

Policy Handbook for Initial Teacher Certification



CALIFORNIA UNIVERSITY

OF PENNSYLVANIA

Teacher Education Programs

Art Education K-12
Biology Education 7-12
Chemistry Education 7-12
Communications Education 7-12
Earth & Space Science Education 7-12
English Education 7-12
Grades 4-8 Education
Prekindergarten – Grade 4 Education
Mathematics Education 7-12
Physics Education 7-12
Social Studies Education 7-12
Special Education P-8; 7-12
Technology Education K-12

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California University of Pennsylvania

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Disclaimer

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

The policies and statements are not an irrevocable contract, and CALU reserves the right to change any policy or practice as needed.

Part One:
Introduction to Initial Teacher Education Certification Programs

Approval and Accreditation

Importance of Accreditation

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

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

Pennsylvania Department of Education (PDE)

PDE has approved California University of Pennsylvania's curricula for each of the initial teacher certification areas: Art, Biology, Chemistry, Communications, Earth & Space Science, English, Mathematics, Grades 4-8 Education, Physics, Pre K– Grade 4, Special Education, Social Studies, and Technology Education. PDE has also approved Cal U's advanced certification areas, such as the following: Reading Specialist, Principal, Superintendent Letter of Eligibility (LOE), School Counselor, and Speech and Language Impaired.

National Council for Accreditation of Teacher Education (NCATE)

And

Council for the Accreditation of Educator Preparation (CAEP)

The College of Education and Human Services at California University of Pennsylvania is currently accredited by NCATE, which is the only accrediting body for schools, colleges, and departments of education authorized by the U.S. Department of Education. NCATE determines which schools, colleges, and departments of education meet rigorous national standards in preparing teachers and other school specialists for the classroom. All education programs were accredited by NCATE through 2016. As noted by NCATE:

“On July 1, 2013, NCATE merged with the Teacher Education Accreditation Council (TEAC), which was also a recognized accreditor of teacher-preparation programs, to form the Council for the Accreditation of Educator Preparation (CAEP). CAEP succeeds NCATE and TEAC as the only recognized accreditor specialized in accreditation of U.S. educator-preparation programs.” The COEHS is currently accredited by NCATE, and is transitioning to a review by CAEP.

Conceptual Framework for Teacher Education and Educational Specialists

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

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

Conceptual Framework Principles

#1 Knowledge

- Content (1A)
- Standards (1B)
- Technology (1C)

#2 Professional Practices

- Child Development (2A)
- Diversity (2B)
- Design, Implementation, and Assessment (2C)

#3 Professionalism

- Professional Dispositions (3A)
- Leadership Development (3B)
- Personal Learning (3C)



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

Principle #1: Knowledge

When preparing to work with P-12 students, our candidates' mastery of specialized knowledge of content is crucial. Standards guide our candidates' practice. Technological literacy is essential for educators in the 21st century as they seek to effectively meet the needs of all P-12 students. Education candidates and educational specialists must have expertise in the areas of:

Content (1A)

Content is the significant information that establishes the foundation for each discipline. Education candidates and educational specialists must possess a strong content knowledge base in their discipline. Mastering content is challenging in an information age when knowledge grows and evolves quickly. They must understand the need to update relevant discipline knowledge, and how to apply that knowledge effectively in their practice with P-12 students.

Standards (1B)

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

Technology (1C)

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

Principle #2: Professional Practices

Knowledge of professional practice is key for the development of all our candidates. They need to understand the theories of child and adolescent development, and how to adapt their practices to meet the needs of diverse populations. Our candidates learn to design, implement, and assess their professional practices to meet the needs of all P-12 students. Education candidates and educational specialists must have expertise in the areas of:

Child Development (2A)

Child development focuses on the physical, emotional, psychological, and educational growth of children and adolescents. Tomorrow's professional educators need to be knowledgeable about differing needs and abilities of children and adolescents. They need to understand developmentally appropriate practices to meet the needs of different age groups. Our candidates become proficient in working with children of different age groups and at all ability levels so all P-12 students are treated fairly and learn to their potential.

Diversity (2B)

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

Design, Implementation, & Assessment (2C)

Sound learning begins with the ability to design, implement, and assess educational experiences for P-12 students. Candidates are able to plan and implement practices that reflect standards, knowledge, global events, and emerging technologies. They will understand assessment and how to utilize it effectively in professional environments. By learning to analyze, design, implement, and evaluate their instructional and professional efforts, our candidates are equipped to make data-driven decisions to address the needs of all learners and constituents.

Principle #3: Professionalism

Candidates’ professional attitude toward learning, children, adolescents, schools and agencies or organizations is essential for success and is developed throughout their program. They learn the importance of developing relationships with colleagues, caregivers, and agencies within the community to support P-12 students’ learning and well-being. Education candidates and educational specialists must have expertise in the areas of:

Professional Disposition (3A)

Professional disposition is the set of values, commitments, ethics, and attitudes that distinguish our education candidates and educational specialists as professionals. Professional disposition is demonstrated in alignment with our university’s core values, the professional expectations of the field, and the codes for ethical conduct.

Leadership Development (3B)

Leadership development is the activity by which education candidates and educational specialists guide P-12 students and constituents to achieve success. Our candidates must continue to develop their leadership practices in relationship to their work with P-12 students, colleagues, and community members. Our candidates must be able to communicate and collaborate effectively. Positive professional relationships are essential to reach a shared goal of meeting the needs of P-12 students.

Personal Learning (3C)

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

Initial Instructional Teacher Certification Programs

Cal U offers these initial teacher certification programs:

Undergraduate	Post-Baccalaureate	Graduate
Art (K-12) Biology (7-12) Chemistry (7-12) Communications (7-12) Earth & Space Science (7-12) English (7-12) Mathematics (7-12) Grades 4-8 Education (4-8) Physics (7-12) PreK-Grade 4 (P-4) Special Education (P-12) Social Studies (7-12) Technology Education (K-12)	PreK- Grade 4 (P-4) Grades 4-8 Education (4-8) Technology Education (K-12)	Art (K-12) Biology (7-12) Chemistry (7-12) Communications (7-12) Earth & Space Science (7-12) English (7-12) Mathematics (7-12) Physics (7-12) PreK-Grade 4 (P-4) Spanish Special Education (P-12) Social Studies (7-12)

Note: Internship programs are available. See your department chairperson for information.

Dual Certification Programs

Many candidates choose to earn more than one certification area at the same time. The “dual” certification can be completed in several combinations, such as Pre K – Grade 4 & Special Education or Math & Physics. Candidates choosing to become dual certified take additional courses beyond the standard 120 credit requirement. As of this year, the Pennsylvania Department of Education has made changes in Special Education and Special Education dual certification programs. See below for details regarding these changes.

Summary: Under Act 82, certification for special education will be changing.

- After December 2018, teachers will be able to get special education certification for grades PK-12 rather than the existing PK-8 or 7-12 grade bands for special education. The broader PK-12 special education certification requires three additional courses to be sure that the teachers have had coursework and field experience to address all grade levels.
- Prior to December 31 of 2021, graduates will still need to have special education certification in a dual format along with another area of certification. This matches our existing programs.
- After January 1st of 2022, graduates in special education will all be pursuing the PK-12 special education teacher certificate. That will be a stand-alone certification that does not require special ed teachers to also be certified in a content-area certification such as early childhood, grades 4-8, or a secondary content area. There will be no more special education certification for the separate grade bands. Teachers can still do dual certification combining special education with early childhood, middle grades, or secondary education but it will require additional coursework.

Teacher Education Programs Mission Statement

We, as the Educator Preparation Provider (EPP), create a learning community that provides a personalized, continuum of learning for a diverse candidate and faculty body through collective excellence in academia.

To accomplish this, we incorporate:

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

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

Goal

The principle goal of the Educator Preparation Provider is to maintain a diversity of contemporary curricula appropriate for the preparation of new teachers and the improvement of inservice teachers. In addition, the EPP sponsors the development and delivery of a variety of special programs for the purpose of educating practitioners in a number of human service areas.

To Accomplish Our Mission

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

Programs Offered

The Educator Preparation Provider offers programs that prepare professional personnel in service areas in initial teacher certification as well as a variety of advanced educational specialists.

Part Two: General Policies and Procedures

Introduction

This handbook describes the main aspects of the Initial Teacher Certification Program, part of the Teacher Education Program at California University of Pennsylvania. Candidates and advisors will find the information helpful in understanding the design, scope and requirements of the teacher education programs. For ease of reference, policies and procedures are listed and described below in alphabetical order.

Academic Advising

When candidates officially declare their intent to pursue a program in teacher education, they are assigned a qualified academic advisor in that area. Faculty advisors are available to assist them in planning an academic program. **Candidates have the responsibility to meet all requirements for their degree and certification. Candidates are urged to take advantage of the advisory and consultation services available at Cal U.** Candidates are free to consult with professors, academic advisors, department chairpersons, the deans, and the staff of the Office of Student Success. All of these university representatives maintain regular office hours for consultations. All candidates are encouraged to seek academic advising regularly. **The candidate is responsible for initiating advising contact and preparing for advising sessions.** Advising relationships between Cal U candidates and their academic advisors are protected by the *Family Educational Rights and Privacy Act (FERPA)* confidentiality.

Advisors are available to assist with the following:

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

See the “Frequently Asked Questions” Resource Guide for Teacher Candidates for information on services that are available.

Admission and Retention Form

The Admission and Retention Form, accessed on the COEHS website, lists all requirements for Admission to Teacher Education, as well as Recommendation for Student Teaching. Candidates must obtain, sign, and submit the form, to be kept on file in his or her department’s office.

Candidate Responsibilities

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

1. Seek advisement every semester and complete all requirements of advisement sessions.
2. Participate in the COEHS online Required Informational Training sessions.
3. Know the requirements included in the current Admission and Retention form.
4. Be prepared.
5. Participate in orientation programs and providing information that aids in course selection decisions.
6. Check the Pennsylvania Department of Education (PDE) website to confirm the most recent required tests and scores.
7. If a dual certification major, seek advisement from the assigned advisor in each program and complete all requirements.

Clearances (Acts 24, 31, 34, 114, 151)

In accordance with Pennsylvania Department of Education regulations, all teacher education candidates who have direct contact with children must have a current (not more than one [1] year old) Arrest & Conviction Report (Act 24), Pennsylvania State Criminal Background (Act 34), Child Abuse (Act 151), and Federal Criminal History Record (Act 114, Fingerprinting) clearances. Candidates must also submit evidence of satisfactory completion of Child Abuse Mandatory Reporter training (Act 31). This applies to all course-related observation, field, and clinical experiences, as well as student teaching. It is necessary for Teacher Education Candidates apply for these clearances during their first semester at Cal U and then each summer thereafter.

As of Summer 2019, the procedure for submitting clearances has changed. See below.

Clearances for Teacher Education Students

Clearances must now be submitted to Castle Branch:

<https://portal.castlebranch.com/LS33>

ALL candidates (both incoming and current) are required to have a **CastleBranch** account for managing their clearances. The **CastleBranch management system** will allow students to apply directly, upload, maintain, and access their clearances from any electronic device. It is required that all candidates update their clearances by August 15th each year in preparation for the upcoming field experience(s).

The clearances needed are listed below.

ACT 24 - PDE Arrest or Conviction Form https://www.calu.edu/inside/student-resources/clearances/_files/arrest-conviction-form.pdf

ACT 31 Requirement - Child Abuse Recognition and Reporting Training https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=911

ACT 34 - Pennsylvania Criminal History Record (apply in Castle Branch account)

ACT 151 - Pennsylvania Child Abuse History Clearance (apply in Castle Branch account)

ACT 114- FBI Fingerprint- <https://uenroll.identogo.com/workflows/1KG6RT>

Candidates who experience difficulties with the use of Castle Branch are encouraged to call the customer service number provided on the site.

Note the following:

- Candidates should keep hard copies of the original clearances in a safe place. Many school districts request to see the originals, not copies.

- Cal U does not deny Admission to Teacher Education because of any citation, but candidates need to be aware of future issues with the PDE and future employers. Infractions may, however, impede/prevent a candidate's placement for field experience and student teaching. Infractions that prevent completion of field experiences may make it impossible to progress through the program.
- All Teacher Education candidates must be aware that the PDE has the final decision on whether infractions will prevent the issuance of certification. There are some infractions that prevent PDE certification.

Candidates who experience difficulties with the use of Castle Branch are encouraged to call the customer service number provided on the site.

Clearances Policy Statement

Candidacy requires that all clearances are current, valid throughout the entire academic year. This allows all candidates to be able to work with minors, in compliance with Commonwealth of Pennsylvania law and Pennsylvania Department of Education policy. (For graduate students, admission to a teacher education program assumes candidacy as a teacher education student.) It is expected that all candidates possess all required clearances yearly, for the duration of their academic career at Cal U. Therefore, the following policy has been approved by the Oversight Committee of the College of Education and Human Services at California University of PA: Any admitted graduate and/or undergraduate student who is enrolled in a course that involves contact with minors, and does not have current clearances, will be removed from the course. Further, any subsequent course in which a candidate is enrolled, where minors are involved, requires that the same conditions be met.

Clearances with Infractions

Teacher Education candidates with any type of record, on any clearance, must meet with their department chairperson, and the Teacher Education Subcommittee will be notified. See your Department Chair for more information. Cal U does not automatically deny Admission to Teacher Education because of an infraction, but an infraction may cause a candidate to have future issues with PDE and future employers. All Teacher Education candidates must be aware that PDE has the final decision on whether infractions allow the issuance of teacher certification. Candidates are advised that finding placements for those with infractions on their clearances may be very difficult. Only one attempt will be made to find an accommodating school district, after which candidates may need to consider dropping the course. Infractions that prevent completion of field experiences may make it impossible to progress through the program. Under no circumstances may candidates find their own placements.

Communication

Candidates can find out important information regarding all Teacher Education Programs through the following: Cal U e-mail account, the COEHS Required Informational Training

online modules, the California University website, bulletin boards in the department and college office areas, and/or newsletters.

Note the following:

- All required documents and forms can be obtained from the California University website.
- The Admission and Retention form, to be signed by each candidate, lists requirements for Admission to Teacher Education and Student Teaching. Candidates must read it carefully and sign it.
- Check Cal U email often. Candidates are responsible for department information provided via e-mail, and read the University-wide announcements sent through email.
- Read the announcements on department bulletin boards, and newsletters.
- The COEHS and/or the various teacher education programs will schedule required meetings and online trainings each semester. All candidates are expected to attend these meetings and participate in these online trainings, where critically important information is distributed. Candidates are responsible for the information disseminated during the sessions, as itemized on the Admission and Retention Teacher Education Process form, which they must sign and submit to their departments, to be kept on file.
- Candidates must adhere to advisement policies and scheduling within the candidate's department.

Due Dates

It is critical that teacher candidates understand and meet all deadlines provided in this manual. If a given deadline falls on a holiday or weekend, the subsequent regular business day will be honored as the deadline. Failure to meet a deadline may result in consequences, and possibly prevent application processing.

Field Work Expectations and Responsibilities

In general, candidates are expected to follow all of the policies listed below when visiting schools for any field experiences, including observations, field-based course work, and student teaching. Please note that separate handbooks for field-based course work and student teaching are available and give more detailed information, policies, and procedures.

Attendance

Regular and prompt attendance is required. Candidates are expected to notify their course instructor, university supervisor, mentor and/or cooperating teacher when absent due to illness or for other unavoidable reasons. All missed field time must be made-up as directed by the course instructor or university supervisor.

Clearances

In accordance with PDE regulations, all candidates who have direct contact with preschool and school-aged children must have current (not more than one year old) PDE Arrest or Conviction

form (Act 24), Pennsylvania State Criminal Background (Act 34), Child Abuse (Act 151), Federal Criminal History Record (Act 114, Fingerprinting) clearances; and Child Abuse Mandatory Reporter training (Act 31) . More information about clearances is described above in the section titled, “Clearances (Acts 24, 31, 34, 114, 151).”

Critiques of Experiences

Although careful observation and evaluation of teaching and learning are encouraged, all conversations and writing about educators, children and schools are to be professional. Teacher Candidates at Cal U are guests of the school and its personnel and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.

Grooming and Dress

Candidates are expected to dress and groom in accordance with standards expected of professional teachers. This policy applies to all experiences while in the field setting.

Placements

The following restrictions apply to the field placements:

- Candidates may not return to the school district from which they graduated.
- Candidates may not be placed in the same building where immediate family members attend or are employed.
- Candidates are not permitted to make their own field experience placements.

Professional Relationships

In all professional settings, formal titles (e.g.: Miss, Ms., Mrs., Mr., or Dr.) are expected, rather than first names. Candidates are expected to be courteous, sensitive and discreet in conversations with P-12 students, and to avoid overly casual language and inappropriate slang.

Transportation

Candidates are required to arrange their own transportation.

Uses of Technology

Teacher Education Candidates are encouraged to use educational technologies for instructional purposes whenever possible, as approved by the mentor or cooperating teacher. However, as a Teacher Education Candidate, do not use school computers to access e-mail or the internet for personal use, nor use a cell phone for personal use in the classroom. Candidates are not permitted to take school equipment out of the building.

LiveText by Watermark

All Cal U Teacher Education candidates; undergraduate, post-baccalaureate, and graduate, are required to purchase a LiveText account. (This program has recently changed its name to Watermark.) Access to this on-line tool needs to be purchased one time; access is effective until one year after completion of the Teacher Education program.

What is LiveText by Watermark?

LiveText by Watermark is an internet-based tool that creates electronic portfolios, allows submission of assignments to courses to be scored with rubrics tied to standards, and tracks field experiences. It also does much more. All candidate portfolios and assignments are connected to a large database. This database allows Cal U to aggregate data from hundreds of project scores to be reported to PDE, national professional associations, and the Council for the Accreditation of Educator Preparation (CAEP). Over the last few years, this collection and analysis of data has resulted in many program improvements, making Cal U's programs stronger.

Professional Portfolio in Livetext by Watermark

There are required portfolios and candidates may use embedded templates to create them. One of the required portfolios for all initial teacher certification candidates is Cal U's Teacher Education "Professional Portfolio." The Professional Portfolio is based on national standards for education and used to standardize the data collection required by Cal U's accreditation institutions. This is the portfolio that all of our certification programs have in common because we share common standards for teacher preparation. This portfolio can also be converted into an interview portfolio when applying for jobs. More detail regarding the Professional Portfolio is provided later in this handbook.

Saving Work in LiveText by Watermark

There are many ways to save work/artifacts in Live Text, and it is an excellent place to store files. In over twelve years of using Livetext at the COEHS, not one file has been lost. It is recommended to use Live Text to save the assignments from all classes throughout the entire program. They will be in one safe place. By saving everything in Live Text, artifacts and documents may be highlighted as needed.

Field Experience Module

The Field Experience Module in LiveText is an add-on portion of the regular account and is required of all candidates. This module is used to track field experiences throughout the program and to collect feedback from candidates, from cooperating and mentor teachers, and university supervisors. With this feature, paper forms and assessments are eliminated and tracking progress for meeting the PDE standards for field experiences is enabled.

Purchasing LiveText/Watermark

LiveText/Watermark can be purchased two ways— at the Cal U Bookstore and online at the LiveText/Watermark website. The price is the same either way. Teacher education candidates

may use Financial Aid to purchase LiveText /Watermark at the bookstore. Financial Aid is only available the first week of the semester. If LiveText/Watermark is purchased at the bookstore, candidates must remember not to throw away the sealed brochure. It contains information needed for registering. If the brochure is lost, another license at full price must be purchased. The registration code inside the brochure can only be used once; therefore, purchasing an opened brochure from another candidate is not advised. It may have already been used and would now be useless.

To purchase LiveText by Watermark online, with a credit card, go to: <http://college.livext.com>. Candidates should be sure to purchase the version that includes the Field Experience Module. Candidates do not need to purchase the additional materials for video streaming options in Learn 360.

Setting up a Livetext/Watermark Account

- Accounts should be professional. Candidates should use the name and number on their Cal U e-mail as the user name for the LiveText account. (Do not use the @calu.edu portion.) Using the Cal U email helps the COEHS ensure that courses will display correctly. After the account is set, a personal email address may be added as a back-up contact.
- Candidates should use upper and lowercase lettering when entering their names. The way a candidate enters his or her name is how it will show up and print when creating portfolios, including interview portfolios.
- A social security number is asked for but not required. Candidates may type in 1234.
- Candidates should enter the CWID number as the student number when setting up the account. While that can be changed later, it helps the system to link the candidate's specific courses at CALU.

Offices of Initial Teacher Education Programs

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

- Dean of the College of Education & Human Services Office: Keystone Hall, Room 200B
 - o Phone: 724-938-4125
- Applied Engineering/Technology Office
 - o Phone: 724-938-4085
 - o Technology Education certification
- Childhood Education Department: Keystone Hall, Room 302
 - o Phone: 724-938-4135
 - o PreK-4 and Grades 4-8 certifications
- Department of Special Education: Keystone Hall, Room 108
 - o Phone: 724-938-4142
 - o PreK-12 Special Education certifications
- Secondary Education and Administrative Leadership Office: Keystone Hall, Room 408
 - o Phone: 724-938-4140
 - o Art, Biology, Chemistry, Communications, Earth & Space Science, English, Mathematics, Physics, Social Studies, and Spanish certifications
- Office of Educational Field Experiences, including Student Teaching: Keystone Hall, Room 202
 - o Phone: 724-938- 4126

- o All educational field experiences, regardless of certification area or educational level (graduate or undergraduate)
- o All student teaching, regardless of certification area or educational level (graduate or undergraduate)

Parental Involvement in Candidate's Program

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

- The College of Education and Human Services is bound by the provisions of the Family Education Rights and Privacy Act, PL 93-380 (FERPA) and the "Right to Know Law," PA PL 390.
- Any parent wishing to discuss the educational progress of their son/daughter must have their son/daughter's permission. Please consult California University's policy on information release and the process as prescribed by the institution.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Teacher candidates are expected to adhere to the professional practice and conduct as set forth.

The Code can be located at:

<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

Required Informational Training Modules

Candidates will be notified of on-line training sessions, which will provide critical information about the COEHS checkpoints for progress through Teacher Education programs. Requirements for Admission to Teacher Education, and Recommendation for Student Teaching are presented. Candidates must document completion of the training sessions. Failure to do so may impede registration for program coursework or progress in the program.

Student Teaching Policies and Information

Note that a separate Student Teaching Handbook contains more detailed information, policies, and procedures. The information here is general and designed to give a brief overview.

Required Practicum/ Orientation Sessions the Week Prior to the Student Teaching Semester

Prior to the start of the candidate's student teaching semester, mandatory orientation sessions occur. Candidates are required to attend these face-to-face orientation sessions, which are held during the week prior to the start of the semester. During the semester, the candidate must follow the calendar of the school district in which he or she is placed. Candidates are required to attend all scheduled practicum/orientation sessions, including during Cal U breaks and/or holidays.

Student Teaching Placement

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

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

Note: Pennsylvania regulations and Cal U policies prohibit Teacher Education candidates from arranging their own student teaching placement. Candidates that are considering a special placement or placement outside the geographical service area of Cal U must notify the Student Teaching Committee at least 6 months in advance. Cal U does not guarantee student teaching placements of any kind.

Taking a Course During or After Student Teaching

Student Teaching with its accompanying Practicum is considered a full-time program for the semester in all programs for certification. Taking a course during student teaching is not recommended due to the high workload required. This policy does not cover planned courses that are linked to the student teaching semester. Taking a required education or content course during or after student teaching and earning a grade of C- or lower will result in the candidate not meeting Pennsylvania Department of Education certification requirements, and the candidate will not be recommended by Cal U for teacher certification. Candidates who earn a grade of C- or lower in a required course during or after student teaching will be required to repeat the course prior to applying for certification.

If it becomes necessary to enroll in a course during or after student teaching, candidates must qualify and apply during the semester prior to student teaching. The following requirements must be met:

- The candidate must have an overall GPA of 3.25 or higher.
- The course must be the last course required for graduation.
- The course cannot interfere with student teaching time schedule.
- The course must be approved by the candidate's advisor, Department Chair, and the Student Teaching Committee.

Candidates who wish to take a course during student teaching and meet the above requirements, should complete and submit the *Request to Enroll in a Course During or After Student Teaching* form, which can be found on the Forms page of Cal U website, and the resources section of the COEHS online Required Informational Training Sessions.

Student Teaching Outside the Cal U Service Area

Student teachers are placed in public school settings through a review process by the Student Teaching Subcommittee of the Cal U Education Preparation Provider's (EPP's) Oversight Committee. Student teachers do not make their own placements, nor are they placed in schools where a parent or sibling may work or attend. There is an assumption that all student teachers are in residence in or near Cal U with the exception of graduate students completing the Global Online MAT program. Given that, placements are made according to the following priorities: 1) in one of our Professional Development Schools, or 2) in a public school in either Washington, Fayette, Greene, Westmoreland, or Allegheny County in Pennsylvania. Any other placements that are

within a reasonable distance from Cal U are made through a special request application process and for good reason only. In order to begin the process, the candidate must complete the Special Request Application by contacting their department chairperson prior to the student teaching semester.

Complaints and Concerns

California University of Pennsylvania has a number of policies and procedures for assisting students with questions and complaints. These can be found on the Cal U website. Examples include: appealing a grade, anti-hazing, and consensual relations. Those policies should be a teacher candidate's first set of resources for issues where policies and procedures already exist. It is always best to work up the chain starting with a faculty member or advisor before elevating the concern since many issues can be clarified and resolved informally.

For issues and complaints **related to education specific policies and procedures in initial teacher certification programs**, teacher candidates should first approach their advisor. The policies and procedures found in the education handbooks were developed based on a variety of guidelines including accreditation standards and state certification standards. Many of them cannot be changed, but an advisor can also help clarify them and help candidates strategize ways to be successful. Where there is a specific instance where a circumstance indicates the need for an alternate approach or solution, the candidate should meet with a department chair so that they can clarify the issue and record it. The complaint or issue will be taken to the Assistant Dean who will determine whether the issue would be more appropriately addressed in the Teacher Education Subcommittee or at the Oversight Committee. If the issue cannot be resolved at those levels, they will go to the Dean of the College of Education.

Process:

- Talk to Instructor or Advisor for assistance or clarification
- Education-specific issues needing solutions beyond regular policies and procedures- the Department Chair will record it to take to the Assistant Dean
- Assistant Dean determines the appropriate committee for review and response: Teacher Education Subcommittee or Oversight Committee
- Dean of the College of Education if needed

For issues and complaints **related to education specific policies and procedures in graduate advanced programs**, advanced candidates should first approach their advisor. The policies and procedures found in the education handbooks were developed based on a variety of guidelines including accreditation standards and state certification standards. Many of them cannot be changed, but an advisor can also help clarify them and help candidates strategize ways to be successful. Where there is a specific instance where a circumstance indicates the need for an alternate approach or solution, the candidate should meet with a program advisor so that they can clarify the issue and record it. Depending on the nature of the concern, it will be taken to the Graduate Dean or to the Assistant Dean in the College of Education so that the issue can be directed appropriately.

The education programs keep a record of issues and complaints so that we can look for trends and consider where policies or procedures may need to be adjusted when possible.

Part Three: Teacher Education Decision Points

Overview

There are six decision points in the California University of Pennsylvania Teacher Education Assessment System for undergraduate Teacher Education Candidates. For each decision point, there are a number of criteria and a variety of assessment tools. The goal of this system is to assure clear communication from the Teacher Education Program to Teacher Education Candidates about expectations at each decision point. Teacher education candidates need to successfully pass each decision point to continue in the Teacher Education Program.

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

- Decision Point #1 – Acceptance as a Pre-Education Candidate
- Decision Point #2 – Admission to Teacher Education
- Decision Point #3 – Recommendation for Student Teaching
- Decision Point #4 – Completion of Student Teaching
- Decision Point #5 – Graduation
- Decision Point #6 – Certification

Candidates who do not complete a teacher education program within five (5) years may be subject to additional Pennsylvania Department of Education certification requirements.

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

Transfer Candidates with 0-23 Credits

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

Transfer Candidates with 24-90 Credits

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

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

Table 1: GPA Acceptance Matrix								
No. of Cred	0 to 23	24 to 27	28 to 31	32 to 35	36 to 39	40 to 43	44 to 47	48 to 90
Minimum GPA for Ac-	2.00	2.20	2.30	2.40	2.50	2.60	2.70	2.80

Cal U accepts individuals, including transfer students, with up to 90 credits into an undergraduate teacher education program. Individuals with more than 90 credits are advised to complete a non-education undergraduate degree and prepare themselves to enter Cal U’s Post-Baccalaureate or Graduate Teacher Education Program.

Students Changing their Major to Pre-Education

Cal U students wishing to change their major to Pre-Education must meet the GPA Acceptance Matrix in Table 1.

Readmission of Students

Readmission requires students to fulfill the current set of Admission and Retention requirements and comply with the GPA Acceptance Matrix as shown in Table 1.

Decision Point #2 - Admission to Teacher Education

Admission to Teacher Education is the point at which a candidate applies to change from a Pre-Education status to a candidate in a specific education major that leads to PA Teaching Certification. Approval for Admission to Teacher Education can be achieved at 48 credits. In order to successfully complete the program on time, candidates are encouraged to submit application as soon as possible after 48 credits. Once candidates have earned Admission to Teacher Education, their major is changed from Pre-education to Education, and at this point, candidates may take the education courses that are restricted to education majors. Applications for Admission to Teacher Education are accepted throughout the academic year. Candidates should complete paperwork early in the semester to make it easier to register for restricted courses in the next semester.

Admission to Teacher Education Requirements for Students Transferring with 41 or more credits

The credit requirements vary slightly for those who have transferred with 41 or more credits. Students transferring 41 or more credits to Cal U must establish a Grade Point Average at Cal U by completing at least twelve Cal U credits in order to apply for admission into Teacher Education.

Admission to Teacher Education Requirements

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

- Possess an overall GPA of 2.80 or higher at the time of application.
- Possess current Act 24, Act 34, Act 114, and Act 151 clearances, and Mandatory Reporter Training, and have them submitted to Castle Branch.
- Possess passing scores on the current Basic Skills Assessment options, as defined by PDE.
- Complete six (6) credits of college level mathematics with a grade of C or better.
- Complete three (3) credits of college level English composition with a grade of C or better.
- Complete three (3) credits of college level American/British literature with a grade of C or better (See Table 2 for approved courses).
- Complete three (3) credits of the designated introductory education course (see Table 3 for approved courses) in the major with a grade of C or better.
- Provide evidence of recognition of professional responsibilities, as documented in the Professional Portfolio, and approved by the candidate’s advisor:
 - Complete three (3) seminars of the Professional Seminar Series, and provide a summary and critique of each in the candidate’s LiveText Professional Portfolio.
 - Submit to the Livetext Professional Portfolio a one-page statement, titled: “What Does it Mean to be a Professional?”
- Provide evidence that Corrective Action plans, if implemented, have been completed.

Table 2: Approved American/ British Literature Courses	
ENG 107: Introduction to Fiction	ENG 301: English Literature I*
ENG 125: The American West	ENG 302: English Literature II*
ENG 148: Horror in Literature	ENG 337: Survey of American Literature I*
ENG 150: Baseball in Literature	ENG 338: Survey of American Literature II*
ENG 155: Intro to African American Literature	ENG/LIT 125: The American West
ENG 160: Intro to British / American Literature	ENG/LIT 127: Women as Hero

Table 2: Approved American/ British Literature Courses	
ENG 203: Great Books	HON 150: Honors English
ENG 135: Re-reading Harry Potter	ENG 137: Northern Appalachian Literature
ENG 156: Introduction to Native American Literature	ENG 181: Cultures of American Humor
* <i>Prerequisite ENG 102</i>	

Table 3: Introductory Education Courses	
PreK-Grade 4 and Special Education, PreK-8	CHD 200
Grades 4-8 and Special Education, PreK-8	CHD 200
Secondary Education and Special Education, 7-12	SEC 210
Technology Education	TED 100

Once candidates are approved for Admission to Teacher Education they are permitted to enroll in the following restricted courses, depending on their certification area:

- ESP 412 Evidence-Based Practices for Elementary Inclusion
- ESP 413 Evidence Based Practices for Secondary Inclusion
- TED 450 Teaching Technology Secondary School
- TED 451 Teaching Technology Elementary School
- CHD 450 Assessment and Data Literacy
- CHD 413 Content Area Literacy Field
- ELE 301 Foundations of Literacy I
- ELE 302 Foundations of Literacy II
- ELE 311 Teaching Math, K-4
- ELE 321 Teaching Science, K-4
- ELE 331 Teaching Social Studies, K-4
- ELE 411 Field Experiences, K-4
- ELM 311 Math Methods Assessment
- ELM 301 Reading Methods Assessment
- ELM 302 Language Arts Methods Assessment
- ELM 331 Social Studies Methods Assessment
- ELM 321 Science Methods Assessment

- ELM 415 Field Experience, Grades 4-8
- SEC 39X Teaching of ____
- SEC 400 – Classroom Management
- SEC 420 – Assessments and Interventions

Important notice: Candidates must complete all requirements for Admission to Teacher Education before enrolling in any of the restricted courses. Candidates unable to complete these requirements in a timely manner for successful graduation must seek counseling advice from the academic advisor. It may be necessary to consider changing majors in order to complete a different program of study.

Decision Point #3 – Recommendation for Student Teaching

Deadlines for Submission of the Application

The culminating activity in the professional sequence in teacher education consists of a full semester of full-time student teaching in elementary, middle, and/or secondary schools. Candidates must complete and have approved a Recommendation for Student Teaching Application by the designated deadlines. The form for the Recommendation for Student Teaching is available on the Forms page of the California University website and on the Resources section of the online Required Informational Training sessions. Deadlines for submission of the application are shown below.

- Fall Semester student teaching:
 - o April 1 -- Portfolio is due to reviewer/ advisor.
 - o April 1 – Reviewer/advisor begins process of verifying all documentation necessary for recommendation for student teaching.
 - o **Before** April 15 -- Any revisions or additions requested by reviewer/ advisor, including official test scores, must be completed and submitted. Required examinations must be taken early enough so that official test scores can be received before before April 15.
 - o April 15 – Reviewer/advisor submits final and official recommendation for student teaching application packet to the department chairperson.
 - o Completed applications are reviewed by the Student Teaching Committee on May 1. Incomplete applications will not be reviewed but returned to the department for possible inclusion in the next semester student teaching is offered.
- Spring Semester student teaching:
 - o Portfolio due to reviewer/ advisor by October 1.
 - o October 1 – Reviewer/advisor begins process of verifying all documentation necessary for recommendation for student teaching.
 - o **Before** October 15 -- Any revisions or additions requested by reviewer/advisor, including official test scores, must be completed and submitted. Required examinations must be taken early enough so that official test scores can be received before October 15.
 - o October 15 – Reviewer/advisor submits final and official recommendation for student teaching application packet to the department chairperson.

- o Completed applications are reviewed by the Student Teaching Committee on November 1. Incomplete applications will not be reviewed but returned to the department for possible inclusion in the next semester student teaching is offered.

Requirements for Recommendation for Student Teaching

Candidates seeking a Recommendation for Student Teaching must provide evidence of meeting current requirements at the time the application form is submitted to the reviewer/ advisor:

- Possess an overall GPA of 3.0, or a GPA that meets the requirement for Qualifying Praxis / PECT Score matrix at the start of the semester.
- It is the responsibility of each Teacher Education Candidate to register and pay for the correct test(s).
- Because each test is unique in when it is offered and how it is scheduled, candidates should plan accordingly so important tests and university deadlines are not missed. Candidates are reminded that registration for certification exams is required in advance of the exam date.
- Earn a grade of C or better in all Program Courses. See department advisor for list of courses.
- Possess clearances (Act 24, Act 34, 114,151, and Mandatory Reporter certification) that are current through the end of the student teaching experience.
- Have all Incomplete “I” grades converted into a passing letter grade.
- Submit evidence of a \$1,000,000 liability insurance policy.
- Have record of current TB Tine test.
- Provide evidence that Corrective Action plans, if implemented, have been completed.
- Possess a passing score on the Portfolio Review on LiveText from the academic advisor or assigned reviewer, as evidenced by the following:
 - Documentation and approval of six (6) additional seminars in the Professional Seminar Series, for a total of nine (9), categorized appropriately in three designated categories
 - Documentation and approval of Professional Development Goal Statement and Plan #1 (Leadership or Collaboration)
 - Documentation and approval of Professional Development Goal Statement and Plan #2 (Choice of Professionalism Rubric criteria)

Special note: In addition, final approval for Student Teaching is contingent upon a C or better in all Program Courses and upon maintaining a passing score on all required examinations for Pennsylvania teaching certification(s).

Valid Recommendation for Student Teaching

The Recommendation for Student Teaching is good for one semester only. Candidates who delay student teaching for any reason and wish to student teach in a future semester must re-apply and secure a new Recommendation for Student Teaching in accordance with the application deadlines. Candidates must meet current requirements for recommendation for student teaching.

Decision Point #4 – Completion of Student Teaching

Candidates successfully complete student teaching when they:

- Possess acceptable ratings in Professional Disposition measurements.
- Pass all required Student Teaching Practicum assignments.
- Pass the departmental Exit Interview, which includes submission and approval of the following:
 - Professional Development Progress Statement #1 (Leadership or Collaboration)
 - Professional Development Progress Statement #2 (Choice of Professionalism Rubric criteria)
 - Plan for Continued Professional Development
- Pass the current Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430 form).

Decision Point #5 – Graduation

Candidates are recommended for graduation when they meet the requirements listed below.

Requirements to be Approved for Graduation

- The candidate must complete all required course work, including General Education courses, with the requisite Grade Point Average in all courses.
- If seeking certification, the candidate must meet all Pennsylvania Department of Education requirements.
- The candidate must complete and submit an application for graduation to the College of Education and Human Services, which is then approved by their Department Chairperson.

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

Decision Point #6 – Certification

The final decision point of the teacher education program is when the candidate applies for a Pennsylvania Instructional I Certificate. Cal U does not certify candidates, but does recommend candidates for certification by verifying that they have successfully completed an approved teacher education program, including graduation and appropriate certification exams. Candidates must complete the application in Teacher Information Management System (TIMS) before they can be recommended for Pennsylvania Teacher certification.

Part Four: Key Assessments

Overview

There are five key assessments required of all teacher candidates in the College of Education and Human Services at Cal U: Impact on Learning (IOL), Clinical Practice Tool (CPT), Instructional

Planning (IP), Professional Educator Dispositions (PD), Professional Portfolio (PP). Each is described briefly below. For additional information regarding the assessment tools for these Key Assessments, consult the Required Informational Training Modules Content page.

Key Assessment #1: Clinical Practice Tool (CPT)

Candidates will be assessed on their ability to implement instruction in the classroom, in four domains: Planning and Preparation, Learning Environment, Instructional Delivery, and Professionalism. A Clinical Practice Tool rubric will be used to assess these domains at various points in the candidate's development.

Key Assessment #2: Impact on Learning (IOL)

In the Impact on Learning Key Assessment, candidates observe learners in a classroom setting, and make note of problems to solve or ways to add value to the classroom. The project involves components of action research, which requires candidates to assess, plan, and implement appropriate instructional interventions designed to solve the observed problem and impact student learning. Candidates grow professionally by identifying research-based best practices and creating appropriate, purposeful learning activities based on assessment information.

Key Assessment #3: Instructional Planning (IP)

Candidates will learn how to teach students in their certification grade levels, through instruction in university courses, as well as during field experiences. All of the following components of effective lesson plans are taught, demonstrated, and assessed: Standards, Content Knowledge and Academic Language, Pedagogical Rationale, Learning Objectives, Assessments, Differentiated Instruction and Adaptations, Materials/Resources/Technologies, Introduction, Procedure, and Closure. The Instructional Planning rubric is used throughout the candidate's program to ensure capabilities in all of these criteria of instructional planning.

Key Assessment #4: Professional Educator Dispositions (PD)

Teacher Education faculty at California University of Pennsylvania believe that the professional attributes of an educator influence their effectiveness as strongly as their content knowledge and pedagogical skills. Teacher education candidates must be aware of the expectations set and must receive feedback regarding those expectations in order to strengthen professional dispositions and reflective practice. Our programs are designed to teach these non-academic criteria throughout the program, in activities and experiences embedded in coursework, as well as in clinical practice. Assessment of candidates' professional educator dispositions occurs at least three times throughout the program on the attributes listed below. The process of rating dispositions is not intended as a punitive process. Candidates benefit with helpful feedback regarding development of professional dispositions in order to grow into strong teacher professionals.

Reflective Practitioner

- Analytic Thinking Skills
- Candidate Impact

- Collaboration
- Leadership
- Problem-Solving Skills
- Values all P-12 Students
- Willingness to Learn and Accept Feedback

Professionalism

- Professional Attitude and Ethical Behavior
- Professional Commitment
- Professional Communication
- Professional Initiative
- Professional Maturity
- Professional Presentation
- Professional Responsibility
- Professional Relationship

Ongoing Dispositions Ratings

All faculty members in any courses are invited to provide information about teacher candidates of concern who may be showing unsatisfactory behaviors. If necessary, a Corrective Action Plan is completed, in which the faculty member describes specific behaviors, and the candidate creates a plan for correcting unsatisfactory behavior. The Teacher Education Committee must approve the plan, and the information is sent to the COEHS Data Manager.

Remediation Process

Each situation is different based on the nature of the behavior, the severity, and the frequency. Efforts to remediate include clarifying expectations and creating Corrective Action plans, but failure to comply or improve may result in ineligibility for education majors.

If a faculty member deems it necessary to require corrective action of non-academic qualities of a candidate, he/she must complete the Corrective Action Plan, indicating the specific corrective actions needed. This form is to be sent to the COEHS Data Manager, along with the Cal U Professional Disposition Evaluation Rubric.

A Corrective Action Plan, including goals to be met, is written by the candidate and approved by the faculty member involved. Once the actions are completed, the Teacher Education Committee will vote to approve. Approval must be obtained before the candidate may move forward in his or her program.

Key Assessment #5: Professional Portfolio (PP)

The Professional Portfolio is organized around the Danielson Framework, which is used for teacher evaluation in many states. During the first few stages of their program, candidates focus

on the Professional Responsibilities domain. Candidates begin their portfolio in their introduction course using a template that is provided. The portfolio is developed as the candidate continues to progress through the program. There are several documents that should be included in each candidate's portfolio by the end of his or her program:

- Professionalism Statement -- "What does it Mean to be a Professional?"
- Documentation of nine seminars in the Professional Seminar Series
- Professional Development Goal Statement and Plan #1 (Leadership or Collaboration)
- Professional Development Goal Statement and Plan #2 (Choice of Professionalism Rubric criteria)
- Professional Development Progress Statement #1 (Leadership or Collaboration)
- Professional Development Progress Statement #2 (Choice of Professionalism Rubric criteria)
- Plan for Continued Professional Development

Each of these documents and the manner in which they should be recorded are described below.

Professionalism Statement – "What does it Mean to be a Professional?"

Before Admission to Teacher Education, the candidate will compose a one-page statement about his or her view of professionalism, answering the question, "What does it Mean to be a Professional?" The candidate shall submit this document to the Professional Portfolio, and his or her advisor will assess the document, using the appropriate criteria on the rubric for the Professional Portfolio.

Professional Seminar Series

The Professional Seminar Series is a professional development program for candidates at California University of Pennsylvania, designed to provide a foundation for the continuing education required in the teaching profession. By the end of the teacher candidate's program, a total of nine seminars are required to be recorded and scored in his or her LiveText® portfolio. Cal U offers a number of seminars each semester and teacher candidates are encouraged to attend professional activities on their own as well. Attendance at breakout sessions during professional conferences may also be used to meet these requirements. Webinars and videos from approved sites may be used on a limited basis. Undergraduate candidates may submit up to three (3) approved webinars; graduate candidates may submit up to six (6) approved webinars.

All seminars will be entered into a formatted LiveText® template in the Professional Portfolio. For each seminar attended, candidates are expected to provide the following documentation:

- Date of the Seminar
- Seminar Title/ Presenter(s)
- Seminar Location
- Written Summary/Reflection
- Any pertinent documentation such as a certificate, exit slip, etc.

Prior to Admission to Teacher Education, the candidate will document their first three of the nine required professional seminars. The three seminar documentations will be assessed by the candidate's advisor, using the appropriate criteria on the Professional Portfolio.

Before Recommendation for Student Teaching, candidates will submit their remaining six professional seminars, which will result in a total of nine professional seminars that are appropriately documented in three categories: Professionalism and Leadership, Content Specialty, and Issues in Education. There must be three seminars documented in each of the three categories. The seminar documentations will be assessed by the candidate's portfolio reviewer/advisor, using the appropriate criteria on the Professional Portfolio rubric.

Professional Development Goal Statements and Plans

Candidates will also set two professional development goals. These goals must evolve from the candidate's reflection upon his or her ratings from the Professional Educator Dispositions rubric, administered by a faculty member during the designated Field Experience Course in their program (SEC 400, MSE 626, ELM 311, ELM 321, ELE 311, ELE 321, ELE 711, ELE 721). The Goal Statement must be accompanied by a Plan that details how the candidate will meet the goal.

The Professional Development Goal Statement and Plan #1 must be related to either Leadership or Collaboration.

The Professional Development Goal Statement and Plan #2 must be related to one of the remaining criteria of the Professional Disposition Rubric.

These Goal statements and Plans are to be submitted to the portfolio prior to Student Teaching, and will be assessed by a committee of COEHS faculty, using the appropriate criteria on the Professional Portfolio rubric.

Professional Development Progress Statements

Before finishing Student Teaching, candidates will submit two additional reports: Professional Development Progress Statement #1 (Leadership or Collaboration); and Professional Development Progress Statement #2 (Choice of Professionalism Rubric criteria). These reports will explain how they met these goals during their student teaching experience, and will be assessed by the university supervisor, using the appropriate criteria on the Professional Portfolio rubric.

Plan for Continued Professional Development

During student teaching, candidates will set new goals based on feedback they received during their experiences in the classroom. This Plan for Continued Professional Development, which charts future professional growth for the candidate as he or she becomes a teacher, will be assessed by the university student teacher supervisor, using appropriate criteria on the Professional Portfolio rubric.

After student teaching, candidates can share their portfolio with potential employers to highlight their skills and experiences as a professional.

NOTE: During Student Teaching, candidates will “unhide” the other three domains of the Danielson Framework in their portfolio. They can start to add examples of their work during student teaching to turn their portfolio into a document that they can use in their job search and on interviews.

Part Five: Glossary

The terms and acronyms listed below are defined for ease of use, as well as a common understanding of and reliability in assessing the Teacher Education process.

Acronyms

CAEP - Council for the Accreditation of Educator Preparation: The agency that accredits Educator Preparation Providers in the United States.

COEHS – College of Education and Human Services at California University of Pennsylvania

CPT – Clinical Practice Tool: One of the key assessments of the Teacher Education programs; see definition below.

EPP – Educator Preparation Provider: The College of Education Teacher Preparation programs at California University of Pennsylvania. This is the term that replaced the term “unit” in the NCATE accreditation reports.

IOL – Impact on Learning: One of the key assessments of the Teacher Education programs; see definition below.

IP – Instructional Planning: One of the key assessments of the Teacher Education programs; see definition below.

NCATE - National Council for Accreditation of Teacher Education: The agency that, until 2015, accredited colleges of education in the United States. NCATE has been replaced by the Council for the Accreditation of Educator Preparation (CAEP) since 2015.

PD – Professional Educator Dispositions: One of the key assessments of the Teacher Education programs; see definition below.

PDE - Pennsylvania Department of Education: The government agency that issues teacher certification in the Commonwealth of Pennsylvania.

PP – Professional Portfolio: One of the key assessments of the Teacher Education programs; see definition below.

Terms

Shown below are definitions of terms used throughout this handbook. Each is described in detail in the appropriate sections of the handbook.

Admission to Teacher Education – One of the Decision Points in the candidate’s Teacher Education program. It is the formal admittance to a teacher education program, and once the requirements are met for Admission to Teacher Education, the candidate may enroll in restricted education courses.

Anticipatory Set --- The part of the lesson that provides the learner with an opportunity to think about what he or she will learn, and make connections with prior knowledge.

Candidate – Student in the Teacher Education program at Cal U, who intends to graduate in a certification program and earn teaching certification in the Commonwealth of Pennsylvania.

Certification –The teaching credential issued by the Pennsylvania Department of Education that is required for any teacher to teach in public schools in the Commonwealth of Pennsylvania.

Clearances – Documents that indicate the candidate has no criminal or child abuse history, prior arrests or convictions, and has completed necessary trainings for Mandatory Reporter.

Clinical Practice – Experiences in which the teacher candidate practices methodology of teaching learners in grades P-12, in schools and childcare settings, including field experience courses and student teaching.

Clinical Practice Tool Key Assessment – A key assessment required of all teacher candidates, in which they are assessed on their instructional implementation with learners in schools and childcare settings.

Closure --- The part of a lesson that “wraps up” its content, and provides an opportunity for learners to reflect upon their learning.

Conceptual Framework – The common theoretical and philosophical basis of all teacher education programs in the EPP. The conceptual framework for California University of Pennsylvania’s teacher education and educational specialist programs is based upon the three principles of Knowledge, Professional Practices, and Professionalism, which form our philosophical foundation.

Co-operating Teacher – The teacher who has agreed to host a student teacher in his or her classroom, and provide guidance, feedback, and modeling of teaching behaviors and performances.

Corrective Action Plan – This is the plan that is must be created by the candidate after being rated at the Unsatisfactory level on any of the Key Assessment rubrics.

Decision Points – Points in the candidate’s program at which applications need to be made and requirements must be met, in order to continue progress toward certification.

Dual Certification Programs – Programs that offer preparation in more than one certification area at the same time.

Educator Preparation Provider -- The teacher education programs, collectively, in the College of Education and Human Services at California University of PA.

Field Experiences – Teaching experiences that occur in schools or childcare settings.

Impact on Learning Key Assessment– A key assessment for each teacher candidate at Cal U’s EPP. This assessment requires candidates to assess, plan, and implement appropriate instructional interventions designed to solve the observed problem and impact student learning.

Instructional Planning Key Assessment – One of the required key assessments of all teacher candidates at California University, which provides feedback on the candidate’s ability to create appropriate lesson plans for the intended age or grade level.

Intervention --- A planned lesson or set of lessons designed to meet a learner’s specific needs, as determined by assessment.

Key Assessments – Performance assessments in the Teacher Education programs at California University, which provide feedback on the candidate’s abilities in the knowledge, skills, and dispositions needed to be successful in the classroom, as defined and required by CAEP.

LiveText --- An internet-based tool that creates electronic portfolios, which allows submission of assignments to courses to be scored with rubrics tied to standards, and tracks field experiences.

Mentor Teacher --- The teacher who has agreed to host a teacher candidate in a field experience or methodology course in his or her classroom, and provide guidance, feedback, and modeling of teaching behaviors and performances.

Objectives --- Statements that outline desired learning behavior at the conclusion of a lesson.

Pre-Education Candidate – A student at California University of PA who wishes to pursue a degree and/or teaching certification in one of the certification programs offered in the College of Education and Human Services.

Professional Dispositions – Non-academic behaviors, characteristics, and perceptions that are expected of teacher candidates.

Professional Educator Dispositions Key Assessment – A key assessment in the Teacher Education programs at California University, which provides feedback on the non-academic behaviors, characteristics, and perceptions that are expected of teacher candidates.

Professional Portfolio Key Assessment – A key assessment in the Teacher Education programs at California University, in which candidates document their knowledge and demonstration of professional behavior. The portfolio required of Cal U teacher education candidates must be electronic, and be submitted to Livetext, an internet-based platform for storing artifacts and documents. The assessment provides feedback on the candidate’s ability to define professionalism, describe their attendance at continuing education in seminars outside of the university classroom,

set professional goals, and make plans for meeting those goals within the program as well as after graduation.

Recommendation for Student Teaching – One of the Decision Points in the Teacher Education programs at California University of Pennsylvania. At this point, which is the semester before the candidate expects to student teach, several PDE and COEHS requirements must be met in order for recommendation to occur, and placement for student teaching to be made.

Restricted Courses – Education courses that are part of the Professional Education and methodology courses required for certification; only candidates who are formally Admitted to Teacher Education may take these courses.

Student Teaching – One of the clinical practices of the teacher candidate. Candidates at Cal U must complete 15 weeks of student teaching in an approved setting, which prepares him or her for certification by PDE.

Teacher Candidate – Student in the Teacher Education program at Cal U, who intends to graduate in a certification program and earn teaching certification in the Commonwealth of Pennsylvania.

University Supervisor --- A faculty member from California University or hired by the university to oversee the activities and progress of the student teacher.