expectations</td>
<td>5.a. No standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>5.a. Standards of conduct appear to have been established for most situations and most students seem to understand them.</td>
<td>5.a. Standards of conduct are clear to all students.</td>
</tr>
<tr>
<td>5.b. Monitoring of Student Behavior</td>
<td>5.b. Student behavior is not monitored and teacher is unaware of what students are doing.</td>
<td>4.b. Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>4.c. Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.</td>
<td>5.b. Teacher is alert to student behavior at all times.</td>
</tr>
<tr>
<td>5.c. Response to Student Misbehavior</td>
<td>5.c. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity.</td>
<td></td>
<td></td>
<td>5.c. Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
</tr>
<tr>
<td>6. Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology</td>
<td>6.a. Safety and Arrangement of Furniture</td>
<td>6.a. The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.</td>
<td>6.a. The classroom is safe and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.</td>
<td>6.a. The classroom is safe and the furniture arrangement is a resource for learning activities.</td>
</tr>
<tr>
<td></td>
<td>6.b. Accessibility to Learning and Use of Physical Resources</td>
<td>6.b. Teacher uses physical resources, materials and technology poorly, or learning is not accessible to some students.</td>
<td>6.b. Teacher uses physical resources, materials and technology adequately and at least essential learning is accessible to all students.</td>
<td>6.b. Teacher uses physical resources, materials and technology skillfully and all learning is equally accessible to all students.</td>
</tr>
</tbody>
</table>
**Lycoming College Student Teacher**

**Assessment Form Rubrics**

**Category III: Instructional Delivery:** Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

**Level of Performance**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Clear and appropriate communication of procedures and high-quality explanations of the content</td>
<td>1.a. Teacher directions and procedures are confusing to students. 1.b. Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>1.a. Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. 1.b. Teacher’s spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.</td>
<td>1.a. Teacher directions and procedures are clear to students and contain an appropriate level of detail. 1.b. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.</td>
<td>1.a. Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. 1.b. Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</td>
</tr>
<tr>
<td>2. Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate</td>
<td>2.a. Teacher’s questions are virtually all of poor quality. 2.b. Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. 2.c. Only a few students participate in the discussion.</td>
<td>2.a. Teacher’s questions are a combination of low and high quality. Only some invite a response. 2.b. Teacher makes some attempt to engage students in a true discussion, with uneven results. 2.c. Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>1.a. Most of teacher’s questions are of high quality. Adequate time is available for students to respond. 1.b. Classroom interaction represents true discussion, with teacher stepping, when appropriate to the side. 1.c. Teacher successfully engages all students in the discussion.</td>
<td>1.a. Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. 1.b. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. 1.c. Students themselves ensure that all voices are heard in the discussion.</td>
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</table>
### Category III: Instructional Delivery (version 7/24/09)

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</table>
| 3. High-level engagement of students in learning and appropriate pacing of instruction | 3.a. Representation of content is inappropriate and unclear or uses poor examples and analogies.  
3.b. Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.  
3.c. Instructional groups are inappropriate to the students or to the instructional goals.  
3.d. Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.  
3.e. The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. | 3.a. Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.  
3.b. Some activities and assignments are appropriate to students and engage them mentally, but others do not.  
3.c. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.  
3.d. Instructional materials and resources are partially suitable to the instructional goals, or students’ level of mental engagement is moderate.  
3.e. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | 3.a. Representation of content is appropriate and links well with students’ knowledge and experience.  
3.b. Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.  
3.c. Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.  
3.d. Instructional materials and resources are suitable to the instructional goals and engage students mentally.  
3.e. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. | 3.a. Representation of content is appropriate and links well with students’ knowledge and experience. Students contribute to representation of content.  
3.b. All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.  
3.c. Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.  
3.d. Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.  
3.e. The lesson’s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. |
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<tr>
<td>4. Equitable, accurate and constructive feedback to students on their learning</td>
<td>4.a. Quality: Accurate, Substantive, Constructive and Specific</td>
<td>4.a. Feedback is either not provided or is of uniformly poor quality. 4.b. Feedback is not provided in a timely manner.</td>
<td>4.a. Feedback is inconsistent in quality. Some elements of high quality are present; others are not. 4.b. Timeliness of feedback is inconsistent.</td>
<td>4.a. Feedback is consistently high quality. 4.b. Feedback is consistently provided in a timely manner.</td>
<td>4.a. Feedback is consistently high quality. Provision is made for students to use feedback in their learning. 4.b. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.</td>
</tr>
<tr>
<td>5. Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning</td>
<td>5. Assessments and Learning Goals</td>
<td>5. Formal and informal assessments are seldom or never used to monitor students’ progress toward content standards and to pace student learning. Students are rarely informed about their progress.</td>
<td>5. Formal and informal assessments are sometimes used to monitor students’ progress toward content standards and to pace student learning. Students are sporadically informed about their progress.</td>
<td>5. Formal and informal assessments are frequently used to monitor students’ progress toward content standards and to pace student learning. Students are consistently informed about their progress.</td>
<td>5. Formal and informal assessments are almost always used to monitor students’ progress toward content standards and to pace student learning. Students are consistently informed about their progress.</td>
</tr>
<tr>
<td>6. High degree of flexibility and responsiveness in meeting the learning needs of students</td>
<td>6.a. Lesson Adjustment</td>
<td>6.a. Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. 6.b. Teacher ignores or brushes aside students’ questions or interests. 6.c. When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student’s lack of success.</td>
<td>6.a. Teacher attempts to adjust a lesson, with mixed results. 6.b. Teacher attempts to accommodate students’ questions or interests. The effects on the coherence of a lesson are uneven. 6.c. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</td>
<td>6.a. Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly. 6.b. Teacher successfully accommodates students’ questions or interests. 6.c. Teacher persists in seeking approaches for students who need help, using an extensive repertoire of strategies.</td>
<td>6.a. Teacher successfully makes a major adjustment to a lesson. 6.b. Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. 6.c. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources form the school.</td>
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</tbody>
</table>
**Category IV: Professionalism:** Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

**Level of Performance**

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</thead>
<tbody>
<tr>
<td>1. Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines</td>
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</tr>
<tr>
<td>1.a. Student Completion of Assignments</td>
<td>1a. Teacher’s system for maintaining information on student completion of assignments is in disarray.</td>
<td>1a. Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective</td>
<td>1.a. Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.</td>
<td>1.a. Teacher’s system for maintaining information on student completion of assignments is fully effective. Students contribute information and interpretation of the records.</td>
</tr>
<tr>
<td>1.b. Student Progress in Learning</td>
<td>1.b. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td>1.b. Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective.</td>
<td>1.b. Teacher’s system for maintaining information on student progress in learning is effective</td>
<td>1.b. Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.</td>
</tr>
<tr>
<td>1.c. Noninstructional Records</td>
<td>1.c. Teacher’s records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
<td>1.c. Teacher’s records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.</td>
<td>1.c. Teacher’s system for maintaining information on noninstructional activities is fully effective.</td>
<td>1.c. Teacher’s system for maintaining information on noninstructional activities is highly effective and students contribute to its maintenance.</td>
</tr>
<tr>
<td>Category IV: Professionalism (version 7/24/09)</td>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Superior</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. Effective communication with families regarding student needs and development</td>
<td>2.a. Information About the Instructional Program</td>
<td>2.a. Teacher provides little information about the instructional program to families.</td>
<td>2.a. Teacher participates in the school’s activities for parent communication but offers little additional information.</td>
<td>2.a. Teacher provides frequent information to parents, as appropriate, about the instructional program.</td>
</tr>
<tr>
<td></td>
<td>2.b. Information About Individual Students</td>
<td>2.b. Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.</td>
<td>2.b. Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.</td>
<td>2.b. Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns.</td>
</tr>
<tr>
<td></td>
<td>2.c. Engagement of Families in the Instructional Program</td>
<td>2.c. Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</td>
<td>2.c. Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</td>
<td>2.c. Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>3. Frequent participation in professional development opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.</td>
<td>3.a. Enhancement of Content Knowledge and Pedagogical Skill</td>
<td>3.a. Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>3.a. Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>3.a. Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
</tr>
<tr>
<td></td>
<td>3.b. Service to the Profession</td>
<td>3.b. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>3.b. Teacher finds limited ways to contribute to the profession.</td>
<td>3.b. Teacher participates actively in assisting other educators.</td>
</tr>
</tbody>
</table>
## Category IV: Professionalism (version 7/24/09)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Full commitment to professional standards</td>
<td>4. Teacher occasionally supports District models of planning and preparation, classroom environment, instructional delivery and professionalism.</td>
<td>4. Teacher often supports District models of planning and preparation, classroom environment, instructional delivery and professionalism.</td>
<td>4. Teacher committed to support District models of planning and preparation, classroom environment, instructional delivery and professionalism.</td>
<td>4. Teacher fully supports District models of planning and preparation, classroom environment, instructional delivery and professionalism.</td>
</tr>
<tr>
<td>5. Full and active compliance with school and district policies</td>
<td>5. Teacher disregards school and district policies.</td>
<td>5. Teacher inconsistently complies with school and district policies.</td>
<td>5. Teacher fully and actively complies with school and district policies.</td>
<td>5. Teacher fully and actively complies with school and district policies. Teacher is actively involved through appropriate venues to strengthen and/or change school and district policies.</td>
</tr>
<tr>
<td>6. Perceptive reflection on teaching and learning and use of reflection in future instruction planning</td>
<td>6.a. Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. 6.b. Teacher has no suggestions for how a lesson may be improved another time.</td>
<td>6.a. Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met. 6.b. Teacher makes general suggestions about how a lesson may be improved.</td>
<td>6.a. Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. 6.b. Teacher makes a few specific suggestions of what he may try another time.</td>
<td>6.a. Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. 6.b. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.</td>
</tr>
</tbody>
</table>
Charlotte Danielson’s complete rubric is available at: Pdesas.org/instruction/frameworks

Level 1: Unsatisfactory        Level 2: Basic        Level 3: Proficient        Level 4: Distinguished
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate’s Last Name  First   Middle   Social Security Number

Subject(s) Taught          Grade Level

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

PERFORMANCE EVALUATION

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

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

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

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

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

- □ Lesson/Unit Plans See □ Student Teacher Interviews See Attached 430-A
- Attached 430-A
- □ Resources/Materials/Technology See □ Classroom Observations See Attached 430-A
- Attached 430-A
- □ Assessment Materials See □ Resource Documents See Attached 430-A
- Attached 430-A
- □ Information About Students See □ Other See Attached 430-A
- Attached 430-A (Including IEP’s)

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

Rating (Indicate %)

Justification for Evaluation
### Category II: Classroom Environment

Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued and respected, by instituting routines and setting clear expectations for student behavior.

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

Student Teacher/Candidate’s performance appropriately demonstrates:

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

### Sources of Evidence

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

<table>
<thead>
<tr>
<th>Evidence Type</th>
<th>Attached Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</td>
<td>See Attached 430-A</td>
</tr>
<tr>
<td>Informal Observations/Visits</td>
<td>See Attached 430-A</td>
</tr>
<tr>
<td>Student Teacher/Candidate Interviews</td>
<td>See Attached 430-A</td>
</tr>
<tr>
<td>Visual Technology</td>
<td>See Attached 430-A</td>
</tr>
<tr>
<td>Resources/Materials/Technology/Space</td>
<td>See Attached 430-A</td>
</tr>
<tr>
<td>Other</td>
<td>See Attached 430-A</td>
</tr>
</tbody>
</table>

### Criteria for Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rating</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Indicate √)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Justification for Evaluation
### Category III – Instructional Delivery

Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

**Alignment:** 354.33. (1)/(D)/(F)/(G)

Student Teacher/candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations  
  See Attached 430-A
- Informal Observations/Visits  
  See Attached 430-A
- Assessment Materials  
  See Attached 430-A
- Student Teacher/Candidate Interviews  
  See Attached 430-A
- Student Assignment Sheets  
  See Attached 430-A
- Student Work  
  See Attached 430-A
- Instructional Resources/Materials/Technology  
  See Attached 430-A
- Other  
  See Attached 430-A

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

**Justification for Evaluation**
Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations See Attached 430-A
- Informal Observations/Visits See Attached 430-A
- Assessment Materials See Attached 430-A
- Student Teacher Interviews See Attached 430-A
- Written Documentation See Attached 430-A

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

**Justification for Evaluation**
## Overall Rating

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

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

### Justification for Overall Rating:

Student Teacher/Candidate’s Last Name | First | Middle | Social Security Number
---|---|---|---

District/IU | School | Interview/Conference
---|---|---

Date: 

School Year: | Term: Fall
---|---

### Required Signatures:

**Supervisor/Evaluator**: 

Date: 

**Student/Teacher Candidate**: 

Date: 

(Confidential Document)
Lycoming College Student Teacher Observation Assessment Form

Name: ___________________________________ Grade/Subject: ________________________________

Supervisor: ______________________________ Date: ______________________________

Rating Code: (4) Exemplary/consistently demonstrates     (3) Superior/usually demonstrates
(2) Satisfactory/sometimes demonstrates     (1) Unsatisfactory/rarely or never demonstrates
(N/A) Not applicable

Domain I. Planning Preparation

___1 In depth and thorough knowledge of content and pedagogy
___2 In-depth and thorough knowledge of Pennsylvania’s academic standards
___3 In-depth and thorough knowledge of students and how to use this knowledge to impart instruction
___4 Clear and appropriate content goals that reflect content standard and high expectations for students
___5 Thorough awareness of resources, materials, and technology available through the school, district or professional organizations
___6 Appropriate and coherent instructional design in which plans for all elements are completely aligned to the instructional goals and adapted as required for student needs.

Domain II. Classroom Environment

___1 High and clear expectations for student achievement and a challenging and dynamic learning environment with value placed on high quality student work
___2 Significant attention to equitable learning opportunities for students
___3 Appropriate and highly respectful between student and teachers and among students
___4 Highly effective classroom routines and procedures resulting in effective use of instructional time
___5 Clear standards of conduct highly effective and preventative management of student behavior
___6 Safe and skillful organization of physical space to the extent it is under control of the teacher that provides accessibility to learning and to the use of resources, materials and technology

Domain III. Instructional Delivery

___1 Clear and appropriate communication and high quality explanations of the content
___2 Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all
___3 High level of engagement of students in learning and appropriate pace of instruction
___4 Equitable, accurate and constructive feedback to student on their learning
___5 Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning
___6 High degree of flexibility and responsiveness in meeting the learning needs of students

Domain IV. Professionalism

___1 Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines
___2 Effective communication with families regarding student needs and development
___3 Frequent participation in professional development opportunities, consistent of new learning in the classroom, and sharing of learning with colleagues
___4 Full commitment to professionalism standards
___5 Full and active compliance with school and district policies
___6 Perceptive reflection on teaching and learning and use of reflection in future instructional
___7 Full knowledge of professional code of conduct

Comments:
PART IV

Appendices
Appendix I
Sample Letter Entering into a Field Experience

Date:

Dear Mr./Mrs. (participating teachers name)

My name is (your name here) and I am in the teacher education program at Lycoming College. As a part of my (Class you are taking here) course taught by (Professor name here) I am required to fulfill (number of hours) in the field. Thank you for inviting me into your classroom to meet this requirement and to ultimately apply theory to practice as I study to become a teacher.

At your convenience I would like to set up a time to meet and introduce myself. Please let me know dates/times that work for you.

I very much look forward to meeting you.

Sincerely,

(your name)
## Appendix II

### Certification Test Information

Lycoming College Teacher Certification Test Requirements – June, 2015

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Certif. Area Code</th>
<th>PAPA ** Module 1 Reading 220</th>
<th>PAPA ** Module 2 Math 193</th>
<th>PAPA** Module 3 Writing 220</th>
<th>PECT^ PreK-4 Modules 1,2, &amp; 3</th>
<th>PECT^ Spec Ed PreK-8 Modules 1 &amp; 2 220</th>
<th>PECT^ Spec Ed 7-12 Modules 1 &amp; 2 220</th>
<th>PRAXIS/ETS^ 0511/5511 ** FUND SUBJECT KNOWLEDGE 150</th>
<th>PRAXIS/ETS Specialty Area Test Codes</th>
<th>PRAXIS/ETS Specialty Area Minimum Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music K-12&quot;</td>
<td>7205</td>
<td>X X X</td>
<td></td>
<td></td>
<td>X</td>
<td>0113/5113</td>
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<td></td>
<td></td>
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<tr>
<td>Art K-12&quot;</td>
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<td></td>
<td>X</td>
<td>0134/5134</td>
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<tr>
<td>Biology 7-12</td>
<td>8405</td>
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<td>0235/5235</td>
<td>147</td>
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<tr>
<td>Chemistry 7-12</td>
<td>8420</td>
<td>X X X</td>
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<td>0245/5245</td>
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<td>PreK-4 – 1: Child Dev. Assessment, Professionalism (8006)</td>
<td>2825</td>
<td>X X X</td>
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<tr>
<td>PreK-4 – 2: Lang, Social Stud, Arts (8007)</td>
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<td>X (193)</td>
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<tr>
<td>PreK-4 – 3: Math, Science, Health (8008)</td>
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<td>X (193)</td>
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<td>English 7-12</td>
<td>3230</td>
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<td>5038**</td>
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<td></td>
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<tr>
<td>French K-12&quot;</td>
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<td>5174**</td>
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<td>German K-12&quot;</td>
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<td>5183**</td>
<td>163</td>
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<tr>
<td>Gen. Science 7-12 w/Bio/Chem/Physics</td>
<td>8450</td>
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<td>0435/5435</td>
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<td>Mathematics 7-12</td>
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<td>Physics 7-12</td>
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<td>0265/5265</td>
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<tr>
<td>Special Education PreK-8 (8011)</td>
<td>9226</td>
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<tr>
<td>Special Education 7-12 ^^</td>
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<tr>
<td>Social Studies 7-12</td>
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<td>0081/5081</td>
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<td>Spanish K-12&quot;</td>
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<td>5195**</td>
<td>168</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

^PA Educator Certification Test (PECT) [http://www.pa.nesinc.com/](http://www.pa.nesinc.com/)


^^ Special Education 7-12 if added to a secondary certification (Praxis content test required for secondary area)

**Computerized test; limited test dates

"PRAXIS/ETS test required for all K-12 and Elementary certifications. Register at the Praxis site [https://www.ets.org/](https://www.ets.org/)

Please register for these tests with the Education Department secretary in D207/AC.

cmf 6/15
All students seeking Elementary (PreK-4) certification in Pennsylvania are required to take two sets of examinations. These two sets of examinations are known as 1. Reading, Writing, Math Skills Assessment (see options below) and 2. PECT (Pennsylvania Educator Certification Tests).

1. **Reading, Writing, Math Skills Assessment** – Students may meet the requirement of “basic skills” with a score of no less than 500 in reading, math or writing category achieved on their SAT exam. Students may combine individual test scores from different test administrations (ETS or Pearson) to meet the basic skills requirement. If a score of 500 is not obtained in any one category, or a composite score of 23 on the ACT with a combined English/Writing score of 22 and a Math score of 21) then you must take the basic skills test for that category. Students who meet either requirement shall be exempt from taking the skills assessment exam. Students who do not meet these requirements, must pass one of the assessments listed below (option A or Option B).

**Option A - PAPA (Pre-service Academic Performance Assessment)**
PAPA consists of three test modules that assess your basic skills in reading, writing and mathematics. You can register to take these three computerized exams by visiting the PECT web site (http://www.pa.nesinc.com). Pearson Professional Testing Centers are located throughout the nation and tests are given by appointment, year round.

**Testing Format**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>36 selected-response items</td>
<td>36 selected-response items, 2 sentence correction assignments and 1 extended-response assignment</td>
<td>36 selected-response items</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>45 minutes</td>
<td>75 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>$37 Reading; $37 Writing; $44 Math or $110 for all three modules.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Test Preparation:** Sample questions and a full-length practice test are available on the PECT website (http://www.pa.nesinc.com).

**Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients.** PA Department of Education 8033 Lycoming College 2372

**Option B – ETS CORE Assessment**
ETS Core Assessment consists of three tests that assess your basic skills in reading, writing and mathematics. You can register to take these three exams by visiting the ETS web site (http://www.ets.org)

<table>
<thead>
<tr>
<th>Test</th>
<th>Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>142</td>
</tr>
</tbody>
</table>

**Fees:** $90 Reading; $90 Writing; $90 Math or $150 for all three tests.

2. **PECT PreK-4 Core and Professional Knowledge**
In contrast to the basic skills tests, the PreK-4 Core and Professional Knowledge exams assess your knowledge of the content related to your certification area. The PreK-4 exams are split into three modules that may be taken together or as three separate tests.

<table>
<thead>
<tr>
<th>Module 1 (Test Code 8006)</th>
<th>Content Area I: Child Development, Learning and Assessment</th>
<th>Content Area II: Collaboration and Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 36 selected- response items Time: 45 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 (Test Code 8007)</th>
<th>Content Area I: Language and Literacy Development</th>
<th>Content Area II: Social Studies, Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 45 selected-response items Time: 75 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3 (Test Code 8008)</th>
<th>Content Area: Math, Science and Health</th>
<th>Format: 45 selected-response items Time: 90 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examinees will also have 15 minutes for a computer-based testing tutorial.</td>
<td>Examinees who take all three modules during a single test session will also have a 15-minute break between each module.</td>
</tr>
</tbody>
</table>

**Fees:** $46 for module 1; $46 for module 2 and $53 for module 3; $131 for all three modules

**Test Preparation:** Sample questions and a full-length practice test are available on the PECT website (http://www.pa.nesinc.com).
All students seeking Special Education PreK-8 teacher certification in Pennsylvania are required to take **two** sets of examinations administered by Pearson Evaluation Systems, in addition to your Reading, Writing & Math Skills Assessment and your **PECT PreK-4 Core and Professional Knowledge modules**. You can register to take these computerized exams by visiting the PECT website (http://www.pa.nesinc.com). Pearson Professional Testing Centers are located throughout the nation and tests are given by appointment, year round.

**PECT Special Education PreK-8** The Special Education PreK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment. A glossary of common acronyms used in this field will be available for use during both modules.

<table>
<thead>
<tr>
<th>Module 1 (Test Code 8011)</th>
<th>Foundations and Professional Practice; Understanding Students with Disabilities; Assessment and Program Planning and Implementation</th>
<th>41 selected-response items</th>
<th>60 minutes</th>
<th>220</th>
</tr>
</thead>
</table>

| Module 2 (Test Code 8012) | Inclusive Learning Environments; Delivery of Specially Designed Instruction | 41 selected-response items | 60 minutes | 220 |

**Fees:** $50 per module; $87 for both modules.

**Test Preparation:** Sample questions and a full-length practice tests are available on the PECT website (http://www.pa.nesinc.com).

**Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients.**

PA Department of Education 8033
Lycoming College 2372
All students seeking K-12 certification in Music, Art and Modern Language in Pennsylvania are required to take two sets of examinations. These two sets of examinations are known as 1. Reading, Writing, Math Skills Assessment (see options below) and 2. PRAXIS II Content Area Tests (administered by ETS).

1. Reading, Writing, Math Skills Assessment – Students may meet the requirement of “basic skills” with either a score of no less than 1550 on the SAT. The SAT score of 1550 will include no individual section (Critical Reading, Writing and Mathematics) score of less than 500. Students may not combine section scores from different test administrations, but they may use their best score earned from one test administration, (or a composite score of 23 on the ACT with a combined English/Writing score of 22 and a Math score of 21) then you must take the basic skills test for that category. Students who meet either requirement shall be exempt from taking the skills assessment exam. Students who do not meet these requirements, must pass one of the assessments listed below (option A or Option B).

Option A - PAPA (Pre-service Academic Performance Assessment)
PAPA consists of three test modules that assess your basic skills in reading, writing and mathematics. You can register to take these three computerized exams by visiting the PECT web site (http://www.pa.nesinc.com). Pearson Professional Testing Centers are located throughout the nation and tests are given by appointment, year round.

Testing Format

<table>
<thead>
<tr>
<th>Testing Format</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>36 selected-response items</td>
<td>45 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Writing</td>
<td>36 selected-response items, 2 sentence correction assignments and 1 extended-response assignment</td>
<td>75 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Mathematics</td>
<td>36 selected-response items</td>
<td>75 minutes</td>
<td>193</td>
</tr>
</tbody>
</table>

Fees: $37 Reading; $37 Writing; $44 Math or $110 for all three modules.

Test Preparation: Sample questions and a full-length practice test are available on the PECT web site (http://www.pa.nesinc.com).

Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients. PA Department of Education 8033 Lycoming College 2372

Option B – ETS CORE Assessment
ETS Core Assessment consists of three tests that assess your basic skills in reading, writing and mathematics. You can register to take these three exams by visiting the ETS web site (http://www.ets.org)

<table>
<thead>
<tr>
<th>Test</th>
<th>Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>142</td>
</tr>
</tbody>
</table>

Fees: $90 Reading; $90 Writing; $90 Math or $150 for all three tests.

2. PRAXIS II (Content Area Tests)

All Praxis II exams are administered by ETS. In contrast to the PAPA tests, the Praxis II exams assess your knowledge of the content related to your certification area. The specific exam(s) you must take depends on your certification area.

| Art  K-12 | 0511/5511 Fundamental Subjects: Content Knowledge | 150 |
| Biology 7-12 | 0134/5134 Art: Content Knowledge | 158 |
| Chemistry 7-12 | 0235/5235 Biology: Content Knowledge | 147 |
| English 7-12 | 0245/5245 Chemistry: Content Knowledge | 154 |
| English 7-12 | 5038 English Language, Literature, & Composition: Content Knowledge | 167 |
| French K-12 | 0511/5511 Fundamental Subjects: Content Knowledge | 150 |
| French K-12 | 5174 World Languages: French (computer) | 162 |
| German K-12 | Limited test dates - $150 | 150 |
| German K-12 | 5183 World Languages: German (computer) | 163 |

Limited test dates $160
Testing Information Overview for Special Education 7-12

All students seeking Special Education 7-12 teacher certification in Pennsylvania are required to take two sets of examinations in addition to your PAPA or ETS (Pre-service Academic Performance Assessment) evaluation and your ETS Praxis II Content Area testing. The two sets of Pearson examinations are known as PECT (Pennsylvania Educator Certification Tests) Special Education 7-12 modules. You can register to take these computerized exams by visiting the PECT web site http://www.pa.nesinc.com). Pearson Professional Testing Centers are located throughout the nation and tests are given by appointment, year round.

1. PECT Special Education 7-12

The Special Education 7–12 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment. A glossary of common acronyms used in this field will be available for use during both modules.

<table>
<thead>
<tr>
<th>Module 1 (Test Code 8015)</th>
<th>Foundations and Professional Practice; Understanding Students with Disabilities; Assessment and Program Planning and Implementation</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 41 selected-response items Time: 60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 (Test Code 8016)</th>
<th>Inclusive Learning Environments; Delivery of Specially Designed Instruction</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 41 selected-response items Time: 60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Fees: $50 per module; $87 for both modules.

Test Preparation: Sample questions and a full-length practice test are available on the PECT website (http://www.pa.nesinc.com).

Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients.

PA Department of Education 8033
Lycoming College 2372
Appendix III
STANDARD APPLICATION
For Teaching Positions in Pennsylvania Public Schools
(PLEASE PRINT OR TYPE)

Position(s) Desired

Name

LAST I MIDDLE
I F S I

SOCIAL SECURITY NUMBER1

Present Address

STREET

(AREA CODE) TELEPHONE

CITY ST

STATE

PERMANENT ADDRESS

STREET

(AREA CODE) TELEPHONE

CITY ST

STATE

E-MAIL ADDRESS (IF AVAILABLE)

LIST, IN ORDER OF PREFERENCE, THE GRADES, SUBJECTS AND/OR POSITIONS FOR WHICH YOU ARE APPLYING:

CERTIFICATION
(LIST ALL AREAS IN WHICH YOU HOLD VALID PENNSYLVANIA AND/OR OUT-OF-STATE TEACHING CERTIFICATES. NOTE: APPLICANTS HOLDING A CERTIFICATE FROM ANOTHER STATE MUST OBTAIN A PENNSYLVANIA CERTIFICATE IN ORDER TO TEACH IN PENNSYLVANIA PUBLIC SCHOOLS.)

<table>
<thead>
<tr>
<th>AREA OF CERTIFICATION</th>
<th>ISSUING STATE</th>
<th>DATE ISSUED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HAVE YOU ACQUIRED TENURE IN PENNSYLVANIA?
**EDUCATIONAL BACKGROUND**

<table>
<thead>
<tr>
<th>School or Institution and Location</th>
<th>Major/Minor</th>
<th>Diploma/ Degree</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE/UNIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE/UNIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXPERIENCE** *(Present or Most Recent First)*

<table>
<thead>
<tr>
<th>Dates From</th>
<th>Name of Employer and Address</th>
<th>Your Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates From</th>
<th>Name of Employer and Address</th>
<th>Your Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates From</th>
<th>Name of Employer and Address</th>
<th>Your Title</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>To</th>
<th>(Area Code) Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Performed:</td>
<td>Reason for Leaving:</td>
</tr>
<tr>
<td>Name &amp; Title of Supervisor:</td>
<td>Final Yearly Salary:</td>
</tr>
</tbody>
</table>

Please list activities that you are qualified to supervise or coach:
If you have not been previously employed in a teaching position, please complete the following:

**STUDENT OR PRACTICE TEACHING**

<table>
<thead>
<tr>
<th>GRADE OR SUBJECT TAUGHT</th>
<th>NAME AND ADDRESS OF SCHOOL</th>
<th>1. COLLEGE SUPERVISOR</th>
<th>2. COOPERATING TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Teaching References:**
Please attach photocopies of letters of reference and/or evaluations from college/university student teacher supervisor and cooperating teacher(s).

**REFERENCES**

References should include superintendents, principals or professors who have first-hand knowledge of your professional competence and your personal qualifications. Experienced teachers should include the superintendent and principal of the two most recent schools in which employed. If any person(s) listed should not be contacted for reference at the present time, indicate in the left-hand margin the date contact(s) may be made.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>ADDRESS</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**OTHER QUALIFICATIONS**

Summarize special job-related skills and qualifications acquired from employment or other experiences (including U.S. military service) and/or state any additional information you feel may be helpful in considering your application, i.e. honors, awards, activities, technology skills or professional development activities:
GENERAL BACKGROUND INFORMATION

You must give complete answers to all questions. If you answer "Yes" to any question, you must list all offenses and for each conviction provide date of conviction and disposition, regardless of the date or location of occurrence. Conviction of a criminal offense is not a bar to employment in all cases. Each case is considered on its merits. Your answers will be verified with appropriate police records.

Criminal Offense includes felonies, misdemeanors, summary offenses and convictions resulting from a plea of "nolo contendere" (no contest).

Conviction is an adjudication of guilt and includes determinations before a court, a district justice or a magistrate, which results in a fine, sentence or probation.

You may omit: minor traffic violations, offenses committed before your 18th birthday which were adjudicated in juvenile court or under a Youth Offender Law and any convictions which have been expunged by a court or for which you successfully completed an Accelerated Rehabilitative Disposition program.

Were you ever convicted of a criminal offense?  
☐ Yes  ☐ No

Are you currently under charges for a criminal offense?  
☐ Yes  ☐ No

Have you ever forfeited bond or collateral in connection with a criminal offense?  
☐ Yes  ☐ No

Within the last ten years, have you been fired from any job for any reason?  
☐ Yes  ☐ No

Within the last ten years, have you quit a job after being notified that you would be fired?  
☐ Yes  ☐ No

Have you ever been professionally disciplined in any state?  
☐ Yes  ☐ No

Professional disciplined means the annulment, revocation or suspension of your teaching certification or having received a letter of reprimand from an agency, board or commission of state government, such as the Pennsylvania Professional Standards and Practices Commission.

Are you subject to any visa or immigration status, which would prevent lawful employment?  
☐ Yes  ☐ No

Note: If you answered "Yes" to any of the above questions, please provide a detailed explanation on a separate sheet of paper, including dates and attach it to this application. Please print and sign your name on the sheet and include your social security number.
ACT 34 Clearance (PA State Police Criminal Background Check)
Each applicant must submit with his/her employment application a copy of a Criminal History Record from the Pennsylvania State Police. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

***************************************************************

ACT 114 (Federal Criminal History Record)
Each applicant must submit with his/her employment application a copy of a Federal Criminal Record from the Federal Bureau of Investigation (FBI). Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

***************************************************************

ACT 151 Clearance (PA Child Abuse History Clearance)
Each candidate must submit with his/her employment application a copy of an official clearance from the Pennsylvania Department of Public Welfare. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

***************************************************************

ESSAY
Please write an essay as described on page six. For your convenience, you may attach a sheet; however, your essay may not exceed one page. At the bottom of the attachment, please print and sign your name.

***************************************************************

CERTIFICATION AND RELEASE AUTHORIZATION

I certify that all of the statements made by me are true, complete and correct to the best of my knowledge and belief and are made in good faith. I further certify that I am the sole author of the essay. I understand that any misrepresentation of information shall be sufficient cause for: (1) rejecting my candidacy, (2) withdrawing of any offer of employment, or (3) terminating my employment.

I hereby authorize any and all of my previous employers and/or supervisors to release any and all of my personnel records and to respond fully and completely to all questions that officials of ____________ (school district) may ask regarding my prior work history and performance. I will hold such previous employers and/or supervisors harmless of any and all claims that I might otherwise have against them with regard to statements made to this school district. I further authorize these officials to investigate my background, now or in the future, to verify the information provided and release from liability all persons and/or entities supplying information regarding my background. However, I do not authorize the production of medical records or other information, which would tend to actually identify a disability nor do I authorize inquiries which would include information related to any medical condition or medical history. Further, I do not waive any rights which I may have under state or federal law related to my right to challenge the disclosure of unlawful or inaccurate information, whether by the school district or by entities or persons providing such information to the school district, including any and all claims concerning allegations of employment discrimination because of race, color, sex, religion, national origin, ancestry, age or disability.

Date

Signature of Candidate (in ink)
[Must be original]

Pennsylvania school districts shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX and Section 504 may be obtained by contacting the school district.
| 1. The Most Important Qualities of an Outstanding Educator. |
| 2. My Philosophy of Student Discipline. |
| 3. The Importance of Continuing Professional Development and How I Plan to Incorporate It Throughout My Career. |
| 4. Essential Elements of Instruction, Administration or Area of Certification. |
| 5. How Information Technology (i.e., computers, Internet) Can Be Integrated into the Instructional Process and Curriculum. |
Appendix IV

Lycoming College
Education Department

Programs for
Post-Baccalaureate and Accelerated
Teacher Certification

Lycoming College
Education Department
700 College Place, Box 22
Williamsport, PA 17701
D207/Academic Center
Phone: 570-321-4010
Fax: 570-321-4389

101
Lycoming College Education Department Goals/Vision

The vision of the Lycoming College Education Department Certification Program is to develop teachers educated in the diverse and broad-based traditions of the liberal arts. The Education Department is devoted to providing opportunities for creative work in teaching, research and community service. The Department embraces an approach to education that is learner-centered, inspires a genuine respect for learning, cultural and gender diversity and enhancement of individual and community life. Both faculty and students develop the ability to learn through collaboration, reflection and practice. The program produces reflective teacher practitioners who think critically about the many aspects of teaching and learning.

Through the program, candidates are prepared to:

- Make effective decisions about curriculum and instructional methods based on an understanding of the whole child, child development theory and research on best practices;
- Interact and communicate effectively with young children to provide a standards-aligned developmentally, culturally and individually appropriate curriculum;
- Assess children’s growth and development using multiple data sources;
- Communicate effectively and work cooperatively with parents/families, school personnel and the broader community; and engage other professionals, colleagues and administrators in support of children as members of a learning community.

Program Description

Lycoming College has been approved by the Pennsylvania Department of Education to provide Post-Baccalaureate and Accelerated Teacher programs. Our programs will enable a non-degree student to obtain teacher certification by tailoring each program to specific course needs.

For candidates who already possess a bachelor’s degree and want to enter the field of teaching, Post-Baccalaureate programs offer the possibility of building on that degree and other experiences while acquiring the additional skills, knowledge and dispositions needed to become a successful teacher. Accelerated programs will allow those already certified to obtain additional certification by completing coursework relative to the desired certification.
Fields of Certification

Lycoming College offers Post-baccalaureate and Accelerated teaching certification in the following areas:

1. Early Childhood Education: (grades PreK-4)

2. Secondary Education (grades 7-12) You must hold a degree in one of these specific content areas to be eligible for certification
   - Biology
   - Chemistry
   - English
   - General Science w/ Biology
   - General Science w/Chemistry
   - General Science w/Astronomy-Physics
   - Mathematics
   - Physics
   - Social Studies (History, Psychology, International Studies, Philosophy, Political Science, Sociology/Anthropology and Economics majors)

3. Grades K-12 certifications
   - Music
   - Foreign Languages: German–French–Spanish
   - Art

4. Special Education
   - Special Education PreK -8 with Early Childhood (PreK-4)
   - Special Education 7-12 with content specific 7-12 area

(Note: Special Education certification candidates must provide evidence of an earned PreK-4 or Secondary 7-12 certificate).

Criteria for Admittance

There is a defined criterion for admittance to these programs. Candidates are assessed through the examination of skills, academic preparation, qualifying work experience and the ability to function in the teaching profession.

- Candidates must have a baccalaureate degree from an approved university/college and must meet requirements for the academic major (intended certification area) as found in the corresponding department in the current Lycoming College catalog.

- Candidates with less than a 3.0 GPA may be asked to pass Basic Assessment Test to gain entrance into program.

- To qualify for admission, students must have a minimum 3.0 cumulative GPA. Successful completion of required certification exams may be necessary. Applicants with a minimum 2.8 GPA will be admitted to the program provisionally until they have completed 8 credit hours on campus with a 3.0 or higher GPA.

- Please submit the following information (see address on application):
  - Completed application
  - Official transcript(s) from former universities
  - Statement of recommendation (located on page 105 or by contacting the Education Department at 570-321-4010.
  - One letter of character reference
Clearances

The following items will be required if you pursue the program PRIOR to attending classes:

- Act 151 “Child Abuse History Clearance”
- Act 34 “Request for Criminal Record Check”
- Act 114 “FBI Criminal History Report”
- Act 24 “Arrest/Conviction Report and Certification Form”

We will evaluate the post-baccalaureate candidate’s application material, review transcript(s) and a preliminary assessment of teaching competencies that may have been acquired previously. The Education Department will notify the candidate of the required courses by email. Candidates may contact the Lycoming College Financial Aid Office. (321-4040), as we will copy the Financial Aid Office on your letter.

Registration Information

Please contact the Education Office at 570-321-4010 or rogersa@lycoming.edu with your intentions to pursue or not pursue the program within 6 months. Candidates who wish to pursue the program will be interviewed by the Education Department.

We will assist in creating a schedule. The student will then apply to Lycoming College as non-degree student. The Admissions Department will assist with their application process and will notify them when they may register and pay for classes.

Candidates are required to complete the majority of their coursework at Lycoming College, as we are the institution recommending certification. You may, however, seek permission from the Education Department to take a course off campus. We will work closely with you to ensure that your schedule is tailored to meet your needs.

Student Teaching

Candidates in the Post-Baccalaureate program will be placed in a 14-week student teaching position. This is a full-time, 16 credit assignment, arranged through the Placement Director of Lycoming College. Placements are made in the Lycoming County area; you will be observed by your college supervisor at least four times and will be expected to participate in all professional semester activities. Tuition and fees will be charged accordingly.

Candidates in the Accelerated program will complete a student teaching component as appropriate for the individual program requirements. A fee will be assessed based on the amount of time spent with a cooperating teacher. Tuition and fees will be charged accordingly.

Certification

Upon completion of all course requirements, satisfactory assessment ratings (from college supervisor), completion of all requirements with a 3.0 overall GPA and appropriate tests, candidates may apply for Instructional I certification.

Further information regarding the Teacher Intern Program may be found at the following website: www.portal.state.pa.us >Home>Certifications.

Please note that our program requirements are subject to change, depending on regulations from the Pennsylvania Department of Education. You will be notified if such changes occur.
SECTION I: To be completed by applicant
Student’s Name: ___________________________________________ Date: _______________
(Please Print)
“I waive my right of access to this reference form.”
Student’s Signature: _____________________________________

SECTION II: To be completed by reference (Please use the back of this form if additional space is needed)
1. What abilities do you feel the candidate has for becoming a successful teacher?

2. In what ways had the candidate demonstrated these abilities for becoming a successful teacher?

3. Is there any other information you feel is important for Lycoming College to consider when making its decision regarding acceptance into the Teacher Education Program?

Signature: _______________________________ Organization: _______________________________
Name: _______________________________ Title: _______________________________
Address: ______________________________________________________________________
Date: _______________ Phone Number: (_____) _________ Email: _____________________

RETURN TO: Teacher Education Program
700 College Place, Williamsport, PA 17701
Appendix V

Directions for Lycoming College UNDERGRADUATE/POST-BACCALAUREATE Students
To Apply On-Line (TIMS) for Pennsylvania Certification
(June 2016)

Lycoming’s Education Department recommends that this application be completed during office hours:
8am-4:30pm (May – June 30, 8:00 am – 4:00 pm and August from 8am-4:00pm) so questions can be answered (570-321-4010) before submitting the on-line application. (Allow 15-20 minutes to complete application process).

Go to the PDE website http://www.education.pa.gov and register (allow 24 hours to process) On the top ribbon click “Teachers and Administrators” and then click “certifications” on your right hand side click the highlighted text: TIMS (Certification Application System) Log In. On bottom left click “Register”.

Go to the PDE website to register, after registering “Log-In” to submit your certification application

Establish TIMS Profile; fill in requested information.

Welcome to TIMS - click on “Applications” (top menu bar)

Select Credential Type - (choose “Instructional I” from the drop down menu), select certification subject area, and then click “continue”; 3-4 questions will appear. TIP: Even if you have attended more than one university, answer “no” to the multiple institution question

Background Questions - answer all questions and check off affidavit at bottom of page.

Step 1: Demographic Information – fill in all requested information. TIP: do not use your Lycoming College e-mail address.

Step 2: Education Information – this page is extremely important, please take your time and read all questions carefully. Click on Add New Record and follow the directions below.
- Institution Name – use the search tool; do not type the information in (Lycoming College)
- Contact Official: Amy Rogers
- “Did you receive any Degree/High School Diploma/GED while at this institution?” Answer “yes”

Enter Degree Information (cannot postdate “Date Conferred”)

Add Major Subject Area - search for and select the major subject area that most closely matches your program from “click here to add Major Subject Area”
- “Did you attend an educator preparation program(s) while at this institution?” Answer “yes”
- Add Educator Preparation Program from “click here to add Educator Preparation Program”.
- Answer “yes” to both Authorization Questions
- Save whenever prompted!

NOTE: When asked your program GPA, this refers to your overall GPA not solely in the Education program.

Step 3: Certification Information – do nothing, go to next page
Step 4: Work Experience Information – do nothing, go to next page
Step 5: Application Requirements and Proof Documents – do nothing, go to next page

Application Summary – look over carefully and make sure all information is correct especially #3 Education – check that all information is showing; check off both boxes for Code of Conduct; then click on “Proceed to Submit”.

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Payment Processing and Application/Request Submission – Select payment type (money order or credit card) and enter requested information; when done, click on “Process Payment and Submit Application/Payment.

Congratulations! – You have submitted your application.

Please mail or email a copy of your final student transcript found in WebAdvisor and a copy of the cover page to:

Amy Rogers
Lycoming College
700 College Place, Box 22
Williamsport, PA 17701.

Also, email Amy (rogersa@lycoming.edu) and tell her you have uploaded your application. She can then go into the system, verify and submit your application.

Check the status of your application from your dashboard. Print certificate when status reads “Approved”