



# Teacher Education

COLLEGE OF EDUCATION

# Policy Manual



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University

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A member of Pennsylvania's State System of Higher Education

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## INTRODUCTION

**Purpose:** This manual is a collection of policies and other important information for teacher education candidates and their faculty advisors to ensure a student's orderly progress through Slippery Rock University's teacher certification programs. The manual is designed:

- as a statement of the Pennsylvania State System of Higher Education (PASSHE), Slippery Rock University, and the College of Education's goals, as they pertain to teacher education,
- as a presentation of competencies to be achieved by individuals completing programs,
- to protect the legitimate interests of each student and the integrity of each program,
- to describe the policies, procedures, and criteria for student admission, retention, and completion of certification programs, and
- to call to the attention of teacher candidates the higher level of academic performance and personal behavior expected of them.

Many of the policies in this manual originated on this campus to clarify and provide orderly, equitable procedures for those seeking to demonstrate professionalism. Occasionally it is difficult for some individuals to appreciate some policies that seem to impede progress toward individual goals. Often these policies relate to program integrity, which are set forth at minimal levels of performance, that everyone retained in a certification program must meet. The Pennsylvania Department of Education has approved each certification program offered at Slippery Rock University. Programs are also approved by the National Council for the Accreditation of Teacher Education (NCATE), a distinction shared by only 18 of the 95 teacher education institutions in Pennsylvania.

**Definitions:** For the purpose of this manual the following terms are defined.

*Learners:* A pre-kindergarten through twelfth grade child or young adult.

*Student:* One who aspires to become a teacher but who has not been officially admitted to the College of Education.

*Candidate:* One who has presented documented evidence of having met all the prerequisites listed on the "Application to Teacher Candidacy" and has been officially accepted to the certification program.

**Supplemental Publications:** This manual is supplemented by the university catalogs--graduate and undergraduate – (<http://catalog.sru.edu/index.php>).

**Student Responsibilities:** It is the responsibility of the student to complete individual certification programs by remaining informed of program opportunities, policies, and revisions.

**Student Questions or Concerns** are to be addressed in the following sequence: faculty advisor, department chairperson, and finally, to the Office of the Dean of Education. Some matters may be referred to other persons in specialized roles, such as the director of field experiences.

## VISION AND MISSION STATEMENTS

**Slippery Rock University Vision Statement:** Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

**College of Education Vision Statement:** The Underlying Vision of the College of Education embraces and upholds The Vision of the Pennsylvania State System of Higher Education (PASSHE) whose ultimate commitment is to prepare

students from diverse backgrounds to lead productive and meaningful lives by becoming academically, socially and economically successful locally, regionally and globally. Together, this match in vision between the College of Education and PASSHE is in concert with the vision of our University: Slippery Rock University will excel as a caring community of lifelong learners connecting with the world. The University and COE's shared mission and vision work reciprocally to provide high quality instruction through a mission of service that connects scholarship in traditional and non-traditional classrooms which is supported by technology initiatives enjoyed by both teachers and students alike.

**Mission of the Pennsylvania State System of Higher Education:** The Pennsylvania State System of Higher Education (PASSHE) is focused foremost on student success. PASSHE strives to be among the nation's leading systems of public universities, recognized for providing affordable access to excellent undergraduate and graduate education. PASSHE is responsive to state, regional and national needs through the delivery of quality academic programs, research and service.

To achieve its potential as a System, PASSHE must ensure that the distinct missions and strengths of each of its universities are advanced, even as they seek greater collaboration to make the most of available resources. As part of this effort, PASSHE's Board of Governors has adopted a series of strategic initiatives grounded in the System's mission.

The *PASSHE Strategic Initiatives* are predicated on the need for transformation: in how, when and where learning occurs; in how the resources necessary to ensure learning are pursued, retained and sustained; in how our universities relate to their various communities; and in how we partner with the Commonwealth in creating and delivering a shared vision of the future. Only through transformation, grounded in a thoughtful reexamination of our historic operating practices, will we be assured of thriving in these very difficult economic times.

**Our Mission – Slippery Rock University:** The fundamental mission of Slippery Rock University is to provide high-quality, undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally-related economic, health, environmental, social, cultural, and recreational needs of the region served by the university. In accomplishing these missions, Slippery Rock University primarily focuses its efforts in the academic areas of:

- the arts and sciences,
- business,
- communication,
- computer and information sciences,
- environmental sciences and studies,
- health and human services, and
- teacher education.

The perspectives of Slippery Rock University are contemporary and futuristic, national and international. The university provides experiences and opportunities for students to demonstrate leadership and to develop confidence and self-reliance; it promotes their intellectual, social, and physical development; and it accomplishes these in an open, caring, nurturing, and friendly environment. Slippery Rock University is committed to serving and empowering all segments of the population that can benefit from its offerings.

The individual and collective excellence for which Slippery Rock University stands will continue to be measured by the quality of its graduates and their successes in serving society.

**The College of Education's Mission Statement:** is to prepare teacher candidates and related professionals for service in a diverse global community. Within this context, teaching, scholarship, and service are viewed as a triad in which teaching is enlightened by scholarship and applied through service.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK AND ASSESSMENT SYSTEM FOR PROFESSIONAL EDUCATION PROGRAMS

**Overview:** The Conceptual Framework provides a comprehensive structure in which the various elements (including outcomes) of the professional education programs at Slippery Rock University are embedded and interrelated. Note: The Conceptual Framework was approved by a majority of the faculty and the Teacher Education Advisory Council (TEAC), Spring, 2007. The outcomes associated specifically with the Liberal Studies Program and applicable to all academic programs establish a direct linkage to the Conceptual Framework, with the most obvious linkage found in the Professional Proficiency outcome. Teacher education programs historically have been concerned explicitly with the application of knowledge and skills that meet the competencies or standards associated with the teaching profession. The Slippery Rock University teacher education programs are also cognizant of other outcomes and are dedicated to the actualization of those outcomes by their graduates.

**The Conceptual Framework Summary Report:** The fundamental mission of Slippery Rock University is to provide high quality undergraduate and graduate academic instruction with complementary missions reaching out to research, promoting professional performance, and addressing the educationally related health, environmental, social, cultural, and recreational needs of its students. In the same light, the mission of the University's College of Education (COE) is to prepare teacher candidates and related professionals for service in a diverse global community. Within this context, teaching, scholarship and service are viewed as a triad in which teaching is enlightened by scholarship and applied through service. Together, the University and COE share a mission to reciprocally provide high quality instruction through a mission of service that connects scholarship in traditional and non-traditional classrooms that is supported by technology initiatives enjoyed by both faculty and students alike.

**The Unit's Philosophy:** Although the COE embraces Danielson's (1996, 2007) *A Framework for Teaching*, it is fully aware that not all valuable learning is based solely upon a constructivist approach. Other more traditional teaching and learning styles play an important role and it is the challenge of the instructor to know when to employ each approach when striving to support standards-and evidence-based practices toward the preparation of highly qualified educators and related professionals. The refinement of the original theme (Teachers as Professional Performers) to a theme of Reflective Candidates as Professional Performers embraces and uses culturally sensitive socially appropriate pedagogy through the delivery of developmentally appropriate standards-based active teaching and learning. Through this, teachers and related professionals differentiate instruction and practice to accommodate individuals so they may experience learning success while upholding high expectations for their own professional performance that directly impacts student learning. What has become recognized throughout teacher education contemporary literature and professional standards is the acknowledgement of the important role of reflective practice, which demonstrates an advocacy for teaching as a profession. To do so, reflective teachers and related professionals remain updated in their professional and disciplinary knowledge and better recognize their students' learning abilities and capabilities so that they may apply and innovatively provide their best professional performance to cultivate meaningful learning experiences (Darling-Hammond & Bransford, 2005; Darling-Hammond, 1996; Richardson, 1996). The COE's professional preparation programs stress the importance of providing its candidates with opportunities to practice and reflect upon their professional performance. As Palmer (1998) suggests, the best teachers (and we include other related professionals) model self-reflection and praxis, cultivating a learning environment of trust and respect. To this end, teachers and other related professionals can eventually come to know who they are and how they can professionally perform.

**Goal and Purpose:** Each professional education program in the College of Education carries out the theme through a planned sequence of content specialization, professional studies, and integrated field-based experiences for the purpose of impacting student learning through performance-based/evidence-based practice. Although the ultimate goal of the Unit is to prepare candidates to possess the knowledge, skills, and dispositions to become highly qualified certified teachers or other related professionals, the Unit's commitment to developing candidates to impact the learning of all students is evidenced through the underlying *goals* that focus on equity, cultural sensitivity, high expectations, developmental

appropriateness, accommodating individuals, and appropriate use of technology, as incorporated into all four domains of the SRU Framework for Teaching.

The COE is moving ahead on the path of preparing individuals who will be professionally committed and value high quality teaching and learning. These professional commitments address diversity to teach a multicultural student body, use technology to enhance teaching and learning, and develop and display professional dispositions that are systematically assessed using a common rubric at transition points during the programs of study at the Initial Level.

**Knowledge Bases, Including Theories, Research, Wisdom of Practice, Education Policies:** The conceptual framework is grounded in the knowledge bases of Danielson's Framework, the INTASC Principles and current literature on effective teaching. The Framework's new-found theoretical basis "How People Learn" (HPL) provides a theoretical foundation that outlines the systematic application of the Unit's use of Danielson's *A Framework for Teaching* (*Framework*) as its conceptual framework.

Danielson argues that excellence in teaching is organized around four domains: (1) Planning and Preparation, (2) the Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. These Domains, linked to professional and state standards, become the framework for candidate's knowledge bases. The Conceptual Framework evolved further when the teacher excellence domains were linked to the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. The ten principles articulate knowledge, skills, dispositions, and roles to which new (and continuing) teachers and other related professionals are to aspire and are recognized as the Unit's learning proficiencies for candidates. Linkages or congruence between the INTASC Principles, the Pennsylvania Department of Education (PDE) Standards and the Conceptual Framework Domains are emulated across the COE professional programs and cannot occur without a coherent systematic practice of policies for curriculum and program policy change that drive the work of the unit. These policies form the cohesion important to new and reformed curriculum (curriculum flow) as well as new and reformed policies (policy flow).

Initial and Advanced teacher education and related professional programs of the College of Education at Slippery Rock University are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards that Pennsylvania uses for their ten learning principles for instructional programs (PA Chapter 354.33 Preparation for Professional Educators). Although not fully implemented, National Board of Professional Teaching Standards (NBPTS) are aligned with the Conceptual Framework. While SRU's Department of Music (recognized by NASM) and the SRU Counseling and Development Department's School Counseling Program K-12 (recognized by CACREP) are not NCATE affiliated, they are members of the COE and come under the umbrella of the unit's conceptual framework. The College of Education candidate proficiencies of Planning, Preparation and Assessment, The Classroom Environment, Instruction and Communication, and Professional Responsibility, grounded in the INTASC Standards, stem from Danielson's (1996) four domains. All candidates are made aware of the Framework for Teaching domains and indicators and educated upon the Framework's alignment to national and PA state standards early in their professional preparation program, prior to application for teacher candidacy. Furthermore, all teacher education programs additionally reflect the standards of the International Society for Technology in Education (ISTE). The COE has a system in place by which candidate proficiencies and expectations are assessed. Across various transition points throughout the Initial and Advanced program levels, candidate measures are earmarked internally (assessed inside the unit) and externally (assessed outside the unit). This information is articulated as a mapping of assessments to candidate proficiencies in the main conceptual framework document. The coherence applied to COE policies, as previously explained, is used to determine that the assessments are accurate, based upon national and state requirements adopted by the COE, and consistent throughout the unit.

Early introduction of the conceptual framework to candidates is first presented in courses starting the freshman year. Members of the TEAC committee, coming together from the COE, Arts & Sciences, and partner K-12 schools, are given the opportunity to review, contribute toward and approve its development. All COE professional programs' course

syllabi, assessments, and candidate portfolios collectively reflect, through documentation where appropriate, the Framework for Teaching domains, as well as previously mentioned professional and PDE standards used within the Unit. Through this process, candidates develop an awareness of the relationship between their program's national professional standards and their program's PDE standards. As well, candidates are made aware of and use these standards in developing their lesson and unit plans and other related professional documents. Together, through the Unit's continued adoption of Danielson's (1996) *A Framework for Teaching*, all candidates are presented with the standards in teacher preparation early and explained how each Domain directly relates to their professional actions and reactions as a teacher candidate and related professional at Slippery Rock University.

**Professional Dispositions:** Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and they affect student learning, motivation, and development as well as the educator's own professional growth and development. As teacher candidates progress through their programs of study, they are expected to develop and display attributes associated with "professionals." The following dispositions, which apply to the university setting, courses, practicum experiences, and student teaching, are deemed essential for every teacher candidate in the College of Education:

- shows enthusiasm for the teaching/learning process;
- engages in positive, cooperative relationships with faculty, peers, students, and K-12 staff;
- demonstrates a reflective approach towards teaching and learning;
- respects diversity;
- takes initiative to meet or exceed stated course requirements;
- prepares thoroughly and consistently for classes and field experiences;
- models appropriate oral and written language;
- demonstrates respectful behavior during class sessions;
- models appropriate grooming and dress during field experiences;
- participates in professional development opportunities both on and off campus;
- attends and is punctual for class sessions, advisement appointments, and field experiences;
- contacts appropriate personnel in advance when unable to meet a scheduled appointment;
- assumes responsibilities for meeting program and certification requirements and deadlines;
- adheres to established guidelines concerning student conduct as stipulated in university guidelines; and
- accepts feedback and uses suggestions to alter behavior.

Candidates must become familiar with the Rubric for Assessment of Dispositions which details the guidelines that evaluators will use to rate each teacher candidate at least three times during their program of study.

**Assessing Dispositions:** One characteristic of an outstanding teacher is the ability to exhibit a high level of professionalism. Dispositions are an important element in teacher preparation leading to certification. Therefore, it is imperative that the College of Education assesses the development of dispositions in each pre-service candidate. The following guidelines apply for assessing dispositions:

- The candidate will be expected to meet the expectations outlined in the "Rubric for the Assessment of Dispositions";
- The candidate will receive a rubric rating prior to student teaching;
- The decision points will be determined by each academic department;
- It is expected that the candidate will receive at least a satisfactory rating in each of the four categories (for each of the three assessments of dispositions);
- Any candidate receiving an unsatisfactory rating (in any category from any evaluator) will be referred to their department chair, or designee, who will determine the necessary remediation;



- Any candidate who does not remediate deficiencies will be referred to the Admission Retention Committee for disciplinary action; and
- The candidate and faculty advisor will receive a copy of the evaluation rubric. The evaluator will retain a copy.

**Professional Behavior:** This is demonstrated by:

- reading and understanding program requirements;
- thoroughly familiarizing oneself with the College of Education Mission Statement and Conceptual Framework;
- having continuous experiences with children and youth in schools and related settings,
- keeping in regular contact with the academic advisor;
- maintaining a record of appropriate civil and professional behavior;
- showing a willingness to continually analyze one's own teaching behavior;
- modeling habits of health, grooming, and behavior worthy of emulation; and
- maintaining professional/ethical standards.

## KEY CAEP UNIT ASSESSMENTS

### Slippery Rock College of Education Key (8) CAEP Unit Assessments & Assessment System

Standards:	<a href="#">CAEP 1.1:</a>	<a href="#">INTASC 1</a>	<a href="#">INTASC 2</a>	<a href="#">INTASC 3</a>	<a href="#">INTASC 4</a>	<a href="#">INTASC 5</a>	<a href="#">INTASC 6</a>	<a href="#">INTASC 7</a>	<a href="#">INTASC 8</a>	<a href="#">INTASC 9</a>	<a href="#">INTASC 10</a>
Unit Key Assessment	Data collected				<a href="#">CAEP 3.5</a>	<a href="#">CAEP 3.5, 1.4</a>	<a href="#">CAEP 1.3</a>	<a href="#">CAEP 1.2</a>	<a href="#">CAEP 1.5</a>	<a href="#">CAEP 3.6</a>	
		<b>PHASE 1 - 2</b> (data collected each November and April @ <b>candidacy</b> ) + GPA, Basic Skills Test, Clearances									
Department Dispositions Assessment	Task Stream or Depts. send to Dean's office		✓							✓	
		<b>PHASE 2 - 3</b> (data collected <b>end of field</b> each December and May)									
Stage 3 field evaluations	Task Stream or Depts. send to Dean's office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		<b>PHASE 3 - 4</b> (data collected <b>end of student teaching each semester</b> ) + State Cert. Tests, Recommend for Cert.									
Student Teaching Evals (Unit & PDE 430)	Task Stream	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SLO (Impact on Student Learning Project)	Task Stream	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emp, Grad & Coop Srvys	Task Stream	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ = # students assessed, overall mean, range, validity and reliability data (indicate tool is proprietary or report latest reliability and validity data)  
Click the following for [INTASC](#), [CAEP Standards](#), [CAEP validity and reliability requirements](#)

## FRAMEWORK FOR TEACHING

The Conceptual Framework evolved significantly as the College of Education shifted towards a greater reliance on performance assessment. Specifically, the professional members in the College of Education have embraced the *Framework for Teaching* (1996) by Charlotte Danielson. The Framework originated from the author's work with Educational Testing Service (ETS) and the National Board for Professional Teaching Standards. The Framework articulates an effective means for communicating the nature of an excellent teacher to students enrolled in teacher education programs, while also suggesting an array of indicators of a successful teaching experience.

The features of *A Framework for Teaching* can be described as public, comprehensive, and generic; not a “checklist;” not endorsing a particular teaching style; and dependent on context. Users benefit from a common language, development of shared values and assumptions, professional conversations, and a reflection on practice. The *Framework* contains common themes including: equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual needs, and appropriate use of technology. The approach is grounded in research, reflects a new paradigm of learning and teaching, encourages communities of learners, addresses the role of appropriateness of instruction, and demonstrates the nature of professionalism. Danielson argues that excellence in teaching is organized around four domains: (I.) Planning and Preparation, (II.) the Classroom Environment, (III.) Instruction, and (IV.) Professional Responsibilities. Each domain consists of several components that comprise superior, assessable professional practices. Since its adoption, the *Framework* has been modified to better reflect the College of Education's mission, philosophy, and emphasis on the pre-service level of the profession.

The four domains, their definitions, and their associated components follow.

**I. Planning and Preparation:** Teachers who excel design instruction that is coherent, include appropriate assessment techniques, and adapt instruction to the diversity of students who are in the class. The components of this domain define how a teacher organizes the content that students are to learn such as:

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Designing Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

**II. The Classroom Environment:** Teachers who excel consider each student individually--the student's own interests, concerns, and intellectual potential. The components in this domain consist of many non-instructional interactions that occur in the classroom such as:

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

**III. Instruction:** Teachers who excel emphasize the importance of learning and the significance of the content. The components in this domain relate to the engagement of students with content such as:

- Communicating with Students

- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

**IV. Professional Responsibilities:** Teachers who excel serve students' interests in the larger community and are active in professional organizations, the school, the district, and the community. The components in this domain encompass the various roles a teacher assumes outside of, and in addition to, those in the classroom with students, such as:

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

The reference to Professional Responsibilities contained in domain four prompts the production of this manual. The professional staff of the College of Education has agreed that individuals will develop professionally only through the skill of reflection. Please note that this is a prominent *Framework* feature.

## PROFESSIONAL EDUCATION CERTIFICATION PROGRAMS

### Undergraduate:

1. Early Childhood (Pre K-Grade 4) (BS in Ed.)
2. Early Childhood/Special Education (BS in Ed.) – certifications in both Early Childhood Pre K-4 and Special Education K-12.
3. Special Education (K-12) (BS in Ed.)
4. Middle Level English/Language Arts (Grades 4-8) (BS in Ed.)  
Middle Level Social Studies (Grades 4-8) (BS in Ed.)  
Middle Level Math (Grades 4-8) (BS in Ed.)  
Middle Level Science (Grades 4-8) (BS in Ed.)
5. Secondary Education (BS in Ed.)
  - a. History/Social Studies
  - b. English
  - c. French
  - d. Spanish
6. Health and Physical Education (BS in Ed.)
7. Music Education (BM in Music Ed.)
8. School Nurse (BSN)

### Graduate:

1. Counseling and Educational Psychology
  - a. School Counseling K - 12 (MEd.)
2. Elementary Education
  - a. Elementary Education with a concentration in Reading (MEd.)
  - b. Reading Specialist (non-degree)
  - c. Mathematics and Science Education (K-8, does not lead to certification)
3. Secondary Education (MEd.)
  - a. English
  - b. History/Social Studies
  - c. Mathematics\*
  - d. Science\*
4. Special Education (MEd.)
  - a. Special Education PK-12
  - b. School Supervision
  - c. Autism Endorsement
5. Technology for Online Instruction (MEd.) --- leads to PDE Endorsement in Online Teaching
6. Principal Certificate PK-12

\*Initial certification in mathematics, biology, chemistry, earth/space, and physics is offered only at the graduate level. Students seeking certification in these areas must have the appropriate undergraduate degree to apply for admission.

## ADMISSION TO TEACHER CANDIDACY

**Note:** *Admission to the university does not guarantee admission to teacher candidacy.*

As students apply for acceptance to and work toward retention in teacher education programs, they should remember that they must live up to the high expectations imposed by national, state, and local standards. When accomplishment of this goal has been achieved through the reflective practice that leads to professionalism, one will be eligible for a Pennsylvania teaching certificate and the privilege of being addressed as “Teacher!”

All declared education majors must apply for Teacher Candidacy when they have earned not less than 48 credit hours or more than 60. Students who have declared education and earned more than 60 credit hours will need to consult with their advisor and career counseling to “time out” of the planned curriculum to prepare for basic skills exams or seek other needed remediation or choose another major.

NOTE: All music education majors and *music education/music performance* majors must apply to Teacher Candidacy when they have earned not less than 48 credit hours or more than 60 credit hours.

All *music education/music therapy* majors must apply to the College of Education (COE) when they have earned not less than 48 credit hours nor more than 60 credit hours.

**Undergraduate Students:** Freshman entering Slippery Rock University may declare education as a major, at which time a College of Education faculty advisor, experienced in the student's selected program area, will be assigned. However, formal admission to a teacher certification program does not occur until a student has completed the following: between 48 and 60 credits, including 6 credits in mathematics (Math 113 or higher) (Math 210 and 310 in Elementary, Early Childhood education and Middle Level and 6 credits in English, (Eng. 102 and 210); earned a minimum 2.8 grade-point average (GPA); successfully completed the required basic courses, an early field experience; and presented proof of passing PDE's required basic skills exams

<https://www.sru.edu/academics/colleges-and-departments/coe/four-phases-of-teacher-education>

Admission to Teacher Candidacy is also contingent on the presentation of four clear (***no record***) forms--(1) the Criminal Record Check-Act 34, (2) the Child Abuse History Clearance-Act 151, (3) the FBI Record Check, and (4) the Arrest /Conviction Report-Act 24. Approximately two months are required for these forms to be processed by the Pennsylvania State Police and the Pennsylvania Department of Public Welfare.

Act 34 (Criminal Record) web address:

<https://epatch.state.pa.us/Home.jsp> (can be obtained online immediately)

Act 151 (Child Abuse Clearance) web address: <https://www.compass.state.pa.us/cwis/public/home>

FBI web address: <https://uenroll.identogo.com> . When prompted, please enter the following service code: 1KG6RT.

Act 24 (Arrest or Conviction Report): An Act 24 form will be completed by all field students and student teachers prior to the start of all field experiences and student teaching. Students may be required to complete the same form by the school district where they are completing their field or student teaching. If a student is arrested for any of the violations listed on the Act 24 form they have seventy-two (72) hours to report the violation to the dean's office of Slippery Rock University.

Act 24 web address: <http://www.education.pa.gov/Documents/Teachers-Administrators/Background%20Checks/Arrest%20or%20Conviction%20form.pdf>

Note: If any of these clearances are NOT clear, or an offense has occurred after the clearances were obtained, a meeting with the Dean of the COE, Assistant to the Dean and your department Chairperson is required to determine the nature of the offense and possible next steps.



The completed admission application must be signed by the student's advisor and submitted to the appropriate department office. The earliest this completed application can be submitted is during the semester in which a student is completing his/her 48<sup>th</sup> credit. The latest this completed application can be submitted is prior to earning 60 credits. Please check with your major department for admission deadlines.

SRU students who have been pursuing majors other than teacher education and subsequently decide to change their major to teacher education **must meet** with an advisor in their desired certification program department before requesting a "Change of Major" form. This procedure is designed to ensure that students understand and can meet the specific program requirements. If more than 60 credits have been earned, the basic skills exams must be passed prior to taking teacher education courses.

**Transfer Students:** Undergraduate students transferring to SRU who wish to declare education as a major must follow the same application process as stated above. For a transfer student to be admitted directly into the College of Education, he/she must have earned a 2.8 GPA at the institution from which he/she wishes to transfer the credits and satisfy all prerequisites for admission to Teacher Candidacy. In addition, they must achieve a 2.8 after earning 12 credits at SRU. Transfer students may not apply until they have completed a minimum of 48 credits hours of combined Slippery Rock University and transfer credits. Students who transfer with more than 48 credits must apply for admission to the College of Education before they earn 60 combined credits (Slippery Rock University and transfer). If more than 60 credits have been earned, the basic skills exams must be passed prior to taking teacher education courses.

Specific programs may have additional or different requirements, which are listed on a candidate's guide sheet. *The university reserves the right to accept or reject any work submitted as equivalents to teacher certification program courses.* No program course grade below "C" is acceptable for transfer credit. Transferred work will not be averaged into SRU's GPA.

Class standings for transfer students are based upon university undergraduate policy. Transfer students who entered the university in non-certification majors and can meet established requirements may later seek admission to teacher certification programs.

**Articulation Agreements:** Slippery Rock University has articulation agreements (Academic Passports) with area community colleges to facilitate student transfers. While these agreements guarantee that community college students can transfer to SRU, they do not assure students' admission to the teacher education program. Students who have completed the coursework according to the articulation agreement for transfer into the college of education and who have all of the following may transfer directly to their certification program: passing scores on SAT/ACT/PAPA/CORE, a 2.8 GPA after 48 credits, clear Act 34, Act 151, and FBI checks, and a negative TB test. Please refer to the Undergraduate section above for admission to teacher candidacy requirements.

**Post-baccalaureate Students:** Individuals, who have earned an Arts and Sciences baccalaureate degree from an accredited institution, may qualify for initial certification by completing the prescribed requirements in one or more of the approved undergraduate programs.

To be **unconditionally** admitted to a College of Education post-baccalaureate program, students must present evidence of having earned a minimum 2.8 GPA in an undergraduate degree or a minimum 3.0 in a graduate degree. Following admission to the university and during the first semester of education course work, the student must contact the department administering the desired certification program to obtain the College of Education's admission criteria/procedures and submit an Application for Admission to Teacher Candidacy. Students must submit copies of the following clear (no record) clearances: Act 34 Criminal History Record Check, Act 151 Child Abuse History Clearance, Act 24 Background Check and FBI Criminal History Background Check. Note: If any of these clearances are NOT clear,

or an offense has occurred after the clearances were obtained, a meeting with the Dean of the COE, Assistant to the Dean, and your department Chairperson is required to determine the nature of the offense and possible next steps. Students interested in acquiring initial certification **may not** seek admission through another program at Slippery Rock and transfer via a change of major or other mechanism into teacher education at a later date.

Note: A GPA of 3.0, or higher, cumulative grade point average, OR a 2.8 cumulative grade-point-average or higher AND a qualifying passing subject area assessment (Praxis or PECT) score or as determined by PDE, is required for Pennsylvania Teacher Certification.

Students without an *initial* teaching certificate must take at least 30 program credits **at SRU** to be recommended for PA certification; students seeking an *additional* certification area are not subject to the minimum GPA or the math and English requirement for admission or certification. In addition, these individuals must complete a minimum of 15 program credits at SRU to be recommended for additional Pennsylvania certification. Specific programs may have additional or different requirements that are listed on the candidate's guide sheet. Individual departments and the College of Education reserve the right to accept or reject any course work submitted as equivalents to program courses.

Once accepted as a post-bacc *candidate*, no education courses may be applied from another institution to meet certification requirements. **ALL** candidates enrolled in a post-bacc program are permitted five years to complete the certification requirements.

**Post-baccalaureate Conditional Admission:** Students who have between a 2.3 and 2.79 undergraduate GPA in their initial Arts and Science degree program who are “career changers” may be conditionally admitted to the College of Education if the following requirements are met:

1. Three or more years must have elapsed between the completion of an Arts and Science bachelor's degree and conditional admission to a post-bacc certification program;
2. Applicant must submit current PDE-approved basic skills test results;
3. The following clear clearances are submitted:
  - Act 34 Criminal History Record Check
  - Act 151 Child Abuse History Clearance
  - Act 24 Background Check
  - FBI Criminal History Background Check
4. Once admitted, to become unconditionally accepted the candidate must take and pass 12 credits (to be assigned by the department post-bacc coordinator) with no grades lower than a “C” while maintaining a minimum GPA of 2.8 for these 12 credits.

Please note: **Post-baccalaureate candidates (students with Arts and Sciences degrees who are “career changers”) who are unconditionally admitted do not need to take the basic skills tests.** They are required to take the required subject matter test(s).

**Second Bachelor's Degree:** An individual with a bachelor's degree, other than in education, from an accredited institution may apply to the university to earn a second bachelor's degree and initial certification. Students should contact the department that offers the desired certification program for specific program details.

**Non-SRU Student Teachers:** Requests to meet the student teaching requirement through Slippery Rock University will not be accepted from individual teacher candidates enrolled in other colleges and universities. Such requests, when made by the director of student teaching (or the equivalent position) of an accredited institution, may be individually considered on a space-available condition by contacting SRU's dean of education.

**Graduate Students:** An individual seeking admission to the graduate program and an initial teacher certification must first contact the Office of Graduate Admissions.

(<http://www.sru.edu/academics/enrollment/graduate/Pages/index.aspx>) Individuals who have earned a bachelor's degree and want to pursue *initial certification in secondary mathematics, biology, chemistry, physics, earth and space science, social studies, English, special education, elementary counseling or secondary school counseling* must also contact the graduate coordinator of the department in which they seek certification for program-specific details.

To be accepted into graduate study to earn an initial certification, students must have a minimum GPA of 2.8 from their undergraduate or graduate degree. Note: A 3.0 GPA is required for PA state certification. Applicants should consult with the department's graduate coordinator for acceptable scores. In addition, within the first 12 credits of their master's program leading to **initial** certification, students must: 1) obtain *clear (no record)* Act 34, Act 151, Act 24 and FBI forms; 2) receive a negative tuberculosis screening. Students who do not meet the above-mentioned requirements will not be permitted to continue in education-related courses beyond the initial 12 credits. In addition, students in graduate programs seeking **initial** certification must maintain a 3.0 GPA. Failure to do so will result in suspension from programs within the College of Education. *The university reserves the right to accept or reject any work submitted as equivalents to teacher certification program courses.*

Upon successfully completing the requirements listed above, a student becomes a College of Education candidate and will then be required to show evidence of completing 6 credits of college-level math (MATH 113 or higher) and 6 credits of college-level English courses (3 credits of composition and 3 credits in American or British literature) prior to being recommended for certification. In addition, candidates for certification (Instructional I or II) must have at least a SRU graduation GPA of 3.0 and successfully pass the Praxis II or PECT series in their certification area.

Candidates who hold a valid Pennsylvania certificate and who wish to add another certification in Special Education (all areas), Health and Physical Education, must apply to the university as a post-baccalaureate or master-level student. Other areas offered by the College of Education at SRU may be added through the PA Department of Education by taking and passing Praxis II or PECT in that content area.

Doctoral students please refer to the Special Education Doctoral Degree Program Handbook for program details.

**Special Students:** Special student status is extended to those individuals in good standing from other colleges and universities with the written approval of an appropriate official that refers to specific, transferable credit. Special student status may also be extended to persons presenting valid teaching certificates who seek to strengthen or renew existing credentials and will not require university recommendation for certification.

**Special Accommodations and Concerns:** Requests for reasonable accommodations *should be made during the process of application to the College of Education.* The university wishes to be in full compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In so doing the university does not discriminate against students with disabilities.

## TEACHER EDUCATION CURRICULUM

The Pennsylvania Department of Education (PDE) sets the standards for certification of professional educators. Colleges and universities may add standards and policies to further define their certification programs insofar as they do nothing to divert the intent of PDE's requirements. The following components comprise the curriculum of Slippery Rock University's College of Education.

**Professional Education Courses:** All students seeking a B.S. degree in teacher education, with the exception of physical education majors, must successfully complete at least two professional education courses prior to applying for admission to teacher education. These courses are listed on the application to teacher candidacy and the RockAudit by program area. In addition, prior to graduation all education majors must complete the professional education courses in their major.

**Professional Certification Courses:** Once candidates have been accepted into teacher candidacy, the remaining required courses and electives vary from program to program. Please refer to the Web site:

<http://www.sru.edu/academics/Pages/MajorsandMinors.aspx> to view departmental guide sheets for each certification area.

**Field Experiences:** Teacher education candidates gain experience in K-12 public schools throughout the completion of their program. The Field Experience section of this handbook (page 17) provides a description of the various field components.

**TaskStream:** requirement

- Incoming freshman will be required to purchase a subscription to TaskStream. Depending on faculty/course requirements, students will need to purchase a TaskStream for the courses that require it, in the same way they would be required to purchase a book. This will depend on the student's program and instructor, except for student teaching. During student teaching, all education students will have to purchase a subscription to TaskStream when they take the Student Teaching course. The cost is \$29.99 per semester (subject to change).

## CLEARANCES

The term “field experiences” denotes the entire range of in-school experiences, including structured observations in early field, course-related field experiences, and student teaching. **Note:** No student may enter a school to conduct any of these types of “field experiences” without having clear, up-to-date clearances on file at Slippery Rock University. For the latest information on PDE requirements for clearances please see:

<http://keepkidssafe.pa.gov/resources/clearances/index.htm>

**Undergraduate:**

Field Experience	Who Collects Clearances?	Physical & Health Ed.	P-4	P-4/SPED	Secondary/ Middle
Stage 1	Course Instructor	PE 152	ELEC 230/238	ELEC 230/238	SEFE 200 or 230
Stage 2	Course Instructor	PE 352 PE 452	ELEC 311	ELEC 311	SEFE 200 or 230
Stage 3	Course Instructor	PE 462	ELEC 420	ELEC 420 SPED 434	SEFE 426 or SEFE 422
Stage 4	Assistant to the Dean	PE 455	ELEC 455	ELEC 455 SPED 455	SEFE 455 SEFE 456

## Graduate:

Field Experience	Who Collects Clearances?	ELEC - Reading	SPED	Secondary/ Middle	Counseling
Stage 3	Course Instructor			SEFE 677	
Stage 4	Course Instructor			SEFE 701	
Other	Course Instructor	Clearances are due no later than one (1) week prior to deadline for course registration <a href="#">for each program's practicum/field experience</a>	Clearances are due no later than one (1) week prior to deadline for course registration for SPED 648		Field
Other	Assistant to the Dean			Student Teaching	

- Clearances are **mandatory** for all field experiences and student teaching -- if students renew their clearances every year after their first field experience, they should then have their clearances in time to enter the schools for the next stage of experiences.
- Clearances must be less than 1 year old at the start of the experience (and for some placements, they may not be more than 1-year-old during the entire experience---see course instructor for details)
- Clearances **MUST** be submitted to the College of Education via our secure electronic server or physically on file at SRU prior to entering the schools (see course instructor for details)

Clearances with Infractions: Teacher Education candidates with any type of record, on any clearances, will require a meeting with the COE Dean, Assistant to the Dean, and Chairperson of your department.

Procedures for Securing Clearances as of September 2018 (again, latest PDE procedures found at: <http://keepkidssafe.pa.gov/resources/clearances/index.htm>):

### Child Abuse History Certification Online Application

<https://www.compass.state.pa.us/CWIS/Public/Home>

1. If registering for the first time, choose *Create Individual Account* and proceed to step 2. Otherwise, choose *Individual Login to Access your Clearances* and *Create a Clearance Application*. Proceed to Step 6. (See FAQ at the top of website if "having trouble logging in")
2. Read the directions on the next page, and then click *Next*.
3. Fill in all the information requested (remember the Keystone ID is a username created by the user) including security questions and the security riddle (if the security riddle is unclear go back to the initial website and you should get a new question). Click *Finish* after completing all fields.
4. You will be provided with a temporary password at the email address provided.
5. When you receive the email go back to the initial webpage and chose *Login* and if entering for the first time you will be prompted to change your password. (It is important that you write down your username and password for future access!)
6. There will be a series of pages to fill in but remember to select **School Employee Not Governed by Public School Code** for the purpose of the clearance (*Do not choose VOLUNTEERS Only version*)
7. When asked about the Certificate Delivery Method, remember to answer *Yes*, you would like to have a paper copy sent to your home or mailing address.



8. You must pay for the clearance online (\$8; cost will increase to \$13 effective July 1, 2018) using either a debit or credit card and then sign electronically.
9. The website states that you will be provided with updates regarding the status of your clearance and will be notified when it is ready to be printed. While the website states that the process is automatic, it has been known to take up to two weeks for the clearance to be generated.

### **Criminal Record Check-PA State Police**

<https://epatch.state.pa.us>

1. Have a credit card ready.
2. Click on *Submit a New Record Check (Do not choose VOLUNTEERS Only version)*
3. Select *Individual Request*
4. Reason for Request - choose *Other*.
5. Accurately complete the information requested and click *Next*.
6. Verify, then click on *Proceed*.
7. Enter your personal information again and click *Enter the Request*.
8. Click on *Finished*.
9. Click *Submit* on the Review page
10. Enter your credit card information (\$22) and click *Next*.
11. Click on the hyperlink for the control number.
12. **Very Important:** Write down the Control Number and the date it was processed.
13. Click on *Certification Form*.
14. Print this form. If you have issues with printing, you will need the CONTROL NUMBER and the DATE you processed the clearance in order to access it on another computer to print.

### **FBI Background Fingerprinting Check**

<https://uenroll.identogo.com/>

1. Enter your Service Code to get started: **1KG6RT**, click **GO (all teacher education students use this same code to be fingerprinted for PDE)**
2. Click **Schedule or Manage Appointment** and complete all *Essential Info* then click **Next**
3. Complete all *Additional Info* for **Agency Identifiers** then click **Next (create a security question and answer, write this down for future reference)**
4. Complete all *Citizenship* information then click **Next**
5. Complete all *Personal Questions* information then click **Next** (you do not have an authorization code)
6. Complete all *Personal Information* then click **Next**
7. Complete all *Address* information then click **Next**
8. Choose the *Identification Document* you will bring to your enrollment then click **Next**
9. Search for an *Enrollment Center* for *Location* to be fingerprinted then click **Next**
10. *Select Date* and *Select Time* for fingerprinting appointment then click **Next** (scheduled appointments take priority over Walk-Ins)
11. Print the enrollment screen (you will also receive an email from IdentoGo confirming appointment)
12. Hit **Submit**
13. You will be prompted to **confirm appointment**. Your payment of \$22.60 will be made at the IdentoGo Center via Credit Card, Business Check or Money Order.
14. You will receive an email from PASafeCheck ([status@dev.PASafeCheck.identogo.com](mailto:status@dev.PASafeCheck.identogo.com)) within 72 hours with a link to access your Unofficial Copy called the Civil Applicant Response. **IT IS IMPORTANT THAT YOU ARE AT A COMPUTER WHERE YOU CAN PRINT AND SAVE THE UNOFFICIAL COPY AS THIS WILL BE A ONE-TIME ACCESS ONLY LINK!**

**Diversity Requirements:** Slippery Rock University's College of Education is committed to providing each teacher candidate with experiences in diverse settings. Prior to a candidate's student teaching placement, their record of experiences within diverse settings will be reviewed. These experiences are derived from service learning projects, early field observation hours, tutoring opportunities, field placements, etc.

**Early Field Experience:** A prerequisite for students seeking acceptance into teacher education is to participate in a minimum of 20 contact hours with school-age pupils. Beginning Fall 2005, all freshmen and transfers must accrue these

hours in a diverse school setting. Students have the option of observing, assisting, or directly participating in a variety of formal and informal educational settings. Details for completing this requirement, including acceptable diverse settings, are provided by the student's advisor. Other Early Field Experiences will be embedded into courses in students program of study.

**Pre-Student Teaching Field Experience:** After being accepted into the College of Education, candidates must successfully complete two pedagogy courses at SRU, a minimum prerequisite for this field component. In addition, all candidates (beginning fall 2005) must take part in one additional experience with students in a diverse setting. Other requirements vary for each certification area. Each department's field coordinator is responsible for contacting school districts for voluntary acceptance of teacher candidates. Field experience sites are at the discretion of the faculty member and department's field coordinator. Candidates are *not* to contact schools for field experience placements. Additional questions may be directed to the candidate's advisor and/or the department's field coordinator.

**Student Teaching:** A candidate, having met or exceeded program requirements at the prescribed levels of competence, has earned the right to participate in 16 weeks of student teaching, which may be divided into two eight-week settings. Candidates must preregister for student teaching one year in advance of the semester in which they wish to student teach. This process is done by submitting an online form that will be made available through MySRU.

Candidates who wish to student teach will be enrolled in a free D2L Certification Test prep course no later than the end of the semester prior to student teaching. Candidates need to spend at least 6 hours on this course and pass the required assessments prior to the start of the student teaching semester. Passing scores on all required certification exams will exempt a candidate from taking the Certification Test prep course. Candidates are encouraged to seek additional remediation prior to taking their certification exams if evidence (historically poor performance on standardized or computer-based tests, for example) suggests a need. **All candidates should list SRU as a test recipient when taking certification tests.**

Early each semester a **mandatory** student teaching orientation meeting is held for candidates who expect to student teach the following semester. During this session candidates are asked to complete a self-inventory card on which they are to "self-disclose" information related to their student teaching assignment. Candidates may *suggest* the names of up to three school districts where they wish to student teach. However, this process *does not insure* that a candidate will be placed at one of the suggested schools. In addition, candidates will be asked to name the school district from which they graduated. Student teachers *will not be* assigned to schools where their children and/or relatives attend or where their parents, near relatives, and/or friends are employed or hold office. Arranging for housing near and transportation to the student teaching site is the candidate's responsibility and should be arranged well in advance.

Placement of candidates in districts is the responsibility of the Assistant to the Dean of Education. The list of candidate's suggestions will be reviewed to identify acceptable target areas within approximately 45 minutes driving time from the candidate's residence. Every effort will be made to assign student teachers to a suggested district or to one nearby. However, candidates seeking a position in some secondary areas (math, science, modern languages) may have to be assigned to a district requiring longer travel time. ***Contacts with district personnel are to be made by the College of Education Assistant to the Dean only; student assistance with arrangements for student teaching is strictly prohibited.*** University supervisors usually teach on campus in addition to their supervising responsibilities. For this reason proximity and multiple placements in districts must be the prime consideration in the assignment process.

Special student teaching opportunities may be available in Pittsburgh, Mexico City, Mexico, and Dublin, Ireland. These are announced at the mandatory orientation meeting. Additional application and screening procedures are required for these experiences. Candidates interested in these options are advised that additional expenses will be incurred over and above the university tuition.

After receiving notification of assignment(s), student teachers **must** contact their cooperating teachers prior to beginning of student teaching. Candidates are to call the school office in advance of their arrival to make an appointment for a visit or to secure a phone number where they may contact their cooperating teacher. It is essential that candidates always report to the school building office before visiting a cooperating teacher.

Throughout student teaching, the candidate gains experiences in the comprehensive assessment of performance mandated in an approved certification program. While the practical application of instruction and learning can be simulated in university classrooms, the actual teaching of PK-12 students cannot be duplicated. The true test of putting classroom theory into actual practice awaits each candidate during the student teaching semester. The university supervisor and cooperating teachers within the school district carefully guide this experience. Total program competencies, reflected by the *Framework for Teaching*, are described on page 8.

Any student who accepts and begins a full-time teaching position prior to program completion will not be eligible for field or student teaching, thus rendering him/her ineligible to be recommended for certification from Slippery Rock University. Students may accept a position that will begin **after** student teaching when all program requirements have been successfully completed.

**Liability Insurance:** Slippery Rock University does not provide nor purchase liability insurance coverage for students serving in an intern program or fieldwork experience. Because many host organizations require that interns have liability or malpractice insurance, students need to personally purchase intern liability insurance when required to do so by the cooperating institution/agency/company.

- a) In addition, the University should NOT be listed as a named insured on the student's personal policy. This is between the student and the host site only.
- b) The University does not insure student interns, and the exposure each student may incur if they do not have obtain such liability coverage.
- c) Students shall be responsible for procuring professional liability insurance at their own expense (required for student teaching). The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This can be done via many insuring organizations, including at <https://www.psea.org/about-psea/how-to-join/student-registration>.

**Required Health Examinations:** A Tuberculin skin test (TINE) or chest x-ray (a negative result is needed) is required prior to field experiences and may be required for student teaching. \*Effective July 8, 2013, Act 59 of 2013 eliminated the requirement for the Health certificate for public PreK-12 credentials. (July, 2013 PDE Weekly e-mail.)

**Parental Involvement in Candidate's Program:** Parents of teacher education candidates are required to adhere to the following:

1. Parental inquiries regarding their son/daughter's program, e.g. a problem with a course, student teaching, or a question related to financial matters, should be directed to appropriate university offices.
2. Parental inquiries regarding grades or student difficulties with an individual faculty member must be initially directed to the department where the course/faculty member is located.
3. The College of Education is bound by the provisions of the Family Education Rights and Privacy Act, PL 93-380 and the "Right to Know Law," PA PL 390.

**Under no circumstances should a parent contact, visit, or otherwise correspond with a student teacher's cooperating teacher regarding the candidate's professional performance.**

## REQUIRED EDUCATOR EXAMINATIONS

Teacher examinations are a certification requirement in most states, including the Commonwealth of PA. Students are required to pass the basic skills testing requirements for admission to teacher certification programs. The basic skills testing requirements may be satisfied in several ways; please see the following website:

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

After meeting the basic skills testing requirements, students must pass the appropriate Praxis II, PECT, and/or ACTFL exam(s) for Pennsylvania teacher certification. The appropriate tests are found:

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

**Students are responsible for making sure that PDE and SRU are listed as recipients of the test scores when they register for their exams.**

Details about ETS / CORE & Praxis exams, registration, policies, and procedures are at <http://www.ets.org/praxis>

Details about **PECT / PAPA** exams, registration, policies, and procedures are at [www.pa.nesinc.com](http://www.pa.nesinc.com).

Information about the **ACTFL** may be obtained from the Modern Languages Department.

**For the Most Up-to-date Testing Requirements in Pennsylvania** <http://www.education.pa.gov>

**GPA – Qualifying Test Score:** (Taken from PDE Weekly E-mail 8/1/11), Current policy requires that the candidate for certification meet the qualifying scores(s) on the appropriate assessment(s) at the time of application.

(Taken from PDE Weekly E-mail 7/23/12), PDE reserves the right to update the GPA/Praxis table annually based on statistical data received by ETS and/or Pearson (our test developers).

**McKay Testing Center:** Room 215 in the McKay Education Building houses the testing facility where students may take computer-delivered Praxis and PECT tests. Registration is required for both Praxis and PECT testing. Walk-in testing is not available. Students register for Praxis testing at <http://www.ets.org/praxis> and for PECT testing at [www.pa.nesinc.com](http://www.pa.nesinc.com). Testing schedules for the McKay Testing Center as well as testing centers at other locations are available at the Praxis and PECT web sites.

The McKay Testing Center has eight work stations; students are encouraged to register early since seating is limited.

All Praxis and PECT tests are available only as computer tests. Paper testing is no longer an option.

**Office of Career Education and Development:** The Office of Career Education and Development also offers comprehensive services in all aspects of career preparation and job searching. Call to make an appointment (724-738-2028) for individual advising or for assistance with preparation of job search material (resume, cover letter, application, interviewing, etc.). Access the Career Education and Development web page [www.sru.edu/career](http://www.sru.edu/career) for additional information. Once on the Career Education and Development web page, click on the link “Education Majors” (in the left column) to access a variety of information specifically for future teachers and educators.

## RETENTION IN TEACHER EDUCATION PROGRAMS

Records of all candidates admitted to teacher certification programs are reviewed following each semester and summer session. Retention in the program requires that a candidate has satisfied a variety of criteria and maintains a minimum 2.8 GPA. Those candidates recommended for Pennsylvania certification must have demonstrated “good moral conduct” in

addition to completing the approved program(s) in accordance with the Pennsylvania Department of Education requirements. Arrests or other citations by municipal and/or university authorities may result in suspension from these programs.

**Note: The public expects higher standards of behavior from teachers than it does for other professions.**

**Attendance Policy:** There is no established university-wide attendance policy. Traditionally, attendance policies have been determined for individual classes by the instructors and communicated via course syllabi. Instructors are encouraged to make allowances for absences occasioned by illness or university-authorized activities. While it is the purview of the instructor to set the attendance policy, it is the responsibility of the student to make up missed work. Candidates for certification must develop outstanding records for attendance and punctuality.

**Grade-Point Averages (GPA):** Letter grades are converted to numbers and then averaged to determine a GPA. By using the MyRockAudit site and clicking on degree audits students can ascertain their "cumulative" GPA from all course work completed at SRU. The Pennsylvania Department of Education mandates a minimum 2.8 GPA for admission to teacher education programs. The Commonwealth of Pennsylvania and the College of Education a 3.0, or higher, cumulative grade-point average, OR a 2.8 cumulative grade-point average or higher AND a qualifying passing subject area assessment (Praxis/PECT) score as determined by PDE.

**Non-retained Status:** Students whose GPA falls below 2.8 are immediately placed on academic probation. Candidates will have this probationary semester to raise their GPA to 2.8 or higher. Field experience cannot be taken during the probationary status. Permission to take a coded course during the probationary semester must be granted by the student's department chair.

If the candidate meets the 2.8 GPA requirement after the probationary semester, he/she must meet with the department chairperson to request a letter for reinstatement into the College of Education. If the grades earned during the probationary semester do not raise the GPA to a minimum of 2.8, the student will be dismissed from the College of Education. Students then have the option to pursue another major at SRU or to be placed on undeclared status. A second option is to apply for reinstatement to the College three calendar years after the dismissal date.

**Departmental Staff Meeting:** When candidates call attention to themselves by exhibiting unproductive performance or behavior, a departmental staff meeting is convened. This staff meeting is conducted by department members who are familiar with the candidate and who have observed or been made aware of the issues in question. The meeting is designed to remedy the issues observed.

A department chair initiates a staff meeting when it has been recommended by two or more faculty members and/or the Dean's Office or when any of the following examples have been reported:

1. Seriously unfavorable reports from university professors:
  - a. candidate is frequently late or absent from classes
  - b. candidate fails to complete assignments
  - c. candidate disrupts class or fails to respect others
2. Seriously unfavorable reports from field experiences:
  - a. candidate shows deficiency in content knowledge
  - b. candidate indicates lack of social skills
  - c. candidate flagrantly violates district of university policies
  - d. candidate is frequently late or absent from assigned duties



3. Candidate has demonstrated an unprofessional behavior record on campus or in the community

Possible outcomes of a staff meeting include:

1. Recommend remediation of observed behavior, which may result in postponing the completion of the candidate's program.
2. Provide alternative programs for the student to consider in lieu of the teacher preparation program.
3. Recommend to the assistant to the dean the removal of the candidate from the program.

**Non-retention and Withdrawal from Field Experiences and Student Teaching:** Although candidates have been admitted to teacher candidacy, their success and dispositions in class work, field experiences, and/or student teaching will continue to be monitored. When evidence is presented that indicates a teacher candidate's behavior is unacceptable due to lack of preparation, lack of content knowledge, lack of pedagogical knowledge and/or lack of professionalism, removal from the field experience or student teaching will result. Removal from a field experience or student teaching is a very serious matter but one that can be reversed after remediation (see "Remediation" below). Those candidates who encounter difficulty in these experiences will be subject to the following classifications.

1. **Suspension:** A teacher education candidate will be suspended from field experiences or student teaching when available information indicates that prerequisite conditions of eligibility have been compromised. An example of this is a teacher candidate who is suspended from the university for academic or social reasons or for being charged by a municipal authority. The teacher candidate will be suspended from the field experience or student teaching pending resolution of the problem. Ethical breaches and deviations from accepted professional conduct during field experiences are also grounds for suspension. **(Teacher candidates are reminded that they should have professional, not personal or social, relationships with school students.)**
2. **Unilateral Withdrawal:** A teacher candidate who withdraws from a student teaching assignment without proper consultation with university representatives forfeits the previously earned right to student teach.
3. **District-Initiated Withdrawal:** A request by the cooperating teacher and/or a district administrator to remove a teacher candidate from an assignment will receive an immediate response from the College of Education. A thorough review of events leading up to the request will determine further consideration.
4. **University-Initiated Withdrawal:** A teacher candidate will be withdrawn when conditions indicate that school students are academically and/or physically at risk as a result of that candidate's inability or unwillingness to: plan, teach, or manage the classroom; maintain a safe learning environment; or demonstrate professional behavior. The decision to withdraw a candidate from a placement is always preceded by earnest, documented attempts by the cooperating teacher, the university supervisor and the assistant to the dean to assist the student teacher in acknowledging problems and to make appropriate corrections.
5. **Situational Withdrawal:** A teacher candidate who withdraws from student teaching citing extenuating circumstances which are beyond that candidate's control (such as health or other personal reasons) may request future consideration. Conditions for such considerations should be stated in writing and mutually understood in advance. Agreements will include deadlines and periodic reconsideration and will be reviewed on a semester-by-semester basis. A future change of assignment may also be in order.

## Remediation:

In most instances, the College of Education faculty and administration will make efforts to remediate the teacher candidate's issues that were the cause of removal. Issue related to content knowledge and pedagogical knowledge may be remediated through additional course work and/or readings. Issues related to preparation and professionalism are typically more difficult to remediate as those are qualities that are developed over time and are habits of mind and action. However, the actions that were the cause of removal will be identified and the teacher candidate will be required to correct those actions before reinstatement to the field experience or student teaching.

## Appeals:

Initial decisions regarding withdrawal from a field experience are the responsibility of the instructor of record of the field experience in consultation with the department chairperson or assistant to the dean. Initial decisions regarding withdrawal from student teaching are the responsibility of the assistant to the dean. Candidates may appeal decisions to the dean of the College of Education regarding field experience or student teaching withdrawals if the decisions appear to be contrary to college or university policy. The final decision to suspend or withdraw a teacher candidate from any field experience, including student teaching will be the responsibility of the dean of the College of Education.

The appeal is an academic, not a legal, hearing. A candidate who wishes to be represented by legal counsel must inform the dean of the College of Education two weeks in advance of the meeting. He/she will then inform the student of the procedures to follow.

## APPLICATION FOR GRADUATION AND PENNSYLVANIA TEACHER CERTIFICATION

The Commonwealth of Pennsylvania and the College of Education require the following for teacher certification: (1) a minimum of 120 credits, (2) a 2.8, or higher, cumulative grade-point average with qualifying basic skills scores upon entrance to the program, (3) successful completion of a teacher preparation program, and (4) 3.0 GPA and the successful completion of the Praxis II/PECT test or 2.8 GPA and qualifying Praxis II/PECT scores upon program completion. Test scores are valid for ten calendar years.

**Policy for Certification Recommendation:** In order to be recommended for initial certification, students must successfully complete an entire program of study consisting of course work, field experiences, and the student teaching experience. Student teaching must be with a certified cooperating teacher and a Slippery Rock University supervisor. Any student who accepts and begins a full-time teaching position prior to program completion will not be eligible for field or student teaching, thus rendering him/her ineligible to be recommended for certification from Slippery Rock University. Students may accept a position that will begin **after** student teaching when all program requirements have been successfully completed.

Slippery Rock University is an NCATE/ACTFL accredited institution. In order for a foreign language student teacher to be recommended by Slippery Rock University for Pennsylvania teacher certification, you must attain Advanced-Low or higher on the ACTFL Writing Proficiency Test (WPT) and the ACTFL Oral Proficiency Interview (OPI).

**Application for Graduation and Diploma:** It is essential that each candidate review his/her Rock Audit report either independently or with his/her academic advisor to ensure that all the requirements for graduation have been met. Once the candidate has verified this information the application must be completed and submitted to the Academic Records and Summer School Office through the MySRU portal by the following dates during the semester in which the candidate expects to graduate. Spring Graduation: March 15, Summer Graduation: June 15, Winter Graduation: October 15. To apply for graduation, log in to MySRU. There is no diploma fee.

**Application for Pennsylvania Teacher Certification:** If candidates wish to apply for Pennsylvania certification, they must register with the Pennsylvania Department of Education and apply through the Teacher Information Management System (TIMS) no earlier than the first day of the month in which they will graduate. For example if a candidate will graduate on May 10, 2015, he/she may apply any time after May 1, 2015. The TIMS system will not permit students to submit an application before the month the candidate graduates. Before applying, the student must know their final GPA, so if you are taking an additional course while student teaching, you will need to wait until final grades are posted to determine your final GPA. Please check your My Rock Audit or your official transcript for your final GPA. Directions for the online TIMS application are located on the Pennsylvania Department of Education's web page. Passing ACTFL/PAPA/PECT/Praxis scores are required by the Department of Education as part of the application. After successful submission of the application, the candidate will be able to print the coversheet. Any correspondence with PDE must be submitted with a signed copy of the coversheet. For example, ACTFL/PAPA/PECT/Praxis scores, or any other requested documentation must be submitted with a signed copy of the coversheet so that the documentation can be matched to the candidate's application. Once the University has confirmed the candidate's grade point average and the degree award date the application will be affirmed, recommended and submitted to PDE for review.

**Levels of Certification:** There are two types of Pennsylvania teaching certificates--provisional and permanent.

1. The College of Education certification officer can recommend a candidate for an Instructional I (provisional) Certificate after satisfactory completion of an approved teacher certification program that includes a 16-week student teaching assignment. The Instructional I Certificate is valid for six years of contractual teaching experience (which need not be consecutive) in any school approved by the Commonwealth of Pennsylvania.
2. The Instructional II (permanent) Certificate is issued to an applicant who has been recommended by a district superintendent as having experienced three years of successful teaching experience and having accumulated 24 credits (from a four-year institution) beyond those required for initial certification. Candidates are encouraged to pursue a Master's Degree as they move toward permanent certification.

**Multiple Certifications:** Candidates applying for certification in more than one area will have to complete the pedagogy course(s) and other requirements in Special Education and Physical Education.

**Certification by Adding On:** Please visit PDE's website for information:

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

## COLLEGE OF EDUCATION SCHOLARSHIPS

For a complete list of scholarships, please visit Financial Aid's Website:

<http://www.sru.edu/academics/enrollment/financialAid/scholarships/Pages/Scholarships.aspx>

## COLLEGE OF EDUCATION HONORARIES

The following honor societies have local chapters:

**Chi Sigma Iota:** This is an international honor society that gives recognition to counseling professionals and professionals-in-training who are dedicated to excellence in scholarship, research, and clinical practice. Members must be enrolled in counseling programs leading to a graduate degree, with a GPA of 3.5 or better.

**Delta Psi Kappa:** This society is a national professional physical education honorary which furthers the high ideals and best interests of physical education while recognizing the achievements of physical educators. Through professional and

social activities, it develops interest within the profession and promotes leadership and fellowship among its members. The honorary is open to physical education majors with high overall academic achievements.

**Kappa Delta Pi:** This national honor society in education is eager to promote a closer bond and fellowship among the students in education with those already in the profession of teaching. The Delta Tau chapter was established at SRU in 1938. Any education major with a GPA of 3.25 or higher is invited to join the honorary.

**Lambda Epsilon Delta:** This honor society is for elementary education majors. To be eligible for membership students are required to have a 3.0 overall GPA after completing at least 60 credits and are required to participate in a pledge project. Members of the honorary vote annually for the recipient of the Senior-of-the-Year Award.

**Phi Epsilon Kappa:** This national physical education honorary was established at SRU in 1962 to honor outstanding physical education majors. The objectives of the fraternity are to promote scholarship and to elevate the standards, ideals, and ethics of those engaged in the teaching of physical education. The requirements for membership include a minimum overall GPA of 2.75 and a sophomore class rank.

**Sigma Pi Epsilon Delta:** This was the first special education honorary in the United States and was established at SRU in 1977. The honorary seeks to recognize outstanding special education majors for academic achievement and service for handicapped persons. Members must have a GPA of 3.25 or higher with a minimum of nine credits in special education. Candidates must also have accumulated 100 hours of volunteer work and be members of the Council for Exceptional Children.

# Slippery Rock University

## Rubric for the Assessment of Undergraduate/Graduate Dispositions

ELEMENT 1: COMMITMENT TO ACADEMIC INTEGRITY & EXPERTISE (Identify rating on addendum page)		
<b>Exemplary</b>	<b>3</b>	<ul style="list-style-type: none"> <li>a) Shows <b>enthusiasm</b> for the teaching/learning process;</li> <li>b) Takes initiative to <b>exceed</b> stated course requirements;</li> <li>c) Prepares <b>thoroughly and consistently</b> for classes;</li> <li>d) Models appropriate oral and written language (e.g., employs suitable tone and voice, and verbal and nonverbal expressions, uses grammatically correct sentences in speech and in writing)</li> <li>e) Demonstrates honesty and integrity during university events and class sessions (e.g., contributes to collaborative assignments, cites resources, appropriate use of technology and resources)</li> </ul>
<b>Target</b>	<b>2</b>	<ul style="list-style-type: none"> <li>d) Models appropriate oral and written language (e.g., employs suitable tone and voice, and verbal and nonverbal expressions, uses grammatically correct sentences in speech and in writing)</li> <li>e) Demonstrates honesty and integrity during university events and class sessions (e.g., contributes to collaborative assignments, cites resources, appropriate use of technology and resources)</li> </ul>
<b>Near Target - Developing</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• The candidate <b>falls short in one</b> of the characteristics described for a target disposition.</li> <li>• Please describe where the candidate is lacking on addendum page.</li> </ul>
<b>Unacceptable</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• The candidate <b>falls short in more than one</b> of the characteristics described for a target disposition or <b>demonstrates an egregious contradiction</b> to one of the descriptors.</li> <li>• Please describe where the candidate is lacking and provide specific suggestions to help candidate move toward the target disposition on addendum page.</li> </ul>

  

ELEMENT 2: ENGAGEMENT WITH PEOPLE AND IDEAS (Identify rating on addendum page)		
<b>Exemplary</b>	<b>3</b>	<ul style="list-style-type: none"> <li>a) Demonstrates kind, caring and respectful behavior with others (e.g., maintains emotional control, responds appropriately to actions of others, adapts to unexpected situations)</li> <li>b) Engages in positive, cooperative relationships with all faculty and peers;</li> <li>c) <b>Demonstrates</b> a reflective approach towards teaching and learning (e.g., <b>analyzes one's own effectiveness based on feedback of others</b>);</li> <li>d) <b>Seeks</b> feedback and <b>eagerly</b> modifies behavior based on feedback.</li> <li>e) <b>Consistently</b> seeks clarification and assistance as needed and in an appropriate manner (e.g., meets with faculty during office hours and makes reasonable requests for assistance)</li> </ul>
<b>Target</b>	<b>2</b>	<ul style="list-style-type: none"> <li>a) Demonstrates kind, caring and respectful behavior with others (e.g., maintains emotional control, responds appropriately to actions of others, adapts to unexpected situations)</li> <li>b) Engages in positive, cooperative relationships with all faculty and peers;</li> <li>c) <b>Developing</b> a reflective approach towards teaching and learning (e.g., <b>analyzes one's own effectiveness based on feedback by others</b>)</li> <li>d) <b>Accepts</b> feedback and <b>attempts</b> to modify behavior based on feedback.</li> <li>e) Seeks clarification and assistance as needed and in an appropriate manner (e.g., meets with faculty during office hours and makes reasonable requests for assistance)</li> </ul>
<b>Near Target - Developing</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• The candidate <b>falls short in one</b> of the characteristics described for a target disposition.</li> <li>• Please describe where the candidate is lacking on addendum page.</li> </ul>
<b>Unacceptable</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• The candidate <b>falls short in more than one</b> of the characteristics described for a target disposition or <b>demonstrates an egregious contradiction</b> to one of the descriptors.</li> <li>• Please describe where the candidate is lacking and provide specific suggestions to help candidate move toward the target disposition on addendum page.</li> </ul>



# Slippery Rock University

## Rubric for the Assessment of Undergraduate/Graduate Dispositions

ELEMENT 3: DISPLAY OF APPROPRIATE ATTITUDES/BEHAVIORS RELATED TO PROFESSIONAL CONTEXTS (Identify rating on addendum page)		
<b>Exemplary</b>	<b>3</b>	a) Models appropriate grooming and dress during class sessions; b) <b>Seeks out</b> opportunities and <b>participates in</b> professional development opportunities both on and off campus; c) Attends and <b>arrives early</b> for university events, class sessions, advisement appointments; d) Assumes responsibilities for meeting class and program requirements and deadlines; e) <b>Is thoroughly engaged</b> during all university events, class sessions (e.g., is attentive and eagerly participates, facilitates the contribution of others); f) Adheres to established guidelines concerning student conduct as is stipulated in the University Guidelines and <a href="#">PA's Code of Prof. Practice and Conduct for Educators</a> .
<b>Target</b>	<b>2</b>	f) Adheres to established guidelines concerning student conduct as is stipulated in the University Guidelines and <a href="#">PA's Code of Prof. Practice and Conduct for Educators</a> .
<b>Near Target - Developing</b>	<b>1</b>	<ul style="list-style-type: none"> <li>The candidate <b>falls short in one</b> of the characteristics described for a target disposition.</li> <li>Please describe where the candidate is lacking on addendum page.</li> </ul>
<b>Unacceptable</b>	<b>0</b>	<ul style="list-style-type: none"> <li>The candidate <b>falls short in more than one</b> of the characteristics described for a target disposition or <b>demonstrates an egregious contradiction</b> to one of the descriptors.</li> <li>Please describe where the candidate is lacking and provide specific suggestions to help candidate move toward the target disposition on addendum page.</li> </ul>
<b>N/A</b>		

ELEMENT 4: DISPLAY OF APPROPRIATE ATTITUDE/BEHAVIORS RELATED TO DIVERSITY (Identify rating on addendum page)		
<b>Exemplary</b>	<b>3</b>	a) Demonstrates respect for diverse populations in speech and behavior while at university events and during class sessions. b) <b>Demonstrates an ability to apply theoretical knowledge</b> of diverse learners to specific teaching and learning situations. (e.g., prepares lesson plans that reflect a purposeful approach accommodating diverse populations) c) Considers and accepts multiple perspectives at all times and <b>seeks to include multiple perspectives during instruction</b> (e.g., shows an understanding that we live in a pluralistic society, understands that often more than one perspective can be valid) d) Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, physical and intellectual ability/disability, and socio economic status)
<b>Target</b>	<b>2</b>	b) <b>Attempts to apply theoretical knowledge</b> of diverse learners to specific teaching and learning situations. (e.g., attempts to prepare lesson plans that reflect a purposeful approach accommodating diverse populations) c) Considers and accepts multiple perspectives at all times (e.g., shows an understanding that we live in a pluralistic society, understands that often more than one perspective can be valid) d) Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, physical and intellectual ability/disability, and socio economic status)
<b>Near Target - Developing</b>	<b>1</b>	<ul style="list-style-type: none"> <li>The candidate <b>falls short in one</b> of the characteristics described for a target disposition.</li> <li>Please describe where the candidate is lacking on addendum page.</li> </ul>
<b>Unacceptable</b>	<b>0</b>	<ul style="list-style-type: none"> <li>The candidate <b>falls short in more than one</b> of the characteristics described for a target disposition or <b>demonstrates an egregious contradiction</b> to one of the descriptors.</li> <li>Please describe where the candidate is lacking and provide specific suggestions to help candidate move toward the target disposition on addendum page.</li> </ul>

# Slippery Rock University

## Rubric for the Assessment of Undergraduate/Graduate Dispositions Addendum Page

Name \_\_\_\_\_ Department \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Advisor \_\_\_\_\_ Certification Area(s) \_\_\_\_\_

Evaluation of Student	Element 1 (Academics)	N/A	0	1	2	3	Element 2 (Engagement)	N/A	0	1	2	3
	Element 3 (Professionalism)	N/A	0	1	2	3	Element 4 (Diversity)	N/A	0	1	2	3

The purpose of this addendum to the Rubric for the Assessment of Dispositions is to identify & clarify the ratings of the student's disposition. Any rating that is below the "Target (2)" level should also include additional feedback in the space provided below. Faculty members completing this addendum should share these recommendations with the student for ratings that are "Near Target or Developing (1)" and for ratings that are at the "Unacceptable (0)" level. Faculty members may request a meeting that could include the Chairperson of the student's department, the Assistant to the Dean, or the Dean depending on the severity of the student's action that is contrary to the descriptors on the Rubric for the Assessment of Dispositions.

Identify the sub-element(s) that the actions of the candidate are contrary to:  
(ex. sub-element 3d, Assumes responsibilities for meeting class and program requirements and deadlines;

Describe the specific action(s) of the candidate that were contrary to the sub-element(s) identified above:

Describe a suggested action for the candidate to take in order to be compliant with the identified sub-element(s):

Student Signature\* \_\_\_\_\_

- By signing this form, you are indicating that you were made aware of the recommendation made by the faculty member and are clear about the actions that are required to be compliant with the expectations of the College of Education's Assessment of Dispositions. Refusal to sign the form will result in a joint meeting with the faculty member, the student and the Chairperson, Assistant to the Dean and/or Dean.