PLEASE NOTE THESE REFERENCES IN THIS BOOK

OLD EDUCATION PROGRAM – Must be completed by August 31, 2013.

NEW EDUCATION PROGRAM - those who declared Education as a special program AFTER June 1, 2010 (K-12 programs/ECED PreK–4/Special Education with PreK-4 and Special Education with 7-12/7-12 programs)
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</tr>
</tbody>
</table>

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</table>
PART I

Teacher Education Certification Program

Requirements and Guidelines
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 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.

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.

HOPE Early Learning Program houses a pre-school on our campus. We are partners with the HOPE Enterprises Foundation, working with special needs children and adults. The pre-school is available for observation and participation by our students.
PROGRAM STAFF

TO CONTACT US:

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www.lycoming.edu
Education Department Office: 570-321-4010
Fax: 570-321-4389

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Chief Certification Officer
Director of Teacher Education
Teacher Intern Contact
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Fax: 570-321-4389
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LYCOMING COLLEGE EDUCATION DEPARTMENT EMERITI

Dr. Rachael Hungerford  
hunger@lycoming.edu

Mr. John Conrad
AREAS OF CERTIFICATION – OLD PROGRAM

Lycoming College offered the following certification programs approved by the Pennsylvania Department of Education:

**OLD PROGRAM:** Certificates must be issued **prior to August 31, 2013**

- **Elementary Education (K-6)**
- **Secondary Education (7-12)**
  - Biology
  - Chemistry
  - English
  - General Science – with certification & major in Physics/Biology/Chemistry
  - Mathematics
  - Physics
  - Social Science
  - Social Studies – with certification and major in Psychology, Sociology, Anthropology, Economics, History, Political Science, and/or Philosophy
- **K-12 Certification Areas**
  - Art
  - Modern Languages – French, German and Spanish
  - Music
  - Special Education (N-12)
AREAS OF CERTIFICATION – NEW PROGRAM

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

**NEW PROGRAM:** Certificates issued after August 31, 2013 under new PDE regulations/those who declare Education as a special program *AFTER* July 1, 2010.

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

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

Successful completion of the program requirements and passing scores on the required state mandated certification exams allow students to be certified to teach in the specific content area. All certification programs require a 3.0 or better GPA at completion of program and graduation in order to receive certification.

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 these states teachers can be hired with their Pennsylvania certificate and will then have to meet the individual requirements for certification in that specific state.
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. Teaching Intern positions are available to those who hold a baccalaureate degree and who complete the necessary requirement to place them in a classroom on an Intern certificate, which replaces the student teaching component. This occurs in rare circumstances where the student has been hired to teach in a district. (See Appendix 11)

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.
REQUIREMENTS FOR ALL EDUCATION CERTIFICATION PROGRAMS

Basic Timeline for Education Students - See appropriate advisement record in this section

Gate 1: Freshman Year:
* Complete Special Programs Form; available in Education Department or online

Gate 2: Sophomore Year:
* MUST pass PAPA tests; all students take EDUC 210/220
* Continued progress as required before student teaching.

Gate 3: Fall of Junior Year:
* Apply for and complete interview for entrance to Professional Semester

July prior to Fall Professional Semester: $400 Professional Semester fee is due
• It is YOUR responsibility to advise your parent/guardian of the student teaching fee.

November prior to Spring Professional Semester: $400 Professional Semester fee is due
• It is YOUR responsibility to advise your parent/guardian of the student teaching fee.

Gate 4: Senior Year: Fall or Spring Professional Semester; take specialization certification test(s)

• State-mandated 6 credits of English – 3 in composition and 3 in literature - these two courses must be offered by an English Department. English credit awarded by Lycoming College for AP courses will count toward this requirement. Any literature course offered by the English Department at Lycoming College will meet 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 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. However, students may elect to take the additional two credit course off campus. Approval must be given by the Chair of the Education Department.

• Students are responsible to obtain all necessary PECT/PAPA & 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 seminars are held twice a year. Information on registration deadlines and testing dates are available in D207. See the Education Department secretary for a list of required certification exams for individual certification areas.

• Consult with student teacher supervisors regarding information on Pre-Professional Portfolios and the Professional Semester.
Current and clean Act 24, Act 34 and Act 151, Act 114 FBI clearances and TB tests are required before freshman year. Information on how to obtain these can be found in the Education Office (D 207). NO EXCEPTIONS. Act151 and TB tests need to be updated EVERY YEAR that you are in the program. You need only do the Act 24, Act 114 FBI clearance and Act 34 criminal background clearances once while a student is continuously enrolled at Lycoming College. Keep all clearances in a portfolio (on campus) for reference. It is YOUR responsibility to update those required yearly. (See Appendix # 8)

<table>
<thead>
<tr>
<th>Clearance</th>
<th>Renew Yearly</th>
<th>Once and Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 24 (Arrest/conviction report/certification)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Paper form available in Ed. Dept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act 114 (FBI report)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Register on computer/take form to center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act 34 (PA state police criminal history)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Complete on computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act 151 (Child abuse report)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mail paper form to Harrisburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TB</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Offered twice a year at Lycoming College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- FINAL application for teacher certification in Pennsylvania entails Gate 4 of the advisement record

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

Please refer to the following advisement record sheets as they relate to your specific certification program. Additionally, please meet with both your major and education advisors to keep your program updated.
Name: ____________________________________________
Social Security#: ___________________________________
Major Advisor: ____________________________ Education Advisor: ____________________________
Major: ____________________________ Area(s) of Certification: ____________________________
Proposed Graduation Date: ____________________________ Non-Degree: ____________________________

Year and Semester of Student Teaching: __________________________________________________

**Gate 1: EDUCATION PROGRAM ENTRANCE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Date/Grade/Score</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attended First Semester Freshman Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Special programs form completed and submitted to Registrar’s Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reminder to student about 3.0 GPA requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gate 2: ACCEPTANCE AND RETENTION REQUIREMENTS:**

1. **PA STATE-MANDATED TEACHER CERTIFICATION TESTS:** Completed by end of sophomore year
   - PECT/PAPA Module 1: READING
   - PECT/PAPA Module 2: WRITING
   - PECT/PAPA Module 3: MATH

2. Continue monitoring 3.0 GPA

3. **REQUIRED EDUCATION COURSES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math - 6 credits</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>PSY 110 - Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 115 - Development From Infancy to Middle Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 211 - Learning Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 000 - Seminar in Art, Music, Phys Ed and Computer Activities (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 210 - Orientation to the Teacher Education Profession, Part I (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 220 - Orientation to the Teacher Education Profession, Part II (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 340 - Classroom Management in the Field (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 200 - Teaching the Young Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 243 - Early Literacy Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 340 - Children and Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 341 - Children and Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 342 - Children and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 344 - Literacy &amp; Language in Early Elementary Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 230 - Introduction to Special Education</td>
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</tr>
</tbody>
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**Lycoming College Advisement Record**

**ECED (PreK-4) Certification**
### ECED (PreK-4) Certification

**4. REQUIRED MAJOR COURSES:** Student has met with "major" advisor and is on schedule for courses required in the selected major.

<table>
<thead>
<tr>
<th>Gate 3: PROFESSIONAL SEMESTER REQUIREMENTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional semester application submitted</td>
<td></td>
</tr>
<tr>
<td>2. Completion minimum 48 credits</td>
<td></td>
</tr>
<tr>
<td>3. 3.0 GPA requirement</td>
<td></td>
</tr>
<tr>
<td>4. Recommendations:</td>
<td></td>
</tr>
<tr>
<td>1/</td>
<td>2/</td>
</tr>
<tr>
<td>5. Education Department interview</td>
<td></td>
</tr>
<tr>
<td>6. Professional semester cooperating teacher assigned</td>
<td></td>
</tr>
<tr>
<td>7. $400 student teaching fee billed</td>
<td></td>
</tr>
<tr>
<td>8. Successful completion of professional semester</td>
<td></td>
</tr>
<tr>
<td>9. 30 hours of pre-professional observations completed with cooperating teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Professional Semester Courses</th>
<th>Grade/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420 - Instructional Methods for Teaching the English Language Learner (2 cr)</td>
<td></td>
</tr>
<tr>
<td>EDUC 410 - Methods of Classroom Management (2 cr)</td>
<td></td>
</tr>
<tr>
<td>EDUC 447 - Problems in Contemporary American Education (4 cr)</td>
<td></td>
</tr>
<tr>
<td>ECED 448 - Student Teaching in Early Childhood Education (8 cr)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. REQUIRED PROFESSIONAL SEMESTER COURSES</th>
<th>Grade/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420 - Instructional Methods for Teaching the English Language Learner (2 cr)</td>
<td></td>
</tr>
<tr>
<td>EDUC 410 - Methods of Classroom Management (2 cr)</td>
<td></td>
</tr>
<tr>
<td>EDUC 447 - Problems in Contemporary American Education (4 cr)</td>
<td></td>
</tr>
<tr>
<td>ECED 448 - Student Teaching in Early Childhood Education (8 cr)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. PA STATE-MANDATED TEACHER CERTIFICATION TESTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PECT PreK-4 Test</td>
<td>Module 1:</td>
</tr>
<tr>
<td>ADDITIONAL SUBJECT AREA(S) if applicable</td>
<td></td>
</tr>
</tbody>
</table>

| 12. Successful completion of professional semester | |
| 13. Recommendation from cooperating teacher | |
| 14. Recommendation from college supervisor | |
| 15. PDE 430 filed in Lycoming College Education Office | |

### GATE 4: PROGRAM COMPLETION EXIT CRITERIA

| 1. 3.0 requirement met for certification | |
| 2. All tests completed? If not, when do you expect to complete them? | |

| 3. Date of Graduation/Completion of Program: | |
| 4. Do you need any courses to complete the education program? If so, what/where/when? | |

| 5. Education Department exit survey completed | |
| 6. Final transcript and cover page rec’d by Lycoming College Education Department | |
| 7. Business Office clearance | |
| 8. Lycoming College Education Department approval of online application | |
| 9. Certificate issued | |

| 10. Contact information following completion of program: | |
| Permanent Address: | |
| Alternate email address: | |

Signature of Education Department Chair: ____________________________________________

Date: ___________________________
Lycoming College Advisement Record
K-12 Certification: Art - Music — Modern Language

<table>
<thead>
<tr>
<th>Gate 1: EDUCATION PROGRAM ENTRANCE REQUIREMENTS:</th>
<th>Date/Grade/Score</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attended First Semester Freshman Orientation</td>
<td></td>
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<td>2. Special programs form completed and submitted to Registrar’s Office</td>
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<table>
<thead>
<tr>
<th>Gate 2: ACCEPTANCE AND RETENTION REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PA STATE-MANDATED TEACHER CERTIFICATION TESTS: Completed by end of sophomore year</td>
</tr>
<tr>
<td>PECT/PAPA Module 1: READING</td>
</tr>
<tr>
<td>PECT/PAPA Module 2: WRITING</td>
</tr>
<tr>
<td>PECT/PAPA Module 3: MATH</td>
</tr>
<tr>
<td>2. Continue monitoring 3.0 GPA</td>
</tr>
</tbody>
</table>

3. REQUIRED EDUCATION COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade/Date</th>
<th>Initials</th>
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<tbody>
<tr>
<td>English Composition</td>
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<td>Math - 6 credits</td>
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<td>PSY 110 - Introduction to Psychology</td>
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<tr>
<td>PSY 118 - Adolescent Psychology</td>
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<tr>
<td>PSY 211 - Learning Disabilities</td>
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</tr>
<tr>
<td>EDUC 210 - Orientation to the Teacher Education Profession, Part I (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 220 - Orientation to the Teacher Education Profession, Part II (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 348 - Classroom Management in the Field (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC/SPED 330 - Literacy for Middle/Secondary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 230 - Introduction to Special Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. REQUIRED MAJOR COURSES:   Student has met with ‘major’ advisor and is on schedule for courses required in the selected major.

<table>
<thead>
<tr>
<th>Gate 3: PROFESSIONAL SEMESTER REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional semester application submitted</td>
</tr>
<tr>
<td>2. Completion minimum 48 credits</td>
</tr>
<tr>
<td>3. 3.0 GPA requirement</td>
</tr>
<tr>
<td>4. Recommendations: 1/ 2/</td>
</tr>
<tr>
<td>5. Education Department interview</td>
</tr>
<tr>
<td>6. Professional semester cooperating teacher assigned</td>
</tr>
<tr>
<td>7. $400 student teaching fee billed</td>
</tr>
</tbody>
</table>
K-12 Certification: Art - Music - Modern Language

8. Successful completion of professional semester
9. 30 hours of pre-professional observations completed with cooperating teacher

10. REQUIRED PROFESSIONAL SEMESTER COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420</td>
<td>Instructional Methods for Teaching the English Language Learner (2 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 410</td>
<td>Methods of Classroom Management (2 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 447</td>
<td>Problems in Contemporary American Education (4 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 448</td>
<td>Student Teaching in Early Childhood Education (4 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 449</td>
<td>Student Teaching in the Middle or Secondary School (4 cr/7 weeks)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. PA STATE-MANDATED TEACHER CERTIFICATION TESTS:
   FUNDAMENTAL SUBJECTS: 1
   SECONDARY SUBJECT AREA TEST(S):
   ADDITIONAL SUBJECT AREA(S):

12. Successful completion of professional semester
13. Recommendation from cooperating teacher
14. Recommendation from college supervisor
15. PDE 430 filed in Lycoming College Education Office

GATE 4: PROGRAM COMPLETION EXIT CRITERIA
1. 3.0 requirement met for certification
2. All Praxis tests completed? If not, when do you expect to complete them?
3. Date of Graduation/Completion of Program:
4. Do you need any courses to complete the education program? If so, what/where/when?
5. Education Department exit survey completed
6. Final transcript and cover page rec’d by Lycoming College Education Department
7. Business Office clearance
8. Lycoming College Education Department approval of online application
9. Certificate issued
10. Contact information following completion of program:
    Permanent Address:
    Alternate email address:

Signature of Education Department Chair: ____________________________________________

Date:_________________________
Lycoming College Advisement Record
Secondary (7-12) Certification

<table>
<thead>
<tr>
<th>Gate 1: EDUCATION PROGRAM ENTRANCE REQUIREMENTS:</th>
<th>Date/Grade/Score</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attended First Semester Freshman Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Special programs form completed and submitted to Registrar’s Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reminder to student about 3.0 GPA requirement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gate 2: ACCEPTANCE AND RETENTION REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PA STATE-MANDATED TEACHER CERTIFICATION TESTS: Completed by end of sophomore year</td>
</tr>
<tr>
<td>PECT/PAPA Module 1: READING</td>
</tr>
<tr>
<td>PECT/PAPA Module 2: WRITING</td>
</tr>
<tr>
<td>PECT/PAPA Module 3: MATH</td>
</tr>
<tr>
<td>2. Continue monitoring 3.0 GPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gate 3: PROFESSIONAL SEMESTER REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional semester application submitted</td>
</tr>
<tr>
<td>2. Completion minimum 48 credits</td>
</tr>
<tr>
<td>3. 3.0 GPA requirement</td>
</tr>
<tr>
<td>4. Recommendations: 1/2</td>
</tr>
<tr>
<td>5. Education Department interview</td>
</tr>
<tr>
<td>6. Professional semester cooperating teacher assigned</td>
</tr>
</tbody>
</table>
Secondary (7-12) Certification

7. $400 student teaching fee billed
8. Successful completion of professional semester
9. 30 hours of pre-professional observations completed with cooperating teacher

<table>
<thead>
<tr>
<th>10. REQUIRED PROFESSIONAL SEMESTER COURSES</th>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420 - Instructional Methods to Meet the Educational Needs of Diverse Learners (2 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 410 — Methods of Classroom Management (2 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 447 - Problems in Contemporary American Education (4 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 449 - Student Teaching in the Middle or Secondary School (8 cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. PA STATE-MANDATED TEACHER CERTIFICATION TESTS:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>ADDITIONAL SUBJECT AREA (S)</th>
</tr>
</thead>
</table>

12. Successful completion of professional semester
13. Recommendation from cooperating teacher
14. Recommendation from college supervisor
15. PDE 430 filed in Lycoming College Education Office

GATE 4: PROGRAM COMPLETION EXIT CRITERIA

1. 3.0 requirement met for certification
2. All Praxis tests completed? If not, when do you expect to complete them?
3. Date of Graduation/Completion of Program:
4. Do you need any courses to complete the education program? If so, what/where/when?
5. Education Department exit survey completed
6. Final Transcript and cover page rec’d by Lycoming College Education Department
7. Business Office clearance
8. Lycoming College Education Department approval of online application
9. Certificate issued
10. Contact information following completion of program:
    Permanent Address:
    Alternate email address:

Signature of Education Department Chair: ____________________________________________

Date: __________
### Lycoming College Advisement Record

**Special Education/7-12 Certification**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Social Security#:</th>
<th>Major Advisor:</th>
<th>Education Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year and Semester of Student Teaching:**

<table>
<thead>
<tr>
<th>Year and Semester of Student Teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Gate 1: EDUCATION PROGRAM ENTRANCE REQUIREMENTS:

- 1. Attended First Semester Freshman Orientation
- 2. Special programs form completed and submitted to Registrar’s Office
- 3. Reminder to student about 3.0 GPA requirement

### Gate 2: ACCEPTANCE AND RETENTION REQUIREMENTS:

1. **PA STATE-MANDATED TEACHER CERTIFICATION TESTS:** Completed by end of sophomore year
   - PECT/PAPA Module 1: READING
   - PECT/PAPA Module 2: WRITING
   - PECT/PAPA Module 3: MATH
2. Continue monitoring 3.0 GPA

### 3. REQUIRED EDUCATION COURSES:

<table>
<thead>
<tr>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **English Composition**
- **English Literature**
- **Math - 6 credits**
  1.
  2. **PSY 110 - Introduction to Psychology**
  1.
  2. **PSY 118 - Adolescent Psychology**
  1.
  2. **PSY 211 - Learning Disabilities**
  1.
  2. **EDUC 210 - Orientation to the Teacher Education Profession, Part I** (0 cr)
  1.
  2. **EDUC 220 - Orientation to the Teacher Education Profession, Part II** (0 cr)
  1.
  2. **EDUC 339 - Middle and Secondary School Curriculum and Instruction**
  1.
  2. **EDUC 348 - Classroom Management in the Field** (0 cr)
  1.
  2. **EDUC/SPED 338 - Literacy for Middle /Secondary Schools**
  1.
  2. **SPED 230 - Introduction to Special Education**
  1.
  2. **SPED 330 - Reading for Special Populations: Assessment and Instruction**
  1.
  2. **SPED 331 - Curriculum & Assessment in Special Education**
  1.
  2. **SPED 333 - Programs and Services for Individuals With Disabilities**

### 4. REQUIRED MAJOR COURSES:

- Student has met with ‘major’ advisor and is on schedule for courses required in the selected major.

### Gate 3: PROFESSIONAL SEMESTER REQUIREMENTS:

1. Professional semester application submitted
2. Completion minimum 48 credits
### Special Education/7-12 Certification

3. 3.0 GPA requirement

4. Recommendations: 1/ 2/

5. Education Department interview

6. Professional semester cooperating teacher assigned

7. $400 student teaching fee billed

8. Successful completion of professional semester

9. 30 hours of pre-professional observations completed with cooperating teacher

<table>
<thead>
<tr>
<th>10. REQUIRED PROFESSIONAL SEMESTER COURSES</th>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420 - Instructional Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Teaching the English Language Learner</td>
<td>(2 cr)</td>
<td></td>
</tr>
<tr>
<td>SPED 433 - Student Teaching in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle or Secondary Placement for Special</td>
<td>(8 cr/14 wks)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 410 - Methods of Classroom Management</td>
<td>(2 cr)</td>
<td></td>
</tr>
<tr>
<td>(2 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 447 - Problems in Contemporary</td>
<td>(4 cr)</td>
<td></td>
</tr>
<tr>
<td>American Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. PA STATE-MANDATED TEACHER CERTIFICATION TESTS:

PECT SPECIAL ED/7-12 Test: Module 1: Module 2:

PRAXIS CONTENT AREA TESTS:

12. Successful completion of professional semester

13. Recommendation from cooperating teacher

14. Recommendation from college supervisor

15. PDE 430 filed in Lycoming College Education Office

### GATE 4: PROGRAM COMPLETION EXIT CRITERIA

1. 3.0 requirement met for certification

2. All Praxis tests completed? If not, when do you expect to complete them?

3. Date of Graduation/Completion of Program:

4. Do you need any courses to complete the education program? If so, what/where/when?

5. Education Department exit survey completed

6. Final transcript and cover page rec’d by Lycoming College Education Department

7. Business Office clearance

8. Lycoming College Education Department approval of online application

9. Certificate issued

10. Contact information following completion of program:
Permanent Address:

Alternate email address:

Signature of Education Department Chair:____________________________________________

Date:____________
Lycoming College Advisement Record  
Special Education PreK-8/ECED Certification

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Security#:</td>
</tr>
</tbody>
</table>

Major Advisor: __________________________________________________________________________ Education Advisor: __________________________________________________________________________

Major: __________________________________________________________________________ Area(s) of Certification: __________________________________________________________________________

Proposed Graduation Date: __________________________________________________________________________ Non-Degree: __________________________________________________________________________

Year and Semester of Student Teaching: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Gate 1: EDUCATION PROGRAM ENTRANCE REQUIREMENTS:</th>
<th>Date/Grade/Score</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attended First Semester Freshman Orientation</td>
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<table>
<thead>
<tr>
<th>Gate 2: ACCEPTANCE AND RETENTION REQUIREMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PA STATE-MANDATED TEACHER CERTIFICATION TESTS: Completed by end of sophomore year</td>
</tr>
<tr>
<td>PECT/PAPA Module 1: READING</td>
</tr>
<tr>
<td>PECT/PAPA Module 2: WRITING</td>
</tr>
<tr>
<td>PECT/PAPA Module 3: MATH</td>
</tr>
<tr>
<td>2. Continue monitoring 3.0 GPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. REQUIRED EDUCATION COURSES:</th>
<th>Grade/Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math - 6 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 110 - Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 115 — Development from Infancy to Middle Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 211 - Learning Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 000 - Seminar in Art, Music, Phys. Ed and Computer Activities (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 210 - Orientation to the Teacher Education Profession, Part I (0 cr)</td>
<td></td>
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</tr>
<tr>
<td>EDUC 220 - Orientation to the Teacher Education Profession, Part II (0 cr)</td>
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<td></td>
</tr>
<tr>
<td>ECED 200 - Teaching the Young Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 340 - Children and Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 341 - Children and Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 342 - Children and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED/SPED 243 - Early Literacy Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED/SPED 344 - Literacy Learning in Early Elementary Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC/SPED 348 - Classroom Management in the Field (0 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 230 - Introduction to Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 330 - Reading for Special Population: Assessment and Instruction</td>
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<td>SPED 331 - Curriculum &amp; Assessment in Special Education</td>
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<tr>
<td>SPED 333 - Programs and Services for Individuals with Disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Special Education PreK-ECED Certification

#### 4. Required Major Courses:
Student has met with "major" advisor and is on schedule for courses required in the selected major.

#### GATE 3: PROFESSIONAL SEMESTER REQUIREMENTS:

1. Professional semester application submitted
2. Completion minimum 48 credits
3. 3.0 GPA requirement
4. Recommendations: 1/ 2/
5. Education Department interview
6. Professional semester cooperating teacher assigned
7. $400 student teaching fee billed
8. Successful completion of professional semester
9. 30 hours of pre-professional observations completed with cooperating teacher

#### 10. REQUIRED PROFESSIONAL SEMESTER COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Grade</th>
<th>Date</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 420</td>
<td>Instructional Methods for Teaching the English Language Learner</td>
<td>2 cr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 432</td>
<td>Student Teaching in an Early Childhood Placement for Special Education</td>
<td>8 cr</td>
<td>14 wks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 410</td>
<td>Methods of Classroom Management</td>
<td>2 cr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 447</td>
<td>Problems in Contemporary American Education</td>
<td>4 cr</td>
<td></td>
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</tbody>
</table>

#### 11. PA STATE-MANDATED TEACHER CERTIFICATION TESTS:

<table>
<thead>
<tr>
<th>Test Code</th>
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<th>Test Code</th>
<th>Test Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PECT PreK-4 test</td>
<td>Module 1:</td>
<td>Module 2:</td>
<td>Module 3:</td>
</tr>
<tr>
<td>PECT SPECIAL ED/PreK - 8 test</td>
<td>Module 1:</td>
<td>Module 2:</td>
<td></td>
</tr>
</tbody>
</table>

#### 12. Additional Subject Area(S) if applicable

13. Successful completion of professional semester
14. Recommendation from cooperating teacher
15. Recommendation from college supervisor
16. PDE 430 filed in Lycoming College Education Office

#### GATE 4: PROGRAM COMPLETION EXIT CRITERIA

1. 3.0 requirement met for certification
2. All tests completed? If not, when do you expect to complete them?
3. Date of Graduation/Completion of Program:
4. Do you need any courses to complete the education program? If so, what/where/when?
5. Education Department exit survey completed
6. Final transcript and cover page rec’d by Lycoming College Education Department
7. Business Office clearance
8. Lycoming College Education Department approval of online application
9. Certificate issued
10. Contact information following completion of program:
    Permanent Address:
    Alternate email address:

Signature of Education Department Chair: ______________________________

Date: ______________
LYCOMING COLLEGE DEPARTMENT OF EDUCATION TERMS/DEFINITIONS

ADA – Americans with Disabilities Act
ECED – Early Childhood Education
ELL – English Language Learner
ETS – Educational Testing Service
FIELD EXPERIENCE – required hours of observation and participation in specific age-banded settings
LCSTOA - Lycoming College Student Teacher Observation Assessment Form
Non-degree /Post-Baccalaureate/Teaching Intern Student – student who holds a baccalaureate degree from an accredited college and comes to Lycoming College to seek teacher certification.
OCDEL - Office of Child Development and Early Learning
PATTAN –Pennsylvania Training and Technical Assistance Network
PDE - Pennsylvania Department of Education
PECT – Pennsylvania Educator Certification Tests
PRAXIS – tests required by the Commonwealth of Pennsylvania for teaching certification
PROFESSIONAL SEMESTER - The semester in which you do your student teaching
PSEA – Pennsylvania State Education Association
PSSA – Pennsylvania System of School Assessment
SPSEA – Student Pennsylvania State Education Association
SAS – Standards Aligned System
Traditional Student – student who has undergraduate status at Lycoming College.

FACEBOOK AND OTHER PERSONAL WEBSITES

While students have the right to post personal information on the Face Book site and 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 public schools. 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
- Be sure your email, personal addresses and voicemail greetings reflect a professional tone and image
- Be sure you use proper forms of “Netiquette” and forms of address

Remember that these sites are not nearly as secure as you have been led to believe and that others (friends/family, etc.) who gain access to your material also have the opportunity to change what you have put up or to share your password without your knowledge. This is not to your advantage.
Course Requirements

By

Certification Area

Old Program
Elementary K-6

&

New Program
ECED (PreK-4)
Lycoming College currently offers Pennsylvania Certification in Elementary Education K-6. Students must choose a major in one of the academic areas offered by the college. Students interested in Elementary Education Certification may choose ANY major offered by the college. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

**OLD PROGRAM - ELEMENTARY REQUIRED COURSES**

- English Composition
- English Literature
- Math – 6 credits: 1. ____________________ 2. ____________________
- PSY 110 Introduction to Psychology
- PSY 138 Educational Psychology
- EDUC 000 Art, Music, Physical Education in the Elementary School (no credit, but required)
- EDUC 200 Introduction to the Study of Education
- EDUC 340 Teaching Mathematics in the Elementary School
- EDUC 341 Teaching Social Studies in the Elementary School
- EDUC 342 Teaching Science in the Elementary School (fall only)
- EDUC 343W Teaching Language Arts/Children’s Literature in the Elementary School
- EDUC 344W Teaching Reading in the Elementary School
- EDUC 348 Classroom Management in the Field (0 cr)

**PROFESSIONAL SEMESTER: (16 credits + $400 fee)**

- SPED 420A Instructional Methods for Teaching the English Language Learner (2 cr.)
- EDUC 410A Methods of Classroom Management (2cr)
- EDUC 447A Problems in Contemporary American Education (4 cr)
- EDUC 448 A Student Teaching in the Elementary School (8 cr)
ECED (PreK-4) CERTIFICATION PROGRAM

NEW PROGRAM - ECED (PreK-4) REQUIRED COURSES:

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

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420A Instructional Methods for Teaching the English Language Learner (2 cr)
EDUC 410A Methods of Classroom Management (2 cr)
EDUC 447A Problems in Contemporary American Education (4 cr)
ECED 448A Student Teaching in Early Childhood Education (8 cr)
## Fall Term Student Teaching Plan

<table>
<thead>
<tr>
<th>Fall Freshman</th>
<th>Spring Freshman</th>
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</thead>
<tbody>
<tr>
<td>PSY 110</td>
<td>PSY 211 or PSY 115</td>
</tr>
<tr>
<td></td>
<td>ECED 200 (spring only)</td>
</tr>
<tr>
<td></td>
<td>ECED 243D (spring only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Sophomore</th>
<th>Spring Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 211 or PSY 115</td>
<td>EDUC 000</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>EDUC 220</td>
</tr>
<tr>
<td>ECED 342 (fall only)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Junior</th>
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<tbody>
<tr>
<td>ECED 340</td>
<td>ECED 344W</td>
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<tr>
<td>SPED 230</td>
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<tbody>
<tr>
<td>SPED 420</td>
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## Spring Term Student Teaching Plan

<table>
<thead>
<tr>
<th>Fall Freshman</th>
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<tbody>
<tr>
<td>PSY 110</td>
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<tr>
<td></td>
<td>ECED 200</td>
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<td>EDUC 210</td>
<td>EDUC 220</td>
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<table>
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<tr>
<td>SPED 230</td>
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<td>ECED 340</td>
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<tbody>
<tr>
<td>ECED 344W</td>
<td>SPED 420</td>
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<td>EDUC 348</td>
<td>EDUC 410</td>
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<td>EDUC 447</td>
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<td>ECED 448</td>
</tr>
</tbody>
</table>
Course Requirements

By

Certification Area

Old Program

• Special Education (N-12)

&

New Programs

• Special Education PreK-8 with ECED PreK-4

• Special Education with Grades 7-12
STUDENTS IN OLD PROGRAM WILL FOLLOW THE REQUIREMENTS LISTED BELOW

Lycoming College currently offers Pennsylvania Certification in Special Education N-12. This current certification is only offered to those students who have already declared it as a special program. Students interested in Special Education Certification may choose ANY major offered by the college. See Special Education course descriptions in the Lycoming College catalog.

REQUIRED COURSES: OLD PROGRAM

English Composition
English Literature
Math – 6 credits: 1.__________________2.____________________________
PSY 138 Educational Psychology
PSY 216 Abnormal Child Psychology
EDUC 200 Introduction to the Study of Education
EDUC 000 Art/Music/Physical Education in the Elementary School (no credit, no cost but required)
EDUC 344W Teaching Reading in the Elementary School (must be taken before EDUC 330)
EDUC 230 Introduction to Special Education
EDUC 330 Reading for Special Populations: Assessment and Evaluation (spring only)
EDUC 331 Curriculum and Assessment for Students With Disabilities
EDUC 333 Programs and Services for Individuals With Disabilities (fall only)
EDUC 348 Classroom Management in the Field (0 cr)

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
EDUC 410A Methods of Classroom Management (2 cr)
SPED 420A Instructional Methods of Teaching the English Language Learner (2 cr)
EDUC 432A Student Teaching in Elementary School for Special Education (4 cr/7 weeks)
EDUC 433A Student Teaching in Secondary School for Special Education (4 cr/7 weeks)
EDUC 447A Problems in Contemporary American Education (4 cr)
Lycoming Colleges offers PDE Certification in two Special Education dual areas – (1) Special Education with PreK-8 dual certification with ECED PreK-4 and (2) Special Education with 7-12 dual certification. Students seeking Special Education with PreK-8 certification may seek any major, however it is strongly recommended that they declare Psychology as their major. Students seeking certification in a specific area of secondary education are expected to choose their academic major in that area. With careful planning, dual certification is possible. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

NEW PROGRAM – SPECIAL EDUCATION WITH PreK-4 REQUIRED COURSES

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

PROFESSIONAL SEMESTER: (16 credits + $400 fee)

- SPED 420A Instructional Methods for Teaching the English Language Learner (2 cr)
- SPED 432A Student Teaching in an Early Childhood Placement for Special Education (8 cr/14 wks)
- EDUC 410A Methods of Classroom Management (2 cr)
- EDUC 447A Problems in Contemporary American Education (4 cr)
# NEW ECED/SPED Dual Program Suggested Sequence of Courses

## Fall Term Student Teaching Plan

### Fall Freshman  
PSY 110  

### Spring Freshman  
PSY 211 or PSY 115  
ECED 200  
SPED 243D

### Fall Sophomore  
PSY 211 or PSY 115  
EDUC 210  
ECED 342  

### Spring Sophomore  
EDUC 000  
EDUC 220  
SPED 230  
ECED 341

### May Sophomore  
SPED 331 or major

### Fall Junior
ECED 340  
SPED 333 (fall only) or major  

### Spring Junior
SPED 344W  
SPED 331  
EDUC 348

### May Junior
SPED 331 or Humanities

### Fall Senior
SPED 420  
SPED 432  
EDUC 410  
EDUC 447

### Spring Senior
SPED 344W  
SPED 432  
EDUC 447

## Spring Term Student Teaching Plan

### Fall Freshmen  
PSY 110  

### Spring Freshman  
PSY 211 or PSY 115  
ECED 200  
SPED 243D

### Fall Sophomore  
PSY 211 or PSY 115  
EDUC 210  
ECED 342  

### Spring Sophomore  
EDUC 000  
EDUC 220  
SPED 230  
ECED 341

### May Sophomore  
SPED 331 or major

### Fall Junior
SPED 331  
SPED 333 (fall only) or major  

### Spring Junior
ECED 340  
SPED 331 or Humanities

### May Junior
SPED 330 or Humanities

### Fall Senior
SPED 333
SPED 420  
SPED 434  
EDUC 348  
EDUC 447
NEW PROGRAM – SPECIAL EDUCATION WITH 7-12 REQUIRED COURSES:

English Composition
English Literature
Math – 6 credits: 1_____________________2____________________________
PSY 110 Introduction to Psychology
PSY 118 Adolescent Psychology
PSY 211 Learning Disabilities
EDUC 210 Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (sophomore year)
EDUC 339 Middle & Secondary School Curriculum and Instruction
EDUC 348 Classroom Management in the Field (0 cr)
EDUC/SPED 338 Literacy for Middle/Secondary Schools
SPED 230 Introduction to Special Education
SPED 330 Reading for Special Populations: Assessment and Instruction (spring only)
SPED 331 Curriculum & Assessment in Special Education
SPED 333 Programs and Services for Individuals With Disabilities (fall only)

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420A Instructional Methods for Teaching the English Language Learner (2 cr)
SPED 433A Student Teaching in a Middle or Secondary Placement for Special Education (8 cr/14 wks)
EDUC 410A Methods of Classroom Management (2 cr)
EDUC 447A Problems in Contemporary American Education (4 cr)
Course Requirements

By

Certification Areas
7-12 and K-12

Old Program

&

New Program
COURSE REQUIREMENTS
SECONDARY 7-12 EDUCATION CERTIFICATION

Lycoming Colleges 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, Physics and General Science, 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.

OLD PROGRAM 7 – 12 Certification: (This certification area must be completed by August 31, 2013)

English Composition
English Literature
Math – 6 credits: 1. __________________________ 2. __________________________
PSY110 Introduction to Psychology
PSY 138 Educational Psychology
EDUC 200 Introduction to the Study of Education
EDUC 338I Literacy for Middle/Secondary Schools (not required for K-12 certifications)
EDUC 339W Middle/Secondary School Curriculum/Instruction
EDUC 345 Curriculum/Instruction in Middle/Secondary Mathematics (Gr 7-12 math certification only)
EDUC 348 Classroom Management in the Field (0 cr)

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420 Instructional Methods for Teaching the English Language Learner (2 cr)
EDUC 410 Methods of Classroom Management (2 cr)
EDUC 447 Problems in Contemporary American Education (4 cr)
EDUC 449 Student Teaching in the Middle or Secondary School (8 cr)

NEW PROGRAM 7 – 12 Certification:

English Composition
English Literature
Math – 6 credits: 1. __________________________ 2. __________________________
PSY 110 Introduction to Psychology
PSY 118 Adolescent Psychology
PSY 211 Learning Disabilities
EDUC 210 Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
EDUC 220 Orientation to the Teacher Education Profession, Part II (0 cr) (sophomore year)
EDUC 339W Middle & Secondary School Curriculum and Instruction
EDUC 345 Curriculum & Instruction in Middle/Secondary Mathematics (Gr 7-12 math certification only)
EDUC 348 Classroom Management in the Field (0 cr)
EDUC/SPED 338I Literacy for Middle/Secondary Schools
SPED 230 Introduction to Special Education

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420 Instructional Methods for Teaching the English Language Learner (2 cr)
EDUC 410 Methods of Classroom Management (2 cr)
EDUC 447 Problems in Contemporary American Education (4 cr)
EDUC 449 Student Teaching in the Middle or Secondary School (8 cr)
ART (K-12)

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

COURSE REQUIREMENTS

- Successful completion of a major in Art - see college catalog for specific requirements.

OLD FOUNDATION PROGRAM or GENERALIST ART MAJOR

**OLD PROGRAM - ART**

- English Composition
- English Literature
- 6 credits of Math: 1.____________________2.__________________
- ART 310  History and Practice of Art Education
- PSY 110  Introduction to Psychology
- PSY 138  Educational Psychology
- EDUC 200  Introduction to the Study of Education
- EDUC 339 W  Middle/Secondary School Curriculum and Instruction
- EDUC 348  Classroom Management in the Field (0 cr)
  (30 hours Observation/Participation in the semester prior to student teaching)

**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

- SPED 420  Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 410  Methods of Classroom Management (2 cr)
- EDUC 447  Problems in Contemporary American Education (4cr.)
- EDUC 448  Student Teaching in Early Childhood Education (4 cr/7 weeks)
- EDUC 449  Student Teaching in the Middle or Secondary School (4 cr/7 weeks)

NEW PROGRAM - ART

**NEW PROGRAM - ART**

- English Composition
- English Literature
- Math – 6 credits: 1.____________________2.__________________
- ART 310  History and Practice of Art Education
- PSY 110  Introduction to Psychology
- PSY 118  Adolescent Psychology
- PSY 211  Learning Disabilities
- EDUC 210  Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
- EDUC 220  Orientation to the Teacher Education Profession, Part II (0 cr) (sophomore year)
- EDUC 348  Classroom Management in the Field (0 cr)
- EDUC/SPED 338 I  Literacy for Middle/Secondary Schools
- SPED 230  Introduction to Special Education

**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

- SPED 420  Instructional Methods for Teaching the English Language Learner (2 cr)
- EDUC 410  Methods of Classroom Management (2 cr)
- EDUC 447  Problems in Contemporary American Education (4cr.)
- EDUC 448  Student Teaching in Early Childhood Education (4 cr/7 weeks)
- EDUC 449  Student Teaching in the Middle or Secondary School (4 cr/7 weeks)
Students seeking certification to teach in Biology and Biology with General Science should, as early as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

**COURSE REQUIREMENTS**

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

**OLD PROGRAM - BIOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td></td>
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<tr>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>6 credits of Math: 1.<em><strong><strong><strong><strong><strong><strong>2.</strong></strong></strong></strong></strong></strong></em></td>
<td></td>
</tr>
<tr>
<td>PSY 110 Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 138 Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EDUC 200 Introduction to the Study of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 338I Literacy for Middle/Secondary Schools</td>
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</tr>
<tr>
<td>EDUC 339W Middle/Secondary School Curriculum/Instruction</td>
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</tr>
<tr>
<td>EDUC 348 Classroom Management in the Field (0 cr)</td>
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**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 420 Instructional Methods for Teaching English Language Learners</td>
<td>2 cr.</td>
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<tr>
<td>EDUC 410 Methods of Classroom Management</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 447 Problems in Contemporary American Education</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EDUC 449 Student Teaching in the Middle or Secondary School</td>
<td>8 cr.</td>
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**NEW PROGRAM - BIOLOGY**

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<tr>
<td>PSY 211 Learning Disabilities</td>
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<tr>
<td>EDUC 210 Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)</td>
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<tr>
<td>EDUC 220 Orientation to the Teacher education Profession, Part II (0 cr) (sophomore year)</td>
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<tr>
<td>EDUC 339 W Middle &amp; Secondary School Curriculum and Instruction</td>
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<td>EDUC 348 Classroom Management in the Field (0 cr)</td>
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<tr>
<td>EDUC/SPED 338I Literacy for Middle/Secondary Schools</td>
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<td>SPED 230 Introduction to Special Education</td>
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**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

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<td>SPED 420 Instructional Methods for Teaching English Language Learners</td>
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<td>8 cr.</td>
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</tbody>
</table>
CHEMISTRY (7-12)

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

COURSE REQUIREMENTS

• Successful completion of a Major in Chemistry – see college catalog for specific requirements for a BA or BS major in chemistry including the appropriate science seminar.

• General Science/Chemistry Certification requires the completion of all the requirements listed, as well as the following: Any two units from ASTR 111, 112, or 243, ASTR 230 is strongly recommended as an additional course, TWO Biology courses numbered 110 or higher.

• Successful completion of Chem 000 Laboratory Teaching Methods (Junior Year)

OLD PROGRAM – CHEMISTRY

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<td>EDUC 200 Introduction to the Study of Education</td>
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<td>EDUC 338 Literacy for Middle/Secondary Schools</td>
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<tr>
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</table>

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<td>EDUC 210 Orientation to the Teacher Education Profession, Part I</td>
<td>0 cr</td>
</tr>
<tr>
<td>EDUC 220 Orientation to the Teacher education Profession, Part II</td>
<td>0 cr</td>
</tr>
<tr>
<td>EDUC 339W Middle &amp; Secondary School Curriculum and Instruction</td>
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<tr>
<td>EDUC 348 Classroom Management in the Field</td>
<td>0 cr</td>
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<tr>
<td>EDUC/SPED 338 Literacy for Middle/Secondary Schools</td>
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<tr>
<td>SPED 230 Introduction to Special Education</td>
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</tbody>
</table>
Students seeking certification to teach in English should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

**COURSE REQUIREMENTS**

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

### OLD PROGRAM - ENGLISH

<table>
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<tr>
<td>THEA 100 Introduction to Theater</td>
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<td>PSY 110 Introduction to Psychology</td>
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**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

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### NEW PROGRAM - ENGLISH

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<th>Description</th>
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<tr>
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<tr>
<td>6 credits of Math:</td>
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<tr>
<td>THEA 100 Introduction to Theater</td>
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<tr>
<td>PSY 110 Introduction to Psychology</td>
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<tr>
<td>PSY 118 Adolescent Psychology</td>
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<td>EDUC/SPED 338I Literacy for Middle/Secondary Schools</td>
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**PROFESSIONAL SEMESTER:** (16 credits + $400 fee)

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<td></td>
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<tr>
<td>EDUC 447 Problems in Contemporary American Education (4 cr)</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 449 Student Teaching in the Middle or Secondary School (8 cr)</td>
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</table>
GENERAL SCIENCE (7-12)

Only available with Biology, Chemistry or Physics Certification

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

**COURSE REQUIREMENTS**

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

*Note: Unlike Math 123, Math 214 and 332 are electives for the Mathematics major. Further, the pre-requisite of Math 123 for Math 214 is waived for students who have completed Math 129, thus making it disadvantageous to choose Math 123 for this requirement.*

- 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.

**OLD PROGRAM - MATHEMATICS:**

<table>
<thead>
<tr>
<th>English Composition</th>
<th>English Literature</th>
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<tbody>
<tr>
<td>6 credits of Math</td>
<td>1.________________ 2.________________</td>
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<tr>
<td>PSY 110 Introduction to Psychology</td>
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<tr>
<td>PSY 138 Educational Psychology</td>
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<td>EDUC 200 Introduction to the Study of Education</td>
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<td>EDUC 338I Literacy for Middle/Secondary Schools</td>
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<tr>
<td>EDUC 345 Curriculum/Instruction in Middle/Secondary Mathematics</td>
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<tr>
<td>(Offered alternate fall semesters beginning 2009)</td>
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<tr>
<td>EDUC 348 Classroom Management in the Field</td>
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**PROFESSIONAL SEMESTER: (16 credits + $400 fee)**

| SPED 420 Instructional Methods for Teaching English Language Learners | (2 cr) |
| EDUC 410 Methods of Classroom Management | (2 cr) |
| EDUC 447 Problems in Contemporary American Education | (4 cr) |
| EDUC 449 Student Teaching in the Middle or Secondary School | (8 cr) |
NEW PROGRAM - MATHEMATICS

English Literature
English Composition
Math – 6 credits:  1. __________________  2. __________________
PSY 110  Introduction to Psychology
PSY 118  Adolescent Psychology
PSY 211  Learning Disabilities
EDUC 210  Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
EDUC 220  Orientation to the Teacher education Profession, Part II (0 cr) (sophomore year)
EDUC 345  Curriculum/Instruction in Middle/Secondary Mathematics
           (Offered alternate fall semesters)
EDUC 348  Classroom Management in the Field (0 cr)
EDUC/SPED 338I  Literacy for Middle/Secondary Schools
SPED 230  Introduction to Special Education
PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420  Instructional Methods for Teaching English Language Learners (2 cr)
EDUC 410  Methods of Classroom Management (2 cr)
EDUC 447  Problems in Contemporary American Education (4 cr)
EDUC 449  Student Teaching in the Middle or Secondary School (8 cr)
Students seeking certification in Modern Language Studies (French, German or Spanish) should, as soon as possible, consult with the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

**COURSE REQUIREMENTS**

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

**OLD PROGRAM – FRENCH, GERMAN, SPANISH**

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
<td>Math</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>MLS 338</td>
<td></td>
<td>Foreign Language: Systems and Process – grade of B or better is required</td>
</tr>
<tr>
<td>PSY 110</td>
<td></td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 138</td>
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<td>EDUC 348</td>
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**PROFESSIONAL SEMESTER: (16 credits + $400 fee)**

- SPED 420 Instructional Methods for Teaching English Language Learners (2 cr)
- EDUC 410 Methods of Classroom Management (2 cr)
- EDUC 447 Problems in Contemporary American Education (4cr)
- ECED 448 Student Teaching in Early Childhood Education (4 cr/7 weeks)
- EDUC 449 Student Teaching in the Middle or Secondary School (4cr/7 weeks)

**NEW PROGRAM – FRENCH, GERMAN, SPANISH**

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**PROFESSIONAL SEMESTER: (16 credits + $400 fee)**

- SPED 420 Instructional Methods for Teaching English Language Learners (2 cr)
- EDUC 410 Methods of Classroom Management (2 cr)
- EDUC 447 Problems in Contemporary American Education (4cr)
- ECED 448 Student Teaching in Early Childhood Education (4 cr/7 weeks)
- EDUC 449 Student Teaching in the Middle or Secondary School (4cr/7 weeks)
MUSIC (K-12)

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

COURSE REQUIREMENTS

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

  MUS 261  Brass Methods (1cr.)
  MUS 262  Percussion Methods (1cr.)
  MUS 263  String Methods I (1cr.)
  MUS 264  String Methods II (1cr.)
  MUS 265  Vocal Methods (1cr.)
  MUS 266  Woodwind Methods I (1cr.)
  MUS 267  Woodwind Methods II (1cr.)
  MUS 333  Choral Conducting
  MUS 334  Instrumental 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

OLD PROGRAM - MUSIC

English Composition
English Literature
Math – 6 credits:  1_____________________2._______________________
PSY 110  Introduction to Psychology
PSY 138  Educational Psychology
EDUC 200  Introduction to the Study of Education
EDUC 339  Middle/Secondary School Curriculum and Instruction
EDUC 348  Classroom Management in the Field (0 cr)

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420  Instructional Methods for Teaching English Language Learners (2 cr)
EDUC 410  Methods of Classroom Management (2 cr)
EDUC 447  Problems in Contemporary American Education (4cr)
ECED 448  Student Teaching in Early Childhood Education (4 cr/7 weeks)
EDUC 449  Student Teaching in the Middle or Secondary School (4cr/7 weeks)
NEW PROGRAM – MUSIC

English Composition
English Literature
Math – 6 credits: 1______________________2_______________________
PSY 110 Introduction to Psychology
PSY 118 Adolescent Psychology
PSY 211 Learning Disabilities
EDUC 210 Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
EDUC 220 Orientation to the Teacher education Profession, Part II (0 cr) (sophomore year)
EDUC 348 Classroom Management in the Field (0 cr)
EDUC/SPED 338 Literacy for Middle/Secondary Schools
SPED 230 Introduction to Special Education

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420 Instructional Methods for Teaching English Language Learners (2 cr)
EDUC 410 Methods of Classroom Management (2 cr)
EDUC 447 Problems in Contemporary American Education (4cr)
ECED 448 Student Teaching in Early Childhood Education (4 cr/7 weeks)
EDUC 449 Student Teaching in the Middle or Secondary School (4cr/7 weeks)
Students seeking certification to teach Physics should, as soon as possible, consult the Education Department faculty and make their intentions known to their major department advisor so all requirements can be met before the Professional Student Teaching Semester. Please work closely with your major advisor and your education advisor to ensure that all required courses in both programs are completed.

**COURSE REQUIREMENTS**

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

**OLD PROGRAM – PHYSICS**

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<tr>
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SOCIAL STUDIES (7-12)

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

**COURSE REQUIREMENTS**

- Students must complete a major in one of the following areas according to the requirements established by Lycoming College and the academic departments.
  - History
  - Political Science
  - Psychology
  - Sociology/Anthropology
  - International Studies
  - Economics
  - Philosophy
- In addition to the required courses for the chosen major the following courses are also required (old and new programs)
  - HIST 115 Western Civilization I
  - HIST 116 Western Civilization II
  - PSCI 110 US Government and Politics (or one from HIST 125, 126, 402, 404)
  - PSCI 140 Comparative Politics and Geography
  - PSCI 211 State and Local Government
  - ECON 110 Principles of Macroeconomics
  - ANTH 114, ANTH 229, or SOC 110

**OLD PROGRAM – SOCIAL STUDIES**

- English Composition
- English Literature
- Math – 6 credits: 1. ________________, 2. ________________,
- PSY 110 Introduction to Psychology
- PSY 138 Educational Psychology
- EDUC 200 Introduction to Education
- EDUC 338I Literacy for Middle/Secondary Schools
- EDUC 339W Middle/Secondary School Curriculum and Instruction
- EDUC 348 Classroom Management in the Field (0 cr)

**PROFESSIONAL SEMESTER: (16 credits + $400 fee)**

- SPED 420 Instructional Methods for Teaching English Language Learners (2 cr)
- EDUC 410 Methods of Classroom Management (2 cr)
- EDUC 447 Problems in Contemporary American Education (4cr)
- EDUC 449 Student Teaching in the Secondary School (8cr)
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):
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NEW PROGRAM –SOCIAL STUDIES

English Literature
English Composition
Math – 6 credits: 1.____________________2.__________________
PSY 110 Introduction to Psychology
PSY 118 Adolescent Psychology
PSY 211 Learning Disabilities
EDUC 210 Orientation to the Teacher Education Profession, Part I (0 cr) (sophomore year)
EDUC 220 Orientation to the Teacher education Profession, Part II (0 cr) (sophomore year)
EDUC 339W Middle/Secondary School Curriculum and Instruction
EDUC 348 Classroom Management in the Field (0 cr)
EDUC/SPED 338I Literacy for Middle/Secondary Schools
SPED 230 Introduction to Special Education

PROFESSIONAL SEMESTER: (16 credits + $400 fee)
SPED 420 Instructional Methods for Teaching English Language Learners (2 cr)
EDUC 410 Methods of Classroom Management (2 cr)
EDUC 447 Problems in Contemporary American Education (4 cr)
EDUC 449 Student Teaching in the Middle or Secondary School (8 cr)
PART II

Professional Semester
(Observation-Participation and Student Teaching)
REQUIREMENTS FOR ACCEPTANCE INTO THE STUDENT TEACHING SEMESTER

• Completion of Special Programs form – Freshman year

• Formal interview with Education faculty – Junior year after applying for professional semester

• State-mandated cumulative grade point average 3.0 at time of application to the Education Program and at completion of the program/graduation.

• State-mandated two (2) English courses – one in composition and one in literature - these two courses must be offered by an English Department. English credit awarded by Lycoming College for AP courses will count toward this requirement.

• State-mandated two (2) math courses – these two courses must be offered by a Math Department and open to all students. Math credit awarded by Lycoming College for AP courses will count toward this requirement.

• Passing scores on the first three PECT/PAPA exams – Reading, Writing and Math – are required for application to the Professional Semester. Provisional acceptance to the program may be given until these tests are successfully completed. See Education Department secretary for information regarding all tests.

• As part of the application process, letters of recommendation OR an evaluation rubric from two (2) faculty members – 1 in the major and 1 outside the major. Faculty may choose to write the requested letter OR complete the evaluation rubric. Obtaining these recommendations is the responsibility of the student. Materials are available in the Education office D207.

• Candidates for the Professional Student Teaching Semester must complete all the necessary coursework prior to the student teaching experience.

• Prior to being assigned to a student teaching placement, students must present a current and clean Act 34 – Criminal History Record (Pennsylvania State Police Form (SPA-164), an Act 151 form (Pennsylvania Child Abuse History Clearance), Act 24 (Pennsylvania Arrest/Conviction Report and Certification Form) and federal Act 114 FBI clearance. Forms and information are available in the Education Office. Act 151 MUST be updated every academic year! (See Appendix #8)

• Students must also present evidence from a medical doctor or the Lycoming College Health Services of a negative tuberculosis (TB) test done within the previous year. This information MUST be updated every academic year!

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

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

• Students will keep a reflective journal of their observation experiences in their assigned classroom during the required 30 hours of observation/participation previous to actual student teaching and will work on their Pre-Professional Portfolios with their supervisors.
• Education students may select either the Fall or the Spring semester of their Senior year for their student teaching experience provided they have completed all the necessary requirements.

• 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 to their senior year for their student teaching experience, provided they have completed all necessary major and education coursework.

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

• 30 Hours Observation/Participation in assigned classroom, the semester prior to the Professional Student Teaching Semester (EDUC 348 – Classroom Management in the Field (0 cr))
GENERAL OVERVIEW OF RESPONSIBILITIES/REQUIREMENTS OF
STUDENT TEACHERS

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

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

- Student teachers who have boarding contracts with the college may pack their own lunches in the college dining hall. The Education Department Secretary will compile a list during the first week of classes and send it to Food Services. You are responsible for contacting Food Services to make arrangements for a packed lunch. You will also need to contact the Residence Life Office if you need to stay on campus over breaks and holidays.

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

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

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

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

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

- Student teachers will be assigned for 14 weeks of student teaching, except Music, Art and Special Education students who are placed for two 7-week student teaching experiences. They have the same working hours as their co-operating teacher. Tardiness is not acceptable. Student teachers involved in college extra-curricular activities must not allow these activities to interfere with student teaching responsibilities. Student teachers should not leave their school building before the close of the school day. Nothing should interfere with student teaching responsibilities unless first cleared with both the college supervisor and the cooperating teacher.
• Student teaching is both psychologically demanding and physically draining. It places many responsibilities on the student such as planning and delivering a required curriculum in a variety of ways to maintain student interest and to meet a variety of student needs and abilities. It also requires the student teacher to be both focused and flexible. Thorough planning, adequate rest, good nutrition, and a positive attitude contribute greatly to success in this experience. Work weeks of 55-60 hours are the norm.

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

• Know the names of the students as soon as possible.

• Be interested in the students, but maintain a professional demeanor.

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

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

• Attend all required Wednesday afternoon seminars and any other designated seminars during the weeks of student teaching.

• Maintain a professional and appreciative relationship with your cooperating teacher and the rest of the teaching, administrative and support staff.

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

• By Friday of each week, you will have your plans for the following week approved by your teacher. Then email your approved plans to your supervisor by 8:00p.m of that Sunday, along with your class schedule with your teaching responsibilities, prep time and lunch highlighted.

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

• Remember, we are guests in your school and classroom. Also, we represent Lycoming College and the area schools judge the college by us. We owe a debt to those who have preceded us, and we have an obligation to those who come after us.

• Do not become involved in school politics.

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

• Do not fraternize excessively with students in school or at home.
PROFESSIONAL DRESS AND DECORUM

Males
- No earrings or visible body piercings or tattoos
- No head covering indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes – unless leading a physical activity
- No shorts – unless leading a physical activity
- Socks must be worn
- No denim or leather pants
- Wear clean, pressed clothing in good repair
- Clothes should fit properly so that no undergarments are exposed
- Hair should be clean and styled
- Restrained cologne

Acceptable attire includes: slacks, pressed shirt and tie or pullover sweater, dress shoes or loafers

Females
- Restrained jewelry; no earrings in places other than the ear; earrings are of reasonable length (no long chains or hoops bigger than a $.50 cent piece)
- No visible body piercings or tattoos
- No head coverings indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes – unless leading a physical activity
- Hair should be clean and neatly styled
- No denim or leather pants
- Clothes should fit properly so that no undergarments or excess cleavage are exposed
- Clothing should not fit tightly or be of such thin material as to reveal outline of underwear
- No crop tops or low-rider pants that will reveal back or midriff during normal instructional activity
- Wear clean, pressed clothing in good repair
- Restrained makeup and perfume
- Modest skirt length
- Wear shoes that are comfortable and that will not inhibit movement during instructional activity

Acceptable attire includes: suit, skirt, dress slacks, sweater or blouse, dress, or pantsuit, dress shoes or loafers.

If your dress is determined to be unacceptable, you will be asked to go home and change your clothes. Any missed days must be made up. If a district policy is more specific than College policy, then the school policy should be followed. In order to support school spirit, exceptions to this policy can be made for special days in the school.

• 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.

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

• Members of the Education Department are available for discussion and support during all phases of this experience. Ask questions! Ask lots of them!
CHECKLIST OF TEACHING RESPONSIBILITIES OF THE STUDENT TEACHER

....1. Increase involvement in teaching duties gradually.

....2. Involve yourself, as appropriate, in extra-curricular responsibilities and activities.

....3. Assist with discipline and classroom control.

....4. Provide time for visitations and observations of other classrooms.

....5. Require involvement in professional meetings.

....6. Use current professional periodicals and journals.


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 430, 431, 445, 446, 447 and SPED 420 and 430 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 432, 433, 448 and 449 – Student Teaching. All strategies will be discussed with the students.

**Methods of Classroom Management (EDUC 348)**

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

**Student Teaching**

- Sources of assessment will include, but not be limited to, the student teacher’s observed performance in the classroom and attendance and participation at seminars. Lesson plans, lesson plan analyses, journals, and other original documents will also be used as evidence of progress. PDE-430 (See Appendix #6) and the Lycoming College Student Teacher Observation Assessment Form (LCSTOA) (See Appendix #5) are two of the most frequently used tools by the college supervisor to assess and document progress.

- Professional Portfolio – This portfolio will be completed during the Contemporary Problems course. This is the capstone of the Professional Student Teaching Semester. This professional portfolio will contain all the necessary requirements for successful job interviewing.

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

- Mid-Semester Rating Sheet – The student teacher and the cooperating teacher will each be given a copy of this sheet. They are to complete their respective sheets and then share them with each other. The sheets will then be shared with the college supervisor at a scheduled meeting. (PDE 430-See Appendix #6)

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

  * Next, a mid-term conference including the student teacher, the cooperating teacher, and the college supervisor. (See Guidelines for Mid-Term Conferences) for more details.

  * Then, two more observations by the college supervisor using the LCSTOA.

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

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

  * Next, a mid-term conference including the student teacher, the cooperating teacher, and the college supervisor.
*Then, 1 more observation by the college supervisor using the LCSTOA*

*Finally, a final evaluation conference including the cooperating teacher and the college supervisor.  
(See Appendix #6)*

**Contemporary Problems in Education**
- Assessment and evaluation will be as outlined in the course syllabus.

- Final Grades – final grades for all three of the courses comprising the Professional Student Teaching Semester will be assigned by the college supervisor. There are separate grades for each of the three courses.

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

- If a student teacher is denied certification by the Education Department, he/she may appeal the decision to the Provost of the College.
GUIDELINES AND RESPONSIBILITIES FOR SUPPORT PERSONNEL
(COOPERATING TEACHERS & COLLEGE SUPERVISORS)

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

- Conduct classes and seminars for EDUC 348, 410, 447 – Seminar
- Supervise student teachers for EDUC 448, 449 and SPED 432, 433 – Student Teaching
- Observe and evaluate student teaching performance using established criteria (See Appendices #5, 6) a minimum of four times. More visits are possible at the request of the student teacher, the co-operating 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 co-operating 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 in the Professional Student Teaching Semester.
SELECTION AND PREPARATION OF COOPERATING TEACHER

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

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

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

The student teaching experience encompasses two consecutive semesters. The first semester is built around the 30 hour Observation / Participation experience. Appendix #4 - Observation and Participation - has useful information regarding this experience.

The second semester is built around a single 14 week, or two 7 week student teaching placements. Appendix #4 - General Outline of Student Teaching Responsibilities and the Cooperating Teacher Checklist have useful information regarding this experience.

The cooperating teacher . . .

1. Creates an atmosphere of acceptance that is essential for success and recognizes that the student teacher is an asset in the classroom who can foster self-confidence.

2. Provides a separate workspace and a collection of texts and materials for the student teacher to use.

3. Prepares students for the arrival of the student teacher and encourages them to look upon the student teacher as a member of the teaching team. Experience shows that the attitudes of students have a tremendous influence on the success of the student teacher.

4. Introduces administrative, instructional and support staff to the student teacher.

5. Assists the student teacher in finding available community resources.

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

7. Exhibits an understanding of the Pennsylvania State Education Standards and how to implement them in a classroom setting.

8. Models behaviors, teaching strategies and attitudes recommended to the student teacher.

9. Exhibits consistency between what is said and what is done.

10. Notifies immediately both the student teacher and the college supervisor of any problem concerning the student teacher, students, parents, school officials.

11. Explains rationales for actions and suggestions.

12. Encourages innovation and creativity.

13. Involves student teachers in planning and assessment.
14… Assesses and evaluates work of the student teacher through observation and provides both oral and written feedback. The student teacher wants to know strengths as well as areas for fine tuning in regard to curriculum, instruction and assessment. Dialogue between the cooperating and student teacher can happen as follows:

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

**On-going conferences** – focus on specific lessons, strategies, teaching skills, classroom management long range planning, assessment and evaluation of students and personal concerns of student teacher. Use the PDE 430 form for mid-semester review. (See Appendix # 6)

Constructive criticism is essential. The cooperating teacher should identify strengths and areas of concern while providing opportunities for the student to improve performance. The cooperating teacher should plan to discuss progress with the student teacher frequently. There should be a formal conference at least once a week. The student teacher wants and needs the guidance from the cooperating teacher.

**Final conferences** – focus on growth that student teacher has exhibited, successes student teacher has had, problems needing attention and development and a review of the final PDE 430 evaluation form. (See Appendix #6)

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

16… Provides a desk or table/chair and storage space for student teacher’s materials.

17… Identifies problems and helps student teacher to address them.

18… Contacts the college supervisor immediately about any problem, issue or conflict that may arise.

19… Confers with the college supervisor at each visit if necessary.

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

21… Completes the final evaluation and assigns a recommended grade for the student teaching experience and sends to college supervisor.

22… Writes a letter of recommendation/reference for the student teacher on school letterhead and sends to college supervisor.

23… Completes the Student Teaching Experience PDE 430 evaluation form for Education Department and sends it to the college supervisor.

24… Attends the Co-operating Teachers Seminar held by the Lycoming College Department of Education during the Observation / Participation semester that occurs the semester before student teaching (Fall or Spring).
COOPERATING TEACHER CHECKLIST

ORIENTATION OF THE STUDENT TEACHER
(Much of this may happen during the observation period)
...1. Provide a separate workspace for the student teacher.
...2. Introduce school personnel to the student teacher.
...3. Review rules, regulations and policies; give handbook, directory and calendar
...4. Familiarize with emergency procedures.
...5. Provide textbooks, resource materials and show location of media center.
...6. Introduce to class a member of teaching team.
...7. Supply class schedules.
...8. Identify any health problems or concerns for students.
...9. Give definite student teacher responsibilities for early involvement.
...10. Begin seating charts.
...11. Tour school facilities

PLANNING WITH THE STUDENT TEACHER
...1. Consider student teacher’s unit preference.
...2. Provide guidance in long term, weekly and unit planning –establish goals and objectives
...3. Be available for assistance in planning and evaluating.
...4. Check plans for the following week by Friday of the current week.
...5. Inform of schedule changes.

INTERACTION WITH THE STUDENT TEACHER
...1. Be enthusiastic and interested.
...2. Provide continual and constructive evaluations of student teacher performance daily.
...3. Give constructive criticism, discuss alternative methods and encourage experimentation daily.
...4. Keep discussions confidential.
...5. Encourage questions and seeking of help.
...6. Encourage the student teacher to keep a “log” of your discussions/comments.

PROFESSIONAL DEVELOPMENT OF THE STUDENT TEACHER
...1. Increase involvement in teaching duties gradually
...2. Encourage extra-curricular responsibilities and activities.
...3. Assist with discipline and classroom control.
...4. Provide time for visitations and observations of other professionals.
...5. Require involvement in professional meetings.
...6. Use current professional periodicals and journals.
...7. Share parent-teacher conference techniques.
PART III

Appendices
APPENDIX #1

PROFESSIONALISM

PROFESSIONAL DRESS AND DECORUM

Males
- No earrings or visible body piercings or tattoos
- No head covering indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes – unless leading a physical activity
- No shorts – unless leading a physical activity
- Socks must be worn
- No denim or leather pants
- Wear clean, pressed clothing in good repair
- Clothes should fit properly so that no undergarments are exposed
- Hair should be clean and styled
- Restrained cologne

Acceptable attire includes: slacks, pressed shirt and tie or pullover sweater, dress shoes or loafers

Females
- Restrained jewelry; no earrings in places other than the ear; earrings are of reasonable length (no long chains or hoops larger than a $.50 piece)
- No visible body piercings or tattoos
- No head coverings indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes – unless leading a physical activity
- Hair should be clean and neatly styled
- No denim or leather pants
- Clothes should fit properly so that no undergarments or excess cleavage are exposed
- Clothing should not fit tightly or be of such thin material as to reveal outline of underwear
- No crop tops or low-rider pants that will reveal back or midriff during normal instructional activity
- Wear clean, pressed clothing in good repair
- Restrained makeup and perfume
- Modest skirt length
- Wear shoes that are comfortable and that will not inhibit movement during instructional activity

Acceptable attire includes: suit, skirt, dress slacks, sweater or blouse, dress, or pantsuit, dress shoes or loafers.

If your dress is determined to be unacceptable, you will be asked to go home and change your clothes. Any missed days must be made up. If a district policy is more specific than College policy, then the school policy should be followed. In order to support school spirit, exceptions to this policy can be made for special days in the school.

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.
ACADEMIC DISHONESTY – LYCOMING COLLEGE

Academic dishonesty is defined as the willful perversion of truth, or stealing, cheating, or defrauding in instructional matters. Students will have engaged in academic dishonesty if they have copied the work of another without attribution, willfully allowed another to copy their work, falsified information, submitted work of another as though it were their own, or committed other acts of plagiarism or actions deemed dishonest by the instructor. Any information source materials (books, journals, articles, internet, etc.) MUST be cited. The internet is a new and useful resource for materials; however, failure to cite materials from it, as from any other source, constitutes academic dishonesty and will be punished according to the policy outlined in the student handbook.
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. 387, 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 certified, 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 certified 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.
APPENDIX #2

Pennsylvania's Code of Professional Practice and Conduct for Educators

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for certification, 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—27-202), 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
Pre-Professional Portfolio Format  
Lycoming College Department of Education

*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 (both sides) 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>Section Label</th>
<th>Contents</th>
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<tbody>
<tr>
<td>1</td>
<td>Table of Contents</td>
<td>Color Coded to the Tabs List of Contents</td>
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<td>2</td>
<td>Transcript</td>
<td>Unofficial Transcript</td>
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<tr>
<td>3</td>
<td>Philosophy of Education</td>
<td>Personal philosophy of education (2 pages maximum)</td>
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<tr>
<td>4</td>
<td>Resume</td>
<td>Resume</td>
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<tr>
<td>5</td>
<td>Sample Lesson Plan</td>
<td>Sample lesson plan including standards and assessment forms</td>
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<td>6</td>
<td>Sample Unit Plan</td>
<td>Sample unit/theme plan including standards and assessment forms</td>
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<td>7</td>
<td>Clearances</td>
<td>Copy of Current Act 34 PA State clearance (once)</td>
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<td>Copy of Arrest/Conviction Report (Act 24)</td>
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<td>SPSEA</td>
<td>Copy of SPSEA Membership Card</td>
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<td>9</td>
<td>Standard PA Job Application</td>
<td>Standard PA Job Application - see Appendix #10 – <a href="#">www.state.pa.us</a> (blank copy)</td>
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<td>10</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>
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I hereby authorize the Lycoming College Department of Education to release the above noted documents to ________________________________ School District.

___________________________________________________ /___________
Signature of Student Teacher/Date

Accepted by: ______________________________________

Date:______________________________________________

Please note:
Pre-professional portfolios showcase work done in all Education courses. Requirements for this portfolio are available from the Education Department. These portfolios are due the last Friday of classes of each semester prior to student teaching. All local school districts where our student teachers are placed require this working portfolio. NO EXCEPTIONS!
Each candidate must participate in a minimum of 190 hours of field experience prior to student teaching, including PreK placement (includes birth through PreK), one K-1 placement, and one placement in grades 2-4. At least one placement during Stage 3 or Stage 4 (student teaching) must include students with inclusive settings. An inclusive setting is defined as an educational setting which includes children with and without special needs. An inclusive setting includes at least one child with an IFSP/IEP. At least one placement during Stage 3 or Stage 4 must be in a public school setting or a PreK program sponsored by a school district.

The student teaching 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. Classroom mentor teachers (sometimes called cooperating teachers), under who direct supervision the student teachers work, are expected to be trained by the institution, preferably in PreK – 4 best practices, and to have appropriate certification.

Candidates must learn to identify and conduct themselves as members of the profession. They need to know and use ethical guidelines and other professional standards related to PreK – 4 best practices. Candidates must also have opportunities to collaborate with other professional and become informed advocates for sound educational practice and policies.

FIELD EXPERIENCE STAGES

The following section describes the four stages of Field experience required for all certificate areas. The descriptions include minimum time requirements.

STAGE 1: OBSERVATION

Students are observers in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts. Observations should occur in a range of school and early learning settings (e.g. urban, suburban, rural, high and low performing schools) so that students have a broad experience and learn as much as possible about PreK – 4th grade education learners and PreK – 4th education philosophy.

STAGE 2: EXPLORATION

This is an experience in which the candidate works under the teacher’s supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject matter experiences, tutoring children, small group conversations, outdoor play, and monitoring classroom routines and procedures.

STAGE 3: PRE-STUDENT TEACHING

This is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction.

STAGE 4: STUDENT TEACHING

There is a minimum of 12 weeks full-time student teaching required, by the Commonwealth of Pennsylvania. However, the Lycoming College experience is 14 weeks.
STUDENT RESPONSIBILITIES

30 HOURS OBSERVATION/PARTICIPATION (FIELD EXPERIENCES)
ELEMENTARY, SECONDARY, K-12 AND SPECIAL EDUCATION

Information related to observation/participation visits must be compiled and turned into the Education office, Lycoming College, in 2 sturdy 3-ring binders at the end of the semester prior to student teaching. This information will be documentation of your experience and a continuation of your working portfolio. All information will be used during the professional semester. Three separate items are required:

1 – PORTFOLIO (include in Binder # 1)

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 (both sides) 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>Section 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</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>Copy of Current Act 34 PA State clearance (once)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy of Current Act 114 (FBI) clearance (once)</td>
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<td></td>
<td></td>
<td>Copy of Current Act 151 Child Abuse clearance (yearly)</td>
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<td>Copy of Current TB test results (yearly)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy of Arrest/Conviction Report (Act 24)</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 #10 – <a href="http://www.state.pa.us">www.state.pa.us</a> (blank copy)</td>
</tr>
<tr>
<td>10</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>
I hereby authorize the Lycoming College Department of Education to release the above noted documents to ________________________________ School District.

___________________________________________________ /___________
Signature of Student Teacher/Date

Accepted by: ________________________________________________

Date: _______________________________________________________

Please note:
Pre-professional portfolios showcase work done in all Education courses. Requirements for this portfolio are available from the Education Department. These portfolios are due the last Friday of classes of each semester prior to student teaching. All local school districts where our student teachers are placed require this working portfolio. NO EXCEPTIONS!
2 – REFLECTIVE OBSERVATION JOURNAL (include in separate Binder #2 or folder)
1. A reflective observation journal of observations and work done during these observation/participation visits. All of the following need to be addressed in the journal as well as personal insights, thoughts, ideas and comments.

2. Secure and read the student/parent/teacher handbook of the assigned school.

3. Make a sketch of the classroom, labeling all areas

4. Make a seating chart of the class(es).

5. Discuss with the cooperating teacher the following:
   - format of daily/weekly lesson plans
   - unit(s) to be taught by the student teacher
   - titles of text books and other curriculum materials to be used
   - classroom library materials
   - classroom management/discipline strategies approved by the school and used by the teacher
   - routine procedures – attendance, report cards, bus, recess, lunch duties, fire drills, tornado drills, etc.
   - special procedures – assemblies, games, extra-curricular activities, etc.
   - emergencies during the day
   - contacting parents
   - relevant health issues of students in the class
   - expectations of the co-operating teacher
   - assessment/evaluation methods to be used for feedback to student teacher
   - PA. standards and their implementation in the classroom

6. Become familiar with the library and its resources

7. Become familiar with the computer lab/media center and available technology.

8. Become familiar with school personnel – principal, secretary, nurse, custodian, etc.

9. Check with college supervisor concerning any questions that arise during this time.

10. All observation materials must be turned into the Lycoming College Education Office by the Friday of the last week of classes in which the 30 hours of observation/participation are done. NO EXCEPTIONS!
3 – OBSERVATION/PARTICIPATION FORMS (include in Binder #2 or folder)

1. These forms are included with your teaching assignment letter.
2. Extra forms are available in the Education Department office.

Turn in the required portfolio (Binder #1), reflective observation journal and observation/participation forms (Binder #2) to the Lycoming College Education Office by the Friday of the last week of classes in which the 30 hours of observation/participation are done. NO EXCEPTIONS!
Once assigned to a cooperating classroom, 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 co-operating teacher and the student teacher. Longer (2-4 hours) segments are more useful than short (1 hour or less) segments. Cooperating teachers may also arrange for student teachers to visit other classrooms in the building (special education, learning support, related subject areas) during these visits.

This is an essential part of the teacher certification program. It is important that student teachers extend the professional attitudes and behaviors they have already begun to develop. Student teachers need to use the following guidelines:

1. Call the co-operating teacher and make arrangements for your first visit as soon as possible after receiving your placement assignment. Find out what procedures need to be followed when you report to the school (sign in, visitor’s pass, etc.)

2. During the initial visit, set up future visit dates and times. Be sure both student and co-operating teacher have the correct dates and times listed.

3. Ask co-operating teacher for contact information – school/home phone numbers, email addresses, etc.

4. Give co-operating teacher the same information for contacting student teacher.

5. BE PUNCTUAL! If the student teacher finds her/himself unable to keep an appointment for an observation, the school and co-operating teacher must be notified as soon as possible.

6. Dress professionally. Conceal ALL piercings (except pierced ears), and tattoos. Student teachers will be observed by not only the cooperating teacher but by other faculty, administrators and students. There is one opportunity to make a first impression. Make it count!! Refer to Professional Dress and Decorum.

7. Show enthusiasm and interest. Ask questions. Listen and take notes.

8. Remember - you are a guest in the school and a representative of Lycoming College!
One objective for the observation/participation visitations is to provide opportunities to watch and work with an experienced teacher in order to learn about teaching theory, strategies and materials. The cooperating teacher may use strategies such as those listed below. Use this form to check what strategies are observed and discuss them with the teacher later.

_____ Lecture  
_____ Small group work  
_____ Large group work  
_____ Whole class work  
_____ Group projects  
_____ Independent study projects  
_____ Games/simulations/role play  
_____ Stations  
_____ Cooperative learning activities  

_____ Theory  
_____ Reading Activity  
_____ Writing Activity  
_____ Textbooks  
_____ Literature  
_____ Computer software  
_____ Equipment  
_____ Artifacts  
_____ Maps, graphs, etc.
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, more and varied activities are appropriate. If not observed, these activities or procedures need to be discussed with the co-operating 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

Student teachers need to make the opportunity to talk with the principal or another administrator in their assigned building. In this discussion they need to ask:

1. What does the building administrator expect of student teachers?
2. What does the building administrator expect of new teachers?
3. What activities could the student teacher do that would enrich their experience in the district?
4. What could student teachers do to support the mission of the district/school?
5. Are there any issues of which the student teachers should be aware while they are in the district (current controversy or problem that may impact the students they are teaching)?
6. What kind of mentoring is available for new teachers?
7. What advice does the principal have for professional growth?
APPENDIX #5 (LCSTOA)

Lycoming College Student Teacher Observation Assessment Form

Name: _______________________________ Grade/Subject: _____________________

Supervisor: _______________________________ Date:___________________________

Rating Code:  (4) Exemplary/consistently demonstrates (3) Superior/usually demonstrates (2) Satisfactory/sometimes demonstrates (1) Unsatisfactory/rarely or never demonstrates

Category I: Planning Preparation

___1. In-depth and thorough knowledge of content and pedagogy
___2. In-depth and thorough knowledge of Pennsylvania’s academic standards
___3. In-depth and thorough knowledge of students and how to use this knowledge to impart instruction
___4. Clear and appropriate content goals that reflect content standard and high expectations for students
___5. Thorough awareness of resources, materials, and technology available through the school, district, or professional organizations
___6. Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs
___7. Appropriate and clear assessments of student learning and completely aligned to the instructional goals and adapted as required for student needs.

Category II: Classroom Environment

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

Category III: Instructional Delivery

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

Category IV: Professionalism

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

Comments:

White copy - College Supervisor  Yellow copy - Student Teacher  Pink copy - Cooperating Teacher

(6/12)
APPENDIX #6

STUDENT TEACHER PROGRESS EVALUATION RUBRIC/PDE 430
LYCOMING COLLEGE – June 2012

The Lycoming College Education Department is required to use the rubric developed by the Pennsylvania Department of Education (PDE 430) for the mid-term and the final evaluation of the student teaching experience. A copy of the form follows in this appendix.

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

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

Traditionally, those who have completed the student teaching experience received letter grades ranging from A, signifying excellence, to C-. Students who earn below a grade of B in student teaching will not be recommended for certification. 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

A  Rated Exemplary in almost all areas. May have a few areas that are rated in the Superior category.

A – or B +  May have more Superior than Exemplary ratings but showed steady improvement throughout the 14 week experience. Shows good potential for a career in education.

B  Rated Satisfactory in almost all areas. May have a few areas that are rated in the Superior categories. To be certified, student teachers must receive a grade of B or higher in student teaching.

B – or C or C+  Rated Satisfactory in almost all areas but has a significant number of areas rated Unsatisfactory. The student is not recommended for certification.

F  Rated Unsatisfactory in most areas. The student is not recommended for certification.
## Lycoming College Student Teacher Assesment Form Rubric

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

<table>
<thead>
<tr>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Superior</td>
</tr>
<tr>
<td>Exemplary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-depth and thorough knowledge of content and pedagogy</td>
<td>1a. Teacher makes content errors or does not correct content errors students make.</td>
<td>1a. Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</td>
<td>1a. Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
<td>1a. Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
</tr>
<tr>
<td></td>
<td>1b. Teacher displays little understanding of prerequisite knowledge important for student learning of the content.</td>
<td>1b. Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.</td>
<td>1b. Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.</td>
<td>1b. Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>1c. Teacher displays little understanding of pedagogical issues involved in student learning of the content.</td>
<td>1c. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</td>
<td>1c. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.</td>
<td>1c. Teacher displays continuing search for best practice and anticipates student misconceptions.</td>
</tr>
<tr>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Superior</td>
<td>Exemplary</td>
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<tr>
<td>6. Perceptive reflection on teaching and learning and use of reflection in future instruction planning</td>
<td>6.a. Accuracy</td>
<td>6.a. Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</td>
<td>6.a. Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.</td>
<td>6.b. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.</td>
</tr>
<tr>
<td></td>
<td>6.b. Use in Future Teaching</td>
<td>6.b. Teacher makes general suggestions about how a lesson may be improved.</td>
<td>6.b. Teacher makes a few specific suggestions of what he may try another time.</td>
<td></td>
</tr>
</tbody>
</table>

Category IV: Professionalism (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Full commitment to professional standards</td>
<td>4. Teacher occasionally supports District models of planning and preparation, classroom environment, instructional delivery, and professionalism.</td>
<td>4. Teacher often supports District models of planning and preparation, classroom environment, instructional delivery, and professionalism.</td>
<td>4. Teacher committed to support District models of planning and preparation, classroom environment, instructional delivery, and professionalism.</td>
<td>4. Teacher fully supports District models of planning and preparation, classroom environment, instructional delivery, and professionalism.</td>
</tr>
<tr>
<td>5. Full and active compliance with school and district policies</td>
<td>5. Teacher disregards school and district policies.</td>
<td>5. Teacher inconsistently complies with school and district policies.</td>
<td>5. Teacher fully and actively complies with school and district policies.</td>
<td>5. Teacher fully and actively complies with school and district policies. Teacher is actively involved through appropriate venues to strengthen and/or change school and district policies.</td>
</tr>
</tbody>
</table>

Category IV: Professionalism (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
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<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues.</td>
<td>3.a. Teacher engages in no professional development activities to enhance knowledge or skill. 3.b. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>3.a. Teacher participates in professional activities to a limited extent when they are convenient. 3.b. Teacher finds limited ways to contribute to the profession.</td>
<td>3.a. Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. 3.b. Teacher participates actively in assisting other educators.</td>
<td>3.a. Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom. 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>
</tbody>
</table>

Category IV: Professionalism (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Exemplary</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Effective communication with families regarding student needs and development</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>
<td>2.a. Teacher provides frequent information to parents, as appropriate, about the instructional program.</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 little information about the instructional program to families.</td>
</tr>
<tr>
<td>2. Information About the Instructional Program</td>
<td>2.b. Teacher provides information to parents about students' progress on a regular basis and is available as needed to respond to parent concerns.</td>
<td>2.b. Teacher communicates with parents about students' progress in the school's required procedures for communicating to parents. Responses to parent concerns are minimal.</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 makes no attempt to engage families in the instructional program or such attempts are inappropriate.</td>
</tr>
<tr>
<td>2. Information About Individual Students</td>
<td>2.c. Teacher's efforts to engage families are frequent and successful.</td>
<td>2.c. Teacher's efforts to engage families are consistent and successful.</td>
<td>2.c. Teacher's efforts to engage families are inconsistent and unsuccessful.</td>
<td>2.c. Teacher makes modest and inconsistent attempts to engage families in the instructional program.</td>
</tr>
<tr>
<td>2. Engagement of Families in the Instructional Program</td>
<td>2.c. Teacher's efforts to engage families in the instructional program are handled with great sensitivity.</td>
<td>2.c. Teacher's efforts to engage families in the instructional program are handled with great sensitivity.</td>
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</tbody>
</table>
## Lycoming College Student Teacher
### Assessment Form Rubrics

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

**Level of Performance**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Efficient and effective system for maintaining accurate and complete records consistent with school or district guidelines</td>
<td>1.a. Teacher's system for maintaining information on student completion of assignments is in disarray. &lt;br&gt;1.b. Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. &lt;br&gt;1.c. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
<td>1.a. Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. &lt;br&gt;1.b. Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective. &lt;br&gt;1.c. Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.</td>
<td>1.a. Teacher's system for maintaining information on student completion of assignments is fully effective. &lt;br&gt;1.b. Teacher's system for maintaining information on student progress in learning is effective. &lt;br&gt;1.c. Teacher's system for maintaining information on noninstructional activities is fully effective.</td>
<td>1.a. Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records. &lt;br&gt;1.b. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. &lt;br&gt;1.c. Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.</td>
</tr>
<tr>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Superior</td>
<td>Exemplary</td>
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</tr>
<tr>
<td>6. High degree of flexibility and responsiveness in meeting the learning needs of students</td>
<td>6.a. Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. 6.b. Teacher ignores or brushes aside students' questions or interests. 6.c. When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.</td>
<td>6.a. Teacher attempts to adjust a lesson, with mixed results. 6.b. Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven. 6.c. Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</td>
<td>6.a. Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. 6.b. Teacher successfully accommodates students' questions or interests. 6.c. Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.</td>
<td>6.a. Teacher successfully makes a major adjustment to a lesson. 6.b. Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. 6.c. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</td>
</tr>
</tbody>
</table>

Category III: Instructional Delivery (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning.</td>
<td>5. Formal and informal assessments are seldom or never used to monitor students' progress toward content standards and to pace student learning. Students are rarely informed about their progress.</td>
<td>5. Formal and informal assessments are sometimes used to monitor students' progress toward content standards and to pace student learning. Students are sporadically informed about their progress.</td>
<td>5. Formal and informal assessments are frequently used to monitor students' progress toward content standards and to pace student learning. Students are consistently informed about their progress.</td>
<td>5. Formal and informal assessments are almost always used to monitor students' progress toward content standards and to pace student learning. Students are consistently informed about their progress.</td>
</tr>
<tr>
<td>Elements</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Superior</td>
<td>Exemplary</td>
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<tr>
<td>4. Equitable, accurate, and constructive feedback to students on their learning</td>
<td>4.a. Quality: Accurate, Substantive, Constructive, and Specific 4.b. Timeliness</td>
<td>4.a. Feedback is either not provided or is of uniformly poor quality. 4.b. Feedback is not provided in a timely manner.</td>
<td>4.a. Feedback is inconsistent in quality. Some elements of high quality are present; others are not. 4.b. Timeliness of feedback is inconsistent.</td>
<td>4.a. Feedback is consistently high quality. Provision is made for students to use feedback in their learning. 4.b. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.</td>
</tr>
<tr>
<td>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>purposes. 3.e. The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.</td>
<td></td>
</tr>
<tr>
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<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. Students contribute to representation of content.</td>
<td>3.a. Representation of content is appropriate and links well with students' knowledge and experience.</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. Almost all students are cognitively engaged in them.</td>
<td>3.b. Most activities and assignments are appropriate to students. All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.</td>
<td>3.b. All students are cognitively engaged in the activities and assignments in their exploration of content.</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. Students take the initiative to influence instructional groups to advance their understanding.</td>
<td>3.c. Instructional groups are productive and fully appropriate to the instructional goals of a lesson.</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 mentally.</td>
<td>3.d. Instructional materials and resources are suitable to the instructional goals and engage students mentally.</td>
</tr>
<tr>
<td>3.e. Structure and Pacing</td>
<td>3.e. The lesson has</td>
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</tbody>
</table>

Category III: Instructional Delivery (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
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<th>Superior</th>
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</thead>
<tbody>
<tr>
<td>2. Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate</td>
<td>2.a. Teacher's questions are virtually all of poor quality. 2.b. Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers. 2.c. Only a few students participate in the discussion.</td>
<td>2.a. Teacher's questions are a combination of low and high quality. Only some invite a response. 2.b. Teacher makes some attempt to engage students in a true discussion, with uneven results. 2.c. Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>1.a. Most of teacher's questions are of high quality. Adequate time is available for students to respond. 1.b. Classroom interaction represents true discussion, with teacher stepping, when appropriate to the side. 1.c. Teacher successfully engages all students in the discussion.</td>
<td>1.a. Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. 1.b. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. 1.c. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

Category III: Instructional Delivery (version 7/24/09)
### Lycoming College Student Teacher
#### Assessment Form Rubrics

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

#### Level of Performance

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Directions and Procedures</td>
<td>1.a. Teacher directions and procedures are confusing to students.</td>
<td>1.a. Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.</td>
<td>1.a. Teacher directions and procedures are clear to students and contain an appropriate level of detail.</td>
<td>1.a. Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td>1.b. Oral and Written Language</td>
<td>1.b. Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>1.b. Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.</td>
<td>1.b. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.</td>
<td>1.b. Teacher’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</td>
</tr>
<tr>
<td>Elements</td>
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<tr>
<td>6. Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology</td>
<td>6.a. The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.</td>
<td>6.a. The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.</td>
<td>6.a. The classroom is safe, and students adjust the furniture to advance their own purposes in learning.</td>
<td>6.a. The classroom is safe, and students adjust the furniture to advance their own purposes in learning.</td>
</tr>
<tr>
<td>6.a. Safety and Arrangement of Furniture</td>
<td>6.b. Teacher uses physical resources, materials and technology poorly, or learning is not accessible to some students.</td>
<td>6.b. Teacher uses physical resources, materials and technology adequately, and at least essential learning is accessible to all students.</td>
<td>6.b. Teacher uses physical resources, materials and technology optimally, and students ensure that all learning is equally accessible to all students.</td>
<td>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>
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<tr>
<td>5. Clear standards of conduct and highly effective and preventive 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.</td>
<td>5.a. Standards of conduct appear to have been established for most situations, and most students seem to understand them.</td>
<td>5.a. Standards of conduct are clear to all students.</td>
<td>5.a. Standards of conduct are clear to all students and appear to have been developed with student participation.</td>
</tr>
<tr>
<td>5.b. Monitoring of Student Behavior</td>
<td>5.b. Student behavior is not monitored, and teacher is unaware of what students are doing.</td>
<td>4.b. Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>5.b. Teacher is alert to student behavior at all times.</td>
<td>5.b. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.</td>
</tr>
<tr>
<td>5.c. Response to Student Misbehavior</td>
<td>5.c. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</td>
<td>4.c. Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.</td>
<td>5.c. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</td>
<td>5.c. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</td>
</tr>
</tbody>
</table>

Category II: Classroom Environment (version 7/24/09)
<table>
<thead>
<tr>
<th>Elements</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.a. Management of Instructional Groups</td>
<td>4.a. Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</td>
<td>4.a. 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>4.b. Management of Transitions</td>
<td>4.b. Much time is lost during transitions.</td>
<td>4.b. Transitions are sporadically efficient, resulting in some loss of instructional time.</td>
<td>4.b. Transitions occur smoothly, with little loss of instructional time.</td>
<td>4.b. Transitions are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.c. Management of Materials and Supplies</td>
<td>4.c. Materials are handled inefficiently, resulting in loss of instructional time.</td>
<td>4.c. Routines for handling materials and supplies function moderately well.</td>
<td>4.c. Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>4.c. Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.d. Performance of Non-instructional Duties</td>
<td>4.d. Considerable instructional time is lost in performing noninstructional duties.</td>
<td>4.d. Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.</td>
<td>4.d. Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>4.d. Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td>4.e. Supervision of Volunteers and Paraprofessionals</td>
<td>4.e. Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.</td>
<td>4.e. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</td>
<td>4.e. Volunteers and paraprofessionals are productively and independently engaged during the entire class.</td>
<td>4.e. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</td>
</tr>
<tr>
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<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>
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<tbody>
<tr>
<td>3. Appropriate and highly respectful interactions between teacher and students and among 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. 3.b. Student interactions are characterized by conflict, sarcasm, or put-downs.</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. 3.b. Students do not demonstrate negative behavior toward one another.</td>
<td>3.a. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. 3.b. Student interactions are generally polite and respectful.</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. 3.b. Students demonstrate genuine caring for one another as individuals and as students.</td>
</tr>
</tbody>
</table>
**Lycoming College Student Teacher**  
**Rubrics for Assessment Form**

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

**Level of Performance**

<table>
<thead>
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<tbody>
<tr>
<td>1. High and clear expectations for student achievement in a challenging and dynamic learning environment with value placed on high quality student work</td>
<td>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>
<td>1a. Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.</td>
</tr>
<tr>
<td>1.b. Student Pride in Work</td>
<td>1.b. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.</td>
<td>1.b. Students minimally accept the responsibility to &quot;do good work&quot; but invest little of their energy in the quality of the work.</td>
<td>1.b. Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
<td>1.b. 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>1.c. Expectations for Learning and Achievement</td>
<td>1.c. Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</td>
<td>1.c. Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</td>
<td>1.c. 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>
<td>1.c. 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>
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<tr>
<td>7. Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs</td>
<td>7.a. 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. All the instructional goals are nominally assessed through the proposed approach, but the approach is more suitable to some goals than to others.</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. Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs</td>
<td>7.b. Criteria and 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.</td>
</tr>
<tr>
<td>7. Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs</td>
<td>7.c. Use for Planning</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>
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<tr>
<td>Category I: Planning/Preparation (version 7/24/09)</td>
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<tbody>
<tr>
<td>6. Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs</td>
<td>6.a. Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.</td>
<td>6.a. Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.</td>
<td>6.a. Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.</td>
<td>6.a. Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td>6.b. Instructional Materials and Resources</td>
<td>6.b. Materials and resources do not support the instructional goals or engage students in meaningful learning, and/or materials are not adapted for individual student needs.</td>
<td>6.b. Some of the materials and resources support the instructional goals, and some engage students in meaningful learning, and some are adapted for individual student needs.</td>
<td>6.b. All materials and resources support the instructional goals, and most engage students in meaningful learning. Teacher adapts materials for individual student needs.</td>
<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.c. Instructional Groups</td>
<td>6.c. Instructional groups do not support the instructional goals and offer no variety.</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.d. Lesson and Unit Structure</td>
<td>6.d. The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.</td>
<td>6.d. The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>6.d. The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<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>Elements</td>
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<td>Satisfactory</td>
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<tr>
<td>5. Thorough awareness of resources, materials, and technology available through the school or district or professional organizations</td>
<td>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.</td>
<td>5.a. Teacher displays limited awareness of resources available through the school or district. 5.b. Teacher displays limited awareness of resources available through the school or district.</td>
<td>5.a. Teacher is fully aware of all resources available through the school or district. 5.b. Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.</td>
<td>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.</td>
</tr>
<tr>
<td>Elements</td>
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<tr>
<td>4. Clear and appropriate instructional goals that reflect content standards and high expectations for students</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. Goals are valuable in their level of expectations, conceptual understanding, and 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. Goals take into account the varying learning needs of individual students or groups.</td>
<td>4.c. Goals reflect student initiative in establishing important learning.</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>

Category I: Planning/Preparation (version 7/24/09)
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3. In-depth and thorough knowledge of students and how to use this knowledge to inform instruction</td>
<td>3.a. Teacher displays minimal knowledge of developmental characteristics of age group.</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. Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences.”</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. Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.</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. Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.</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>
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>
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<tbody>
<tr>
<td>Rating (Indicate Y)</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)
### Category IV – Professionalism
Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Powered by: 354.33. (1)(i)(I)(J)

---

**Student Teacher/Candidate’s performance appropriately demonstrates:**

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

---

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

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

---

**Category**

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

---

**Rating**

(Indicate □)

---

**Justification for Evaluation**
Student/Candidate's Last Name:  
First  
Middle  
Social Security Number:

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

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

Student Teacher/candidate's performance appropriately demonstrates:

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

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

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

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

Rating (Indicate ✓)

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

Alignment: 354.33. (1)(D)(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)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

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

Rating (Indicate □)

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

**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 1: 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.

<table>
<thead>
<tr>
<th>Alignment:</th>
<th>354.33. (1)(B)(A), (B), (C), (G), (H)</th>
</tr>
</thead>
</table>

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

**Sources of Evidence (Check all that apply and include dates, types/titles and number)**
- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

**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 inadequately demonstrates indicators of performance.
- The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

<table>
<thead>
<tr>
<th>Rating (Indicate %)</th>
</tr>
</thead>
</table>

**Justification for Evaluation**
PDE 430 EVALUATION FORMS

PDE 430 Evaluation Forms:

A sample of the PDE 430 form is included in the following pages. Please use electronic links on the Pennsylvania Department of Education (PDE) webpage to access these forms - www.state.pa.us

They are - PDE-430 (MS Word Electronic Form) and PDE-430A (MS Word Electronic Form for additional information).

These forms are required to be completed twice during the student teaching semester, once for each placement. Once completed electronically, the forms are to be printed, reviewed with the student teacher, signed, and submitted to the Student Teacher's college supervisor. A copy of the completed and signed form is to be given to the student teacher for their records.
APPENDIX #7

Lycoming College Distribution Requirements

ENGLISH: English 106 or 107

1. __________

FINE ARTS: 2 courses selected from ART, CREATIVE WRIT., LIT, MUS, or THEA (100, 114, 135-136, 137-138, 145, 148, 201, 212, 235-236, 333, 335)

1. __________ 2. __________

MODERN LANGUAGE: 2 courses in one language - French, German, Greek, Hebrew, Latin or Spanish

101 or exemption 1. __________
1 additional course in same language 2. __________

HUMANITIES: 4 courses from AT LEAST 3 disciplines: HIST, LIT (ENGL, ML, THEA 335) PHIL, REL

1. __________ 2. __________
3. __________ 4. __________

MATH: Math 100 and one other math - CPTR 108, Math 106, 109, 112, 123, 128, 129, 130, 214, 216

Math 100 or exemption 1. __________
1 additional math course 2. __________

NATURAL SCIENCES: 2 lab courses from ASTR/PHYSICS, BIO or CHEM

1. __________ 2. __________

SOCIAL SCIENCES: 2 courses from CJ, ECON, POL SCI, PSY, or SOC

1. __________ 2. __________

CULTURAL DIVERSITY: 1 course labeled with a "D" next to the course name

1. __________

WRITING ACROSS THE CURRICULUM:

One inside major: _________________________

One outside major: _________________________

One additional: _________________________

PHYSICAL EDUCATION: 2 semesters/ 4 7-week courses/varisty athletics count as semester courses

1. __________ 2. __________
3. __________ 4. __________

PA State Requirements

6 credits - Math

____________

____________

6/12
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 THE START OF THE SCHOOL YEAR (INCLUDING FRESHMEN). You will not receive a field placement until copies of your yearly up-dated clearances are on file in the Education Department Office (D207/AC). Information packets are available in the Education Office...D207/AC.

It is strongly suggested that you complete the on-line process with the Education Department secretary in D207/AC.

Required Background Checks/Forms:

1/ Pennsylvania State Criminal History Records – Act 34 or SP4-164:
   - This should be done online at: https://epatch.state.pa.us/Home.jsp
   - Print the results at the time you process this online.
   - Results will be erased from the system after 30 days
   - Fee: $10.00 (credit card if done online/money order if done on paper)
   - Paper applications are available in the Education Office (D207/AC)
   - This is only required once while a student at Lycoming College

2/ Federal (FBI) Criminal History – Act 114
   - Register at: www.pa.cogentid.com - print copy of registration form
   - Request a copy from Cogent when you register ($2.50)
   - Fee: $33.00 + $2.50 for copy of prints = $35.50
   - Take registration form to a print site (UPS store at T] MAXX Plaza, Williamsport, PA)
   - This is only required once while a student at Lycoming College

3/ Child Abuse Report - Act 151 or CY113-
   - Paper form available in Ed. Dept. Office, D207/AC (in this packet)
   - Fee: $10.00 money order payable to ”The Dept. of Public Welfare”
   - No personal checks accepted! Must be money order - obtainable at Turkey Hill, Wal Mart, U.S. Post Office for a fee ($.99/$.69/$1.00, etc.)
   - Bring application and money order to Ed. Office and we will mail it to Harrisburg for you.
   - Must be renewed yearly

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

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

Please remember to update these at the same time each year. You are responsible for submitting updated copies to the Education Office. Keep your originals on campus in a portfolio. Questions? Please contact the Education Department secretary in D207/AC.
**APPENDIX # 9**

**CERTIFICATION TEST INFORMATION**

Lycoming College Teacher Certification Test Requirements – June, 2012

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Certif. Area Code</th>
<th>PAPA ** Module 1 Reading 220</th>
<th>PAPA ** Module 2 Math 220</th>
<th>PAPA** Module 3 Writing 220</th>
<th>PECT^ Module PreK-4 Modules 1, 2, &amp; 3 220</th>
<th>PECT^ Spec Ed PreK-8 Modules 1 &amp; 2 220</th>
<th>PECT^^ Spec Ed 7-12 Modules 1 &amp; 2 220</th>
<th>PRAXIS/ETS^ 0511/5511** FUND.SUBJECT KNOWLEDGE 150</th>
<th>PRAXIS/ETS Specialty Area Test Codes</th>
<th>PRAXIS/ETS Specialty Area Minimum Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music K-12&quot;</td>
<td>7205</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0113</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Art K-12&quot;</td>
<td>1405</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0134</td>
<td>158</td>
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<tr>
<td>Biology 7-12</td>
<td>8405</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0235</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Chemistry 7-12</td>
<td>8420</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0245</td>
<td>154</td>
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</tr>
<tr>
<td>PreK-4</td>
<td>2825</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PreK-4 &amp; Spec Ed PreK-8</td>
<td>2825/9226</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elementary K-6&quot; Until 8/13</td>
<td>2810</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0011/5011**</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>English 7-12</td>
<td>3230</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0041/5041**</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>French K-12&quot;</td>
<td>4410</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5174**</td>
<td>162</td>
<td></td>
</tr>
<tr>
<td>German K-12&quot;</td>
<td>4420</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5183**</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Gen. Science 7-12 w/Bio/Chem/Physics</td>
<td>8450</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>0435</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Mathematics 7-12</td>
<td>6800</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0061/5061**</td>
<td>136</td>
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<tr>
<td>Physics 7-12</td>
<td>8470</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>0265</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Special Education N-12&quot; Until 8/13</td>
<td>9225</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0354/5354**</td>
<td>151</td>
<td></td>
</tr>
<tr>
<td>Special Education PreK-8</td>
<td>9226</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0265</td>
<td>140</td>
<td></td>
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<tr>
<td>Special Education 7-12&quot;</td>
<td>9227</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0354/5354**</td>
<td>151</td>
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<tr>
<td>Spanish K-12&quot;</td>
<td>4490</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5195**</td>
<td>168</td>
<td></td>
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<tr>
<td>Social Sciences 7-12</td>
<td>8865</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>0951</td>
<td>NO SCORE</td>
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<tr>
<td>Social Studies 7-12</td>
<td>8875</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0081/5081**</td>
<td>157</td>
<td></td>
</tr>
</tbody>
</table>

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

*PAPA test – Required for all certification areas. Register at PECT site [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.

6/12 BH
All students seeking Elementary (K-6), Secondary (7-12) and K-12 teacher certification in Pennsylvania are required to take two sets of examinations. These two sets of examinations are known as PECT (Pennsylvania Educator Certification Tests) 1. PAPA (Pre-service Academic Performance Assessment); and 2. PRAXIS II Content Area Tests (administered by Educational Testing Services).

1. PAPA (Pre-service Academic Performance Assessment)
Regardless of your certification area, you must pass the PAPA (beginning spring 2012) examinations to be certified in Pennsylvania. 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 (Harrisburg, PA is the closest test site to Lycoming College).

Testing Format

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Time</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40 selected-response items</td>
<td>45 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Writing</td>
<td>40 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment</td>
<td>75 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40 selected-response items</td>
<td>60 minutes</td>
<td>220</td>
</tr>
</tbody>
</table>

Fees: $37 per module; $89 for all three modules.

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

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

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.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Exam Code</th>
<th>Description</th>
<th>Analysis ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art K-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>Art K-12</td>
<td>0011 Art: Content Knowledge</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Biology 7-12</td>
<td>0235</td>
<td>Biology: Content Knowledge</td>
<td>147</td>
</tr>
<tr>
<td>Chemistry 7-12</td>
<td>0245</td>
<td>Chemistry: Content Knowledge</td>
<td>154</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>0011</td>
<td>Elementary Education: Curriculum, Instruction, Assessment (paper)</td>
<td>168</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>5011</td>
<td>Elementary Education: Curriculum, Instruction, Assessment (computer)</td>
<td>168</td>
</tr>
<tr>
<td>English 7-12</td>
<td>0041</td>
<td>English Language, Literature, &amp; Composition: Content Knowledge</td>
<td>160</td>
</tr>
</tbody>
</table>

( This certification is not offered after August, 2013)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>French K-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>5174</td>
<td>World Languages: French (computer)</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited test dates</td>
<td></td>
</tr>
<tr>
<td>German K-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>5183</td>
<td>World Languages: German (computer)</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited test dates</td>
<td></td>
</tr>
<tr>
<td>General Science 7-12</td>
<td>0435</td>
<td>General Science: Content Knowledge (With Biology, Chemistry or Physics only)</td>
<td>146</td>
</tr>
<tr>
<td>Mathematics 7-12</td>
<td>0061</td>
<td>Mathematics: Content Knowledge (graphing calculator required)</td>
<td>136</td>
</tr>
<tr>
<td>Music Education K-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>0113</td>
<td>Music: Content Knowledge (contains listening section)</td>
<td>158</td>
</tr>
<tr>
<td>Physics 7-12</td>
<td>0265</td>
<td>Physics: Content Knowledge</td>
<td>140</td>
</tr>
<tr>
<td>Social Sciences 7-12</td>
<td>0951</td>
<td>Social Sciences: Content Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No qualifying score at this time</td>
<td></td>
</tr>
<tr>
<td>Social Studies 7-12</td>
<td>0081</td>
<td>Social Studies: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>Spanish K-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>5195</td>
<td>World Languages: Spanish</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited test dates</td>
<td></td>
</tr>
<tr>
<td>Special Education N-12</td>
<td>0511</td>
<td>Fundamental Subjects: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>0354</td>
<td>Special Education: Core Knowledge and Applications (paper)</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>5354</td>
<td>Special Education: Core Knowledge and Applications (computer)</td>
<td>151</td>
</tr>
</tbody>
</table>

**Fees:** $80/ test unless otherwise noted.

For more information about the PRAXIS exams and how to register for them, please visit the ETS website ([http://www.ets.org/praxis](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

4/12 BH
All students seeking Early Childhood PreK-4 teacher certification in Pennsylvania are required to take two sets of examinations administered by Pearson Evaluation Systems. These two sets of examinations are known as PECT (Pennsylvania Educator Certification Tests) 1. **PAPA** (Pre-service Academic Performance Assessment); and 2. **PreK-4 Core and Professional Knowledge**. You can register to take these 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 (Harrisburg, PA is the closest test site to Lycoming College).

1. **PAPA** (Pre-service Academic Performance Assessment)

   Regardless of your certification area, you must pass the PAPA (beginning spring 2012) examinations to be certified in Pennsylvania. PAPA consists of three test modules that assess your basic skills in reading, writing, and mathematics.

   **Testing Format**

<table>
<thead>
<tr>
<th>Module</th>
<th>Content Area I:</th>
<th>Content Area II:</th>
<th>Format:</th>
<th>Time:</th>
<th>Fees:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Child Development, Learning, and Assessment</td>
<td>Collaboration and Professionalism</td>
<td>40 selected-response items</td>
<td>45 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Writing</td>
<td>Language and Literacy Development</td>
<td>Social Studies, Arts, and Humanities</td>
<td>50 selected-response items</td>
<td>75 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics, Science, and Health</td>
<td>50 selected-response items</td>
<td>75 minutes</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

   *Fees: $37 per module; $89 for all three modules.*

2. **PECT PreK-4 Core and Professional Knowledge**

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Content Area I:</th>
<th>Content Area II:</th>
<th>Format:</th>
<th>Time:</th>
<th>Fees:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 (Test Code 006)</td>
<td>Child Development, Learning, and Assessment</td>
<td>Collaboration and Professionalism</td>
<td>40 selected-response items</td>
<td>45 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Module 2 (Test Code 007)</td>
<td>Language and Literacy Development</td>
<td>Social Studies, Arts, and Humanities</td>
<td>50 selected-response items</td>
<td>75 minutes</td>
<td>220</td>
</tr>
<tr>
<td>Module 3 (Test Code 008)</td>
<td>Mathematics, Science, and Health</td>
<td>50 selected-response items</td>
<td>75 minutes</td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

   *Fees: $46 per module; $110 for all three modules*

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

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

4/12 BH
All students seeking Special Education 7-12 teacher certification in Pennsylvania are required to take three sets of examinations. The two sets of Pearson examinations are known as PECT (Pennsylvania Educator Certification Tests) 1. PAPA (Pre-service Academic Performance Assessment); 2. Special Education 7-12. 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 (Harrisburg, PA is the closest test site to Lycoming College). You will also need to take a 3. Praxis specialty content area test (see appropriate listing of Praxis tests).

1. PAPA (Pre-service Academic Performance Assessment)
Regardless of your certification area, you must pass the PAPA (beginning spring 2012) examinations to be certified in Pennsylvania. PAPA consists of three test modules that assess your basic skills in reading, writing, and mathematics.

Testing Format

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40 selected-response items</td>
<td>40 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment</td>
<td>40 selected-response items</td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
<td>75 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>220</td>
</tr>
</tbody>
</table>

Fees: $37 per module; $89 for all three modules.

2. 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 015)</th>
<th>Foundations and Professional Practice; Understanding Students with Disabilities; Assessment and Program Planning and Implementation</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 45 selected-response items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time: 60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 (Test Code 016)</th>
<th>Inclusive Learning Environments; Delivery of Specially Designed Instruction</th>
<th>220</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Format: 45 selected-response items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time: 60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Fees: $50 per module; $80 for both modules.

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

3. Register for appropriate Praxis specialty content area test (see Praxis 7-12 information page).

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

4/12 BH
All students seeking Special Education PreK-8 teacher certification in Pennsylvania are required to take three sets of examinations administered by Pearson Evaluation Systems. These three sets of examinations are known as PECT (Pennsylvania Educator Certification Tests) 1. PAPA (Pre-service Academic Performance Assessment); 2. PreK-4 Core and Professional Knowledge; and 3. Special Education PreK-8. 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. Harrisburg, PA is the closest test site to Lycoming College.

1. PAPA (Pre-service Academic Performance Assessment)
Regardless of your certification area, you must pass the PAPA (beginning spring 2012) examinations to be certified in Pennsylvania. PAPA consists of three test modules that assess your basic skills in reading, writing, and mathematics.

<table>
<thead>
<tr>
<th>Test</th>
<th>Format</th>
<th>Time</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40 selected-response items</td>
<td>45 minutes</td>
<td>220 $</td>
</tr>
<tr>
<td>Writing</td>
<td>40 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment</td>
<td>75 minutes</td>
<td>220 $</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40 selected-response items</td>
<td>60 minutes</td>
<td>220 $</td>
</tr>
</tbody>
</table>

Fees: $37 per module; $89 for all three modules.

2. 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 011)</th>
<th>Format</th>
<th>Time</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations and Professional Practice; Understanding Students with Disabilities; Assessment and Program Planning and Implementation</td>
<td>45 selected-response items</td>
<td>60 minutes</td>
<td>220 $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2 (Test Code 012)</th>
<th>Format</th>
<th>Time</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Learning Environments; Delivery of Specially Designed Instruction</td>
<td>45 selected-response items</td>
<td>60 minutes</td>
<td>220 $</td>
</tr>
</tbody>
</table>

Fees: $50 per module; $80 for both modules.

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

3. PECT Early Childhood PreK-4 test (see PECT Early Childhood PreK-4 information page)
Be sure to list Lycoming College and Pennsylvania Department of Education as score recipients.

4/10 BH
APPENDIX #10

STANDARD APPLICATION
For Teaching Positions in Pennsylvania Public Schools
(June 2012)
(PLEASE PRINT OR TYPE)

Position(s) Desired

Name

LAST I MIDDLE

1 1 F S T

Present Address

STREET

(AREA CODE) TELEPHONE

CITY STATE ZIP CODE

PERMANENT ADDRESS

STREET

(AREA CODE) TELEPHONE

CITY STATE ZIP CODE

E-MAIL ADDRESS (IF AVAILABLE)

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

CERTIFICATION
(List all areas in which you hold valid Pennsylvania and/or out-of-state teaching certificates. Note: Applicants holding a certificate from another state must obtain a Pennsylvania Certificate in order to teach in Pennsylvania Public Schools.)

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

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

### EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>School or Institution and Location</th>
<th>Major/Min</th>
<th>Diploma Degree</th>
<th>Graduate Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE/UNIVERSITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE/UNIVERSITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE STUDY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRADUATE STUDY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</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>
<th>(Area Code) Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Performed:</td>
<td></td>
<td>Reason for Leaving:</td>
<td></td>
</tr>
</tbody>
</table>

<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>
<th>Your Title</th>
<th>(Area Code) Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Performed:</td>
<td></td>
<td>Reason for Leaving:</td>
<td></td>
</tr>
</tbody>
</table>

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

### Please list activities that you are qualified to supervise or coach:


If you have not been previously employed in a teaching position, please complete the following:

STUDENT OR PRACTICE TEACHING

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

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

REFERENCES

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

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

**OTHER QUALIFICATIONS**

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

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

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

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

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

Were you ever convicted of a criminal offense? [ ] Yes [ ] No

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

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

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

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

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

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

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

Note: If you answered "Yes" to any of the above questions, please provide a detailed explanation on a separate sheet of paper, including dates, and attach it to this application. Please print and sign your name on the sheet, and include your social security number.

ACT 34 Clearance (PA State Police Criminal Background Check)
Each applicant must submit with his/her employment application a copy of a Criminal History Record from the Pennsylvania State Police. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

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

ACT 151 Clearance (PA Child Abuse History Clearance)
Each candidate must submit with his/her employment application a copy of an official clearance from the Pennsylvania Department of Public Welfare. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.
ESSAY
Please write an essay as described on page six. For your convenience, you may attach a sheet; however, your essay may not exceed one page. At the bottom of the attachment, please print and sign your name.

CERTIFICATION AND RELEASE AUTHORIZATION

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

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

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

Pennsylvania school districts shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school district.
**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.

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

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**Signature**

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](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/Accelerated/Teacher Intern
Teacher Certification
POST-BACCALAUREATE/ACCELERATED/TEACHING INTERN CERTIFICATION AT LYCOMING COLLEGE

Lycoming College Education Department Goals/Vision

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

Through the program, candidates are prepared to:

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

Program Description

Lycoming College has been approved by the Pennsylvania Department of Education to provide Post-Baccalaureate, 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. **Teaching Intern** positions are available to those who hold a baccalaureate degree and who complete the necessary requirement to place them in a classroom on an Intern certificate, which replaces the student teaching component. This occurs in rare circumstances where the student has been hired to teach in a district.
Fields of Certification

Lycoming College offers Post-baccalaureate/Accelerated/Teaching Intern certification in the following areas:

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

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

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

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

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

Criteria for Admittance

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

- Candidates must have a baccalaureate degree from an approved university/college and must meet requirements for the academic major (intended certification area) as found in the corresponding department in the current Lycoming College catalog.
• To qualify for admission, students must have a minimum 3.0 cumulative GPA. Successful completion of required certification exams may be necessary. Applicants with a minimum 2.8 GPA will be admitted to the program provisionally until they have completed 8 credit hours on campus with a 3.0 or higher GPA.

• Please submit the following information (see address on application):
  o Completed application
  o Official transcript(s) from former universities
  o One letter of character reference

The following items will be required if you pursue the program PRIOR to attending classes:
  o Act 151 “Child Abuse History Clearance”
  o Act 34 “Request for Criminal Record Check”
  o Act 114 “FBI Criminal History Report”
  o Act 24 “Arrest/Conviction Report and Certification Form”

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

Registration Information

• Please contact the Education Office at 570-321-4010 or rogersa@lycoming.edu with your intentions to pursue or not pursue the program within 6 months.

• Candidates who wish to pursue the program will be interviewed by the Education Department.

• We will assist in creating a schedule. They will then apply to Lycoming College as non-degree students. 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.
**Teacher Intern Certificate**
To obtain a Teacher Intern Certificate, you must successfully complete the required certification exams appropriate to your subject area.

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

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

**Teacher Intern** candidates will seek a position from a Pennsylvania school district and apply with an Intern Certificate. This position will serve as your professional semester. You will follow the rules and regulations of the school district in which you are employed and will be expected to participate in all Lycoming College professional semester activities on campus. This will also be a full-time, one semester, 16-credit assignment. Tuition and fees will be charged accordingly.

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

Further information regarding the Teacher Intern Program may be found at the following website: [www.portal.state.pa.us >Home>Certifications](http://www.portal.state.pa.us).

*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 Education Department
Post-Baccalaureate/Accelerated/Teacher Intern
Certification Application

Date_____________________________

Area of Certification Desired

Early Childhood (ECED) PreK-4 ___ Secondary/K-12(Specify area)_______________

Special Education PreK-8 w/ECED PreK-4 ___ Special Education 7-12 w/ 7-12 Content Area____

Personal Information

Name ______________________________________ Social Security # ____________________

Address__________________________________________________________

E-Mail Address____________________________________________________

Home Phone _______________ Work Phone ___________ Cell Phone____________________

Education Background

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<th>College(s)</th>
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Secondary______________________________   _________ _______________        ____________

Please list related work experience

Please return this form, transcripts and character reference letter to: Dr. Amy Rogers, Lycoming College Department of Education, 700 College Place, Box 22, Williamsport, PA  17701 or rogersa@lycoming.edu or fax: 570-321-4389.

Please note: If you currently hold teacher certification (in ANY state), note area of certification, year obtained and the state in which you hold certification. You are not eligible for the Intern program if you are currently certified but you CAN obtain additional certification. If applicable, please include copies of certification tests and your current certificate.
APPENDIX #12

ELECTRONIC WEBSITE ADDRESSES

Lesson plans and standards for all!
Browse the web and find other sites too!

ABC Teach  http://abcteach.com/
AskEric  http://ericir.syr.edu/Virtual/Lessons
Blackboard.com  http://blackboard.com/
Classroom Discipline Resources  http://7-12 educators.miningco.com/msub49.htm
Connected Teacher (Classroom Connect)

  http://www.connectedteacher.com/lessonplans/lessonplans.asp

Education World  http://www.education-world.com
Emergency Lesson Plans  http://www.jjohnnypress.com
Free Worksheets  http://freeworksheets.com/
General Information  www.edhelper.com
General Information  www.apples4theteacher.com
Graphic Organizer  http://graphic.org/

Make Your Own Wordsearch Puzzles Online

  http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html

Microsoft Classroom Teacher Network  http://Microsoft.com/education/
Microsoft Schoolhouse  http://encarta.msn.com/schoolhouse/
National Geographic  http://www.nationalgeographic.com/education/
New York Times Teacher Connection  

Pennsylvania Department of Education  
http://www.pde.state.pa.us/

Pennsylvania School Board Assn.  
www.psba.org

Project Based Learning Checklist  
http://pblchecklist.4teachers.org/

Puzzlemaker  
http://www.puzzlemaker.com/

Puzzlemaker-Discovery Channel School  
http://puzzlemaker.school.discovery.com

Resumes  
http://7-2educators.miningco.com/msub103resume.htm

Sharpe’s Site  
http://csun.edu/

Smithsonian Ed Teaching Resources  
http://educate.si.edu/resources/resourcesdir.html

Smithsonian Lesson Plans  
http://educate.si.edu/

Science Netlinks  
http://ehrweb.aaas.org/scinetlinks/index.html

Special Educator’s Web Pages  
http://www.geocities.com/Athens/Styx/7315/

Teach Free  
http://teachfree.com/

Teach With Movies: A New Tool for Parents and Teachers  
http://teachwithmovies.org/

Teacher Certification requirements in different states  
http://www.teachercertificationzone.com

Teacher’s Guide to the Professional Cartoonists Index  
http://cagle.com/teacher/

Teachers Helping Teachers  
http://pacific.net/

Teachnet.Com Lesson Ideas  
http://teachnet.com

Virtual Learning Resource Center Lesson Plans  
http://virtuallrc.com/lessonplans.html

Web Quests 101  
www.teachersfirst.com

WebQuests  
http://webquest.sdsu.edu/webquest.html
Williamsport Sun Gazette (job listings)   http://sungazette.com