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Lycoming College Education Program

Introduction

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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570-321-4384
kohler@lycoming.edu

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Chief Certification Officer
Director of Teacher Education
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570-321-4312
rogersa@lycoming.edu

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(570) 321-4215
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Field Placement Director

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richards@lycoming.edu

Adjunct Faculty

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570-321-4226
 Areas of Certification

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

- Early Childhood Education Grades PreK-4
- Early Childhood Education Grades PreK-4 with Special Education PreK-8*
- Secondary Education 7-12
  - Biology
  - Chemistry
  - English
  - 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*
- Special Education PreK-12

*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) Grades PreK-4 program (Special Education PreK-8)
(b) Secondary grades 7-12 programs (Special Education 7-12)
(c) K-12 Certification Areas (Special Education 7-12)

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.

Special Education can currently be paired with any of the other certifications as described above. The Pennsylvania Department of Education will continue to offer those special education certifications until December 31, 2021. Beginning on January 1, 2022, Special Education PreK-12 certifications will be offered as a stand-alone certification option or as a dual-certification option to be paired with a certification listed above.

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. In accordance with each state jurisdiction, appropriate tests established by the certificate issuing states must be passed.
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) 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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 – Admission to the Teacher Certification Program (Following successful completion of Level 1 requirements and sophomore year)</th>
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</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>
<tr>
<td>• Students earning a “C” or lower, in any education course, may be required to retake the course.</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 process</td>
</tr>
<tr>
<td>• Conferral of baccalaureate degree</td>
</tr>
<tr>
<td>• Instructional I Teacher Certification through TIMS (PDE website)</td>
</tr>
<tr>
<td>• Final transcript sent to Dr. Rachel Hickoff-Cresko, 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 suggested sequence of courses included in this handbook 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 field placement coordinator 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>
</tr>
</thead>
<tbody>
<tr>
<td>Act 114 (FBI report)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Register online/take registration form to center $23.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act 34 (PA state police criminal history)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Complete online $22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act 151 (Child abuse report)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Complete online $13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TB</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Offered at the beginning of the fall and spring semester at Lycoming College $11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of Understanding</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Available from your Education Advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which Tests Do I Take to Enter my Program?

### Basic Skills Assessments – Composite Score Option

You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed. To access the composite score calculator [www.education.pa.gov/Documents/Teachers-Administrators](http://www.education.pa.gov/Documents/Teachers-Administrators).

#### I. ACT

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Section</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT – September 1, 2015 to August 31, 2016</td>
<td>Reading</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Composite ACT Test Score:</strong></td>
<td></td>
<td><strong>64</strong></td>
</tr>
<tr>
<td>ACT – after August 31, 2016</td>
<td>Reading</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Writing after Sept. 2016</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Composite ACT Test Score:</strong></td>
<td></td>
<td><strong>51</strong></td>
</tr>
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</table>

#### II. CORE Academic

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<th>Test Name</th>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5713</td>
<td>156</td>
<td>148</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5733</td>
<td>142</td>
<td>132</td>
</tr>
<tr>
<td>Writing</td>
<td>5723</td>
<td>162</td>
<td>158</td>
</tr>
<tr>
<td><strong>Composite CORE Test Score:</strong></td>
<td></td>
<td></td>
<td><strong>460</strong></td>
</tr>
</tbody>
</table>

#### III. PAPA

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8001</td>
<td>220</td>
<td>193</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8002</td>
<td>193</td>
<td>176*</td>
</tr>
<tr>
<td>Writing</td>
<td>8003</td>
<td>220</td>
<td>192</td>
</tr>
<tr>
<td><strong>Composite PAPA Test Score:</strong></td>
<td></td>
<td></td>
<td><strong>633</strong></td>
</tr>
</tbody>
</table>

*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016.

#### IV. SAT

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Test</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT – prior to March 1, 2016</td>
<td>Critical Reading</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td><strong>Composite SAT Test Score:</strong></td>
<td></td>
<td><strong>1500</strong></td>
</tr>
<tr>
<td>SAT - after February 29, 2016</td>
<td>Reading</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Writing and Language</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td><strong>Composite SAT Test Score:</strong></td>
<td></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>
Course Requirements by Certification Area

Grades PreK-4 Required Courses:

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- ECED/SPED 243D Early Literacy Development (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 (spring only)
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- 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 461 Methods of Classroom Management (1 cr)
- EDUC 462 Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development for the Inclusive Setting (6 cr)

- 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 permitted to continue in the Education Program.
## Suggested Course Sequence for Grades PreK-4 Certification Program

**Fall 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/SPED 243D (spring only)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>ECED 342 (fall only)</td>
<td>PSY 211</td>
</tr>
<tr>
<td></td>
<td>EDUC 215 and 225 (2 cr each)*</td>
<td>SPED 230</td>
</tr>
<tr>
<td></td>
<td>PSY 115 (fall only)</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>ECED 341 (fall only)</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></td>
<td>EDUC 000 – non-credit (spring only)</td>
</tr>
<tr>
<td>Senior</td>
<td>EDUC 461</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 462</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 465</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 447</td>
<td></td>
</tr>
</tbody>
</table>

**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 243D (spring only)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>ECED 342 (fall only)</td>
<td>EDUC 215 and 225 (2 cr each)*</td>
</tr>
<tr>
<td></td>
<td>PSY 115 (fall only)</td>
<td>PSY 211</td>
</tr>
<tr>
<td>Junior</td>
<td>ECED 341 (fall only)</td>
<td>ECED 340 (spring only)</td>
</tr>
<tr>
<td></td>
<td>SPED 230</td>
<td>EDUC 000 – non-credit (spring only)</td>
</tr>
<tr>
<td>Senior</td>
<td>ECED 344W (fall only)</td>
<td>EDUC 461</td>
</tr>
<tr>
<td></td>
<td>EDUC 348 – non-credit $400 lab fee</td>
<td>EDUC 462</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 permitted to continue in the Education Program.

- All teacher candidates are required by PDE to take 6 credits in English Comp and English Literature, as well as 6 credits in Math.
Course Requirements by Certification Area

Grades 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 Grades PreK-4 (dual certification)
2. Special Education with grades 7-12 (dual certification)

Special Education can currently be paired with the certification listed above. The Pennsylvania Department of Education will continue to offer this special education certification until December 31, 2021. Beginning on January 1, 2022, Special Education PreK-12 certifications will be offered as a stand-alone certification option or as a dual-certification option to be paired with the certification listed above.

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/SPED 243D Early Literacy Development (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 (spring only)
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- 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 320 Instructional Methods for Exceptional Learners (spring only)
- SPED 331 Assessment and Transition for Exceptional Learners (fall only)
- SPED 335 Behavior Modification and Low-Incidence Learning (fall only)

Professional Semester: (16 credits)

- EDUC 461 Methods of Classroom Management (1 cr)
- EDUC 462 Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development for the Inclusive Setting (6 cr)

- 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 permitted to continue in the Education Program.
Grades PreK-4 with SPED (PreK-8) Program Suggested Sequence of Courses

**Fall Term** Student Teaching Plan

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<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/SPED 243D (spring only)</td>
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<td>Sophomore</td>
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<td>ECED 341 (fall only)</td>
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<td>EDUC 000 – non-credit (spring only)</td>
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<tr>
<td>Senior</td>
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**Spring Term** Student Teaching Plan

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<td>Sophomore</td>
<td>ECED 342 (fall only)</td>
<td>PSY 211</td>
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<td></td>
<td>EDUC 215 and 225 (2 cr each)*</td>
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<tr>
<td></td>
<td>PSY 115 (fall only)</td>
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<tr>
<td>Senior</td>
<td>ECED 344W (fall only)</td>
<td>EDUC 461</td>
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<td>EDUC 348 – non-credit $400 lab fee</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 permitted to continue in the Education Program.
- All teacher candidates are required by PDE to take 6 credits in English Comp and English Literature, as well as 6 credits in Math.
Course Requirements by Certification Area

Special Education PreK-12 Required Courses:

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- ECED/SPED 243D Early Literacy Development (spring only)
- ECED 340 Children and Math (spring only)
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- EDUC 338 Literacy in the Content Area
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching; $400 lab fee)
- PSY 110 Introduction to Psychology
- PSY 115 or PSY 118 Development from Infancy to Middle Childhood OR Adolescent Psychology
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education
- SPED 320 Instructional Methods for Exceptional Learners (spring only)
- SPED 331 Assessment and Transition for Exceptional Learners (fall only)
- SPED 335 Behavior Modification and Low-Incidence Learning (fall only)

Professional Semester: (16 credits)

- EDUC 461 Methods of Classroom Management (1 cr)
- EDUC 462 Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development for the Inclusive Setting (6 cr)

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 permitted to continue in the Education Program.
### Fall Term Student Teaching Plan

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<td>ECED/SPED 243D (spring only)</td>
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<td>EDUC 215 and 225 (2 cr each)*</td>
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<td>EDUC 461</td>
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<td>EDUC 462</td>
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### Spring Term Student Teaching Plan

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<td>EDUC 468 – non-credit <strong>$400 lab fee</strong></td>
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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.
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.
Suggested Course Sequence

K-12 Certification Areas

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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 additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.
- 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 permitted to continue in the Education Program.
Suggested Course Sequence

K – 12 with Special Education 7-12 Dual certification

Special Education can currently be paired with any K-12 certification. The Pennsylvania Department of Education will continue to offer the special education certification until December 31, 2021. Beginning on January 1, 2022, Special Education PreK-12 certifications will be offered as a stand-alone certification option or as a dual-certification option to be paired with the certification listed above.

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<td>Junior</td>
<td>EDUC 339</td>
<td>EDUC/SPED 338</td>
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<td>SPED 320 (spring only)</td>
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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.
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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 permitted to continue in the Education Program.
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 Art Department advisor so that all requirements can be met before the Professional Student Teaching Semester. Please work closely with your Art advisor and your Education advisor to ensure that all required courses in both areas 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 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
- EDUC/SPED 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
- PSY 211 Learning Disabilities
- SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 461 Methods of Classroom Management (1 cr)
- EDUC 462 Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development for the Inclusive Setting (6 cr)

- Some certification areas require additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.
- 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 permitted to continue in the Education Program.
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 areas 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 in a French, German or Spanish-speaking country (as appropriate to the major) and classes must be in the studied language. (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 Department.

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- EDUC/SPED 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)
- 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 461 Methods of Classroom Management (1 cr)
- EDUC 462 Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465 Professional Semester of Student Teaching (8 cr)
- SPED 447 Professional Development for the Inclusive Setting (6 cr)

- Some certification areas require additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.

- 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 permitted to continue in the Education Program.
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 Music Department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your Music advisor and your Education advisor to ensure that all required courses in both areas 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 215 Orientation to the Teaching Profession (2 cr)
EDUC 225 Teaching the English Learner (2 cr)
EDUC/SPED 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)
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SPED 230 Introduction to Special Education

Professional Semester: (16 credits)

- EDUC 461 Methods of Classroom Management (1 cr)
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- EDUC 465 Professional Semester of Student Teaching (8 cr)
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- Some certification areas require additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.
- 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 permitted to continue in the Education Program.
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

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<td>English Comp/FYS</td>
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<td>PSY 110</td>
<td>English Comp/FYS</td>
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<td>EDUC 215 and 225 (2 cr each)*</td>
</tr>
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<td>Sophomore</td>
<td>SPED 230</td>
<td>PSY 118</td>
</tr>
<tr>
<td>Junior</td>
<td>PSY 211</td>
<td>EDUC/SPED 338</td>
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<td></td>
<td>EDUC 339</td>
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<tr>
<td>Senior</td>
<td></td>
<td>EDUC 461</td>
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<tr>
<td></td>
<td>EDUC 348 – non-credit</td>
<td>EDUC 462</td>
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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 additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.
- 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 permitted to continue in the Education Program.
### Suggested Course Sequence

**Secondary (7 -12) with 7 – 12 Special Education Dual certification**

#### Fall Term Student Teaching Plan

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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 additional pedagogy courses for certification: i.e., MLS 338, ARTH 310, MUS 340, MUS 341, BIO 000, CHEM 000, and PHYS 000. Please consult with your major and Education advisor to ensure you take the necessary coursework.
- 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 permitted to continue in the Education Program.
Course Requirements by Certification Area

BIOLOGY (7-12)

Students seeking certification to teach in Biology should, as early as possible, consult with the Education Department faculty and make their intentions known to their Biology Department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your Biology advisor and your Education advisor to ensure that all required courses in both areas 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 in Biology.
- **Successful completion of BIO 000**, Seminar in Biological Education (junior year).

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 215  Orientation to the Teaching Profession (2 cr)
- EDUC 225  Teaching the English Learner (2 cr)
- EDUC/SPED 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

If adding Special Education 7-12

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Professional Semester: (16 credits)

- EDUC 461  Methods of Classroom Management (1 cr)
- EDUC 462  Principles and Applications of K-12 Assessment (1 cr)
- EDUC 465  Professional Semester of Student Teaching (8 cr)
- SPED 447  Professional Development for the Inclusive Setting (6 cr)

- 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 permitted to continue in the Education Program.
Course Requirements by Certification Area

CHEMISTRY (7-12)

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

Course requirements:

- Successful completion of a major in Chemistry – see college catalog for specific requirements for a BA or BS in Chemistry including the appropriate science seminar.
- 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 215 Orientation to the Teaching Profession (2 cr)
□ EDUC 225 Teaching the English Learner (2 cr)
□ EDUC/SPED 338I Literacy for Middle/Secondary Schools (spring only)
□ EDUC 339W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
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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 English Department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your English advisor and your Education advisor to ensure that all required courses in both areas are completed.

Course Requirements:

Successful completion of a major in English – see college catalog for specific English Department course requirements listed under either Literature (ENGL) or Creative Writing (CRWR).

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- EDUC 348 Classroom Mgmt. in the Field (0 cr) (semester prior to student teaching $400 lab fee)
- EDUC/SPED 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
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Course Requirements by Certification Area

MATHEMATICS (7-12)

Students seeking certification to teach Mathematics should, as soon as possible, consult with the Education Department faculty and make their intentions known to their Math Department advisor, so that all requirements can be met before the Professional Student Teaching Semester. Please work closely with your Math advisor and your Education advisor to ensure that all required courses in both areas 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
  - MATH 330: Topics in Geometry – (offered alternate years)
  - 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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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- English Composition
- English Literature
- Math – 6 credits – subsumed by requirements for the Mathematics major
- EDUC 215 Orientation to the Teaching Profession (2 cr)
- EDUC 225 Teaching the English Learner (2 cr)
- EDUC/SPED 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

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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 Physics Department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your Physics advisor and your Education advisor to ensure that all required courses in both areas are completed.

Course Requirements:

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

☐ English Composition
☐ English Literature
☐ Math – 6 credits: 1. ____________________________ 2. ____________________________
☐ EDUC 215 Orientation to the Teaching Profession (2 cr)
☐ EDUC 225 Teaching the English Learner (2 cr)
☐ EDUC/SPED 338I Literacy for Middle/Secondary Schools (spring only)
☐ EDUC 339W Middle and Secondary School Curriculum and Instruction (4 cr) (fall only)
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☐ PSY 211 Learning Disabilities
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☐ SPED 447 Professional Development for the Inclusive Setting (6 cr)

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Course Requirements by Certification Area

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 areas 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 101, 102, 103, or SOC 110
  - ECON 110 Principles of Macroeconomics
  - HIST 115 Western Civilization I
  - HIST 116 Western Civilization II
  - HIST 125 US History to 1877 (or one from HIST 126, 402, 404 or PSCI 110)
  - HIST 200 Energy, Security, and Global Competition (or HIST 221 or PSCI 140)
  - HIST 324 Early American Law and Society (or one from HIST 125, 126, 338, 402, 404, or PSCI 211)

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________________ 2. ____________________________
- EDUC 215 Orientation to the Teaching Profession (2 cr)
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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 permitted to continue in the Education Program.
PART II

Field Experiences
(Observation-Participation)

Applying for Student Teaching Semester
EDUC 348
LYCOMING COLLEGE
Department of Education

Statement of Understanding

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, and/or from finalizing your teaching certification.**

Please carefully read and check the box next to each item below to indicate your understanding of the requirements in the Teacher Certification Program.

- [ ] I understand I must pass or prove exemption from a test of basic skills before the start of my junior year, as mandated by the Pennsylvania Department of Education.
- [ ] I understand that if I do not have at least a 2.8 GPA by the start of my junior year I will not be able to continue in the Education Program, as mandated by the Pennsylvania Department of Education.
- [ ] I understand that if I do not have at least a 2.9 at the time of my pre-student teaching semester, I will not be able to continue in the teacher certification program.
- [ ] I understand I must earn a minimum 3.0 GPA, as mandated by the Pennsylvania Department of Education, in order to be certified.
- [ ] I understand I must receive satisfactory or higher ratings during the various levels of field experience.
- [ ] I understand I must receive satisfactory or higher ratings and favorable recommendations from faculty.
- [ ] I understand I must receive favorable recommendations as a result of the Professional Semester.
- [ ] I understand I must successfully complete the program and pass the required certification exams in order to receive a teaching certification.
- [ ] I understand that a record of criminal activity, as listed on one or more of the following, may impact my ability to be in the Teacher Certification Program.
  - Pennsylvania State Criminal History Record (Act 34)
  - Federal (FBI) Criminal History Record (Act 114)
  - Child Abuse Report (Act 151)
- [ ] I understand I am responsible for notifying the Lycoming College Department of Education if the status of any of my background clearances change at any point while enrolled in the program.
☐ I understand I must consistently demonstrate behaviors that are recognized within state and national professional and ethical standards, including responsible online and social media behavior.

☐ I understand any violation of the Lycoming College campus conduct policies can impact my ability to complete the Teacher Certification Program.

☐ I understand 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, or as an employee.

☐ I understand that I will be eligible for Pennsylvania teaching certification upon successful completion of the program and upon passing the appropriate certification exams. If I choose to pursue certification in another state, it is my responsibility to determine what credentials are needed.

Please check the appropriate box that pertains to your status:

☐ By checking this box, I certify that I have no current or pending record of criminal activity.

☐ By checking this box, I am alerting the Education Department that I have a current or pending record of criminal activity. I will arrange a meeting with them to determine the best way to move forward.

By signing below, you indicate that you have carefully read and fully understand each of the statements.

Student’s Name: ________________________________________

Student’s Signature: ________________________________ Date: ____________________
Teacher Candidate Evaluation

Please complete the following on the Lycoming College teacher candidate. We are aware you may not have had ample opportunity to sufficiently observe all aspects of the survey, but please complete as thoughtfully and thoroughly as possible. We encourage comments to identify particular strengths and/or needs. Please note your responses to the survey will remain confidential and will not be directly shared with the teacher candidate you are evaluating. Results will be combined and shared as an aggregated total to protect your anonymity. It is important for our teacher candidates to receive honest and constructive feedback regarding their growth as educators. We greatly appreciate your time and input.

1. Which best describes your current role?
   - Classroom Teacher
   - College Supervisor
   - College Faculty
   - [ ]

2. Which best describes your current role?
   - Classroom Teacher
   - College Supervisor
   - College Faculty
   - [ ]

3. What is the name of the student you are evaluating?
   - [ ]

4. Domain B: Classroom Environment Attention to equitable learning opportunities
   Appropriate interaction with students, staff, and faculty
   Appropriate attention given to routines, procedures, and safety
   Effective classroom management and attention to conduct
   - Distinguished
   - Proficient
   - Basic
   - Not Applicable
5. Domain C: Instructional Delivery (not applicable for all students) Knowledge of content, pedagogical theory evident in lesson delivery Observes and reflects on presentation and response techniques Demonstrates effective student engagement techniques Use of informal assessment for decision-making

☐ Distinguished
☐ Proficient
☐ Basic
☐ Not Applicable

6. Did the teacher candidate exhibit a professional attitude?

☐ Yes
☐ No

7. Comments for above question (optional)

8. Did the teacher candidate demonstrate professionalism in written and oral expression/communication?

☐ Yes
☐ No

9. Comments for above question (optional)

10. Did the teacher candidate demonstrate professional enthusiasm, including strong initiation and participation in the classroom?

☐ Yes
☐ No
11. Comments for above question (optional)

12. Did the teacher candidate demonstrate skills related to time management and organization?

☐ Yes
☐ No

13. Comments for above question (optional)

14. Did the teacher candidate accept, reflect, and act on constructive feedback?

☐ Yes
☐ No

15. Comments for above question (optional)

16. Did the teacher candidate meet the district's expectation of appearance and conduct?

☐ Yes
☐ No

17. Comments for above question (optional)
18. Did the teacher candidate demonstrate effective practices designed to meet the needs of a diverse student population (e.g., students with special needs, English Learners, cultural and linguistically diverse learners)?

☐ Yes
☐ No

19. Comments for above question (optional)
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 candidates 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>
</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 childcare, 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>
</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>
</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>
</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>
</tr>
</tbody>
</table>
Required Background Checks/Forms for Education Students at Lycoming College
June 2020

All enrolled students in any teacher education program at Lycoming College must complete the following background checks PRIOR to field placements. You will not receive a field placement until copies of your yearly up-dated clearances are on file in the Education Department Office (D229/AC). Information packets are available in the Education Office.

It is strongly suggested that you complete the on-line process with the Education Department Field Placement Coordinator in D229/AC.

1. Pennsylvania State Criminal History Records – Act 34 or SP4-164:
   (1) This should be done online at: Do not choose “Volunteer” The reason for the clearance is “Employment”
   (2) 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. (You’ll have to click on “Certification Form” that will be in the center of the page. Results will be erased from the system after 30 days.
   (3) Fee: $22.00 (credit card online)
   (4) This is only required once while a student at Lycoming College

2. Federal (FBI) Criminal History – Act 114
   IdentoGO is PA's new fingerprint provider as of November 2017. Procedures, pricing, and locations are DIFFERENT, so please follow these instructions carefully.
   (1) Go to: https://uenroll.identogo.com/
   (2) Type in your service code 1KG6XN
   (3) On the next screen, select Schedule or Manage an Appointment. Complete the registration form, select a fingerprinting location, select the photo ID you will bring to your appointment (most select Driver's License), make an appointment or select "walk-in," pay for the service, and print your confirmation form. Cost is $23.85.
   (4) Take print-out of your registration and your selected photo ID to an IdentoGO fingerprinting site. You can search for an IdentoGo location here https://uenroll.identogo.com/workflows/1KG6RT/locator/location

   Currently the closest IdentoGo fingerprint site is in South Williamsport (280 Kane Street, Ste 1) with hours from 8:00 a.m. – noon Monday-Saturday.

3. Child Abuse Report - Act 151 or CY113-
   (1) Register online at https://www.compass.state.pa.us/cwis/public/home. Fee: $13.00
   (2) Reason for clearance is “School Employee Governed by Public School Code”
   (3) Provide the Education Department with a copy of the clearance, available online or by mail.
   (4) This is only required once while a student at Lycoming College

4. Tuberculosis test
   (1) You must obtain a TB test from your private Dr. or Health Services at Lycoming College ($11.00). 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.
   (2) Must be renewed yearly
   Please remember to update your TB test at the same time each year. You are responsible for submitting copies to the Education Office. Keep your originals on campus in a portfolio.

Questions? Please contact Maureen Richards the Field Placement Coordinator in D229/AC
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
- 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
- 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.

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.
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 your email, personal addresses and voicemail greetings reflect a professional tone and image.
- Do not have contact with students on social media.
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. <strong>There is one opportunity to make a first impression. Make it count! Refer to Professional Dress and Decorum information in this handbook.</strong></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.

Section 10. Relationships with students.
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships.
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow 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.
Pre-Student Teaching Practicum
EDUC 348 Pre-Student Teaching Practicum
Observation/Participation
(Semester Prior to Student Teaching)

Requirements:

- Required attendance
- 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) 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</td>
<td>Letter provided from Education Department</td>
</tr>
<tr>
<td>8</td>
<td>Special Education data collection</td>
<td>Progress monitoring; analysis of data</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</td>
</tr>
<tr>
<td></td>
<td></td>
<td><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 bell ringer, 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.*
Professional Semester Application Evaluation for Teacher Candidate

This survey 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: · Faculty members 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 his/her student teaching semester. · Evaluations have been completed in connection with every field experience assignment that teacher candidates complete in the education program. Pre-Student Teaching Evaluations: Teacher candidates at this point are expected to meet "developing", but will be allowed to have some areas considered "to be developing". PLEASE comment on any descriptors within the box that are relevant to your rating of the individual. Candidates who are rated below “developing” may not have the opportunity to enter the student teach semester. Rating Scale: Acceptable (3) Developing (2) Unacceptable (1)

1. Student being evaluated.

2. 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.

   - Acceptable
   - Developing
   - Unacceptable
   - Not Observed

3. Comment(s)

4. Willingness to Learn, Reflect and Accept Feedback: Candidate displays attributes of a willingness to learn and an acceptance of feedback, including self-critiques, acting on feedback, setting appropriate improvement goals, and demonstrating intellectual curiosity; demonstrates growth through the incorporation of feedback through the course/program/field experience.

   - Acceptable
   - Developing
   - Unacceptable
   - Not Observed

5. Comment(s)

6. Leadership: Candidate displays leadership attributes, such as creating trust and openness with peers and instructors, considering varying viewpoints, initiating engagement as a productive community member.

   - Acceptable
7. Comment(s)

8. Collaboration: Candidate works willingly and effectively with others, appropriately sharing responsibility for tasks, and actively initiating and contributing to positive collaboration.

9. Comment(s)

10. Analytic Thinking: Candidate displays effort to gather appropriate information when making decisions, to think critically, and to use evidence to support decisions.

11. Comment(s)

12. Initiative, Maturity, and Responsibility: Candidate demonstrates flexibility, seeking positive outcomes while maintaining professional composure, is self-directed and demonstrates an awareness of the importance that paperwork and assignments have in teacher preparation.
13. Comment(s)

14. Professionalism: Consistently displays professional behavior (e.g., arrives to class on time, does not leave class early, hands-in completed assignments on time, shows-up for field placements when scheduled, remains on-topic and is prepared for discussions in field and class, is appropriately dressed and shows good hygiene in field experiences); maintains confidentiality, show enthusiasm for the field and maintains appropriate relationships with students, parents, peers, and colleagues.

15. Comment(s)

16. Respect for others: Candidate accepts and engages with teacher and students and is tolerant of others' views regardless of disability, race, religion, SES, gender, sexual orientation, ethnicity, or differing viewpoints.

17. Comment(s)

18. Classroom Engagement & Interaction with Peers: Appears engaged and willing to appropriately participate in class, fully recognizes the importance of the course content; and exhibits positive rapport with instructor and others; responds appropriately in social and teaching situations to peers or students; understands space and spatial flow in groups including appropriate physical distance from others.
20. Non-verbal Communication Skills: Consistently displays appropriate non-verbal skills (e.g., shows eye contact and posturing that faces others when listening or speaking); consistently demonstrates effective non-verbal behavior for specific situations (e.g., shakes hands when appropriate, shows appropriate facial expressions, understands space and spatial flow in groups including physical distance from others.)

☐ Acceptable
☐ Developing
☐ Unacceptable
☐ Not Observed

21. Comment (s)

22. The candidate demonstrates acceptable in the content 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.

☐ Acceptable
☐ Developing
☐ Unacceptable
☐ Not Observed

23. 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:

24. Evaluators Signature (please type your name and date)
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 Education Department faculty, will make student teaching placement assignments.

- Students will complete all assigned requirements for EDUC 348 – Pre-Student Teaching Practicum. Students will earn a letter grade for this 0 credit class.

- 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 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 – Pre-Student Teaching Practicum (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.

- Lycoming College endeavors to work cooperatively with local school districts. The Education Department will make a good faith effort to place all students. However, final decision for acceptance of student teacher for placement is at the discretion of the school district.
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:
- Updated clearances
- Minimum 4 formal observations by Student Teaching Supervisor and/or Staff
- Completion of Professional Portfolio
- Completion of Weekly and Semester Assignments
- If a student teacher is denied certification by Education Department he/she may appeal the decision to the Provost of the College.
- To be recommended for certification, student teacher must receive a grade of B- or higher in the professional semester of student teaching.

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 6:00 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

3. Wednesday’s Assignments (Submitted to supervisor by email prior to Seminar)
   EOSL, Evidence of Student Learning to include lesson plan, artifact, and reflection.

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.
Double Placement: One observation 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 465 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 465 and SPED 447 – Student Teaching. All strategies will be discussed with the students.

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, assignments, EOSL, and other original documents will also be used as evidence of progress. PDE-430 and the Lycoming College Field Experience Observation Assessment Form 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.

- Lycoming College Field Experience Evaluation Form – 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.

In a 14-week placement, the following sequence is typical:

- A minimum of two observations by the college supervisor using the Lycoming College Field Experience Evaluation 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 LCFEEF.

- 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 FEEF 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 for the Inclusive Setting – SPED 447

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

- Required attendance for all seminars and both methods week throughout the semester.

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

- 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.
Process for the Termination of the Student Teaching/Practicum Phase

The following protocol addresses the termination of student teaching/practicum – based on a strong deficiency in one or more domains of Professionalism, Classroom Environment, Preparation and Planning or Instruction.

1. College Supervisor and/or Cooperating Teacher submit a Student Teaching Improvement Plan Report detailing the deficiencies in one or more of the four domains of Danielson and enumerating the key areas for action and improvement, as demonstrated through the Lycoming College Field Experience Evaluation Form.

2. College Supervisor reviews the Student Teaching Improvement plan with the student teacher and the student teacher signs the Report acknowledging the report.

3. At the Determination of Progress Meeting, the College Supervisor and the Director of Teacher Education will reach consensus on the decision of whether to allow the student teacher to continue under intensive supervision or to terminate the Student Teaching/Practicum Phase.

4. The student teacher may appeal the decision to the Chair of the Department who will review all elements of the decision. The appeal may be accepted or denied. If accepted, the student teacher will continue in placement under intensive supervision with weekly evaluations conducted. All weekly evaluations must be satisfactory in all domains. Any one unsatisfactory rating in any domain will mean automatic termination of the phase.

5. If the decision is to terminate the Student Teaching/Practicum Phase, the student teacher will do one of the following:
   1. Withdraw from all Student Teaching/Practicum courses if within the withdrawal period.
   2. Fail the course area of deficiencies and seek to graduate if all other requirements are met for the Non-certification Track and the graduation eligibility.

6. In the event that the school district of placement requests termination of the placement because of deficiencies in performance, professionalism or any reason by the fault of the student teacher, the placement will be considered a failed placement. If the student teacher requests in writing a reassignment of placement, the final decision regarding recommendation and affirmation for Pennsylvania Department of Education Teacher Certification will be made by the College Certifying Officer based on the students’ performance in the professional semester. This process is independent of course grading.
Guidelines and Responsibilities for Support Personnel 
(Cooperating Teachers & College Supervisors)

Responsibilities of the College Supervisor

• Conduct classes and seminars for EDUC 348, 462, SPED 447.

• 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 348, 465, SPED 447.
ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

Overview:
Working with teacher candidates can be a uniquely rewarding experience. During the 14 weeks of student teaching, you will become the most important person involved in the professional preparation of a new teacher. The quality and quantity of the student teacher’s experience will depend largely on your decisions. As a cooperating teacher, you will play many roles: instructor, counselor, mentor, model, confident, and friendly guide. The experiences the teacher candidate will have in your classroom will play a major part in shaping his/her future behavior. Your feedback to the teacher candidate will be critical in his/her formation. The modeling you use for instructional planning, classroom management, assessment, and professional relationships will have a significant impact on his/her development.

The teacher candidate who is coming to you has completed the professional requirements for student teaching. It is reasonable to assume this training has prepared him/her to participate with some measure of effectiveness in a classroom. However, you should remember he/she is not yet a fully prepared or qualified teacher. The reality of classroom experience is a necessary and crucial part of the teacher preparation sequence.

Your student teacher can grow in confidence, professional attitude, and teaching competence with your guidance. As competence is developed, he/she can be expected to gradually assume more of the responsibilities of a certified teacher. Although the rate at which these responsibilities are assumed will vary in individual cases, your judgement will be a major determining factor.

Working with teacher candidates can be a uniquely rewarding experience. Few persons have a greater influence on the development of prospective teachers than their cooperating teachers. Thank you for accepting the responsibility of working as a cooperating teacher with our candidate in your classroom. Your efforts will make student teaching a creative, fulfilling experience for our candidate and at the same time provide a skilled candidate for our profession. We look forward to working with you to guide our teacher candidate on this vital step in his/her teaching career. You can be assured of the support and cooperation of personnel from Lycoming College as we embark on this venture. Thank you again for your commitment to work with Lycoming College.

Ways to best assist the student teacher:
- Prepare students for the arrival of the student teacher and encourage them to look upon the student teacher as a member of the teaching team.
- See to it that the student teacher has copies of the school handbook/policies and information relevant to students’ social issues, copies of textbooks and other needed materials, and of the general school and class schedules to include weather delays.
- Be a model of effective instructional procedures and a paragon of tempered professional practice.
- Be able to share your instincts for teaching.
- Assist the student teacher in finding available community resources to enhance classroom lessons.
- Encourage innovation and creativity, and involve the student teacher in planning and assessment.
- Prepare your classroom to maximize opportunities for novice teachers to succeed and learn from their mistakes.
- Observe and evaluate the student teacher’s performance while ensuring that little damage is occurring to the often fragile self-concept of the novice teacher.
- Set the pace for the integration of the teacher candidate into classroom activities, allowing gradually increased levels of responsibility.
- Hold frequent conferences. There should be time for daily/weekly, informal conversation about planning and teaching. A more formal conversation should be held weekly.
- Identify problems and help the student teacher to address them as necessary notify immediately both the student teacher and the college supervisor of any problem concerning the student teacher, students, parents and school officials.

Initial contact with student teacher:
- Discuss the role of the student teacher.
- Discuss daily schedule and routines.
- Discuss supplies, texts, materials, technology and lesson plans.
- Discuss when formal and informal conversations will take place that will help the student teacher know about their progress.
- Provide a classroom and building orientation. Make introductions to other teachers, administrators and building staff members.
- Outline the student teacher’s responsibilities and how these will grow over time as more classroom responsibilities are added. The student teacher should assume some responsibilities immediately.

Observing the Student Teacher:
One of the most difficult aspects of becoming a cooperating teacher is to be an observer, and not a participator, in your own classroom! As much as you give the candidate in terms of materials, curriculum guides and ideas, each teacher candidate has a unique personality, and must be given the latitude to develop his/her own teaching style and learn from “on-the-feet” decisions in the
classroom. In particular, we have found the following guidelines to be beneficial in establishing the student teacher as an authority figure in the classroom.

- Please be unobtrusive. If need be, stay at the back of the classroom. Moving around the room distracts the students’ attention and causes them to re-evaluate behavior requirements.
- While the student teacher is teaching, if a student asks you for help please direct the student to the student teacher. Your help diminishes the authority of the student teacher.
- If a student asks for a pass or privilege (example: locker, bathroom) direct the student to ask the student teacher.
- If the student teacher makes a mistake or doesn’t know a piece of information, please do not provide correction openly in front of students – DO provide correct information and guidance in private. Then have the student teacher provide the correct information or answer the students during the lesson or at a later time.

Leaving the Student Teacher Alone in the Classroom:
Although Lycoming College student teachers are well prepared to take on the responsibility of classroom duties, they should not be left in sole charge of the classroom for long periods of time. The role of the cooperating teacher is to observe the student teacher and provide feedback.

However, cooperating teachers may and should feel comfortable leaving the teacher candidate for short periods of time. The rule-of-thumb is that the cooperating teacher should remain within “shouting distance” of the student teacher. Some autonomy, especially near the end of the student teaching placement is of benefit to the student teacher.

However, if the cooperating teacher has an extended meeting outside of the classroom, or if the cooperating teacher is absent, then the school principal must provide coverage to assist the student teacher. The student teacher cannot replace the teacher for the day, or even half-a-day.

Mid-Placement Evaluation
- Focus on growth and successes.
- Address any problems or challenges needing attention and development.
- Confer with college supervisor at each visit. Have a more formal conversation at the midpoint.
- Complete the Lycoming College Field Experience Evaluation Form for mid-placement evaluation. Share it with student teacher and supervisor.

Final Evaluation
- Update the Lycoming College Field Experience Evaluation Form and share it with the student teacher and supervisor. A copy will be submitted to Lycoming College.
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 one-to-one meeting with supervisor of student teacher prior to the practicum semester. Reviews and understands the Lycoming College Teacher Education Handbook.
- Is reimbursed for the work and duties of being a cooperating teacher
- Anecdotal and quantitative data is collected on the cooperating teacher, the supervisor, and the education department for use in programmatic decisions.
ROLES AND RESPONSIBILITIES OF THE STUDENT TEACHER

To your Students:
- Student Teaching is your FIRST PRIORITY during the Professional Semester.
- You must come to the classroom prepared to teach effectively.
- Students in your classroom are depending on you.
- Keep a positive attitude.
- Have well-planned and prepared lessons.
- Be focused, yet flexible.
- Attendance. (NO UNEXCUSED ABSENCES WILL BE TOLERATED. In an emergency, contact your cooperating teacher and supervisor immediately by phone.)
- Be prompt. (You provide your own transportation.)
- Be rested.
- Be friendly.
- Maintain a professional demeanor.
- Be imaginative and resourceful.
- Use a variety of teaching strategies.
- You are encouraged to participate in extra-curricular activities such as: newspaper, yearbook, theater, clubs, or sports team in your district. Student Teachers must be supervised during these activities.
- Provide your own meals (Lunch)
- Student Teachers may NOT be used as substitute teachers. If your cooperating teacher is absent, a certified substitute teacher must be in the classroom.
- Send in all weekly Lycoming College assignments, including Lesson Plans, EoSLs and Wednesday Assignments as required.

To your Cooperating Teacher:
- Develop strong and open communication.
- Request regular conferences with your cooperating teacher to discuss your progress and ways to improve.
- Follow the school district’s calendar (Including college breaks.)
- SNOW DAYS – Follow the schedule of the school district.
- You work the contracted teacher hours and more as necessary.
- Attend faculty meetings, department meetings, in-service days open house, parent/teacher meetings, IEP meetings and other school functions.

To Lycoming College: (You represent Lycoming College in our local area!)
- Put forth the maximum effort possible in all facets of your student teaching experience.
- Be enthusiastic and positive during instructional and non-instructional tasks.
- Be open to suggestions from school-based personnel.
- Be a problem solver. (Don’t walk away from the jammed copy machine!)
- Take on a fair share of the non-instructional and extracurricular duties required of teachers.
- Facilitate the cooperative relationship between the visiting college supervisor and the school-based teachers and administrators.
- Maintain a professional and ethical demeanor when dealing with students’ problem behaviors and confidential records.
- Student Teachers should avoid falling into the trap of lounge gossip and must be careful not to refer to students by name during social situations away from the classroom.
Cooperating Teacher Checklist

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

<table>
<thead>
<tr>
<th>Task</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>Task</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>Task</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>Task</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.

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).

Students who earn below a grade of (B-) in student teaching will not 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 recommended for certification, student teachers should receive a grade of B or higher in student teaching.</td>
</tr>
<tr>
<td>C+, C, C–, D, F</td>
<td>Rated Unsatisfactory in some areas. The student is not recommended for certification.</td>
</tr>
</tbody>
</table>

- Final Grades – final grades for EDUC 465, SPED 447 comprising the Professional Student Teaching Semester will be assigned by the college supervisor. There are separate grades for each course. Please note that the two 7-week placement grades are averaged together for a final grade for EDUC 465.
- Failure to comply with any of the Professional responsibilities may result in the student teacher being removed from the assignment.
## Lycoming College Student Teacher Assessment Form Rubric

**Domain 1: 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>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of content and pedagogy</td>
<td>1.a. Knowledge of Content</td>
<td>1a. 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 extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>2. 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 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>
### Domain I: Planning/Preparation (version 05/17/19)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Un satisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Knowledge of students and how to use this knowledge to inform instruction</td>
<td>3.a. Knowledge of Characteristics of age Group</td>
<td>3.a. Teacher displays generally accurate knowledge of developmental characteristics of age group.</td>
<td>3.a. Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.</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.</td>
</tr>
<tr>
<td></td>
<td>3.b. Knowledge of Students’ Varied Approaches to Learning</td>
<td>3.b. Teacher displays general understanding of the different approaches to learning that students exhibit.</td>
<td>3.b. Teacher displays solid understanding of the different approaches to learning that different students exhibit.</td>
<td>3.b. Teacher uses, where appropriate, knowledge of students’ varied approaches to learning in instructional planning.</td>
</tr>
<tr>
<td></td>
<td>3.c. Knowledge of Students’ Skills and Knowledge</td>
<td>3.c. Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole.</td>
<td>3.c. Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.</td>
<td>3.c. Teacher displays knowledge of students’ skills and knowledge for each student, including those with special needs.</td>
</tr>
<tr>
<td></td>
<td>3.d. Knowledge of Students’ Interests and Cultural Heritage</td>
<td>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.d. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</td>
<td>3.d. Teacher displays knowledge of the interests or cultural heritage of each student.</td>
</tr>
</tbody>
</table>
# Lycoming College Student Teacher Assessment Form Rubric

## Domain I: Planning/Preparation (version 5/17/19)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Clear 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.</td>
<td>4.a. Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.</td>
<td>4.a. Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.</td>
</tr>
<tr>
<td>4.b. Clarity</td>
<td>4.b. Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.</td>
<td>4.b. Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.</td>
<td>4.b. Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.</td>
<td>4.b. All the goals are clear, written in the form of student learning and permit viable methods of assessment.</td>
</tr>
<tr>
<td>4.c. Suitability for Diverse Students</td>
<td>4.c. Goals are not suitable for the class.</td>
<td>4.c. Most of the goals are suitable for most students in the class.</td>
<td>4.c. All the goals are suitable for most students in the class.</td>
<td>4.c. Goals take into account the varying learning needs of individual students or groups.</td>
</tr>
<tr>
<td>4.d Balance</td>
<td>4.d. Goals reflect only one type of learning and one discipline or strand.</td>
<td>4.d. Goals reflect several types of learning but no effort at coordination or integration.</td>
<td>4.d. Goals reflect several different types of learning and opportunities for integration.</td>
<td>4.d. Goals reflect student initiative in establishing important learning.</td>
</tr>
</tbody>
</table>

5. Thorough awareness of resources, materials and technology.  
5.a. Resources for Teaching  
5.b. Resources for Students  
5.a. Teacher is unaware of resources available through the school or district  
5.b. Teacher is unaware of resources available to assist students who need them.  
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.  
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.  
5.a. In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.  
5.b. In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.
### Lycoming College Student Teacher Assessment Form Rubric

**Domain I: Planning/Preparation (version 5/17/19)**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Appropriate and coherent instructional design</strong>&lt;br&gt; all elements are completely aligned to 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>6.a. Learning Activities</td>
<td>6.b. Instructional Materials and Resources</td>
<td>6.b. Some of the materials and resources support the instructional goals and some engage students in meaningful learning and/or materials are not 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>
<td>6.b. All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.</td>
</tr>
<tr>
<td>6.b. Instructional Materials and Resources</td>
<td>6.c. Instructional Groups</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>
<td>6.c. Instructional groups are varied, as appropriate to the different instructional goals.</td>
</tr>
<tr>
<td>6.c. Instructional Groups</td>
<td>6.d. Lesson and Unit Structure</td>
<td>6.d. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are unrealistic.</td>
<td>6.d. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<td>6.d. The lesson’s or unit’s structure is clear and allows for different pathways according to student needs.</td>
</tr>
<tr>
<td>6.d. Lesson and Unit Structure</td>
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</tr>
</tbody>
</table>

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# Lycoming College Student Teacher Assessment Form Rubric

## Domain I: Planning/Preparation (version 5/17/19)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>7. Appropriate and clear assessments of student learning aligned to instructional goals and adapted for student needs</td>
<td>7.a. Congruence with Instructional Goals</td>
<td>7.a. Content and methods of assessment lack congruence with instructional goals.</td>
<td>7.a. Some of the instructional goals are assessed through the proposed approach, but many are not.</td>
<td>7.a. The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.</td>
</tr>
<tr>
<td>7.b. Criteria and Standards</td>
<td>7.b. The proposed approach contains no clear criteria or standards.</td>
<td>7.b. Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.</td>
<td>7.b. Assessment criteria and standards are clear and have been clearly communicated to students.</td>
<td>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.</td>
</tr>
<tr>
<td>7.c. Use for Planning</td>
<td>7.c. The assessment results affect planning for these students only minimally.</td>
<td>7.c. Teacher uses assessment results to plan for the class as a whole.</td>
<td>7.c. Teacher uses assessment results to plan for individuals and groups of students. (Note: addresses adaptations)</td>
<td>7.c. Students are aware of how they are meeting the established standards and participate in planning the next steps.</td>
</tr>
</tbody>
</table>
# Lycoming College Student Teacher Assessment Form Rubric

**Domain 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>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. High clear expectations for student achievement in a dynamic learning environment. Value placed on high quality student work</td>
<td>1a. 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>1a. Student Pride in Work</td>
<td>1b. 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>1b. Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.</td>
<td>1b. Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
<td>1b. Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers and ensuring that high-quality work is displayed.</td>
</tr>
<tr>
<td>1c. Expectations for Learning and Achievement</td>
<td>1c. Instructional goals and activities, interactions and the classroom environment convey only modest expectations for student achievement.</td>
<td>1c. Instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement.</td>
<td>1c. Instructional goals and activities, interactions and the classroom environment convey high expectations for student achievement.</td>
<td>1c. Both students and teacher establish and maintain through planning of learning activities, interactions and the classroom environment high expectations for the learning of all students.</td>
</tr>
<tr>
<td>2. Significant attention to equitable learning opportunities for students</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>
<td>2. Classroom interactions encourage extensive avenues to learn content with extensive levels of support.</td>
</tr>
<tr>
<td>Domain II: Classroom Environment (version 5/17/19)</td>
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<tr>
<td><strong>Elements</strong></td>
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<td><strong>Distinguished</strong></td>
</tr>
<tr>
<td>3. Appropriate and respectful interactions between teacher and students among students</td>
<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 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></td>
<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. Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
<tr>
<td>4. Highly effective classroom routines and procedures resulting in effective use of instructional time</td>
<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 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></td>
<td>4.b. Management of Transitions</td>
<td>4.b. Much time is lost during transitions.</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></td>
<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 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></td>
<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 well established, with students assuming considerable responsibility for efficient operation.</td>
<td>4.d. Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td></td>
<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 make a substantive contribution to the classroom environment.</td>
</tr>
</tbody>
</table>
## Lycoming College Student Teacher Assessment Form Rubric

### Domain II: Classroom Environment (version 5/17/19)

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5. Clear standards of conduct and highly effective management of student behavior</td>
<td>5.a. No standards of conduct appear to have been established, or students are confused as to what the standards are. 5.b. Student behavior is not monitored and teacher is unaware of what students are doing. 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>5.a. Standards of conduct appear to have been established for most situations and most students seem to understand them. 4.b. Teacher is generally aware of student behavior but may miss the activities of some students. 4.c. Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.</td>
<td>5.a. Standards of conduct are clear to all students. 5.b. Teacher is alert to student behavior at all times. 5.c. Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
<td>5.a. Standards of conduct are clear to all students and appear to have been developed with student participation. 5.b. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully. 5.c. Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.</td>
</tr>
<tr>
<td>6. Safe skillful organization of physical space, that provides accessibility to learning and to the use of resources, materials and technology</td>
<td>6.a. The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both. 6.b. Teacher uses physical resources, materials and technology poorly, or learning is not accessible to some students.</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. 6.b. Teacher uses physical resources, materials and technology adequately and at least essential learning is accessible to all students.</td>
<td>6.a. The classroom is safe and the furniture arrangement is a resource for learning activities. 6.b. Teacher uses physical resources, materials and technology skillfully and all learning is equally accessible to all students.</td>
<td>6.a. The classroom is safe and students adjust the furniture to advance their own purposes in learning. 6.b. Both teacher and students use physical resources, materials and technology optimally and students ensure that all learning is equally accessible to all students.</td>
</tr>
<tr>
<td>Level of Performance</td>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
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</tr>
</tbody>
</table>
| 1. Clear and appropriate communication of procedures and high-quality explanations of the content | 1.a. Directions and Procedures  
1.b. Oral and Written Language | 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. | 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. | 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. | 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. |
| 2. Highly effective use of different levels of questioning and discussion strategies that encourage most/all students to participate | 2.a. Quality of Questions  
2.b. Discussion Techniques  
2.c. Student Participation | 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. | 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. | 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. | 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. |
<table>
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<tbody>
<tr>
<td>3. High-level engagement of students in learning and appropriate pacing of instruction</td>
<td>3.a. Representation of content is inappropriate and unclear or uses poor examples and analogies.</td>
<td>3.a. Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.</td>
<td>3.a. Representation of content is appropriate and links well with students’ knowledge and experience.</td>
<td>3.a. Representation of content is appropriate and links well with students’ knowledge and experience. Students contribute to representation of content.</td>
</tr>
<tr>
<td>3.b. Activities and Assignments</td>
<td>3.b. Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.</td>
<td>3.b. Some activities and assignments are appropriate to students and engage them mentally, but others do not.</td>
<td>3.b. Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.</td>
<td>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.</td>
</tr>
<tr>
<td>3.c. Grouping of Students</td>
<td>3.c. Instructional groups are inappropriate to the students or to the instructional goals.</td>
<td>3.c. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson</td>
<td>3.c. Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.</td>
<td>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.</td>
</tr>
<tr>
<td>3.d. Instructional Materials and Resources</td>
<td>3.d. Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</td>
<td>3.d. Instructional materials and resources are partially suitable to the instructional goals, or students’ level of mental engagement is moderate.</td>
<td>3.d. Instructional materials and resources are suitable to the instructional goals and engage students mental</td>
<td>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.</td>
</tr>
<tr>
<td>3.e. Structure and Pacing</td>
<td>3.e. The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.</td>
<td>3.e. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>3.e. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Lycoming College Student Teacher Assessment Form Rubric

### Domain III: Instructional Delivery (version 7/24/09)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<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.</td>
<td>4.a. Feedback is inconsistently high quality.</td>
<td>4.a. Feedback is consistently high quality.</td>
</tr>
<tr>
<td></td>
<td>4.b. Timeliness</td>
<td>4.b. Feedback is not provided in a timely manner.</td>
<td>4.b. Feedback is consistently provided in a timely manner.</td>
<td></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 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/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.</td>
<td>6.a. Teacher attempts to adjust a lesson, with mixed results.</td>
<td>6.a. Teacher successfully makes a major adjustment to a lesson.</td>
</tr>
<tr>
<td></td>
<td>6.b. Response to Students</td>
<td>6.b. Teacher ignores or brushes aside students’ questions or interests. The effects on the coherence of a lesson are uneven.</td>
<td>6.b. Teacher attempts to accommodate students’ questions or interests. The teacher persists in seeking effective approaches for students who have difficulty learning, possessing a moderate repertoire of instructional strategies to use.</td>
<td>6.b. Teacher successfully accommodates students’ questions or interests.</td>
</tr>
<tr>
<td></td>
<td>6.c. Persistence</td>
<td>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.c. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</td>
<td>6.c. Teacher persists in seeking effective approaches for students who have difficulty learning, possessing an extensive repertoire of strategies and soliciting additional resources form the school.</td>
</tr>
<tr>
<td>Level of Performance</td>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
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</tr>
<tr>
<td>1. Efficient, effective system for maintaining accurate, complete records consistent with school or district guidelines</td>
<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>1.a. 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.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>
## Lycoming College Student Teacher Assessment Form Rubric

### Domain IV: Professionalism (version 5/17/19)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>2. Effective communication with families regarding student needs and development</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>
<td>2.a. Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for the families.</td>
</tr>
<tr>
<td></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>
<td>2.b. Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.</td>
</tr>
<tr>
<td></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>
<td>2.c. Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.</td>
</tr>
<tr>
<td>3. Participation in professional development opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.</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>
<td>3.a. Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.</td>
</tr>
<tr>
<td></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>
<td>3.b. Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication and making presentations.</td>
</tr>
<tr>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>-------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4. Full commitment to professional standards and compliance with school and district policies.</td>
<td>4. Teacher occasionally supports District models of planning and preparation, classroom environment, instructional delivery and professionalism. Teacher disregards school and district policies.</td>
<td>4. Teacher often supports District models of planning and preparation, classroom environment, instructional delivery and professionalism. Teacher inconsistently complies with school and district policies.</td>
<td>4. Teacher committed to support District models of planning and preparation, classroom environment, instructional delivery and professionalism. Teacher fully and actively complies with school and district policies.</td>
<td>4. Teacher fully supports District models of planning and preparation, classroom environment, instructional delivery and professionalism. 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>5. Perceptive reflection on teaching and learning and use of reflection in future instruction planning</td>
<td>5.a. Accuracy</td>
<td>5.a. Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. 5.b. Teacher has no suggestions for how a lesson may be improved another time.</td>
<td>5.a. Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met. 5.b. Teacher makes general suggestions about how a lesson may be improved.</td>
<td>5.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. 5.b. Teacher makes a few specific suggestions of what he may try another time.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. Showing Professionalism</td>
<td>Act in professional manner</td>
<td>The teacher candidate interaction are characterized by questionable professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.</td>
<td>The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</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  Level 4: Distinguished
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

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

Subject(s) Taught
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: \(354.33. (1)\delta(A), (B), (C), (G), (H)\)

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)

<table>
<thead>
<tr>
<th>D</th>
<th>Lesson/Unit Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Resources/Materials/Technology</td>
</tr>
<tr>
<td>D</td>
<td>Assessment Materials</td>
</tr>
<tr>
<td>D</td>
<td>Information About Students (Including IEP’s)</td>
</tr>
<tr>
<td>D</td>
<td>Student Teacher Interviews</td>
</tr>
<tr>
<td>D</td>
<td>Classroom Observations</td>
</tr>
<tr>
<td>D</td>
<td>Resource Documents</td>
</tr>
<tr>
<td>D</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

PDE-430 1
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)(6)(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>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>Classroom Observations</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>
<tr>
<td>Informal Observations/Visits</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teacher/Candidate</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/Materials/Technology/Space</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>D</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)(i)(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)

<table>
<thead>
<tr>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Classroom Observations</td>
<td>D</td>
</tr>
<tr>
<td>D Informal Observations/Visits</td>
<td>D</td>
</tr>
<tr>
<td>D Assessment Materials</td>
<td>D</td>
</tr>
<tr>
<td>D Student Teacher/Candidate</td>
<td></td>
</tr>
<tr>
<td>D Other Interviews</td>
<td></td>
</tr>
<tr>
<td>D Student Assignment Sheets</td>
<td></td>
</tr>
<tr>
<td>D Instructional Resources/Materials/Technology</td>
<td></td>
</tr>
</tbody>
</table>

<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 <strong>consistently and thoroughly</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (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)(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)

<table>
<thead>
<tr>
<th>D</th>
<th>Classroom Observations</th>
<th>D</th>
<th>Student Assignment Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Informal Observations/Visits</td>
<td>D</td>
<td>Student Work</td>
</tr>
<tr>
<td>D</td>
<td>Assessment Materials</td>
<td>D</td>
<td>Instructional Resources/Materials/Technology</td>
</tr>
<tr>
<td>D</td>
<td>Student Teacher Interviews</td>
<td>D</td>
<td>Other</td>
</tr>
<tr>
<td>D</td>
<td>Written Documentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Rating (Indicate √)

<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>

### 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>
<tr>
<td>Rating (Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
<td></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:       

Required Signatures:  
Supervisor/Evaluator:       Date:

Student/Teacher Candidate:       Date:

(Confidential Document)
PART IV

Appendices
Field Experience Evaluation Form
Lycoming College Education Department

<table>
<thead>
<tr>
<th>Domain I</th>
<th>PLANNING AND PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of content and pedagogy</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Pennsylvania's Academic Standards</td>
</tr>
<tr>
<td></td>
<td>Knowledge of students and how to use this knowledge to inform instruction</td>
</tr>
<tr>
<td></td>
<td>Clear, appropriate instructional goals that reflect content standards and high expectations for students</td>
</tr>
<tr>
<td></td>
<td>Thorough awareness of resources, materials, and technology.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and coherent instructional design all elements are completely aligned to instructional goals, have clear sequence and include adaptations for individual student needs</td>
</tr>
<tr>
<td></td>
<td>Appropriate and clear assessments of student learning aligned to instructional goals and adapted for student needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain II</th>
<th>CLASSROOM ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High/clear expectations for student achievement in a dynamic learning environment. Value placed on high-quality student work.</td>
</tr>
<tr>
<td></td>
<td>Significant attention to equitable learning opportunities for students</td>
</tr>
<tr>
<td></td>
<td>Appropriate and respectful interactions between teacher and students and among students</td>
</tr>
<tr>
<td></td>
<td>Highly effective classroom routines and procedures resulting in effective use of instructional time</td>
</tr>
<tr>
<td></td>
<td>Clear standards of conduct and highly effective management of student behavior</td>
</tr>
<tr>
<td></td>
<td>Safe, skillful organization of physical space, that provides accessibility to learning and to the use of resources, materials and technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III</th>
<th>INSTRUCTIONAL DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear and appropriate communication of procedures and high-quality explanations of the content</td>
</tr>
<tr>
<td></td>
<td>Highly effective use of different levels of questioning and discussion strategies that encourage all students to participate</td>
</tr>
<tr>
<td></td>
<td>High-level engagement of students in learning and appropriate pacing of instruction</td>
</tr>
<tr>
<td></td>
<td>Equitable, accurate and constructive feedback to students on their learning</td>
</tr>
<tr>
<td></td>
<td>Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning</td>
</tr>
<tr>
<td></td>
<td>High degree of flexibility responsiveness in meeting the learning needs of students</td>
</tr>
</tbody>
</table>
Appendix I
Sample Letter Entering into a Field Experience

Date:

Dear Mr./Ms. (participating teacher’s 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, 2020

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Certif. Area Code</th>
<th>PAPA ** Module 1</th>
<th>PAPA ** Module 2</th>
<th>PAPA ** Module 3</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 FUND. SUBJECT CONTENT 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”</td>
<td>7205</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>0113/5113</td>
<td>158</td>
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<tr>
<td>Art K-12”</td>
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<td>Biology 7-12</td>
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<td>147</td>
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<tr>
<td>Chemistry 7-12</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>0245/5245</td>
<td>154</td>
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<tr>
<td>PreK-4 – 1: Child Dev. Assessment, Professionalism (8006)</td>
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<td>X</td>
<td>X</td>
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<td>X (197)</td>
<td></td>
<td></td>
<td>X (197)</td>
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<tr>
<td>PreK-4 – 2: Lang, Social Stud, Arts (8007)</td>
<td></td>
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</tr>
<tr>
<td>PreK-4 – 3: Math, Science, Health (8008)</td>
<td></td>
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</tr>
<tr>
<td>English 7-12</td>
<td>3230</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X (193)</td>
<td>X (193)</td>
<td>X</td>
<td>5038**</td>
<td>167</td>
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<tr>
<td>French K-12”</td>
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<td>X</td>
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<td>X (193)</td>
<td>X (193)</td>
<td>X</td>
<td>5174**</td>
<td>162</td>
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<tr>
<td>German K-12”</td>
<td>4420</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X (193)</td>
<td>X (193)</td>
<td>X</td>
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<td>Mathematics 7-12</td>
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<td>X (193)</td>
<td>X (193)</td>
<td>X</td>
<td>5161**</td>
<td>160</td>
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<tr>
<td>Physics 7-12</td>
<td>8470</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0265/5265</td>
<td>140</td>
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<tr>
<td>Special Education Prek-8 (8011)</td>
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<td>Special Education 7-12^**</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Social Studies 7-12</td>
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<td>X</td>
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<td></td>
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<td>Spanish K-12”</td>
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<td>X</td>
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<td>5195**</td>
<td>168</td>
<td></td>
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</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 6/19
Lycoming College  
Testing Information Overview for ECED PreK-4and Special Education PreK-8

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>Testing</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>Time</strong></td>
<td>45 minutes</td>
<td>75 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>220</td>
<td>220</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 website (http://www.pa.nesinc.com). Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients.

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>5713</td>
<td>156</td>
</tr>
<tr>
<td>Writing</td>
<td>5723</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5733</td>
<td>142</td>
</tr>
</tbody>
</table>

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

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.

| Module 1 (Test Code 8006) | Content Area I: Child Development, Learning and Assessment  
Content Area II: Collaboration and Professionalism  
Format: 36 selected- response items  
Time: 45 minutes | 197 |
| Module 2 (Test Code 8007) | Content Area I: Language and Literacy Development  
Content Area II: Social Studies, Arts and Humanities  
Format: 45 selected-response items  
Time: 75 minutes | 193 |
| Module 3 (Test Code 8008) | Content Area: Math, Science and Health  
Format: 45 selected-response items  
Time: 90 minutes  
Examinees will also have 15 minutes for a computer-based testing tutorial. Examinees who take all three modules during a single test session will also have a 15-minute break between each module. | 193 |

**Fees:** $46 for module 1; $46 for module 2 and $53 for module 3; $131 for all three modules questions and a full-length practice test are available on the PECT (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 web site (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>
</tr>
</thead>
<tbody>
<tr>
<td>Format: 41 selected-response items</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

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

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

Grades 5 and 6 Add-on Option for PreK-4 Certificate Holders

Per Act 82 of 2018 Section 1202.1, all candidates enrolled in an Early Childhood PreK-4 program and all Early Childhood PreK-4 certificate holders may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

- Grades 4-8: Module 2 – English Language Arts & Social Studies (5154) and
- Grades 4-8: Module 3 – Mathematics & Science (5155).

These assessments are administered through the Educational Testing Service (ETS).
Candidates may take these assessments during or after completion of their Early Childhood PreK-4 program. However, the Pennsylvania Department of Education can not grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with the PreK-4 certificate. Information on this option is available on the Certification Test and Score Requirements chart on the Pennsylvania Department of Education’s website.
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. The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21. Students who meet either requirement at the time of college matriculation 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](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>Test</th>
<th>Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 36 selected-response items</td>
<td>5713</td>
<td>156</td>
</tr>
<tr>
<td>Writing 36 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment</td>
<td>5723</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics 36 selected-response items</td>
<td>5733</td>
<td>142</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 website ([http://www.pa.nesinc.com](http://www.pa.nesinc.com)).

**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](http://www.ets.org))

<table>
<thead>
<tr>
<th>Test</th>
<th>Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 5713</td>
<td></td>
<td>156</td>
</tr>
<tr>
<td>Writing 5723</td>
<td></td>
<td>162</td>
</tr>
<tr>
<td>Mathematics 5733</td>
<td></td>
<td>142</td>
</tr>
</tbody>
</table>

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

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

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 0134/5134 Art: Content Knowledge | 150 158 |
| Biology 7-12 | 0235/5235 Biology: Content Knowledge | 147 |
For more information about the PRAXIS exams and how to register for them, please visit the ETS website (http://www.ets.org/praxis). In addition to registering for tests, you can also find "tests at a glance" that provide sample questions. Test-takers with disabilities will find a link with information about requesting accommodations for the exams. When you register for the PRAXIS II exams, it is important to list the Pennsylvania Department of Education and Lycoming College as score recipients. Here are the codes: PA Department of Education 8033. Lycoming College 2372.

**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 website 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>41 selected-response items</th>
<th>60 minutes</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 (Test Code 8016)</td>
<td>Inclusive Learning Environments; Delivery of Specially Designed Instruction</td>
<td>41 selected-response items</td>
<td>60 minutes</td>
<td>220</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
Position(s) Desired

Name

LAST MIDDLE SOCIAL SECURITY NUMBER

Present Address

STREET (AREA CODE) TELEPHONE

CITY ST ZIP CODE

PERMANENT ADDRESS

STREET (AREA CODE) TELEPHONE

CITY ST ZIP CODE

E-MAIL ADDRESS (IF AVAILABLE)

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

CERTIFICATION

HAVE YOU ACQUIRED TENURE IN PENNSYLVANIA?

IF YES, IN WHAT SCHOOL DISTRICT?

DATE AVAILABLE FOR EMPLOYMENT

IF YOU ARE NOT EMPLOYED FULL TIME, ARE YOU INTERESTED IN BEING PLACED ON OUR SUBSTITUTE LIST?

LONG-TERM

SHORT-TERM

95
### Educational Background

<table>
<thead>
<tr>
<th>School or Institution and Location</th>
<th>Major/Minor</th>
<th>Diploma, Degree, or Grade</th>
<th>Grade Point Average</th>
</tr>
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<tbody>
<tr>
<td><strong>High School</strong></td>
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<tr>
<td><strong>College/University</strong></td>
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<td><strong>Graduate</strong></td>
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<tr>
<td><strong>Graduate</strong></td>
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</tbody>
</table>

### Experience (Present or Most Recent First)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name of Employer and Address</th>
<th>Your Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td>(Area Code)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone:</td>
<td></td>
</tr>
</tbody>
</table>

- **Work Performed:**
- **Reason for Leaving:**

<table>
<thead>
<tr>
<th>Name &amp; Title of Supervisor:</th>
<th>Final Yearly Salary:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name of Employer and Address</th>
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<tbody>
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<tr>
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<td></td>
<td>Telephone:</td>
<td></td>
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</tbody>
</table>

- **Work Performed:**
- **Reason for Leaving:**

<table>
<thead>
<tr>
<th>Name &amp; Title of Supervisor:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name of Employer and Address</th>
<th>Your Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td>(Area Code)</td>
<td></td>
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<tr>
<td></td>
<td>Telephone:</td>
<td></td>
</tr>
</tbody>
</table>

- **Work Performed:**
- **Reason for Leaving:**

<table>
<thead>
<tr>
<th>Name &amp; Title of Supervisor:</th>
<th>Final Yearly Salary:</th>
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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>
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</thead>
<tbody>
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</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>
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<tbody>
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</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.
# ESSAY

We are interested in your ability to organize and express thoughts on a specific topic in a succinct manner. Please select one of the following topics and write an essay in the space provided on this page.

<table>
<thead>
<tr>
<th>1. The Most Important Qualities of an Outstanding Educator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. My Philosophy of Student Discipline.</td>
</tr>
<tr>
<td>3. The Importance of Continuing Professional Development and How I Plan to Incorporate It Throughout My Career.</td>
</tr>
<tr>
<td>4. Essential Elements of Instruction, Administration or Area of Certification.</td>
</tr>
<tr>
<td>5. How Information Technology (i.e., computers, Internet) Can Be Integrated into the Instructional Process and Curriculum.</td>
</tr>
</tbody>
</table>

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**Signature** 

**Name**

Note to applicants: This application can be downloaded from the Department of Education's home page which is accessible at: http://www.state.pa.us.
This application was developed, in accordance with Section 1204.1 of Act 107 of 1996, by the Pennsylvania Department of Education in consultation with organizations representing school administrators, including personnel administrators, teachers and school boards. Questions should be referred to PDE School Services Unit at Voice Telephone (717) 787-4860, Text Telephone TTY (717) 783-8445 or FAX (717) 783-6802. If you need accommodation in completing this application, including alternate format, please contact the school district.
Lycoming College
Education Department

Programs for
Post-Baccalaureate and Accelerated
Teacher Certification

Appendix IV and V
Program Overview

The Lycoming College is an approved provider by the Pennsylvania Department of Education of Post – Baccalaureate, Intern, and Accelerated Teacher programs. Our programs enable non-degree students to obtain teacher certification by tailoring each program to specific course needs and prior work experience.

For candidates who already possess a bachelor’s degree and want to enter the teaching profession, post-baccalaureate, intern, and accelerated program 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 allow those already certified to obtain additional certification by completing coursework and a modified student teaching placement relative to the desired certification. Accelerated programs, such as adding on a special education certificate, are available through Lycoming’s Education Department only if the teacher candidate is already certified in Grades PreK-4 and/or working towards dual certification with special education.

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;

- Reflect on professional practice to enhance teaching and learning;

- Develop skills and techniques to communicate effectively and work cooperatively with parents/families, school personnel and the broader community.
CRITERIA FOR ADMITTANCE

There is a defined criterion for admittance to the Post–Baccalaureate, Teacher Intern, and Accelerated programs. Candidates are assessed through the examination of skills, academic preparation, qualifying work experience and the ability to function in the teaching profession. Course selection for completion of program requirements is based on prior coursework, degree attained, and career experience.

- 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.

- To qualify for admission, students must have a minimum 3.0 cumulative GPA.

- Post-baccalaureate and intern candidates are not required to take and pass the Basic Skills test (Reading, Writing, and Mathematics) as mandated for undergraduate student program admission.

- Applicants with a minimum 2.8 GPA will be admitted to the program provisionally until they have completed eight credit hours on campus with a 3.0 or higher GPA.

- FOR TEACHER INTERN CANDIDATES: If a candidate becomes aware of a teaching position that they would like to apply for during the course of their post-baccalaureate program – an Intern Certificate from the PA Department of Education can qualify the candidate for this position while they earn credits towards their Instructional I certification. Lycoming College has formal relationships with many school districts. If a district contacts the Lycoming College Department of Education about an opening in their district, the Director of Teacher Education will notify an available intern candidate about the position. NOTE: Before officially starting as an intern teacher, the intern must pass the required certification test(s) for the position. If a student in the post-baccalaureate/intern program is aware of a viable intern position and has passed the certification test for the position, they should contact the Director of Teacher Education for assistance in securing the intern position. The application for the Intern Certificate is on the PDE website through the TIMS system and is valid for three years.

- FOR TEACHER INTERN CANDIDATES: PDE requires that all Teacher Intern Candidates pass the required certification test (PECT, PRAXIS, ACTFL) prior to beginning a position in a district as a teacher intern. The GPA calculator does not work for intern positions. All candidates are required to attain the passing score before a certificate is issued.
AREAS OF TEACHER CERTIFICATION
Lycoming College offers Post-baccalaureate and Intern 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
   - Mathematics
   - Physics
   - Social Studies (History, Psychology, International Studies, Philosophy, Political Science, Sociology, and Economics majors)
3. Grades K-12 certifications
   - Art
   - Music
   - French
   - German
   - Spanish
4. Special Education
   - Special Education K-12

FIELD EXPERIENCE
Field experiences are an important component of the Teacher Intern Program. These experiences allow candidates to apply principles and theories learned in their academic coursework to actual practice in the classroom setting. Field experiences also provide opportunities for interactions with diverse populations, ages, and school settings.

The Pennsylvania Department of Education requires field experience prior to student teaching. Many of the required field experience hours will take place throughout the required coursework, and will align and integrate with the topics of focus in the course materials, and program goals.

Consideration for field experience credit is given to recent experience in working with children in an instructional setting. Candidates will discuss recent experiences with the Director of the Teacher Education Program during the personal interview portion of the program intake process.

STUDENT TEACHING
Candidates in the Post-Baccalaureate program are placed in a 14-week student teaching position. This is a full-time, 16 credit assignment, arranged through the Placement Coordinator and Director of Teacher Education. Candidates in the Accelerated program will complete a student teaching component as appropriate for the individual program requirement. A modified student teaching placement is arranged and students are charged tuition and fees for a two credit class with a lab fee of $100.
Typically, school sites for student teaching and field experiences are in a 30–40 mile radius of the Lycoming College campus. School sites are determined the semester prior to the student teaching semester in order for the teacher candidate, mentor teacher, and classroom students to form a relationship and for the teacher candidate to become familiar with the school culture and curriculum. Post-baccalaureate students are observed by the college supervisor a minimum of four times and will be expected to participate in all professional semester activities, including Wednesday afternoon seminars. Participation in mock interviews, creation of a professional portfolio, and portfolio exhibition are required events for post-baccalaureate candidates. Tuition and fees are charged accordingly to post-baccalaureate and intern teacher candidates.

TEACHER INTERN CERTIFICATE

Candidates in the Intern program will complete an intern component as appropriate for the individual program requirements. Lycoming College works closely with the district to mentor the intern candidate. An intern accepts a position in a school and become the teacher of record under the Intern certificate, following all policies and procedures of the school district where interning. The intern teaches full-time and uses the teaching experience as the required student teaching component of the certification program.

Lycoming College supervisors will observe teacher intern candidates a minimum of four times during their intern experience at a district. We ask that the district follow the expectations described in the Lycoming College Teacher Intern Document (listed below) for supervision and mentoring. Students are assessed using the PDE 430 completed by the College Supervisor. Teacher interns are expected to participate and attend Wednesday afternoon seminars.

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 461, 462, 465, and SPED 447 are shared in the syllabi for those courses and will be similar to those strategies used in other education courses. The following assessment and evaluation strategies are used for EDUC 461, 462, 465, and SPED 447 – Student Teaching. All strategies are discussed with the students.

- 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 and the Lycoming College Student Teacher Observation Assessment Form (LCSTOA) are two of the most frequently used tools by the college supervisor to assess and document progress.

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

Please submit the following information (see address on application):

- Completed Post-Baccalaureate, Intern, or Accelerated application
- Transcript(s) from former universities

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.

Please contact the Education Office at 570-321-4010 or hickoff@lycoming.edu with your intentions to pursue or not pursue the program within 6 months. Before admittance to the program, all applicants will interview with the Director of Teacher Education and Field Place Coordinator.

The Director of Teacher Education will assist in creating a schedule based on prior courses, certificates earned, and work experience. The student will then apply to Lycoming College as a 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.

Please send all application materials to:

Rachel Hickoff-Cresko, Ph.D.
Director of Teacher Education
Lycoming College
1 College Place, Box 22
Williamsport, PA 17701
hickoff@lycoming.edu
(570) 321-4223
CLEARANCES

The following items will be required if you pursue the program prior to field experience. Field experience is required as part of every education class.

- Act 151 Child Abuse History Clearance
- Act 34 Request for Criminal Record Check
- Act 114 FBI Criminal History Report
- TB Test
Required Background Checks/Forms for Education

Students at Lycoming College

All enrolled students in any teacher education program at Lycoming College must complete the following background checks PRIOR to field placements. **You will not receive a field placement until copies of your yearly up-dated clearances are on file in the Field Placement Coordinator Office (D229/AC). Information packets are available in the Education Office...D229/AC.**

It is strongly suggested that you complete the on-line process with the Education Department Field Placement Coordinator’s office in D229/AC.

1. Pennsylvania State Criminal History Records – Act 34 or SP4-164:
   (1) This should be done online at:
   Do not choose “Volunteer” The reason for the clearance is “Employment”
   (2) 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. (You’ll have to click on “Certification Form” that will be in the center of the page. Results will be erased from the system after 30 days.
   (3) Fee: $22.00 (credit card online)
   (4) This is only required once while a student at Lycoming College

2. Federal (FBI) Criminal History – Act 114
   IdentoGO is PA's new fingerprint provider as of November 2017. Procedures, pricing, and locations are DIFFERENT, so please follow these instructions carefully.

   (1) Go to: https://uenroll.identogo.com/
   (2) Type in your service code 1KG6XN
   (3) On the next screen, select Schedule or Manage an Appointment. Complete the registration form, select a fingerprinting location, select the photo ID you will bring to your appointment (most select Driver's License), make an appointment or select "walk-in," pay for the service, and print your confirmation form. Cost is $23.85.
   (4) Take print-out of your registration and your selected photo ID to an IdentoGO fingerprinting site. You can search for an IdentoGO location here https://uenroll.identogo.com/workflows/1KG6RT/locator/location.

   Currently the closest IdentoGo fingerprint site is in South Williamsport (280 Kane Street, Ste 1) with hours from 8:00 a.m. – noon Monday-Saturday.

3. Child Abuse Report - Act 151 or CY113-
   (1) Register online at [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home). Fee: $13.00
   (2) Reason for clearance is “School Employee Governed by Public School Code”
   (3) Provide the Education Department with a copy of the clearance, available online or by mail.
   (4) This is only required once while a student at Lycoming College

4. Tuberculosis test
   (1) You must obtain a TB test from your private Dr. or Health Services at Lycoming College ($11.00). 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.
   (2) Must be renewed yearly

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

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

May 2020
LYCOMING COLLEGE
Department of Education

Statement of Understanding

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, and/or from finalizing your teaching certification.**

Please carefully read and check the box next to each item below to indicate your understanding of the requirements in the Teacher Certification Program.

- [ ] I understand I must pass or prove exemption from a test of basic skills before the start of my junior year, as mandated by the Pennsylvania Department of Education.

- [ ] I understand that if I do not have at least a 2.8 GPA by the start of my junior year I will not be able to continue in the Education Program, as mandated by the Pennsylvania Department of Education.

- [ ] I understand that if I do not have at least a 2.9 at the time of my pre-student teaching semester, I will not be able to continue in the teacher certification program.

- [ ] I understand I must earn a minimum 3.0 GPA, as mandated by the Pennsylvania Department of Education, in order to be certified.

- [ ] I understand I must receive satisfactory or higher ratings during the various levels of field experience.

- [ ] I understand I must receive satisfactory or higher ratings and favorable recommendations from faculty.

- [ ] I understand I must receive favorable recommendations as a result of the Professional Semester.

- [ ] I understand I must successfully complete the program and pass the required certification exams in order to receive a teaching certification.

- [ ] I understand that a record of criminal activity, as listed on one or more of the following, may impact my ability to be in the Teacher Certification Program.
d. Pennsylvania State Criminal History Record (Act 34)
e. Federal (FBI) Criminal History Record (Act 114)

☐ I understand I am responsible for notifying the Lycoming College Department of Education if the status of any of my background clearances change at any point while enrolled in the program.

☐ I understand I must consistently demonstrate behaviors that are recognized within state and national professional and ethical standards, including responsible online and social media behavior.

☐ I understand any violation of the Lycoming College campus conduct policies can impact my ability to complete the Teacher Certification Program.

☐ I understand 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, or as an employee.

☐ I understand that I will be eligible for Pennsylvania teaching certification upon successful completion of the program and upon passing the appropriate certification exams. If I choose to pursue certification in another state, it is my responsibility to determine what credentials are needed.

**Please check the appropriate box that pertains to your status:**

☐ By checking this box, I certify that I have **no current or pending** record of criminal activity.

☐ By checking this box, I am alerting the Education Department that I have a **current or pending** record of criminal activity. I will arrange a meeting with them to determine the best way to move forward.

*By signing below, you indicate that you have carefully read and fully understand each of the statements.*

Student’s Name: ________________________________________

Student’s Signature: _________________________________     Date: __________________
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.
LYCOMING COLLEGE TEACHER INTERN MENTOR PROGRAM

I. What is Mentoring?

A mentor is a single person, whose basic function is to help the teacher intern navigate the basics of teaching profession.

II. Objectives of the Teacher Intern Mentor Program

1. To assist the teacher intern in understanding the mission of the school district in serving the needs of the students.
2. To provide teacher interns with a continuing source of non-evaluative guidance, information, support, coping strategies, and feedback during the intern’s placement in the district.
3. To familiarize teacher interns with the policies of the district, building level administrative procedures and facilities.
4. To acquaint teacher interns with the district curriculum and their role in the implementation of approved curriculum.
5. To provide teacher interns with knowledge of effective instructional strategies in planning and delivery techniques, and to improve classroom management skills.
6. To establish collegial relationships between teacher intern and mentor teacher and other faculty and staff.
7. To orient teacher intern to the school district program of observation and evaluation.

III. Mentors

a. Mentor teachers are selected by the School District, primarily selected based on the following criteria:
   i. Tenured teacher known to be recognized by their peers and principals as outstanding and acceptable for the mentoring experience.
   ii. Should possess a Level II certificate
   iii. Should always be matched for compatibility with the teacher intern and with similar duties and assignments within the building and/or department.

b. Duties of Mentor:
   i. Meet with teacher intern weekly for the specified period of time (up to 14 weeks), sharing district policies, best practices, curriculum, and other areas related to the teacher intern’s time in the district.
MENTOR GUIDE FOR DISCUSSION

I. New Teacher Basics
   a. Building
   b. Classroom
   c. Technology

II. Best Practices
   a. Classroom management
      i. Discipline and classroom rules
   b. Parent communication

III. Curriculum
   a. Teacher manuals
   b. Student texts and materials

IV. Gradebook review

V. Lesson plans and submission process

VI. Homework

VII. Teacher web page

VIII. Report cards
   a. Submission and comments

IX. Parent conferences

X. Observation of other classes
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We discussed/notes:


I still have questions about:
# Post-Baccalaureate, Intern and Accelerated Programs Application

## Personal Information

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## Education

List your previous undergraduate schools, beginning with the most recent.

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## Certification Interest

Certification interest

- Semester Enrolling:
- Certification Tests Passed
- Date of Test:
BRIEF DESCRIPTION OF WHY YOU ARE SEEKING TEACHER CERTIFICATION:

HAVE YOU EVER BEEN ARRESTED OR CONVICTED OF A CRIME? IF SO, PLEASE EXPLAIN.
Appendix 5
Directions for Lycoming College UNDERGRADUATE/POST-BACCALAUREATE Students
To Apply On-Line (TIMS) for Pennsylvania Certification

1. Follow the TIMS directions carefully. (listed below) Remember, you cannot file for certification until the month of your graduation and/or complete all program requirements.

2. You may request a letter of completion from Dr. Hickoff-Cresko (hickoff@lycoming.edu) in the Education Department. Please state your area of certification, what grades you student taught, and the semester you student taught when you contact her. This letter may assist you when applying for teaching positions while your application is being processed. The original letter of completion may be copied, as needed.

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

Log into the PDE website http://www.education.pa.gov and register. On the top ribbon click “Certification” and then scroll down and click the TIMS Log In. On bottom of the log in screen click “Register” and complete the application. Then click the Login tab on the top of the page and proceed to enter your username and password.

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 1” 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 as your primary e-mail address. Your Lycoming account will be deactivated six months after graduation.

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”)

• Yes, if you received a degree from Lycoming.
• If you are certification student only (post-baccalaureate), enter yes if your bachelor’s degree came from Lycoming. Enter no if your bachelor degree came from another institution.

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: If you have passed your PreK – 4 PECT exams and you have not passed your PreK – 8 Special Education PECT exams, you may apply for both subject areas areas. You have one (1) year to pass the Spec Ed. PECT exams to include it on this TIMS application. After you pass the exams, you must call PDE to have them pull your original application to evaluate for the special education certification. This saves you from having to pay the $200 fee twice. If, however, you pass the Special Education exams after one (1) year, of the Prek-4 TIMS application, you will need to apply through TIMS a second time with a second $200 application fee.

NOTE: Are you applying to add an additional subject area to an existing Instructional 1 credential through testing alone? Click ‘no’. If you are a PreK-4 applicant and are adding the grades 5/6 certification on your initial application, you will mark ‘no’. Please be sure to let Dr. Rogers know you passed the grades 5/6 modules so it can be noted during the education department recommendation of your application. (You will check ‘yes’ if you already have a certification and are adding on another subject area by passing the exam only and are not going through the full preparation program. Ex. You have the Biology certification and are adding on the 7-12 General Science certification through testing only.

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”.

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. The application fee is $200.00 - a set fee established by the state, not Lycoming’s Department of Education.

Congratulations! – You have submitted your application.

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

Rachel Hickoff-Cresko
Lycoming College
1 College Place, Box 22
Williamsport, PA 17701.

Also, email Rachel (hickoff@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” PDE does NOT mail you a copy of your certification. YOU need to print from the dashboard.