

ELIZABETHTOWN COLLEGE

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Department of Education

# Department Manual 2019-2020



Elizabethtown College

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# Welcome to the Department of Education!

*“Be the change that you wish to see in the world.” Mahatma Gandhi*

Welcome to the Education Department at Elizabethtown College and to your first step in becoming the educators and school leaders of tomorrow! You are beginning an exciting journey, and this manual is designed to help you navigate the curriculum and assessment requirements for teacher certification in the state of Pennsylvania.

A major in education at Elizabethtown is a demanding undertaking. Students must excel in challenging coursework in pedagogy, learning theory, cognition, and liberal arts content. They must sustain a 3.0 cumulative GPA to meet the academic criteria required for certification. They are required to repeatedly demonstrate competency in field placement classrooms by working with a variety of students and student needs. It is expected that they exhibit the dispositions of a professional educator as defined by the *PA Code of Conduct* and the department’s *Teacher Dispositions Policy*. Finally, students must pass required state assessments and complete a professional portfolio for certification.

The Teacher Preparation Program at Elizabethtown College has a unique focus supported by four pillars – **Professionalism** (as defined by *Danielson’s Domains*), **Social Justice**, **Undergraduate Research**, and **Theory into Practice**. These pillars are realized through the curriculum, field experiences, research and service-learning projects with faculty mentors, co-curricular organizations and activities, and invited speaker and film series. These critical components expose pre-service teachers to the real issues and educational policies of the twenty-first century classroom and of the system of education more broadly. Through the Tempest Lecture Series and other opportunities, the department sponsors thought-provoking social justice events and days of advocacy. These issues are further explored in the department’s common read selections and related course assignments.

Departmental faculty and staff want you to begin your career at Elizabethtown with a clear understanding of these expectations and responsibilities for your chosen 4-year certification program – *Early Childhood (PK-4)*, *Early Childhood/Special Education, Middle Level (4-8)*, *Secondary (7-12)*, or *PK-12 (Music, Spanish, or Art)*. All candidates also have the option of applying to 4+1 Master’s Program in Special Education which offers dual certification in a general area and special education for grades PK-8 or 7-12 in a five year program of study.

Please contact me with questions on these expectations, policies, and procedures.

Sincerely,



Dr. Shannon Haley-Mize  
Undergraduate Chair, Education

## TEACHER EDUCATION FACULTY AND STAFF

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## DEPARTMENT OF EDUCATION MISSION

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The mission of the Education Department at Elizabethtown College is to provide its students with the knowledge and skills necessary to become thoughtful and responsible teachers who, informed by scholarship and research, are prepared to meet the social, intellectual, and professional challenges of today's culturally diverse and inclusive Pre-K to 12 classrooms. We believe that our purpose is best achieved through adherence to the Pennsylvania Department of Education standards for teacher certification and through modeling research-based practices of effective instruction and assessment within a relationship-centered climate that supports academic excellence.

Our goal is to prepare highly competent, knowledgeable educators in early childhood, elementary middle, secondary, special, art, music, and Spanish education. Essential components of this preparation are early and frequent field experiences in urban, rural, and suburban settings supervised by certified professionals, and ongoing self-evaluation of knowledge and skill growth through development of a professional portfolio. The capstone assessment is a semester-long student teaching placement that promotes the practical application of theories and best practices learned in program coursework.

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives. Education faculty are experts in these fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate scholarship.

### Student Learning Outcomes

The Education Department requires that every student demonstrate the following:

1. A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment.
2. An ability to establish and maintain a purposeful and equitable environment for learning.
3. An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
4. Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
5. An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a certified teacher.
6. An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
7. Teaching and advocacy for principles of social justice and civic competence.

## PROGRAM OVERVIEW

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### Bachelor of Science

#### Program

Early Childhood Education  
Elementary/Middle Level Education \*  
Secondary Education\*\*

#### Certification Type

PreK-4  
Grades 4-8  
Grades 7-12

#### Dual Certification Program

Early Childhood w/Special Education

PreK-4 Early Childhood Education  
PreK-8 Special Education

\*Bachelor of Science in Elementary/Middle Level Education Candidates must select an emphasis in one of four content areas, and will receive certification in that content area but will be a generalist in each of the other three content areas.

#### Program

English/ Language Arts  
Mathematics  
Science  
Social Studies

#### Certification Type

Grades 4-8 ELA  
Grades 4-8 Mathematics  
Grades 4-8 Science  
Grades 4-8 Social Studies

\*\*Bachelor of Science Secondary Education Content Areas of Study available:

#### Program

Biology (B.S. Biology)  
Chemistry (B.S. Chemistry)  
Mathematics (B.S. Mathematics)  
Physics (B.S. Physics)  
Social Studies (B.S. Social Studies Ed.)

#### Certification Type

Grades 7-12 Biology Education  
Grades 7-12 Chemistry Education  
Grades 7-12 Mathematics Education  
Grades 7-12 Physics Education  
Grades 7-12 Social Studies Education

#### Dual Major Program

History and Social Studies Education

Grades 7-12 Social Studies Education

### Bachelor of Arts

#### Program

Secondary English Education (B.A. English)  
Spanish Education (B.A. Spanish)  
Art Education (B.A. Fine Arts)

#### Certification Type

Grades 7-12 English Education  
PreK-12 Spanish Education  
PreK-12 Art Education

### Bachelor of Music

PK-12 Music Education (B.M. Music Education)

PreK-12 Music Education

### Certificate Program

ESL Program Specialist

K-12 Certificate



## PROGRAM OVERVIEW

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### Graduate Programs

**Program**

4+1 Master's Degree in Special Education (M.Ed.)

**Certification Type**

PreK-8 or Grades 7-12 Special Education

Masters of Education in Curriculum and Instruction  
In Peace Education (M.Ed.)

No Certification

Masters of Music Education (M.M.E.)

No Certification

## PROGRAM DEGREE PLANNERS

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### **Early Childhood (PK-4) Education**

Early Childhood Education      [Early Childhood Education Degree Planner](#)

Early Childhood Education w/  
Special Education Concentration      [Early Childhood Education w/Special Education Degree Planner](#)

### **Elementary/ Middle Level (4-8) Education**

Elementary/Middle Level Education      [Elementary/ Middle Level Education Degree Planner](#)

### **Secondary Education (7-12)**

- 1) Biology      [Biology Secondary Education Degree Planner](#)
- 2) Chemistry      [Chemistry Secondary Education Degree Planner](#)
- 3) English      [English Secondary Education Degree Planner](#)
- 4) Mathematics      [Mathematics Secondary Education Degree Planner](#)
- 5) Physics      [Physics Secondary Education Degree Planner](#)
- 6) Social Studies      [Social Studies Secondary Education Degree Planner](#)

### **PK-12 Education (Music, Art, Spanish )**

Music Education      [PK-12 Music Education Degree Planner](#)

Fine Arts Education      [PK-12 Fine Arts Education Degree Planner](#)

Spanish Education      [PK-12 Spanish Education Degree Planner](#)

### **ESL Program Specialist**

ESL Program Specialist      [ESL Program Specialist K-12 Certificate Degree Planner](#)

### **4+1 Graduate Program- Masters of Special Education**

4+1 Special Education Masters:      [Master of Education in Special Education Degree Planner](#)

## WHY STUDY AT ELIZABETHTOWN: HALLMARKS OF OUR PROGRAM

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### **Frequency and Variety of Field Placements**

As an Education major at Elizabethtown College, you will have field experiences every year from your first year through your senior year. Field placements occur in urban, suburban and rural schools, and in a variety of grades within your certification guidelines. Our program stresses the importance of supervised field experiences to complement coursework. It is the embodiment of theory into practice.

### **Office of Clinical Experiences**

Field placements are an important part of your educational experience at Elizabethtown. Full-time clinical coordinators partner with top local districts and schools to secure placements for pre-service teachers.

### **Middle-level Certification Areas**

Elizabethtown College is one of the few colleges in Pennsylvania to offer middle-level certification. We offer programs in Science, Mathematics, Social Studies, and English/Language Arts.

### **Student Teaching Capstone**

Student teaching is the capstone experience of the department's teacher preparation programs. Student teachers are placed at cooperating school districts in the local and surrounding areas. College supervisors and mentor teachers work in partnership to mentor the student teacher and provide a quality learning experience.

### **A Faculty of Teacher-Scholars**

Education faculty are experts in their fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate and graduate scholarship.

### **Social Justice in Education**

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives.

## WHY STUDY AT ELIZABETHTOWN: HALLMARKS OF OUR PROGRAM

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### **Civic Engagement Opportunities**

The Education Department encourages its majors to participate in community outreach, particularly through events and programs sponsored by its student organizations – EdOrg, KDP, CEC, and NSTA.

### **Student Research**

Students are required to undertake action research by their senior year and may take advantage of other research opportunities, including Honors in the Discipline, Scholarship and Creative Arts Day (SCAD), Summer Scholarship, Creative Arts and Research Projects Program (SCARP), or professional conferences in their specialty discipline. Graduate students are required to complete a thesis project in their 5<sup>th</sup> year.

### **Graduate Study in Special Education**

The Department offers a unique 4+1 Master's program in Special Education which provides candidates with two full semesters of student teaching and prepares them to be highly qualified in a general certification area and PK-8 or 7-12 Special Education.

### **Lab School Program**

The Department has a lab school program partnership with U-Gro Learning Centres located at Masonic Village, just a few miles from campus. Pre-service candidates will participate in the teaching, learning, and research afforded by a lab school model.

### **Academic Service-Learning**

Many curricular and co-curricular opportunities exist to help prepare you to enter the field of education. These include reading to children at libraries, teaching Spanish to local children and tutoring Spanish-speaking children and adults that are learning English, volunteering as a science fair judge, tutoring local students and many more.

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## Programs of Study

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The Department of Education at Elizabethtown College has a tradition of successfully preparing teacher candidates who graduate, obtain Pennsylvania State Teacher certification and go on to secure teaching positions in Pennsylvania and surrounding states. We provide students with an opportunity to pursue the following majors:

- **Early Childhood Education**
- **Early Childhood Education w/Special Education concentration**
- **Elementary/ Middle Level Education**
- **Secondary Education**
- **PK-12 Education (Music, Spanish, Art)**
- **4+1-Special Education\* (Please see the Master's Program beginning on page 58)**

### *Early Childhood Education*

*Pre-K through 4th grade*

Candidates for certification in Early Childhood Education must complete a major that consists of two key elements. The **first element** emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The **second element** stresses a professional core organized in five areas:

- Early Childhood Development
- Cognition and Learning
- Subject Matter Pedagogy Content (Pre-K through 4)
- Assessment
- Family and Community Partnerships
- Professionalism

***NOTE: Candidates may elect to “add-on” 5-6 certification by passing modules 2-3 of the 4-8 Praxis subject concentration exams. Students interested in this pathway should consult their academic advisors.***

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## Programs of Study

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### *Elementary/Middle Level Education*

*4th through 8th grade*

Candidates for certification in Elementary/Middle Level Education must select an emphasis in one of four academic content areas and be a generalist in each of the other three academic content areas. The

academic emphasis requires completion of a **minimum of 30 credit hours** in one of the following four content areas:

- 1) Mathematics,
- 2) Science,
- 3) English/Language Arts, or
- 4) Social Studies

In addition to one academic emphasis, candidates also are expected to generalize in the remaining three content areas by completing **12 credit hours** in each. Students also complete a professional core organized into five areas:

- 1) Early Adolescent and Adolescent Development, Cognition and Learning;
- 2) Subject Matter Pedagogy Content (Grades Four through Eight);
- 3) Assessment;
- 4) Family and Community Partnerships;
- 5) Professionalism.

Content requirements are based on national standards for Elementary/Middle Level Education as well as Pennsylvania's curriculum standards.

### ***NOTE:***

*Candidates may elect to “add on” a PK-4 certification by passing the appropriate PECT exams. They may elect to “add on” an additional 4-8 content area by taking the appropriate PRAXIS subject concentration exam. Students interested in this pathway, should consult with their academic advisors.*

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## Programs of Study

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### ***Secondary Education***

*7<sup>th</sup> through 12<sup>th</sup> grade*

Programs in Secondary Education are available in select academic areas as below. All required courses for the Secondary Education programs can be found in their coordinating degree planners as listed below:

Biology	<a href="#"><u>Biology Secondary Education Degree Planner</u></a>
Chemistry	<a href="#"><u>Chemistry Secondary Education Degree Planner</u></a>
English	<a href="#"><u>English Secondary Education Degree Planner</u></a>
Mathematics	<a href="#"><u>Mathematics Secondary Education Degree Planner</u></a>
Physics	<a href="#"><u>Physics Secondary Education Degree Planner</u></a>
Social Studies	<a href="#"><u>Social Studies Secondary Education Degree Planner</u></a>

Carefully designed work in the academic or interdisciplinary major, the Core program and electives qualify students for a degree appropriate to that major and for Pennsylvania certification. For specific requirements for these programs, refer to Catalog sections relating to the primary major.

### ***PreK-12 Education***

Majors and Pennsylvania certification for Pre-Kindergarten through 12th grade are also available in the areas below. All required courses for the PreK-12 Education programs can be found in their coordinating degree planners as listed below:

- Music [PreK-12 Music Education Degree Planner](#)
- Fine Arts Education [PreK-12 Fine Arts Education Degree Planner](#)
- Spanish Education [PreK-12 Spanish Education Degree Planner](#)

Carefully designed work in the academic or interdisciplinary major, the Core program and electives qualify students for a degree appropriate to that major and for Pennsylvania certification. For specific requirements for these programs, refer to Catalog sections relating to the primary major or to the interdisciplinary section for the two interdisciplinary programs.

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## *ESL Program Specialist K-12 Certificate*

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The Department of Education offers a certificate program leading to an ESL Program Specialist K-12 Certificate.

This program is designed for pre-service candidates seeking further understanding of pedagogy, resources, methods, and curriculum designed to allow English Learners access to equitable educational opportunities. The program is a combination of coursework and field experiences that will reveal the importance of language and culture in the education of English Learners.

It affords students the advantages of a unique and practical curricular focus in curriculum and instruction supported by a constructivist course sequence that promotes individualized assessments, real application to current classroom practice, and applied research relevant to grade bands across the PK-12 continuum.

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### **PROGRAM DESIGN AND ADMISSION REQUIREMENTS**

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To maximize credit, course, and scheduling efficiency, the program design utilizes a mix of 4 and 2 credit classes. Six new courses were created for this certification per the ESL program guidelines. All of these courses are offered through the Department of Education. The program consists of six courses, in total, for 16 credit hours and 60 hours of field placement. Students may only enroll in the 300-level classes, including the methods course and practicum, once they achieve formal acceptance into the major. ED 341 is a pre-requisite for the 300-level methods and field placement practicum courses. Candidates will also be encouraged to work with their academic advisor and the Director of Clinical Experiences to seek a student teaching placement (ED 470) which continues to enhance their professional development in ESL and their general certification area.

#### ***Student Learning Outcomes for the ESL Program Specialist K-12 Certificate Program:***

*Students will be able to:*

1. Construct, implement, and evaluate educational programming for English Learners that considers the importance of language in curriculum, instruction, and assessment.
2. Construct, implement, and evaluate educational programming for English Learners that considers the importance of culture in curriculum, instruction, and assessment.
3. Consider how observing, planning, implementing, and managing instruction are essential practices for constructing appropriate learning opportunities for English Learners.
4. Develop a wide range of assessment practices appropriate for English Learners.
5. Demonstrate professionalism in planning, implementing, and evaluating educational programming for English Learners and their families.



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## *ESL Program Specialist K-12 Certificate*

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### **COURSE SCOPE AND SEQUENCE (16 CREDITS)**

#### **Courses Taken prior to Formal Acceptance:**

- 
- ED 243 - English Grammar and Linguistics for ESL Learners
  - ED 255 - Literacy and Language Acquisition
  - ED 268 - Educational Assessment and Evaluation of English Learners

#### **Courses Taken after Formal Acceptance:**

- 
- ED 352 - Cultural Diversity: Awareness, Relevance, and Responsiveness
  - ED 362 - Methods for Teaching English Learners: Culturally and Linguistically Responsive Teaching
  - ED 398 - Teaching English Learners Practicum

## REQUIREMENTS FOR TEACHER CERTIFICATION

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Elizabethtown College, through its Department of Education, offers several programs leading to a bachelor's degree and Pennsylvania teacher certification. The Department also offers a 4+1 Master's degree program in Special Education which allows students to complete both general certification and special education certification. Candidates select from either a PreK-8 or 7-12 grade concentration in special education certification.

Together, the Department and College act as an agent of the Commonwealth of Pennsylvania in the teacher certification process for students who meet all appropriate standards.

As part of its general requirements for majors and/or certification, the Education Department requires students to make application into the Teacher Certification Program. This is done through a process called Formal Acceptance.

The programs at Elizabethtown College are accredited through the Pennsylvania Department of Education (PDE) and are governed by the General Standards of Chapter 354 of the Pennsylvania Code.

For more information on Teacher Certification, below is the link to PDE's teacher certification information:

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

## Chapter 354 General Standards

Chapter 354 is a code that was established by PDE (PA Dept. of Education) for institutions that are preparing professional educator candidates. They are essentially standards and guidelines that must be met and achieved. The full Chapter 34 code can be found at the following link:  
[https://www.pacode.com/secure/data/022/chapter354/022\\_0354.pdf](https://www.pacode.com/secure/data/022/chapter354/022_0354.pdf)

*Chapter 354.2 Purpose: Preparing institutions shall have professional educator preparation programs to ensure that candidates for professional educator certification master both the content and methodology of their discipline and meet the standards for academic performance.*

**I. MISSION** - The professional educator programs shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the programs. (354.21) (49.14(4) (i))

**II. ASSESSMENT [REPORTING]** – The preparing institution shall submit an annual systematic report and a biennial report on candidates and demonstrate that the results are used to modify and improve the professional education programs. (354.22) (49.14(4) (vii) (x))

**III. ADMISSIONS** – The preparing institution shall document that its procedure for admitting applicants into its professional education programs confirms that they have met the course, credit and grade point average or alternative admissions requirements. (354.23) (354.31) (49.14(4) (v))

**IV. DESIGN** - The preparing institution shall document that the academic content courses for initial preparation programs culminating in a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years. (354.24) (49.14(4) (iii))

**V. FIELD EXPERIENCES** – The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.25)(354.26)(49.14(4) (iv) (viii))

**VI. STUDENT TEACHING** – The preparing institution shall document that candidates for initial Instructional I certification complete a 12-week full-time student-teaching experience under the supervision of qualified program faculty and cooperating teachers. (354.25) (49.14(4) (ii))

**VII. COLLABORATION** – The preparing institution shall document that higher education faculty, public school personnel, and other members of the professional education community collaborate to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. (354.25) (354.41) (49.14(4) (ix))

**VIII. ADVISING & MONITORING** - The preparing institution shall document its procedure for recruiting and advising students, systematically monitoring their progress, and assessing their competence to begin their professional roles upon completion of the program. (354.32) (354.33) (49.14(4) (vi))

**IX. EXIT CRITERIA** – The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines and the learning principles for each certificate category. (354.33) (49.14(4) (iii))

**X. FACULTY** - The preparing institution shall provide systematic and comprehensive activities to assess and enhance the competence, intellectual vitality and diversity of the faculty. (354.41)

# Formal Acceptance

Students must apply to the Education Department for Formal Acceptance into a certification program after they successfully:

- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature).
- Complete 54 hours with a cumulative grade point average of 3.00 or higher.
- Successfully complete at least three courses with ED prefixes.
- Provide a record of ACT 34, PA Child Abuse, and FBI Criminal History Report and TB Test. These clearances must be less than one year old.
- Submit a satisfactory student life clearance (re-check of previous clearance; students do NOT need to submit another).
- Receive passing scores on the Basic Skills Assessment or the SAT/ACT/Math equivalent score as mandated by PDE and submit a copy of your *official score report* to the Education office.
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson which includes:
  - One picture of yourself
  - Updated Resume
  - Educational Philosophy
  - Dates of your clearances and TB test
  - Basic Skills Assessment Scores or SAT/ACT / Math equivalent
  - Description of your experience working with children
  - Writing Sample
  - Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Obtain a satisfactory rating in accordance with the *Department of Education Teacher Dispositions/Foundational Competencies Policy*.

**\*Formal Acceptance is required to enroll in 300-level ED courses.**

# Basic Skills Math Exemption

Dear Student:

Recently, PDE implemented an alternative means to achieve exemption from the Basic Skills assessment testing requirements. At this time, the alternative is for the mathematics portion of the basic skills assessment only.

With the implementation of this alternative means, it will be important for you to be aware of the following information:

## **Policy Details**

- Math will be the first option available so that PDE may pilot the development and implementation process.
- The department will accept a grade of **B (3.0) or higher** in a specific college level math course selected by each program provider that aligns to the mathematics basic skills requirements.
- The math course must be from a PA approved program provider and align with the competencies.
- Program providers must identify the course(s) that best align with the competencies and best meet the Pennsylvania Academic Standards.
- The Program Provider can use the courses within their programs that satisfy the required six credits of mathematics for program entry as the coursework for meeting the basic skills assessment if the competencies are included in the coursework.
- The Program Provider's Certifying Officer will enter a note in the "comments" section of the TIMS recommendation verifying the approved course was taken and the grade received. A copy of the transcript must be emailed to [ra-teachercert@pa.gov](mailto:ra-teachercert@pa.gov) with the educator's Application ID or PPID in the subject line.

If you have not met the exemption for the math portion of the Basic Skills Assessment based on your SAT/ACT scores, you should consider the below courses on your schedule as these will meet the criteria put into place by PDE to be exempt from the mathematics portion of the Basic Skills Assessment. **These are the only two approved courses that may be taken to meet the exemption. You must achieve a grade of B or above in each course.**

- **MA 205: Mathematics for the Elementary Teacher**
- **MA 251: Probability and Statistics**

The Education department will verify your grade(s) and notify you if you have met the exemption based on your grade(s). Prior to the registration period, please contact your advisor to discuss these math courses as an option for your schedule, should you need to achieve the math exemption for Basic Skills Assessment.

Please contact me at [mizes@etown.edu](mailto:mizes@etown.edu) with any additional questions.

Sincerely,



Dr. Shannon Haley-Mize  
Co-Chair, Department of Education

**SAMPLE**  
**FORMAL ACCEPTANCE**  
(The “X”’s indicate outstanding requirements)



April 9, 2020

Sally Student  
Campus Box # 123

Dear Sally,  
Your application and portfolio for **Formal Acceptance** into the Teacher Education Program at Elizabethtown College have been reviewed. Your status is currently **ACCEPTANCE PENDING**.

At this time, the following requirement(s) for Formal Acceptance have **NOT** been met: (See “X” ‘s)

\_\_\_\_\_ Attained a cumulative GPA of 3.0 or above

\_\_\_\_\_ Completed two English courses

\_\_\_\_\_ Completed two Math courses (with MA prefixes.)

\_\_\_\_\_ Passed the Basic Skills Assessment / Met SAT or ACT equivalent/ Math Equivalent  
**(Official PAPA or CORE Praxis score reports must be submitted to the Education Office)**

\_\_\_\_\_ Completed 54 Credits

\_\_\_\_\_ Completed 3 Education courses

\_\_\_\_\_ Submitted an electronic portfolio

As **Acceptance Pending**, your application will be re-evaluated once the requirement(s) noted above are met. (i.e.: You are currently enrolled in your 2<sup>nd</sup> math and are awaiting your grade, you are enrolled in a class this summer, your GPA is currently below 3.0, you must pass the Basic Skills Assessment, you will have 54 credits at the end of this semester, etc.).

You should discuss plans for completing these requirements with your academic advisor.

Sincerely,

Dr. Shannon Haley-Mize, Co-Chair  
Department of Education



# SAMPLE

## Department of Education Acceptance Acknowledgement Form Due to the Education Office by April 3, 2020

I have received, read and understand the above information concerning my acceptance into the Education Department. I have discussed this with my Advisor. I understand that my acceptance is not active until all signatures are received and this form is returned to the Education Department office. Failure to submit this form with **all** signatures on it, may result in my acceptance not being active. My advisor has received and read the information as well. A copy of this letter will be placed in my permanent student file in the Education Office.

\_\_\_\_\_  
Please Print- Student Name

\_\_\_\_\_  
Advisor Signature

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

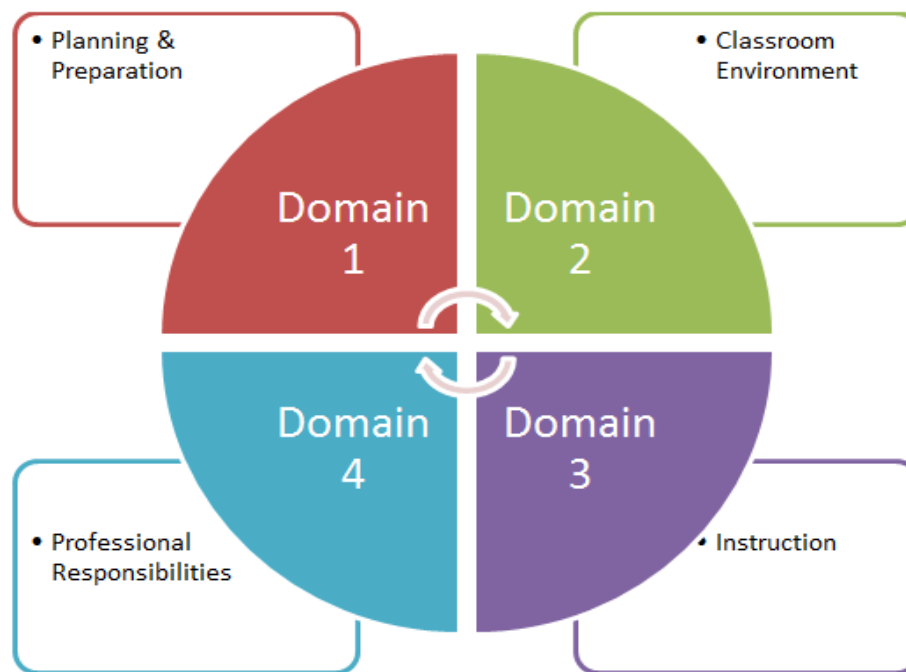
\*Please note: Acceptance is not active until this acknowledgement form has been signed by the student **and** their advisor and returned to the Education Office, Nicarry 143, for the Department Chair to sign. \*

\_\_\_\_\_  
Chair, Education Department

\_\_\_\_\_  
Date

## THE DOMAINS OF PROFESSIONAL PRACTICE THE DANIELSON FRAMEWORK THE PROFESSIONAL PORTFOLIO

All Education majors are required to complete a portfolio which assesses and documents their growth as professionals during their capstone student teaching experience. Beginning in the freshmen year, students are introduced to the concept of the portfolio, and artifacts are collected from pertinent content courses, education courses, and field placements. During the junior methods placement, students will assemble their first complete portfolio for provisional and formal acceptance. In the senior year, this portfolio is transferred to an electronic version (using *Wix* or *Smug*). Students are also required to assemble a companion portfolio brochure which emphasizes their very best work. The portfolio is to be organized according to Charlotte Danielson's *Four Domains of Professional Practice*.



The professional portfolio is a clear expression of a student's educational philosophy, showcasing his/her progress as a pre-service teacher. Portfolio development is a *PROCESS*; students never really "finish" this project, but continually update and revise the document as they grow and evolve in the profession.

It is expected that the portfolio will be organized (table of contents, etc.), neat, and professional. Creativity is *absolutely encouraged* (color, graphics, and pictures), but students should refrain from making it "cute" or appear as a scrapbook. ***Your portfolio is an earnest and insightful statement of your work as a teacher.***



## *The Framework for Teaching*

The Elizabethtown College Department of Education uses the Danielson Framework because it most closely aligns with our mission and constructivist vision of teaching and learning.

As described by Danielson, the framework is meant to be the “foundation for professional conversations” among practitioners who seek to enhance their skills and become more thoughtful about the “complex task” of teaching. (Danielson, 2011)

College faculty use the framework to generate and sustain such conversations as they guide pre-service teachers towards program completion. The framework also serves as a common assessment of general student progress in the major.

The Commonwealth of Pennsylvania has also adopted **Danielson’s Framework** as the overarching vision for effective instruction. In-service teachers are assessed using the four domains as the foundation of the Teacher Effectiveness System.

## *Teacher Effectiveness*

The model focuses upon the complex activity of teaching as defined by the four domains of teaching responsibility:

1. **Planning and Preparation**
2. **Classroom Environment**
3. **Instruction**
4. **Professional Responsibilities**

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

For more information, please see: <http://www.iu17-2.pdesas.org/Instruction/Frameworks>

\*\*Education Students will create electronic portfolios using [www.wix.com](http://www.wix.com) . An acceptance portfolio template will be provided for students to use through Canvas. Students should check their etown.edu email address regularly for information and announcements regarding Provisional and Formal acceptance. \*\*

## RECOMMENDED PORTFOLIO CONTENTS

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### ***Artifacts to Reflect Four Domains***

Select artifacts that best demonstrate how you have met each domain standard.

Strive for QUALITY, not quantity!

### ***Reflections***

Artifacts illustrate your accomplishments, but they do not speak for themselves. Reflections explain your rationale for choosing a particular artifact to highlight your knowledge, experiences, achievements, and beliefs about teaching.

Artifacts should be documentation of your experiences. Examples of artifacts could include sample lesson plans from a field placement/course that you created, a technology project, classroom layout samples created, field placement journals, etc.

Students must justify why their chosen artifacts satisfy each domain using reflective essays or passages.

Directly address the domain and the standard(s).

Briefly describe artifacts in relation to an event or activity.

Analyze the significance of the artifact. Explain how you were impacted by this experience.

State why you included specific artifacts in your portfolio. This could be a separate section to introduce the domain, or several paragraphs throughout the domain which accompany each artifact.

Describe what you learned and explain the outcome of the experience. (Were you surprised by what you learned; was the outcome intended or unintended? What insights were gained in this experience?)

### ***Ideas to consider for Portfolio Reflections:***

How and why was this artifact meaningful?

Is this artifact the best representation of my knowledge?

What does this artifact communicate about my skills?

Why is this artifact a good representation of a particular standard?

What did you learn; or how did you grow professionally?

### ***Tips and Reminders:***

Make the portfolio neat, organized, and visually appealing.

Be sure to cover the entire grade range of your certificate (PK-4, 4-8, 7-12, PK-12) and all pertinent content areas.

Highlight minors or other relevant areas of study.

Highlight what sets you apart (study abroad, unique internships, undergraduate research)

Add captions/headlines/titles to explain artifacts are useful.

Highlight diverse experiences, showing your ability to work in multiple environments with various responsibilities.

Include pictures of your room, bulletin boards, you in action, and the like.

The portfolio reflects who you are as a teacher. Think about how this document distinguishes you from other job applicants. Think quality!!

# CLEARANCE INFORMATION

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All clearances are required for admission to the College's teacher education program (regardless of your state of residence) and for accepting a position in a Pennsylvania school. Forms and instructions on how to process these clearances can always be found on our website. You may also stop by the Education Office, Nicarry 143 for information and questions.

## CRIMINAL CLEARANCES

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You will need to apply for and have proof of valid criminal record clearances prior to taking **ED 105**. Submit copies to the Education office in Nicarry 143. Original criminal clearances are YOUR responsibility and should be stored where you can access them on campus. Some school districts require seeing the original criminal clearances at the start of a field placement, so take your clearances with you the first week of ALL field placements. **All clearances are valid for one year only. Clearances must be renewed each year that you are an Education Major.**

Please see information including links to instructions on the following page to complete your clearances.

## CRIMINAL CLEARANCES

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The Commonwealth of Pennsylvania requires five separate clearances for teacher candidates:

**PA State Police Criminal Record Check, (Act 34)** <http://epatch.state.pa.us>

- Cost: **\$22.00**
- Reason for Request: **OTHER**
- **Step by Step instructions:** Click [here](#)
- Print 2 copies. One for your records and one for the Education Department.

**PA Child Abuse History clearance (Act 151)**

<https://www.compass.state.pa.us/cwis/public/home>

- Cost: **\$13.00**
- Reason for Request: **School Employee NOT governed by school code**
- **Step by Step instructions with Screenshots** (highly recommend) : Click [here](#)
- Print 2 copies. One for your records and one for the Education Department.

**FBI Criminal History Report (ACT 114)** <https://uenroll.identogo.com/>

- Cost: **\$22.60**
- Use Code: **1KG6RT**
- **Step by Step instructions with Screenshots:** Click [here](#)
- Email your UEID# to Ms. Gardiner ([gardinerj@etown.edu](mailto:gardinerj@etown.edu))

**Tuberculosis Test (TB) Clearance**

- Cost: **Check with your Family Doctor**
- **Please use our TB Test form.** Click [here](#) for form.
- To have your TB Test administered at school: *Penn State Medical Group Elizabethtown -1 Continental Dr. (contact Eileen Wagener [wagener@etown.edu](mailto:wagener@etown.edu) or 717-489-1021 for an appointment)*  
*Cost: \$10.00 charged to your student account*
- Please obtain 2 copies. One for your records and one for the Education Department

**ACT 24 – 6004 Arrest/Conviction Form**

- Please print, sign and submit to the Education Office
- A copy of the ACT 24 form may be found [here](#)

# PA DEPT. OF EDUCATION TESTING REQUIREMENTS OVERVIEW (BASIC SKILLS, PECT, PRAXIS)

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Pennsylvania requires assessment of all candidates in basic skills, general knowledge, professional knowledge and subject area knowledge before a certificate may be issued. (PDE, 2017)

Basic Skills Assessments in Reading, Writing, and Mathematics may be met using SAT, ACT, PAPA, CORE Praxis or a combination thereof. This is detailed in the tables on pages 29 and 30. Sample letters sent to students upon meeting assessments are also included. Students must pass basic skills in order to receive formal acceptance into the program (typically by second semester of the sophomore year).

General, professional, and subject area knowledge are tested through the PECT (PK-4 certificates) and PRAXIS (4-8, 7-12, and PK-12 certificates) series. Information on these exams begins on page 37.

Students will complete these exams after the methods semester in their junior or senior year. These exams must be passed before a candidate may apply for certification through the *Teacher Information Management System* (TIMS). For more information about TIMS, see <https://www.education.pa.gov/Educators/Certification/Pages/TIMS.aspx>

Students may also consider “add-on” certificates by completing the corresponding exams. PK-4 candidates are HIGHLY encouraged to sit for the Grade 5-6 add-on Praxis examination. Information on this exam may be found on page 42.

Testing information for +1 Master’s Special Education candidates is included in that section of the manual beginning on page 62.

### **Testing Registration Links:**

Praxis CORE: <http://www.ets.org/praxis/pa>

PAPA: <http://www.pa.nesinc.com/>

## ACT AND SAT SCORE OPTIONS (BASIC SKILLS ASSESSMENT)

### PDE Basic Skills Assessment Options

#### Basic Skills Assessments – Mixed Score Option

1. If scores for all three Subjects meet the applicable Passing requirement for the respective test(s).
2. If scores meet the Passing/Minimum score for the respective Test/Subject and the total of those is greater than or equal to the sum of Passing requirements for the individual Test/Subject.

#### I. ACT

Test Name	Passing Score	Minimum Composite
<b>Between September 1, 2015 And August 31, 2016: (Score Range: 1 - 36)</b>		
Reading	22	20
Mathematics	21	19
Writing	21	17
<b>Total For Composite Calculation</b>	<b>64</b>	
<i><b>Composite Score Method for ACT Tests: (September 1, 2015 - 8/31/2016)</b></i>		
If the sum of your reading, mathematics and writing modules total 64 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.		
<b>September 1, 2016 And Later:</b>		
Reading <i>(Score Range: 1 - 36)</i>	22	20
Mathematics <i>(Score Range: 1 - 36)</i>	21	19
Writing <i>(Score Range: 2 - 12)</i>	8	7
<b>Total For Composite Calculation</b>	<b>51</b>	
<i><b>Composite Score Method for ACT Tests: (September 1, 2016 And Later Only)</b></i>		
If the sum of your reading, mathematics and writing modules total 51 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.		

#### IV. SAT

Test Name	Passing Score	Minimum Composite
<b>Prior to March 1, 2016: (Score Range: 200 - 800)</b>		
Critical Reading	500	N/A
Mathematics	500	N/A
Writing	500	N/A
<b>March 1, 2016 And Later: (Score Range: 10 - 40)</b>		
Critical Reading	27	25
Mathematics	26	24
Writing and Language	28	26
<b>Total For Composite Calculation</b>	<b>81</b>	
<i><b>Composite Score Method for SAT Tests: (March 1, 2016 And Later Only)</b></i>		
If the sum of your reading, mathematics and writing modules total 81 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.		

PRAXIS CORE AND PAPA (BASIC SKILLS ASSESSMENT)

<b>II. CORE Academic</b>		<i>Test Registration Link:</i> <a href="#">ETS</a>	
	<b>Test Number</b>	<b>Passing Score</b>	<b>Minimum Composite Score</b>
Core - September 1, 2019			
<b>Reading</b>	5713 (NEW!)	<b>156</b>	148
<b>Mathematics</b>	5733 (NEW!)	<b>142</b>	132
<b>Writing</b>	5723 (NEW!)	<b>162</b>	158
<b>Composite CORE Test Score:</b>		<b>460</b>	
Core taken before September 1, 2020			
<b>Reading</b>	5712	<b>156</b>	148
<b>Mathematics</b>	5732	<b>142</b>	132
<b>Writing</b>	5722	<b>162</b>	158
<b>Composite CORE Test Score:</b>		<b>460</b>	

<b>III. PAPA</b>		<i>Test Registration Link:</i> <a href="#">ES Pearson</a>	
	<b>Test Number</b>	<b>Passing Score</b>	<b>Minimum Composite Score</b>
<b>Reading</b>	8001	<b>220</b>	193
<b>Mathematics</b>	8002	<b>193</b>	176*
<b>Writing</b>	8003	<b>220</b>	192
<b>Composite PAPA Test Score:</b>		<b>633</b>	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			

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**SAMPLE LETTER**  
**BASIC SKILLS ACHIEVED**  
**(VIA ACT and/or SAT)**

---

Dear :

According to 22 PA Code 49.18 Assessment, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores in a variety of methods.

\_\_\_\_\_ **The Scholastic Achievement Test (SAT): Scores meet criteria, exemption from basic skills exam met.**

IV. SAT			
Test Name		Passing Score	Minimum Composite
<b>Prior to March 1, 2016: (Score Range: 200 - 800)</b>			
Critical Reading		500	N/A
Mathematics		500	N/A
Writing		500	N/A
<b>March 1, 2016 And Later: (Score Range: 10 - 40)</b>			
Critical Reading		27	25
Mathematics		26	24
Writing and Language		28	26
<b>Total For Composite Calculation</b>		<b>81</b>	
<i>Composite Score Method for SAT Tests: (March 1, 2016 And Later Only)</i>			
If the sum of your reading, mathematics and writing modules total 81 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.			

\_\_\_\_\_ **The American College Test (ACT) plus writing: Scores meet criteria, exemption from basic skills exam met.**

I. ACT			
Test Name		Passing Score	Minimum Composite
<b>Between September 1, 2015 And August 31, 2016: (Score Range: 1 - 36)</b>			
Reading		22	20
Mathematics		21	19
Writing		21	17
<b>Total For Composite Calculation</b>		<b>64</b>	
<i>Composite Score Method for ACT Tests: (September 1, 2015 - 8/31/2016)</i>			
If the sum of your reading, mathematics and writing modules total 64 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.			
<b>September 1, 2016 And Later:</b>			
Reading (Score Range: 1 - 36)		22	20
Mathematics (Score Range: 1 - 36)		21	19
Writing (Score Range: 2 - 12)		8	7
<b>Total For Composite Calculation</b>		<b>51</b>	
<i>Composite Score Method for ACT Tests: (September 1, 2016 And Later Only)</i>			
If the sum of your reading, mathematics and writing modules total 51 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.			

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. **You are being notified now because you DID MEET one or more of the above criteria.** You will **not** need to take the PAPA or PRAXIS CORE examination as a requirement for Formal Acceptance. You have already met the basic skills competency. Congratulations! Please contact me at [mizes@etown.edu](mailto:mizes@etown.edu) if you have any questions.

Regards,  
 Dr. Shannon Haley-Mize  
 Co-Chair, Department of Education



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**SAMPLE LETTER**  
**BASIC SKILLS PARTIALLY MET**  
**JUST NEED TO TAKE ONE OR TWO SECTIONS**

---

Dear \_\_\_\_\_ :

According to *22 PA Code 49.18 Assessment*, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores on the Scholastic Achievement Test (SAT) score of 500 or higher (prior to March 1, 2016) in each individual section (Critical Reading, Writing, Mathematics). After February 29, 2016, the scores are as follows: Reading 27, Mathematics 26, Writing and Language 28. They may also qualify by achieving scores on the American College Test (ACT) Plus Writing. There is no composite scoring option.

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. You are being notified now because you have met ***a portion*** of the SAT/ACT qualifications.

*You will only be required to take the following PAPA or PRAXIS CORE examination sections as a requirement for Formal Acceptance:*

- \_\_\_\_\_ **PAPA or PRAXIS CORE MATH**
- \_\_\_\_\_ **PAPA or PRAXIS CORE READING**
- \_\_\_\_\_ **PAPA or PRAXIS CORE WRITING**

II. CORE Academic		Test Registration Link:	<a href="#">ETS</a>	
	Test Number		Passing Score	Minimum Composite Score
Core - September 1, 2019				
<b>Reading</b>	5713 (NEW!)		<b>156</b>	148
<b>Mathematics</b>	5733 (NEW!)		<b>142</b>	132
<b>Writing</b>	5723 (NEW!)		<b>162</b>	158
<b>Composite CORE Test Score:</b>			<b>460</b>	
Core taken before September 1, 2020				
<b>Reading</b>	5712		<b>156</b>	148
<b>Mathematics</b>	5732		<b>142</b>	132
<b>Writing</b>	5722		<b>162</b>	158
<b>Composite CORE Test Score:</b>			<b>460</b>	

III. PAPA		Test Registration Link:	<a href="#">ES Pearson</a>	
Test Name	Test Number		Passing Score	Minimum Composite Score
<b>Reading</b>	8001		<b>220</b>	193
<b>Mathematics</b>	8002		<b>193</b>	176*
<b>Writing</b>	8003		<b>220</b>	192
<b>Composite PAPA Test Score:</b>			<b>633</b>	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016				

You must achieve the **passing** score(s) on the section(s) that you need to take. A copy of your official score report must be submitted to the Education Department office. Please contact me at [mizes@etown.edu](mailto:mizes@etown.edu) if you have any questions.

Regards,  
 Dr. Shannon Haley-Mize  
 Co-Chair, Department of Education

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**SAMPLE LETTER**  
**BASIC SKILLS NOT MET**  
**(MUST TAKE ALL 3 Sections of PAPA or PRAXIS CORE)**

---

Dear Student:

According to *22 PA Code 49.18 Assessment*, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores on the Scholastic Achievement Test (SAT) score of 500 or higher in each individual section, (Critical Reading, Writing, Mathematics) (prior to March 1, 2016). After February 29, 2016, the scores are as follows: Reading 27, Mathematics 26, Writing and Language 28. They may also qualify by achieving scores on the American College Test (ACT) Plus Writing. There is no composite scoring option.

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. You are being notified now because you **DID NOT** meet the above criteria. ***You will need to take the PAPA or PRAXIS CORE (or combination of both) examination as a requirement for Formal Acceptance.*** A copy of your official score reports must be submitted to the Education Department Office.

Please see the below information regarding testing options and scores.

PRAXIS CORE: <https://www.ets.org/praxis/pa>

II. CORE Academic		Test Registration Link: <a href="#">ETS</a>	
	Test Number	Passing Score	Minimum Composite Score
Core - September 1, 2019			
<b>Reading</b>	5713 (NEW!)	<b>156</b>	148
<b>Mathematics</b>	5733 (NEW!)	<b>142</b>	132
<b>Writing</b>	5723 (NEW!)	<b>162</b>	158
<b>Composite CORE Test Score:</b>		<b>460</b>	
Core taken before September 1, 2020			
<b>Reading</b>	5712	<b>156</b>	148
<b>Mathematics</b>	5732	<b>142</b>	132
<b>Writing</b>	5722	<b>162</b>	158
<b>Composite CORE Test Score:</b>		<b>460</b>	

PAPA: <http://www.pa.nesinc.com/>

III. PAPA			
Test Name	Test Number	Passing Score	Minimum Composite
<b>(Score Range: 100 - 300)</b>			
<b>Reading</b>	8001	<b>220</b>	193
<b>Mathematics</b>	8002	<b>193</b>	176*
<b>Writing</b>	8003	<b>220</b>	192
<b>Total For Composite Calculation</b>		<b>633</b>	
<b><u>Composite Score Method for PAPA Tests:</u></b>			
If the sum of your reading, mathematics and writing modules total 633 or higher AND each module's score meets the minimum composite score above you meet the basic skills requirement.			
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			

Please contact me at [mizes@etown.edu](mailto:mizes@etown.edu) if you have any questions.

Regards,

Dr. Shannon Haley-Mize

Co-Chair, Education Department

## PRAXIS CORE ACADEMIC SKILLS TEST INFORMATION

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Educators applying for an initial undergraduate Instructional or Educational Specialist area license are required to pass a basic skills test.

If you test in Pennsylvania, your score report will be sent automatically to the Pennsylvania Department of Education. If you test outside of Pennsylvania, select the Pennsylvania Department of Education (state code 8033) as a score recipient when you register or on an additional score report request.

**Testing information and registration information can be found at [www.ets.org/praxis/pa](http://www.ets.org/praxis/pa).**

For tests that are offered continuously, official scores are available online 10–16 business days after your test date. For tests that are offered during testing windows, scores are available online 10–16 business days after the testing window closes, regardless of the specific date on which you tested within that window.

To Be Certified in	You Need to Take	Test Code	Qualifying Score
All Areas, except for Vocational Education	<a href="#">Pre-service Academic Performance Assessment (PAPA)</a>		
	or		
	The Pennsylvania Department of Education has authorized the <i>Praxis</i> ® Core Academic Skills for Educators tests as an alternative to the PAPA.		
	<a href="#">Core Academic Skills for Educators: Reading</a>	5713	156
	and		
	<a href="#">Core Academic Skills for Educators: Writing</a>	5723	162
	and		
	<a href="#">Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)</a>	5733	142
If you wish to take all three computer-delivered Core Academic Skills for Educators exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733).			

## PRAXIS CORE ACADEMIC SKILLS TEST INFORMATION

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### Praxis Core Test Structure

*Praxis Core* tests include objective response questions, such as single-selection multiple-choice questions, multiple-selection multiple-choice questions, and numeric entry questions. The *Praxis Core Writing* test also includes two essay sections.

The *Praxis Core* tests are delivered on computer and may be taken either as three separate tests on separate days or as one combined test. Individual scores will be reported for reading, mathematics and writing on both the individual and the combined tests.

If you take the *Praxis Core* tests separately, each session lasts two hours. If you take the combined test, the entire session lasts five hours. Each session includes time for tutorials and the collection of background information.





The actual testing time and number of questions for each *Praxis Core* test is shown below:

Test	Number of Questions	Testing Time
Reading (5713)	56	85 mins.
Mathematics (5733)	56	90 mins.
Writing (2 sections) (5723)	40 2 essays	40 mins. 60 mins.

### Praxis Core Test Fees:

5713	Core Academic Skills for Educators: Reading	SR	1 hr. 25 mins.	\$90
5723	Core Academic Skills for Educators: Writing	SR/CR	1 hr. 40 mins.	\$90
5733	Core Academic Skills for Educators: Mathematics	SR	1.5 hrs.	\$90
5752	Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics)	SR/CR	4 hrs. 30 mins.	\$150

## PAPA TESTING REQUIREMENTS

<b>Format</b>	<p>Selected-response items and constructed-response assignments</p> <ul style="list-style-type: none"> <li>• Reading: 36 selected-response items</li> <li>• Mathematics: 36 selected-response items</li> <li>• Writing: 36 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Reading: 45 minutes</li> <li>• Mathematics: 75 minutes</li> <li>• Writing: 75 minutes</li> </ul> <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take all three modules during a single test session will also have a 15-minute break between each module.</p>
<b>Test Dates</b>	By appointment, year round. Test appointments are available on a first-come, first-served basis. <a href="#">Check real-time seat availability</a>  .
<b>Test Sites</b>	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. <a href="#">Locate a test center</a>  .
<b>Qualifying Score</b>	<p>Performance criterion (cutscore):</p> <ul style="list-style-type: none"> <li>• Reading: 220</li> <li>• Mathematics: 193</li> <li>• Writing: 220</li> </ul>
<b>Reference Materials Provided for this Test</b>	<p>A formulas page will be available during the Mathematics module. <a href="#">Review it now.</a> </p> <p>A standard on-screen calculator will be available during the Mathematics module. <a href="#">Read more.</a> </p>
<b>Test Fee</b>	<ul style="list-style-type: none"> <li>• Reading: \$37</li> <li>• Mathematics: \$44</li> <li>• Writing: \$37</li> <li>• All three modules: \$110</li> </ul> <p><a href="#">Review test fee and payment information.</a></p>
<b>Score Reporting</b>	<p><b>Reading and Mathematics modules:</b></p> <ul style="list-style-type: none"> <li>• Preliminary test results are provided at the test center at the conclusion of your test session.</li> <li>• Score reports are available within 10 business days after testing.</li> </ul> <p><b>Writing module:</b> Score reports are available within 20 business days after testing.</p>
<b>Testing Policies</b>	When you register, you must agree to abide by all testing rules and policies. <a href="#">Read them now.</a>
<b>Prepare</b>	<a href="#">View the preparation materials available for this test.</a>

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)  
EARLY CHILDHOOD (PREK-4)  
PDE TESTING REQUIREMENTS\***  
*(\*MUST HAVE SUCCESSFULLY COMPLETED BASIC SKILLS TESTING)*

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Pennsylvania Educator Certification Tests (PECT) which provides teacher certification tests for prospective Pennsylvania teachers were developed in alignment with Pennsylvania regulations and standards, including the Pennsylvania Program Framework Guidelines and the relevant Pennsylvania Academic Standards.

The tests in the PECT program are criterion-referenced and objective-based. Criterion-referenced tests are designed to measure a candidate's knowledge and skills in relation to an established standard of performance (a criterion) rather than in relation to the performance of other candidates. The tests are designed to help identify those candidates who have the level of the required knowledge and expertise to teach in the grade band(s) for which they are seeking Pennsylvania educator certification.

The PECT are delivered as computer-based tests. Each PECT assessment includes multiple modules, each with its own qualifying score. Modules consist of selected-response questions. **To learn more about these tests and to register for the exams**, go to [www.pa.nesinc.com](http://www.pa.nesinc.com).

Early Childhood PreK-4

The PreK–4 assessment includes three modules. Examinees must take and pass all three modules to qualify for Pennsylvania teacher certification. You may take one or all three modules at one test appointment.





**Dual Certification Program (Early Childhood w/ Special Education)**

Early Childhood Education w/ Special Education dual certification candidates must take the Special Education PK-8 PECT exams in addition to the Early Childhood PreK-4 exams.




Special Education PK-8

The Special Education PK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)  
PREK-4- EARLY CHILDHOOD EDUCATION**

<b>Format</b>	<p>Selected-response items</p> <ul style="list-style-type: none"> <li>• Module 1: 36 selected-response items</li> <li>• Module 2: 45 selected-response items</li> <li>• Module 3: 45 selected-response items</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Module 1: 45 minutes</li> <li>• Module 2: 75 minutes</li> <li>• Module 3: 90 minutes</li> </ul> <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take all three modules during a single test session will also have a 15-minute break between each module.</p>
<b>Test Dates</b>	<p>By appointment, year round. Test appointments are available on a first-come, first-served basis. <a href="#">Check real-time seat availability</a> .</p>
<b>Test Sites</b>	<p>CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. <a href="#">Locate a test center</a> .</p>
<b>Passing Score</b>	<p>Performance criterion (cutscore):</p> <ul style="list-style-type: none"> <li>• Module 1: 197</li> <li>• Module 2: 193</li> <li>• Module 3: 193</li> </ul>
<b>Reference Materials Provided for this Test</b>	<p>A glossary of common acronyms used in this field will be available during all modules. <a href="#">Review it now.</a> </p> <p>A standard on-screen calculator will be available during Module 3. <a href="#">Read more.</a> </p>
<b>Test Fee</b>	<ul style="list-style-type: none"> <li>• Module 1: \$46</li> <li>• Module 2: \$46</li> <li>• Module 3: \$53</li> <li>• All three modules: \$131</li> </ul> <p><a href="#">Review test fee and payment information.</a></p>
<b>Score Reporting</b>	<p>Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.</p>
<b>Testing Policies</b>	<p>When you register, you must agree to abide by all testing rules and policies. <a href="#">Read them now.</a></p>
<b>Prepare</b>	<p><a href="#">View the preparation materials available for this test.</a></p>

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)  
SPECIAL EDUCATION PK-8**

<b>Format</b>	<p>Selected-response items</p> <ul style="list-style-type: none"> <li>• Module 1: 41 selected-response items</li> <li>• Module 2: 41 selected-response items</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Module 1: 60 minutes</li> <li>• Module 2: 60 minutes</li> </ul> <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take both modules during a single test session will also have a 15-minute break between the modules.</p>
<b>Test Dates</b>	<p>By appointment, year round. Test appointments are available on a first-come, first-served basis. <a href="#">Check real-time seat availability</a> .</p>
<b>Test Sites</b>	<p>CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. <a href="#">Locate a test center</a> .</p>
<b>Passing Score</b>	<p>Performance criterion (cutscore): 220 per module</p>
<b>Reference Materials Provided for this Test</b>	<p>A glossary of common acronyms used in this field will be available during both modules. <a href="#">Review it now.</a> </p>
<b>Test Fee</b>	<p>\$50 per module; \$87 for both modules. <a href="#">Review test fee and payment information.</a></p>
<b>Score Reporting</b>	<p>Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.</p>
<b>Testing Policies</b>	<p>When you register, you must agree to abide by all testing rules and policies. <a href="#">Read them now.</a></p>
<b>Prepare</b>	<p><a href="#">View the preparation materials available for this test.</a></p>



## PRAXIS INFORMATION

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### Elem/Middle Level (4-8) PDE Testing Requirements (must have successfully completed Basic Skills Assessment)

Educators applying for an initial Instructional I Elem/Middle Level 4–8 certification are required to pass the Basic Skills Assessment Test in addition to passing the Level 4-8 Core Assessment and Subtests PA Certification (5152, 5153, 5154, 5155). The PAPA module series must be taken first, then next the Core Assessment prior to taking the Subject Concentration tests. PAPA information and registration can be found at [www.pa.nesinc.com](http://www.pa.nesinc.com).

Pennsylvania teacher education program candidates may now register for the Middle Level 4-8 pedagogy, core and subject matter content tests at [www.ets.org](http://www.ets.org).

The ETS web site has been updated to provide information on 4-8 testing and program services, information, and transactions. Candidates have direct access to components of the 4-8 Praxis Tests, including:

- information about the tests that are available and what test(s) they need to take
- information about registering for a test and scheduling a test session (including test dates and sites)
- Information about testing policies and alternative testing arrangements
- test preparation materials, including study guides information about reference materials provided for a test (e.g., a calculator or glossary)
- information about their test results (i.e., score reports) .

### Secondary Education 7-12 Programs–PDE Testing Requirements (must have successfully completed Basic Skills Assessment)

Educators applying for an initial Instructional I 7-12 certification are required to pass the Basic Skills Assessment Tests in addition to passing the appropriate *Praxis* test(s). Information regarding the Secondary Ed 7-12 PDE required tests can be found at [www.ets.org](http://www.ets.org).

### PK-12 Programs–PDE Testing Requirements (Must have successfully completed The Basic Skills Assessment Tests)

Educators applying for an initial Instructional I PK-12 certification are required to pass the Basic Skills Assessment tests in addition to passing the Fundamental Subjects: Content Knowledge test and the appropriate Praxis tests(s). Information regarding the PK-12 Programs PDE required tests can be found at [www.ets.org](http://www.ets.org)

## ELEM/MIDDLE LEVEL (4-8) PDE TESTING REQUIREMENTS

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Middle Level 4–8	<a href="#">Pennsylvania Grades 4–8 Core Assessment (Calculator allowed.)</a>	5152	1
	Pedagogy Subtest <sup>2</sup>	5153	162
	English Language Arts and Social Studies Subtest	5154	152
	Mathematics and Science Subtest (Calculator allowed.)	5155	164
	<p><sup>1</sup>To pass the Pennsylvania Grades 4–8 Core Assessment you must receive a passing score on each subtest. If you wish to take all three subtests (5153, 5154, 5155) at the same time, select Pennsylvania Grades 4–8 Core Assessment (5152) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.</p> <p><sup>2</sup>You may omit the Pedagogy subtest (code 5153) if you hold a Pennsylvania Grades PK–4 certificate.</p>		
<p>Test takers seeking certification in Middle Level 4–8 must ALSO take the Subject Concentration test(s) for the area(s) they plan to teach.</p>			
Middle Level Citizenship Education 4–8	<a href="#">Pennsylvania Grades 4–8 Subject Concentration: Social Studies</a>	5157	150
Middle Level English 4–8	<a href="#">Pennsylvania Grades 4–8 Subject Concentration: English Language Arts</a>	5156	156
Middle Level Mathematics 4–8	<a href="#">Pennsylvania Grades 4–8 Subject Concentration: Mathematics (Calculator allowed.)</a>	5158	173
Middle Level Science 4–8	<a href="#">Pennsylvania Grades 4–8 Subject Concentration: Science (Calculator allowed.)</a>	5159	156

## GRADES 5-6 ADD-ON CERTIFICATION TESTING REQUIREMENTS

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**\*NOTE: Elementary Grades 5–6 is only available to those holding a valid Pennsylvania Grades PK–4 certificate.\***

<b>Elementary Grades 5–6</b>	<a href="#">English Language Arts and Social Studies Subtest</a>	5154	152
	and <a href="#">Mathematics and Science Subtest (Calculator allowed.)</a>	5155	164

## SECONDARY EDUCATION 7-12 PROGRAMS PDE TESTING REQUIREMENTS

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To Be Certified in	You Need to Take	Test Code	Qualifying Score
<b>Biology 7–12</b>	<a href="#">Biology: Content Knowledge</a>	5235	147
<b>Chemistry 7–12</b>	<a href="#">Chemistry: Content Knowledge</a>	5245	154
<b>English 7–12</b>	<a href="#">English Language Arts: Content Knowledge</a>	5038	167
<b>General Science 7–12</b>	<a href="#">General Science: Content Knowledge</a>	5435	146
<b>Mathematics 7–12</b>	<a href="#">Mathematics: Content Knowledge (Online graphing calculator provided.)</a>	5161	160
<b>Physics 7–12</b>	<a href="#">Physics: Content Knowledge</a>	5265	140
<b>Social Studies 7–12</b>	<a href="#">Social Studies: Content Knowledge</a>	5081	157

## PK-12 Programs PDE Testing Requirements

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Any PK-12 Area	<a href="#">Fundamental Subjects: Content Knowledge</a> (Calculator allowed.)	5511	150
Art PK-12	<a href="#">Art: Content Knowledge</a>	5134	158
Music PK-12	<a href="#">Music: Content Knowledge</a>	5113	158
Spanish PK-12	<a href="#">Spanish: World Language</a>	5195	168

PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE) BUREAU OF  
SCHOOL LEADERSHIP AND TEACHER QUALITY CERTIFYING TESTS AND  
QUALIFYING SCORES  
(GPA QUALIFYING SCORES WERE IMPLEMENTED 1/1/2010)

Candidates who drop below the required 3.0 cumulative GPA at the point of certification may still meet the criteria for certification through a combination of a “GPA range” and testing scores if they meet the following:

1. The passing score must be attained or exceeded for Highly Qualified Teacher status, add-on and intern applications. The other GPA columns do not apply to these candidates.
2. The other columns of the GPA Qualifying Score scale are applied only to applicants for PA certification, and only at the time of application **GPA scaled scores are based on the candidate's final GPA.**
3. The candidate for certification must be finished with his/her program before the GPA scale can be utilized. The final post-baccalaureate program GPA may be used only when a degree is not awarded. GPA's are illustrated up to three decimal places; no rounding is permitted. The qualifying score for each GPA range is based on a Standard Error of Measurement (SEM) for that test. PDE will make changes to this document as data on new tests becomes available. SEM information for other tests may be updated at five-year intervals.
4. **Note that students may not drop below 2.8 and still be certified.**
5. **Note that students with GPA's that exceed the 3.0 may attain “passing” scores on certification exams with lower qualifying scores per this scale.**
6. For a full version of the GPA Qualifying Score Scale Report, please use the below:  
<http://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx>

**Example Scores:**

Instructional Certification Subject Area	CURRENT INSTRUCTIONAL CONTENT TESTS	Test Provider	Qualifying Score 2.80-2.999 GPA	Passing Score	Qualifying Score 3.010-3.259 GPA	Qualifying Score 3.26-3.509 GPA	Qualifying Score 3.51-3.759 GPA
ART	Art: Content Knowledge (5134/0134)	ETS	164	158	157	155	154
BIOLOGY	Biology: Content Knowledge (5235/0235)	ETS	152	147	146	145	143†
Grades PK-4	PK-4 Module 1:  Child Dev, Assessment, Professionalism (8006)	ES Pearson	227	197	190	182	153

**\*\* Please be sure to check the full report for the tests and scores specific to your certification.**

**\*\* Please discuss your testing options with your academic advisor.**

# Department of Education Teacher Dispositions and Foundational Competencies Policy

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Periodically, students will complete the Dispositions process online via JayWeb. They will be notified of their standings following each course.

Students must sustain *satisfactory* ratings in all courses and field experiences in order to progress in the program through Formal Acceptance, through the student teaching capstone, and in order to be ultimately recommended for certification.

## When do evaluations occur?

- Students and faculty assess after every semester up until formal acceptance.
- Students and faculty assess once a year after formal acceptance.

## How do students and faculty use the evaluations?

- Students examine their ratings at the beginning of sophomore year, junior year, and senior year. First year students and sophomores examine their ratings at the start of each semester. Juniors and seniors examine their ratings at the beginning of the academic year.
- Students who receive a “1” on any item(s) must schedule an appointment with their advisor to create an action plan. The plan is completed within the first month of the semester for first-year students and sophomores, or within the first month of the academic year for juniors and seniors.
- Advisors check JayWeb to identify students who receive a “1” rating in any area(s) and work as a case manager to create an action plan with student. Advisor will consult with faculty who have taught or observed this student to clarify area(s) of concern. Advisor will also make department chair aware of the action plan.
- *After the action plan is created*, students are required to check in with their advisor and exhibit progress in growth area(s). Advisor will consult with faculty who teach or observe this student to keep communication lines open. Advisor will update department chair about progress of the situation.
- If student does not exhibit growth in particular area(s) within a month *of developing the action plan*, the advisor will convene an ad hoc committee consisting of the department chair, the advisor, and at least one other faculty member to discuss plan of action (e.g., additional coursework, additional practica or student teaching experiences, and/or alternative major advisement) for student.

## TEACHER DISPOSITIONS

1 = Does not exhibit skill      2 = Sometimes exhibits skill      3 = Exhibits skill consistently

Disposition	1	2	3
<b>WRITTEN AND ORAL COMMUNICATION SKILLS</b> Candidate expresses him/herself effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with Elizabethtown College and PK-12 colleagues and PK-12 students and parents.			
1. Candidate produces written assignments and materials required in coursework and field placements that are organized and carefully edited.			
2. Candidate participates frequently in classroom discussions and employs an engaging and confident style during oral presentations and field placement lessons. Concepts are conveyed clearly and concisely.			
3. Candidate communicates in a professional manner to PK-12 colleagues, students, administrators, staff, and students.			
4. Candidate shows initiative during practicum and/or student teaching experiences by asking cooperating teacher how to become involved actively in classroom activities, problem solving, and participating actively in the PK-12 classroom.			
<b>INTERPERSONAL SKILLS</b> Candidate exhibits the necessary interpersonal competencies to function effectively with Elizabethtown College and PK-12 colleagues and PK-12 students and parents. Candidate works collaboratively as part of a professional team.			
<ul style="list-style-type: none"> <li>Candidate works collaboratively with peers during classroom projects and as part of a professional team in practicum and/or student teaching.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate communicates with PK-12 students in developmentally-appropriate and professional manner.</li> </ul>			
<b>MENTAL AND PHYSICAL STAMINA</b> Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties of a school professional.			
<ul style="list-style-type: none"> <li>Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties (e.g., parent conferences, after school events, and other assigned duties) expected of a school professional.</li> </ul>			
<b>RESPECT AND INCLUSION</b> Candidate demonstrates attitudes of integrity, responsibility, and inclusion.			
<ul style="list-style-type: none"> <li>Candidate communicates with respect about and to Elizabethtown College community members and PK-12 colleagues and students (i.e., refrains from making emotional, verbal, or physical threats or intimidations).</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate demonstrates integrity.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate uses inclusive rather than deficit language.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate exhibits self-respect.</li> </ul>			
<ul style="list-style-type: none"> <li>Candidate demonstrates open-mindedness, empathy, and respect for diverse viewpoints in the classroom and practica and/or student teaching experiences.</li> </ul>			



**PROFESSIONALISM**

**Candidate conducts him/herself as a professional.**

<ul style="list-style-type: none"><li>• Candidate behaves in a manner that is becoming of a professional.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate attends and arrives on time to on- and off-campus activities (e.g., classes, practica, and student teaching).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate dresses appropriately for Elizabethtown College and PK-12 classrooms.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate prepares satisfactorily for coursework and placement and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate organizes materials for coursework and placement and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate demonstrates successful time management skills (e.g., completes work on time, organizes time, prioritizes tasks, and performs several tasks at once).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate adapts to changing situations during coursework, practica, and/or student teaching experiences.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergency situations.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate maintains focus in distracting situations, adjusts direction based on situational demands, and considers multiple options when problem solving.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate takes initiative (e.g., asks cooperating teachers how to become involved during practicum experiences, solves problems that arise, etc.) and is an active participant in professional spaces (e.g., placement and class discussions).</li></ul>			
<ul style="list-style-type: none"><li>• Candidate seeks assistance during the planning, implementing, and/or reflecting phases of instruction as needed.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors.</li></ul>			
<ul style="list-style-type: none"><li>• Candidate displays an appropriate response to constructive feedback, and implements changes to practice as needed.</li></ul>			

# UNDERGRADUATE EDUCATION COURSE DESCRIPTIONS

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“A Teacher takes a hand, opens a mind, and touches a heart”  
- Author Unknown

## UNDERGRADUATE EDUCATION COURSES

### **ED 105 - Foundations of Teaching and Learning**

4.00 credits

This course is designed to introduce students to the philosophical, sociological, political and historical foundations of education and learning. The course emphasizes on the concepts, theories, and research on learning and the factors, including teaching, that influence learning. Includes 20 hours (i.e., 2 hours per week for 10 weeks) of field experience with a rotation of placements in early childhood, middle, and secondary levels, which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). \*Corequisite(s): ED 105L. A grade of C or better must be earned to continue in the program.

### **ED 150 - Early Childhood Development**

4.00 credits

This course is designed to introduce students to the foundations of early childhood development. The course examines the concepts, theories, and research on child development. The course focuses on the typical and atypical physical, cognitive, social, emotional, and moral development of children between 0 and 9 years. Students will be introduced to different models and approaches in early childhood and developmentally appropriate practices. The course includes 20 hours of field experience (i.e., 2 hours per week for 10 weeks), which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). \*Prerequisite(s): ED 105 \*Corequisite(s): ED 150L. A grade of C or better must be earned to continue in the program.

### **ED 151 - Early Adolescent/Adolescent Development**

4.00 credits

This course examines the concepts, theories, and research on early adolescent and adolescent development. It focuses on typical and atypical physical, cognitive, social, emotional, and moral development of children ages 8-18. Students will be introduced to different models, approaches, and developmentally appropriate practices for students in grades 4-12. Includes 20 hours of field experience (i.e., 2 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania child Abuse Clearance (fees). \*Prerequisite(s): ED 105 \*Corequisite(s): ED 151L. A grade of C or better must be earned to continue in the program.

### **ED 161 - Integrated Technology I**

2.00 credits

An introductory study of current and emerging instructional media and technologies used across the grades and curricula. Organizing time and records through technology and computer-mediated communications, including basic multimedia presentation tools, are presented. Classroom-related features of Word and PowerPoint are practiced at an introductory level.

### **ED 210 – Peace Education and Integrated Schools in Northern Ireland and U.S.**

2.00 credits

This course explains the history, process and practices of peace education and integrated schools in Northern Ireland and the United States. Comparative methods of peace education, integrative practices, inclusion, mediation, and conflict resolution will be examined. Students will conduct independent research with a faculty mentor that links course content to each student's program of study. Upon completion of the spring semester course, students will travel to Belfast to work with key stakeholders in the region's integrated schools, including Queen's University faculty in the Centre for Shared Education and leaders in Northern Ireland Council for Integrated Education.

## UNDERGRADUATE EDUCATION COURSES

### **ED 212 - Children/Adolescent Literature**

2.00 credits

The course focuses on literacy genres and the work of well-known authors and illustrators and includes study of multicultural literature that represents diverse ethnic, linguistic, and cultural perspectives. Response to literature and selection of books for the classroom are emphasized. Course content is applicable for Early Childhood and Middle Level classrooms. *\*Prerequisite(s):* ED 105, and ED 150 or ED 151.

### **ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)**

4.00 credits

This course surveys political, economic, social and cultural developments in the Commonwealth from Penn's Charter until the present day, with special consideration of the key topics covered under the PDE standards for the Early Adolescent and Adolescent educators. Agriculture, technology, ethnicity and immigration, urbanization, civics, government and democratization are central themes. This course examines major historical themes and, where applicable, introduces key historiographical concepts and debates. *\*Prerequisite(s):* ED 105 and ED 150 or ED 151. Spring Semester.

### **ED 226 - World Geography for Social Studies Educators**

4.00 credits

This course surveys the major tools, techniques and methodological approaches associated with the disciplines of physical and cultural geography, with emphasis upon the current academic debates, western case studies, non-western case studies, cartography, human-environmental interaction, and "thinking geographically." Key topics covered under the PDE, NCSS and NCGE standards for Early Adolescent and Adolescent educators also will be considered. *\*Prerequisite(s):* ED 105 and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Spring semester.

### **ED 243- English Grammar and Linguistics for ESL Learners**

2.00 credits

This course provides for the study of the grammar, mechanics, and linguistics of the English language related to teaching English as a second language. The course includes a history of the English language and how the language has changed over time. Special attention will be placed on the use of the four domains of the English language in social and academic settings.

### **ED 250 - Language and Literacy Development in Early Childhood**

4.00 credits

This course focuses on the research-based principles and practices for language and literacy development of children ages birth to 9. Topics include language acquisition, reading and writing development, and strategies for teaching comprehension, fluency, word study and vocabulary in the early grades (PreK through fourth). Requires field experience. *\*Prerequisite(s):* ED 105 and ED 150 or ED 151. *\*Corequisite(s):* ED 250L.

### **ED 255- Literacy and Language Acquisition**

2.00 credits

This course will focus on theories of first and second language acquisition, along with factors that influence language acquisition and the impact of language acquisition on learning. Emphasis will be placed on the 5 pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension), verbal and non-verbal language development, and specific styles and strategies for language learning. Components of language (morphology, phonology, syntax, semantics, and pragmatics) will be addressed.

## UNDERGRADUATE EDUCATION COURSES

### **ED 258 - Educational Assessment and Evaluation**

4.00 credits

Examines current issues, trends and practices in educational assessment. Emphasizes the study of different assessment and evaluation procedures in the early childhood, elementary and secondary classroom. Explores a variety of traditional and innovative approaches to assessment of student learning and development. *\*Prerequisite(s):* ED 105, ED 150 or ED 151.

### **ED 268 - Educational Assessment and Evaluation of English Learners**

2.00 credits

Examines current issues, trends and practices in educational assessment of English Learners. Emphasizes the study of different assessment and evaluation procedures for English Learners in the early childhood, elementary and secondary classroom. Emphasis placed on the development, implementation, and analysis of assessment methods designed specifically for English Learners, as well as designing accommodations for existing assessment tools to meet the needs of English Learners. Identification and education of English Learners with specific learning disabilities will be explored. *\*Prerequisite(s):* ED 105.

### **ED 305 - Methods of Secondary Education**

4.00 credits

A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content, and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g., Science, English, mathematics) for grades 7-12. *\*Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required.

### **ED 306 - Methods of Modern Language Education PK-12**

4.00 credits

A study of the instructional methodology of an academic discipline with emphasis upon literacy strategies, reading in the content and assessment. Students complete a field experience component which explores these practices under the guidance of a clinical professor in the academic major (e.g. Spanish) in the PK-12 continuum. *\*Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required. Fall Semester.

### **ED 317 - Assessing Student Literacies in Grades PK-8**

4.00 credits

This course provides preservice teachers theories and methods for assessing student literacies in grades PK-8. Through exploring and reflecting on their own literacy practices, students will learn strategies and interventions that will help them assess and monitor student progress in tradition and digital literacies. The course, which will emphasize writing assessment, will include topics such as reading and writing workshop, special topics in the teaching of reading (e.g. vocabulary, comprehension, and fluency), designing mini-lessons after informally assessing (e.g. meeting with students during conferences) and formally assessing (e.g., administering state assessments) students, writing genres for authentic purposes and audiences, mentor texts, technology in the literacy classroom, writing in the context areas, rubrics, and grammar. *\*Prerequisite(s):* ED 258 and Formal acceptance into Education Program required.

## UNDERGRADUATE EDUCATION COURSES

### **ED 325 - Methods for Teaching Science and Health in Early Childhood**

4.00 credits

A study of science processes in an early childhood school program and the utilization of multiple resources, organization, management, evaluation, instructional strategies, and integration of science and health in the early childhood program. Field experience is required. *\*Prerequisite(s):* ED 250 and ED 258. *\*Corequisite(s):* ED 335, ED 345 and ED 365. Formal acceptance into Education Program required.

### **ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level**

4.00 credits

This course provides for the study of science processes at the middle school level (fourth through eighth grades), with emphasis upon the utilization of multiple resources, organization, classroom management, instructional strategies and assessment. Field experience is required. *\*Prerequisite(s):* ED 336, ED 346, and ED 366. Formal acceptance into Education Program required.

### **ED 335 - Methods for Teaching Mathematics in Early Childhood**

4.00 credits

A study of how children develop a background of understanding and skill in mathematics in Pre-K to fourth grade, concentrating on the development of problem-solving, reasoning, and communication skills in mathematics, and connecting mathematics and the real world. Additional focus will be on organization for instruction, alternative means of evaluation, and teaching special needs and at-risk students. Field experience is required. *\*Prerequisite(s):* ED 250 and ED 258. *\*Corequisite(s):* ED 325, ED 345 and ED 365. Formal acceptance into Education Program required.

### **ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level**

4.00 credits

A study of how children develop a background of understanding and skill in mathematics in fourth through eighth grades with emphasis on problem-solving, reasoning and communication skills. Additional focus will be on organization for instruction, teaching methods, accommodations and alternative strategies. Field experience is required. *\*Corequisite(s):* ED 326, ED 346 and ED 366. Formal acceptance into Education Program required. Spring semester.

### **ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom**

4.00 credits

This course introduces future teachers to the special linguistic and cultural educational needs of English language learners (ELL). Aspects of cross-linguistic and cross-cultural knowledge will be studied as well as methods of instruction that focus on the language needs and background knowledge of the ELL. Theory and practices of current ELL programs will also be examined. Twenty hours of field experience required (i.e., 2 hours per week for 10 weeks). *\*Prerequisite(s):* ED 105 and ED 150 or ED 151. *\*Corequisite(s):* ED 341L.

### **ED 345 - Methods for Teaching Reading and Writing in Early Childhood**

4.00 credits

This course furthers the study of literacy theories and research-based practices presented in ED 250. This course explores approaches to teaching reading and writing in the primary grades and examines the construction of rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required. *\*Prerequisite(s):* ED 250 and ED 258. *\*Corequisite(s):* ED 325, ED 335 and ED 365. Formal acceptance into Education Program required.

## UNDERGRADUATE EDUCATION COURSES

### **ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level**

4.00 credits

This course furthers the study of literacy theories and research-based practices presented in ED 352 Literacy Assessment, Instruction and Intervention in Elem/Middle Level. This course explores approaches to teaching reading and writing in the elementary/middle grades and examines the construction of a rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required. *\*Prerequisite(s):* ED 258. *\*Corequisite(s):* ED 326, ED 336, and ED 366. Formal acceptance into Education Program required.

### **ED 352- Cultural Diversity: Awareness, Relevance, and Responsiveness**

4.00 credits

This course provides for the exploration and understanding of cultural diversity, particularly as related to historical, current, and future cultural diversification of the American school system. Aspects of different cultures, including beliefs, behaviors, values, and attitudes, will be compared and contrasted in relation to planning culturally relevant and responsive curriculum and instruction. Theories and programs of multicultural education will be explored. *\*Prerequisite:* Formal acceptance into the Education Program required.

### **ED 360 - Integrated Strategies for Creative Expression in Early Childhood**

4.00 credits

This course is designed to familiarize students with the creative, self-expression and problem-solving skills among children in early childhood settings. Students will explore creative learning theories and research and focus on developmentally appropriate curriculum strategies in all developmental domains. This course emphasizes strategies to develop, implement and evaluate activities in the environment that encourages and supports creative self-expression and problem solving in children.

### **ED 362- Methods for Teaching English Learners: Culturally and Linguistically Responsive Teaching**

4.00 credits

This course provides for the planning, implementation, and evaluation of developmentally appropriate educational programs for English Learners (ELs). English Learners represent an extremely diverse group of students, linguistically and culturally, and are at diverse levels of English proficiency, therefore it is important that teachers have the knowledge and skills needed to create programs that are developmentally appropriate for the diversity of English Learners in our schools. This course will focus on theoretical and practical considerations of planning, implementing, and evaluating educational programs for English Learners. *\*Prerequisite(s):* Formal Acceptance into the Education Program required.

### **ED 365 - Methods for Teaching Social Studies in Early Childhood**

4.00 credits

A study of content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the early elementary level (PreK through fourth grade). Students will be required to complete a field experience component, documented by a journal. *\*Prerequisite(s):* ED 250 and ED 258. *\*Corequisite(s):* ED 325, ED 335, and ED 345. Formal acceptance into Education Program required.

## UNDERGRADUATE EDUCATION COURSES

### ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level

4.00 credits

This course will examine the content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the middle school level (fourth through eighth grades). Students will be required to complete a field experience component, documented by a journal. *\*Corequisite(s):* ED 326, ED 336 and ED 346. Formal acceptance into Education Program required

### ED 398- Teaching English Learners Practicum

2.00 credits

This practicum-based course provides for a structured field placement in conjunction with an online seminar in which students will: 1) conduct in-depth observations of English Learners (ELs) and 2) plan, implement, and evaluate educational programming for English Learners. Special attention will be placed on the relationship of curriculum, pedagogy, and assessment in planning educational programming. Instructional materials and strategies will be based on multicultural education and language learning theory to develop appropriate methodology to use with culturally and linguistically diverse students at varying levels of English proficiency. Sixty hours of field experience are required.

*\*Prerequisite(s):* Formal Acceptance into the Education Program and ED 243, ED 255, and ED 268. *\*Corequisite(s):* ED 398L.

### ED 399 - Thesis Preparation

2.00 credits

This course focuses on the various stages of the research process and writing chapters 1, 2 and 3 of the thesis. Students identify a research question for investigation, establish the validity of pursuing the topic of research, complete a literature review associated with their research topic, and evaluate quantitative and qualitative methods utilized when conducting studies. This course provides foundational knowledge and competencies for students who wish to complete Honors in Education during the senior year. Formal acceptance into the Education Program is required. **Signature Learning Experience: Supervised Research.** Register by Instructor.

### ED 400 - Senior Project in Education

2.00 credits

Students participating in the Department's Honors in the Discipline Program may register for this course during semesters in which research or writing for their project is being completed. Recognition for Honors in the Discipline is not assured by completion of this course. See Department Chair for additional information. *\*Prerequisite(s):* Invitation to Honors in the Discipline Program. **Signature Learning Experience: Supervised Research.** Register by Instructor. This course is repeatable for credit.

### ED 470 - Professional Internship

12.00 credits

Supervised student teaching for a full semester at the level of certification (Early Childhood, Elementary/Middle, dual certification in Special Education or Secondary Education). A maximum of twelve credit hours from Education 470 may count toward the education major. Additional credits count as free electives. *\*Prerequisite(s):* Completion of all program requirements with Education prefixes and cumulative grade point average required at the time of full admission to the program *\*Corequisite(s):* ED 495, ED 496 or ED 497. **Signature Learning Experience: Field Placement.** Register by Instructor. Graded Pass/No Pass. Course fees.



## UNDERGRADUATE EDUCATION COURSES

### **ED 480-489 - Independent Study in Education**

Variable credit.

Upon the initiative of the student, a program of study may be organized with a faculty member on a topic of mutual interest.  
*\*Prerequisite(s):* Approval of the Department Chair and the Independent Study Committee. Register by Instructor.

### **ED 495 - Senior Seminar for Early Childhood**

4.00 credits

A study of professional and ethical practices, family and community relationships, and special education issues in early childhood. (PreK-4th grade). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of children and their families, and support for the transition of children to new educational settings. *\*Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

### **ED 496 - Senior Seminar for Elementary/ Middle Level**

4.00 credits

This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, and special education issues in middle school settings (fourth through eighth grades). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of early adolescent and adolescent students and their families, and support for the transition of adolescents to new educational settings. *\*Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

### **ED 497 - Senior Seminar for Secondary Education**

4.00 credits

This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, (urban, rural and suburban environments), advocacy for student rights, the transition of adolescents to new educational settings and special education issues in secondary school settings. *\*Corequisite(s):* ED 470. **Signature Learning Experience: Capstone Experience.** Register by Instructor.

## UNDERGRADUATE SPECIAL EDUCATION COURSES

### **SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)**

4.00 credits

A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. *\*Prerequisite(s):* ED 105 and ED 150 or ED 151.

### **SED 222 - Foundations of Inclusive Education (MSE 522)**

4.00 credits

This course is an introduction to philosophical, historical and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics and accommodations for students with special needs in the classroom setting will be examined. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* ED 105 and ED 150 or ED 151. *\*Corequisite(s):* SED 222L.

### **SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)**

4.00 credits

A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders. This course also examines issues related to cultural or linguistic diversity. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* ED 250 and SED 222, or permission of the Department, *\*Corequisite(s):* SED 224L. Formal acceptance into Education Program required.

### **SED 230- Methods of Teaching Students with Low Incidence Disabilities (MSE 530)**

4.00 credits

This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Reading response, and collaborative learning are an integral part of the course experience. *\*Prerequisite(s):* Formal acceptance into the Education Program is required. Register by Instructor.

## UNDERGRADUATE SPECIAL EDUCATION COURSES

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### **SED 333 - Assessment in Special and Inclusive Education (MSE 533)**

4.00 credits

This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. *\*Prerequisite(s):* Formal Acceptance into the Education Program is required. **Register by Instructor.**

### **SED 342 - Effective Instruction for Students with ASD and/or EBD (MSE 542)**

4.00 credits

This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional and Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* Formal Acceptance into the Education Program is required. *\*Corequisite(s):* SED 344 and SED 342L. **Register by Instructor.**

### **SED 344 - Intensive Reading, Writing, and Mathematics Intervention (MSE 544)**

4.00 credits

This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* Formal Acceptance into the Education program is required. *\*Corequisite(s):* SED 342 and SED 344L. **Register by Instructor.**

**THE GRADUATE PROGRAM  
4+1 DEGREE IN SPECIAL EDUCATION  
(PK-8 OR 7-12 CERTIFICATION)**

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**Program Description:**

To more fully compliment Elizabethtown College's pledge to prepare students "*intellectually, socially, aesthetically and ethically for lives of service and leadership as citizens of the world*" by "*combining classroom instruction with experiential learning [to] advance independent thought, personal integrity and social responsibility as the foundations for a life of learning*"(<http://www.etown.edu/mission>), the Education Department offers a Master's degree in Special Education (PK-8 and 7-12).

Federal and state mandates drive the need for highly qualified teachers in these areas of special education, and, by designing the 4 + 1 model for special education in the PK-8 and 7-12 options, all certificate candidates at Elizabethtown (Pre-K to 4, 4-8, 7-12 and PK-12) are able to participate. Candidates in the program will be exposed to opportunities for more advanced curricular study, more time and variety in the field (urban, suburban, rural, learning support, emotional support, inclusive, resource, and self-contained classrooms), enhanced quality of practice in the field, two full semesters of student teaching, and research and reflection about pedagogical best practices through seminar coursework.

This new model embraces the college's 2012 *Strategic Plan*, namely the emphasis upon expansion of graduate programs and greater emphasis upon high impact practices and student/faculty research collaborations. It is also the expression of a 2010 qualitative survey of departmental alumni who cited the development of this academic pathway as a "top priority".

**Program Hallmarks:**

- Students will complete their baccalaureate degree in a general education certification area in 4 years.
- Eligible students may then move to finish the special education requirements, including a research project (Graduate Seminar) and another semester of student teaching.
- The intensive student teaching supervision of the undergraduate program (weekly supervisory visits) will continue in the graduate program.
- Courses in the fifth year will be administered using a mixture of traditional, on-line, hybrid, and accelerated formats.

**Program Assessments:**

Teacher candidates are regularly assessed through formative and summative coursework assignments according to key learning objectives which are mapped to specific program competencies as defined by the Pennsylvania Department of Education and to the general student learning outcomes for the Education Department. Such expectations and objectives are included on every course syllabi.

The department's learning outcomes dictate that every student demonstrates the following:

A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment.

- An ability to establish and maintain a purposeful and equitable environment for learning.
- An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
- Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
- An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a certified teacher.
- An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
- Teaching and advocacy for principles of social justice and civic competence.

Teacher candidates are regularly assessed (formative and summative) on Danielson's Domains (*Planning and Preparation, Classroom Environment, Instruction, and Professionalism*) during field placements. Input is given from classroom professors, field supervisors, and cooperating teachers across these areas. In fact, student teachers are observed on a weekly basis by their supervisors. Students also provide self-assessment/reflection through blogs, journals, and similar assignments.

Teacher candidates are also regularly assessed regarding their dispositions, meaning the non-academic competencies critical to the success for a career in Education. These competencies include: Communication/ Interpersonal Skills, Emotional and Physical Abilities, Cognitive Dispositions, and Personal and Professional Requirements.

Teacher candidates complete a professional portfolio using the Danielson Framework for Professional Practice. The compilation begins in Year 1 of the program and is continued through Year 5. Students must meet expectations for the portfolio in individual coursework, for admission requirements to the program, and then exit expectations for the degree in the Senior and Graduate Seminars respectively. Students construct the portfolio using an online platform of either Wix or Sway.

Teacher candidates navigate a process for full admission into the graduate program - Formal Acceptance at the undergraduate program and then Graduate Acceptance.

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## *Matriculating in the MSPED 4+1 Program*

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- Review financial aid information
- Graduate program [application](#)
- Always refer to the Education Manual and college catalog for information on Degree planners and courses required in the 5<sup>th</sup> year

### COURSE ROTATION:

Fourth Year: Spring Semester	Fourth Year: Summer Semester (on-line)	Fifth Year: Fall Semester	Fifth Year: Spring Semester
*SED 224 (MSE 524) SED 230 (or summer)	MSE 530 MSE 540	MSE 533 MSE 542 MSE 544 MSE 565	MSE 570 <i>(16 weeks student teaching in SPED)</i> MSE 590

#### \*SED 224/MSE 524

- This course is required as part of undergraduate admission
- This course is not covered by graduate financial aid
- Work with your advisor to ensure that you take this course before completion of 4<sup>th</sup> year.

### REQUIREMENTS OF ACCEPTANCE:

- Meet requirements for and attain Formal Acceptance into the undergraduate program ( see page 20)
- Receive a B or above in SED 212/MSE 512 (Learning Environment and Social Interaction in Inclusive Settings) and SED 222/ MSE 522 (Foundations of Inclusive Education).
- Maintain a 3.3 cumulative GPA or above.
- Receive satisfactory ratings on the Teacher Dispositions document.
- [Submit two recommendation forms](#) or two letters of recommendation in support of your academic and professional abilities for success in the program.
- Submit a writing sample which demonstrates higher-order thinking, writing and communication skills.

#### How to Apply

- Applications into the MSE 4+1 program are accepted during the fall and spring semesters. Applicants who apply in the spring of junior year are required to student teach in the fall of their senior year.
- Submit application form
- [Submit two recommendation forms](#) or two letters of recommendation in support of your academic and professional abilities for success in the program.
  - Due Nov. 15 and February 3 for the 2019-2020 academic year

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***TESTING OPTIONS for 4+1 MSE Candidates***

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- Students are **HIGHLY** encouraged to apply for certification through the Teacher Information Management System (TIMS) following the completion of their general certificate (end of Year 4).
- With a Level I general certificate, all MSE courses taken through Year 5 count as credits toward Level II certification.

**Exam Sequence:**

- (1) PreK-4 Certification with PK-8 SPED
  - PreK-4 PECT
  - PK-8 SPED PECT
  - \*4-8 PRAXIS
  
- (2) 4-8 Certification with PK-8 SPED
  - 4-8 PRAXIS
  - PK-8 SPED PECT
  - \*PreK-4 PECT
  
- (3) 7-12 Certification with 7-12 SPED
  - 7-12 PRAXIS
  - 7-12 SPED PECT
  
- (4) PK-12 Certification with either PK-8 or 7-12 SPED
  - PK-12 PRAXIS
  - PK-8 or 7-12 SPED PECT





Average cost for each exam is \$100. Students should work with their academic advisor to plan a manageable testing sequence.

\*Chapter 49 requires that candidates have general certification(s) to cover the grade span of their SPED certification. If candidates do not possess that, they are not seen as HQT and cannot be lead teachers in the non-certified grade bands.






**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)**  
**SPECIAL EDUCATION PK-8**

The Special Education PK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

<b>Format</b>	Selected-response items Module 1: 41 selected-response items Module 2: 41 selected-response items
<b>Time</b>	Module 1: 60 minutes Module 2: 60 minutes Examinees will also have 15 minutes for a computer-based testing tutorial. Examinees who take both modules during a single test session will also have a 15-minute break between the modules.
<b>Test Dates</b>	By appointment, year round. Test appointments are available on a first-come, first-served basis. <a href="#">Check real-time seat availability</a>  .
<b>Test Sites</b>	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. <a href="#">Locate a test center</a>  .
<b>Qualifying Score</b>	Performance criterion (cutscore): 220 per module For information about qualifying scores, visit <a href="http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638">http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638</a> .  .
<b>Reference Materials Provided for this Test</b>	A glossary of common acronyms used in this field will be available during both modules. <a href="#">Review it now.</a>  .
<b>Test Fee</b>	\$50 per module; \$87 for both modules. <a href="#">Review test fee and payment information.</a>
<b>Score Reporting</b>	Test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.
<b>Testing Policies</b>	When you register, you must agree to abide by all testing rules and policies. <a href="#">Read them now.</a>
<b>Prepare</b>	<a href="#">View the preparation materials available for this test.</a>

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)**  
**SPECIAL EDUCATION 7-12**

The Special Education 7-12 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

<b>Format</b>	<p>Selected-response items</p> <ul style="list-style-type: none"> <li>• Module 1: 41 selected-response items</li> <li>• Module 2: 41 selected-response items</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Module 1: 60 minutes</li> <li>• Module 2: 60 minutes</li> </ul> <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take both modules during a single test session will also have a 15-minute break between the modules.</p>
<b>Test Dates</b>	By appointment, year round. Test appointments are available on a first-come, first-served basis. <a href="#">Check real-time seat availability</a>  .
<b>Test Sites</b>	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. <a href="#">Locate a test center</a>  .
<b>Passing Score</b>	Performance criterion (cutscore): 220 per module
<b>Reference Materials Provided for this Test</b>	A glossary of common acronyms used in this field will be available during both modules. <a href="#">Review it now.</a> 
<b>Test Fee</b>	\$50 per module; \$87 for both modules. <a href="#">Review test fee and payment information.</a>
<b>Score Reporting</b>	Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.
<b>Testing Policies</b>	When you register, you must agree to abide by all testing rules and policies. <a href="#">Read them now.</a>
<b>Prepare</b>	<a href="#">View the preparation materials available for this test.</a>

## THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION GRADUATE PROGRAM COURSE DESCRIPTIONS

### **MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 212)**

4.00 credits.

A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. *\*Prerequisite(s):* Formal acceptance into Education Program required. **Register by Instructor.**

### **MSE 522 - Foundations of Inclusive Education (SED 222)**

4.00 credits.

This course is an introduction to philosophical, historical, and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics, and accommodations for students with special needs in the classroom setting will be examined. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* Formal acceptance into Education Program required. *\*Corequisite(s):* MSE 522L. **Register by Instructor.**

### **MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224)**

4.00 credits.

A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required which will require FBI Clearance, Criminal Record Clearance, Pennsylvania Child Abuse Clearance and TB Test (fees). *\*Prerequisite(s):* Formal acceptance into Education Program required. *\*Corequisite(s):* MSE 524L. **Register by Instructor.**

### **MSE 530 - Methods of Teaching Students with Low Incidence Disabilities (SED 230)**

4.00 credits.

This course is designed to prepare students to implement best practices, ensure access, and to serve as advocates in collaboration with a service team for students with low incidence disabilities and their families. These disabilities include the traditional categories of significant and/or multiple disabilities: mental disabilities with significant cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. Students learn strategies for collaboration, specific instructional and classroom management procedures, considerations for younger and older students, and are challenged to identify and use innovative tools to support active participation. Students are also encouraged to wrestle with current trends and issues in special education and the larger field of education. Reading response, and collaborative learning are an integral part of the course experience. *\*Prerequisite(s):* SED 224 and acceptance into the Graduate Education Program is required. **Register by Instructor.**

### **MSE 533 - Assessment in Special and Inclusive Education (SED 333)**

4.00 credits.

This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on the use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. *\*Prerequisite(s):* Acceptance into the Graduate Education Program is required. **Register by Instructor.**

## THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION GRADUATE PROGRAM COURSE DESCRIPTIONS

### **MSE 540 - Etiology, Equity, and Law**

4.00 credits.

This course discusses federal and state special education law, including relevant court cases, and its interrelationship with equity and etiology of special needs students. Laws, regulations, policy, and stereotypes relating to the education of special needs populations are discussed. Methods of conflict resolution, mediation, and ethical standards are examined. Students will be required to apply what they learn as they analyze real-life case scenarios. *\*Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

### **MSE 542 - Effective Instruction for Students with ASD and/or EBD (SED 342)**

4.00 credits.

This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional and Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required. *\*Prerequisite(s):* Acceptance into the Graduate Education Program is required. *\*Corequisite(s):* MSE 544, MSE 565, and MSE 542L. **Register by Instructor.**

### **MSE 544 - Intensive Reading, Writing, and Mathematics Intervention (SED 344)**

4.00 credits.

This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. A clinical field experience is required. *\*Prerequisite(s):* MSE 542 and Acceptance into the Graduate Education Program is required. *\*Corequisite(s):* MSE 542, MSE 565, and MSE 544L. **Register by Instructor**

### **MSE 565 - Issues in Special Education**

4.00 credits.

Working with a faculty mentor, this is a self-directed and self-constructed course for those specializing in PK-8 or 7-12 certifications. Graduate candidates select specific topics to explore that are particularly germane to their certificate levels and companion competencies. *\*Prerequisite(s):* Acceptance into the Graduate Education Program is required. *\*Corequisite(s):* MSE 542 and MSE 544. **Register by Instructor.**

THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION  
GRADUATE PROGRAM COURSE DESCRIPTIONS

**MSE 570 - Graduate Student Teaching**

12.00 credits.

This experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Research Seminar. *\*Prerequisite(s):* Acceptance into the Graduate Education Program is required. *\*Corequisite(s):* MSE 590. Graded Pass/No Pass. **Register by Instructor.**

**MSE 590 - Graduate Research Seminar**

4.00 credits.

This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design, culminating in a scholarly paper and corresponding oral defense. Experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Student Teaching. *\*Prerequisite(s):* MSE 565. *\*Corequisite(s):* MSE 570. Register by Instructor.

## Financial Aid for the Fifth Year

### Grants and Scholarships

- **Elizabethtown College Merit Based Aid** – Presidential, Provost, and Dean’s scholarships may continue for the master’s year (fifth year) of the program. The scholarship award amount does not change over the five years and is contingent upon maintaining the required 2.0 grade point average and be in good academic and social standing.
- **Elizabethtown College Need Based Aid** – Trustee Grants and other need based grants awarded by the College may continue for the master’s year (fifth year) contingent upon demonstrating financial need. Financial need is determined by using Elizabethtown College’s Institutional Methodology as a dependent student. You follow the same process of filing for financial aid as you do now and **continue to include parental information**.
- **PHEAA Grant or other state grant programs** – PHEAA and most state grant programs do not permit grants to be awarded to students for the master’s year (fifth year).
- **Federal Pell and Supplemental Educational Opportunity Grants (SEOG)** – the federal government does not permit these grants to be awarded to students for the master’s year (fifth year).

### Self-Help

- **Federal Work Study** – students may be employed under the Federal Work Study program for the master’s year (fifth year).
- **Federal Student Loan** – as a Master’s Degree student you will be considered independent for federal financial aid. The student loan maximum is \$20,500 Unsubsidized as a graduate student.
- **PLUS Loans** – parents are not federally permitted to borrow for grad students. Due to this regulation the federal government permits a student to borrow at an increased level through the Federal Student Loan program. Also, **graduate students are eligible to borrow Grad PLUS Loans**.
- **Alternative Loans** – private education loans can be borrowed for the master’s year (fifth year) but will typically be more expensive than a Grad PLUS Loan. It is to the student’s advantage to apply with a co-borrower because the co-borrower’s credit determines the interest rate and fees for the loan and having a co-borrower will usually decrease the interest rate and fees.

### General Information

- **10-month Payment Plan** – parents may continue to utilize this plan to pay for the fifth year. For more information go to <http://www.etown.edu/offices/business-office/payment/payment-plans.aspx>
- **Housing for the Fifth Year**- Housing is available on campus for fifth year students. Contact Residence Life for more information. [reslife@etown.edu](mailto:reslife@etown.edu) 717-361-1197
- **You should always check with the Financial Aid Office when you have any questions regarding your financial aid. We are located in Zug Memorial Hall Room 208. Our telephone number is 717-361-1404.**

APPROVED COURSES FOR  
ENGLISH COMPOSITION AND LITERATURE  
TO MEET PDE REQUIREMENTS  
FOR TEACHER CERTIFICATION

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Students are required to take one course from each list prior to receiving Formal Acceptance.

**Approved Courses for English Composition:**

EN 100	<i>PLE Writing and Language</i>
EN 150	<i>PLE Advanced Writing and Language</i>
EN 180	<i>CE Introduction to Creative Writing</i>
EN 185	<i>Introduction to Professional Writing</i>

**Approved Courses for English Literature:**

EN 101	<i>CE Literature: Form and Performance</i>
EN 104	<i>HUM Introduction to Literature</i>
EN 200	<i>Major British Writers</i>
EN 220	<i>WCH British Literature: Medieval, Renaissance, or 18<sup>th</sup> Century</i>
EN 230	<i>WCH British Literature: Romantic, Victoria, or Modern (Post-1800)</i>
EN 240	<i>WCH American Literature: Revolution to Civil War, Realist, or Modern</i>
EN 245	<i>HUM Growing up in America</i>
EN 251	<i>HUM Multicultural Literature</i>
HEN 252	<i>HNR HUM Irony, Humor, and Despair in Modern Literature</i>
HEN 253	<i>HNR WCH Gaelic and Anglo-Irish Ireland</i>
EN 281	<i>CE Writing and Analyzing the Short Story</i>
EN 288	<i>Young Adult Literature</i>

**Please Note:** There are 300-level and 400-level English courses that would obviously be considered literature, but the assumption is that someone who takes those courses would be either an English major or minor. Therefore, PDE requirements in literature would not be an issue.

## HONORS IN THE DISCIPLINE: HONORS IN EDUCATION GUIDELINES

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### **Eligibility**

Students must have a major *and* cumulative grade point average (GPA) of at least 3.75 at the beginning of the spring semester of sophomore year. In addition to the GPA requirements, students must have a demonstrated record of initiative and independence in learning, proficient scores on the Education Department *Teacher Dispositions/ Foundational Competencies Evaluation* and field placement evaluations, as well as a favorable review of a writing sample submission that assesses writing and research analysis skills. If students meet the eligibility requirements, they will receive written confirmation from the Education Department to participate in Honors in Education.

### **Invitation and Acceptance**

Students will be invited to attend an informational meeting in April of their sophomore year that covers the expectations and requirements involved in pursuing Honors in Education.

By *May 1* of their sophomore year, students must submit a letter to the Department Chair, indicating their intentions to pursue Honors in Education and a brief statement describing their reasons for doing so.

### **Required Courses**

Accepted students enroll in *ED 399 Thesis Preparation* (2 credits) during fall of their junior year. The instructor works closely with students to develop a research topic and make significant progress in completing the first three chapters of the thesis by the end of this course. A final grade of A or B is required before students can proceed to the final phase of Honors in Education and completion of the thesis.

Students enroll in *ED 400 Honors in Education* (2 credits) during their senior year. Mentored by a primary and secondary faculty advisor, students obtain Institutional Review Board (IRB) approval for their project, conduct their research study, complete the thesis, and conclude with a public presentation of their project during Scholarship and Creative Arts Day. Students must earn a final grade of A or B in this course to be awarded Honors in Education.

Pursuing Honors in Education is a challenging process. Therefore, students should work closely with their academic advisor in planning the two required courses and managing the demands of completing a thesis. Students enrolled in ED 399 and ED 400 are required to present their research at Scholarship and Creative Arts Day (SCAD).

### **Recording of Honors in Education**

The Education Department will notify the Office of Registration and Records when a student successfully completes the requirements. Honors are noted on the student transcript/diploma and at commencement ceremonies. Completed theses are catalogued by the High Library for students who meet the requirements of Honors in Education and the College Honors Program.



## THE MURSION LAB

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The Mursion Lab is a mixed-reality teaching environment supporting best educational practices across the Four Professional Domains – *Planning and Preparation, Classroom Environment, Instruction, and Professionalism* (Danielson, 2014).

All types of instructional techniques can be rehearsed in Mursion’s virtual simulator, including managing classrooms, working with children with special needs, and practicing specific instructional routines relevant to a particular subject area. (Mursion, 2017)

Pre-service teachers work with the avatars in pre-programmed scenarios selected by their professors that relate directly to course content and student learning outcomes. A scenario uniquely designed at Elizabethtown College engages candidates in direct instruction practice and content knowledge development through teaching a micro lesson on the Five Themes of Geography.

Such experiences enable student teachers to strengthen their skillsets in advance of working with human students in field placement classrooms.

For a more detailed overview, please see: <https://www.mursion.com/download/14017-education-brochure-r2.pdf>.



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## SOCIAL JUSTICE OPPORTUNITIES

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### ***Global Opportunities***

Explore classrooms around the world! Elizabethtown College strongly encourages its students to [study abroad](#). The benefits to experiencing life in another culture are endless.

### ***Service-Learning Trips***

[The Center for Community and Civic Engagement](#) organizes opportunities for service-learning trips which are available to all students on campus.

### ***Poverty Simulation***

[The Community Action Partnership \(CAP\)](#) of Lancaster County's poverty simulation is a series of role-playing scenarios that give participants the opportunity to learn about the realities of poverty and its effects. Individuals adopt a new persona and a family profile that they must live with for the duration of the exercise. They must navigate through daily tasks that many of us take for granted. During four 15-minute "weeks", those assigned adult roles try to maintain their home, feed their families, send their children to school, and maintain utility services while trying to navigate local support and resources.

### ***Short-Term Trips with an Education Faculty Member***

Faculty members offer short-term cultural or educational excursions related to specific coursework. Students in ED 372 - *Peace Education and Integrated Schools in Northern Ireland and the United States* – went to Belfast, Derry-Londonderry and London during the May terms in 2014, 2016 and 2018 to study, research, and meet with stakeholders involved in the integrated and shared education movements. Students also experienced some of the important heritage sites involved in the Troubles. The trip was documented on Twitter at #ECEDforpeace. The department will offer the course in Spring 2020.

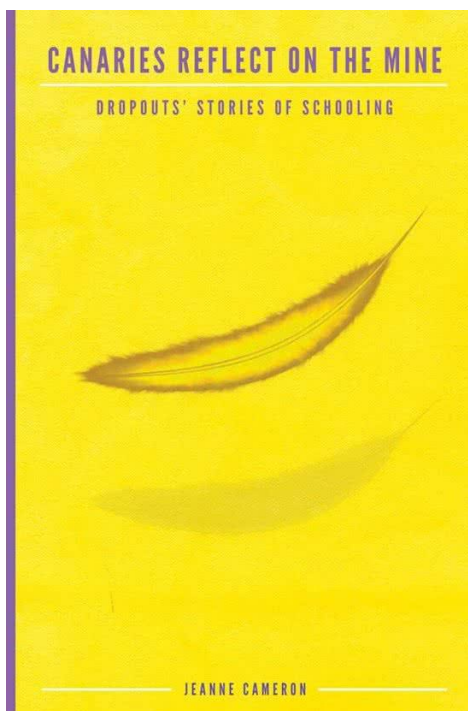


## THE EDUCATION DEPARTMENT COMMON BOOK IN SOCIAL JUSTICE

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Education students enrolled in their first semester at Elizabethtown College will begin to explore the department's social justice initiative through a common book selection.

The department's common read for 2018-2019 is Jeanne Cameron's *Canaries Reflect on the Mine: Dropouts' Stories of Schooling* (2012).



Readers see schooling and early school leaving through the eyes of high school dropouts themselves. Cameron's work "challenges conventional wisdom about dropouts, and shows how the experiences and needs of those who leave school early and those who persist to graduation are more similar than different. Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top. More importantly, they offer a vision for schooling that lovingly embraces and extends all students' experiences, enriches their biographies, and celebrates and supports each of their talents and purposes with equal passion". (IAP, 2017)

*Winner of the 2013 AESA Critics Choice Awards, 2013 Outstanding Publication Award of the Narrative Research SIG of the American Educational Research Association, and The Society of Professors of Education 2013 Book Award. (IAP, 2017)*

THE ANNA REESE TEMPEST  
DISTINGUISHED EDUCATOR LECTURE SERIES  
AT ELIZABETHTOWN COLLEGE

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The Elizabethtown College Department of Education is pleased to propose the creation of the ***Anna Reese Tempest Distinguished Educator Lecture Series***. The series, created in memory of Anna Reese Tempest is designed to honor the memory of a graduate who was dedicated to teaching.

Anna Reese Tempest, class of 1934, majored in French and was active in the theatre at Elizabethtown College. Throughout her life, Mrs. Tempest dedicated herself to teaching foreign languages to high school students in the public school system, eventually chairing the language department at Grant High School, Portland, Oregon. In recognition of her dedication and lifelong love of teaching, the ***Anna Reese Tempest Distinguished Educator Lecture Series*** will be created to bring well-respected speakers to campus to provide students with exposure to thought provoking ideas and practices in education.

The lectures funded under this program will be funded by an initial gift of \$25,000. The interest income received each year from the endowed fund created by this gift will be used to underwrite the expenses associated with bringing distinguished educators to campus to address education classes. Ninety percent of the interest income from this fund will be used to fund guest lecturers, with the remaining ten percent reinvested in the fund. Unused funds will be reinvested in the fund. Additional donations may be made to Elizabethtown College's ***Anna Reese Tempest Distinguished Educator Lecture Series***.

More than 350 students, almost a quarter of our student population, major in education at Elizabethtown College. The Department of Education is dedicated to providing students with a strong background in liberal arts and sciences while developing highly qualified teaching professionals. The ***Anna Reese Tempest Distinguished Educator Lecture Series*** will provide the Department of Education with the opportunity to expose students to new and old, innovative and time-tested theories and practices within education. These lectures will be open for attendance by all members of the campus community.

Each year members of the Education Department will meet to compile a short list of suggested guest lecturers. Speakers will visit classes as designated by the Chair of the Education Department. Funding may be used for speaking fees, travel/dining stipend and supporting materials. Written information on these speakers will note the sponsorship of the ***Anna Reese Tempest Distinguished Educator Lecture Series*** at Elizabethtown College.

Elizabethtown College is pleased to honor a graduate who committed her life to service in her community through teaching. "Educate for Service," is one of the guiding principles of the College. Anna Reese Tempest's life was dedicated to this principle and this gift will allow her commitment to education to influence a new generation of educators .

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## STUDENT ORGANIZATIONS

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Education majors and other interested students may get involved with on-campus clubs devoted to issues in education. Eligible Education majors may also join an honor society.

### ***Education Organization (Ed Org)***

Ed Org's mission is to provide an atmosphere in which future educators feel safe, accepted, and motivated to become successful teachers. The club participates in many social and service activities throughout the year, many times in conjunction with other clubs on campus. These events include literacy nights at the local library, volunteering for the Ronald McDonald House, after-school tutoring, participating in [Into the Streets](#) and more. Ed Org also hosts an annual benefit for A-T (*ataxia telangiectasia*), a progressive, degenerative disease affecting children.

### ***National Science Teachers Association (NSTA)***

This is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. For more information on this organization or to receive information on upcoming events, please 'like' our Facebook page (<http://www.facebook.com/ECNSTA>) or email us at [nsta@etown.edu](mailto:nsta@etown.edu)

### ***The Council for Exceptional Children (CEC)***

The Council for Exceptional Children (CEC) is an international community of professionals and network of student chapters that work *to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.* The Etown student chapter of CEC connects college students across areas of study with individuals with disabilities and their families through service and development activities. For more information, follow CEC on Facebook at <https://www.facebook.com/etownsped>.

### ***Kappa Delta Pi (KDP)***

*Kappa Delta Pi* is the International Honor Society in Education. To qualify for membership, candidates must have completed 60 hours or more of credits, be a full-time student, have a cumulative GPA of 3.5, and achieve departmental recommendation.



## STEPS TO BECOMING CERTIFIED AT ETOWN

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### **FRESHMAN YEAR:**

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- Maintain a 2.8 cumulative GPA
- Enroll in and complete English and Mathematics credit requirements for certification.
- Meet Basic Skills Assessment requirements in Reading, Writing, and Mathematics.
- Successfully complete Freshman Education Courses.
- Successfully complete Freshman field placements.
- Begin electronic portfolio.
- Exhibit professional dispositions with satisfactory ratings.

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### **SOPHOMORE YEAR:**

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- Maintain at least a 2.8 cumulative GPA.
- Meet Basic Skills Assessment requirements in Reading, Writing, and Mathematics.
- Successfully complete Sophomore Education courses.
- Successfully complete Sophomore field placements.
- Continue electronic portfolio.
- Exhibit professional dispositions with satisfactory ratings.
- Apply for Formal Acceptance into the program (spring semester).

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### **JUNIOR YEAR:**

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- Maintain a 3.0 cumulative GPA.
- Exhibit professional dispositions with satisfactory ratings.
- Successfully complete Junior Education courses including content methods courses.
- Successfully complete Junior field placements and maintain professional portfolio.
- Apply to 4+1 Master's program in Special Education (if applicable).

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### **SENIOR YEAR:**

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- Maintain a 3.0 cumulative GPA.
- Successfully complete PECT or PRAXIS exam in content area according to certification in General Education.
- Successfully complete Student Teaching Practicum in General Education.
- Complete action research project and Senior Seminar.
- Exhibit professional dispositions with satisfactory ratings.
- Successfully complete PECT or PRAXIS exam(s) relative to specific certification.
- Complete Level I certification application for teacher certification in General Education.

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### **GRADUATE YEAR (5<sup>TH</sup> YEAR):**

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- Successfully complete PECT in Special Education.
- Successfully complete Student Teaching Practicum in Special Education.
- Complete Master's research project and Graduate Seminar.
- Exhibit professional dispositions with satisfactory ratings.
- Complete Level I certification application for teacher certification in Special Education.

## TIPS AND IMPORTANT INFORMATION FOR EDUCATION MAJORS

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- Read **ALL** emails sent to your etown.edu email address. This is how the Education Department communicates with you. **\*\*It is important that you get into the habit of checking this email account on a daily basis. \*\***
- **ALWAYS** acknowledge any email that requires a response.
  - Generally, emails from Ms. Gardiner ([gardinerj@etown.edu](mailto:gardinerj@etown.edu)), Mrs. DeArment ([dearmedk@etown.edu](mailto:dearmedk@etown.edu)), and Mrs. Wendling ([wendlingd@etown.edu](mailto:wendlingd@etown.edu)) will require a response. Make sure you do not ignore our emails.
- Remember to take **all** clearances (criminal clearances and TB test) to your field placements. (the placement site should copy and return originals to you)
- Put these numbers in your cell phone:
  - **Ms. Gardiner: 717-361-1210 (Education Dept. Admin. Asst.)**
  - **Mrs. DeArment: 717-361-1225 (Field Placement Director)**
  - **Mrs. Wendling: 717-361-1363 (Admin. Asst. for Mrs. DeArment)**
- People and office locations to remember:
  - **Dr. Haley-Mize: Nicarry 144:**  
Co-Chair of Department, for general department, certification or placement questions/concerns.
  - **Dr. Licon: Nicarry 139:**  
Co-Chair of Department, for general department, certification or placement questions/concerns.
  - **Ms. Gardiner: Nicarry 143:**  
Department Admin. Assistant, for questions about clearances, general department information, provisional/formal acceptance questions, and certification testing general questions.
  - **Mrs. DeArment: Nicarry 142:**  
Director of Clinical Experiences, for questions about placement, clearances, certification requirements and reciprocity/certification in other states.
  - **Mrs. Wendling: Nicarry 102B:**  
Part-time (M-F 9:00am-2:30pm) Clinical Experiences Admin. Assistant, for questions about clearances and field placements.

# Education Department Forms and Sample Documents

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## **Forms and Documents in this section:**

- **Education Department Resume Template**
- **Education Department Petition**
- **ACT 24 Clearance Form**
- **TB Test Clearance Form**
- **Education Department Manual Acknowledgement Form**



## EDUCATION DEPARTMENT RESUME TEMPLATE

### Sally Sue Shoemaker

16 Constitution Drive  
Salem, NC 90210  
ShoemakerS@etown.edu

555-555-5555

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### OBJECTIVE

To obtain a teaching position in Elementary Education utilizing my knowledge of differentiated instruction to meet the needs of all my students.

### EDUCATION

Elizabethtown College, Elizabethtown, PA  
Bachelor of Science in Elementary Education and Special Education  
Overall GPA: 3.62/4.0

May 2010

### TEACHING EXPERIENCE

Student Teaching: Third Grade

Dwight Ramsey Elementary, Lancaster, PA

January 2009 – Present

- Develop and teach several lesson plans in various subjects to learn what goes into planning and carrying out a lesson.
- Complete reading and writing assessments with a single student to gain experience in different types of assessments.
- Assist cooperating teaching in grading and other classroom tasks to gain experience.
- Observe cooperating teacher during the school day in various locations to learn how an experienced teacher manages a class and preps during planning period.

Senior Level Methods Experience: First Grade

Penn's Landing Elementary School, Oliver, PA  
2009

September 2009 – December

- Used self-created or revised teacher-textbook lessons to teach formal lessons in Language Arts, Math, Science, and Social Studies based on the learning-focused model to a class of 22 students, all of which included thoughtfully produced accommodations for a student who is blind.
- Provided individualized instruction of reading and writing strategies during guided reading that were based on the results of anecdotal records of observable behaviors and miscue analyses I had conducted.
- Utilized technology to create classroom posters and student handouts illustrating literacy strategies to provide visual reinforcement and reminder of the strategies' use in daily classroom life.
- Produced a sense of pride and value in class work by creating new hallway displays of student work every few weeks and a class book of student work that could be circulated among the students.

Special Education Block Experience: Full Autistic Support Classroom, Second – Fourth Grades

George Washington Elementary School, Wrightsville, PA  
2009

September 2009 – December

- Instructed seven students with autism, all who were at different educational levels in reading and writing using differentiated instruction.
- Integrated sensory focused lessons for students, which involved educational activities that incorporated gross and fine motor skills.
- Constructed the DIBELS initial sound fluency assessment for a student to gain knowledge of the student's phonemic awareness abilities and create meaningful lessons.
- Worked one on one with students implementing specially designed lesson plans for each student's particular academic level through the use of explicit and direct instruction.

**Junior Level Block Experience: Fourth Grade**

Oak Tree Village Elementary School, Rheems, PA

January 2009 – April 2009

- Designed and instructed an integrated unit on money for 18 students with a wide range of abilities.
- Taught literacy based lessons during reading block to gain experience in literacy instruction.

**Sophomore Level Urban Education Experience: Sixth Grade**

John Kennedy Elementary School, Lancaster, PA

September 2007 – December 2007

- Developed, organized, and taught literacy lessons on social skills and autobiographies through mediated read aloud and shared reading activities to a class of 17 students in an effort to foster literacy learning and develop students' sense of self.
- Ensured students stayed on task, understood coursework, and completed assignments by informally monitoring progress during morning work and literacy activities.

**Sophomore Level Special Education Experience: Kindergarten – Third Grades, Physical Support**

Taft Elementary School, Iona, PA

September 2007 – December 2007

- Assisted six students, whose disabilities fell under the categories of orthopedic impairment, physical impairment, and other health impairment, in their cooking and literacy activities.
- Recognized the unique needs of each learner and provided differentiated instruction and assistance that ranged from hand-over-hand assistance, use of assistive technological devices, and verbal prompting and encouragement.

**RELATED EXPERIENCE****Substitute Teaching Experience**

Coolidge Elementary School, Leola, PA

May 2009 – Present

- Demonstrate flexibility by serving as a “floater” for a majority of working days, going to as many as five different classrooms in one school day, holding a different position in each room.

**Substitute Teaching Experience**

Wright Elementary School, Landisville, PA

May 2009 – Present

- Gain experience in classroom management at all levels by substitute teaching as a(n) K-3 classroom teacher, middle school English teacher, elementary and middle school gym and health teacher, special education teacher, and learning support teacher.

**ACTIVITIES**

Kappa Delta Pi, Member

2008 – Present

Education Organization, Member

2006 – Present

Elizabethtown College Circle K, Member

2006 – Present

**PROFESSIONAL DEVELOPMENT**

Food, Land, and People Environment and Ecology Workshop

October 2009

Advocate Youth Program Autism Training

September 2009

**AWARDS AND HONORS**

Dean's List, Elizabethtown College

2006 – Present

Lester A. Risser Scholarship, Department of Education, Elizabethtown College

2008 – 2009

Circle K Outstanding Member Award, Elizabethtown College

2009

**Petition to Education Department  
Elizabethtown College**

**STUDENTS, please carefully read the following instructions:**

Students may petition the Education Department for deviations from the prescribed curriculum or department policies. Such deviations include, but are not limited to the following:

- Location of student teaching internship
- Prerequisites for required courses

Students must fill in the requested information and include enough details to support your petition. You may attach a letter of explanation to this form. Then take the form to your advisor. When the form is completed, turn it in to the department chair.

**ACADEMIC ADVISORS please read the following:**

Students have a right to petition; therefore, your signature indicates only that you have been informed of the petition. In addition to your signature on this form, please initial and date any attachments, as well as check the appropriate boxes indicating your support, opposition, lack of an opinion, and/or intention to send additional information. Additional comments you consider to be helpful to the Department may be included.

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's College Address \_\_\_\_\_ Telephone #: \_\_\_\_\_

I hereby petition the Committee: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(Over if necessary)

.....

\_\_\_ SUPPORT \_\_\_ NO OPINION \_\_\_ OPPOSE \_\_\_ ADDITIONAL INFO ATTACHED OR TO FOLLOW

COMMENTS: (optional) \_\_\_\_\_

(a) Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

.....

\_\_\_ SUPPORT \_\_\_ NO OPINION \_\_\_ OPPOSE \_\_\_ ADDITIONAL INFO ATTACHED OR TO FOLLOW

COMMENTS: (optional) \_\_\_\_\_

(b) Other: \_\_\_\_\_ Date: \_\_\_\_\_

.....

Department Action: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ Approved \_\_\_ Denied

\_\_\_\_\_  
Chair, Department of Education

**ARREST/CONVICTION REPORT AND CERTIFICATION FORM**  
(under Act 24 of 2011 and Act 82 of 2012)

**Section 1. Personal Information**

Full Legal Name: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other names by  
which you have  
been identified:

\_\_\_\_\_

**Section 2. Arrest or Conviction**

By checking this box, I state that I have NOT been arrested for or convicted of any Reportable Offense.

By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §§1-111(e) or (f1) ("Reportable Offense(s)"). See Page 3 of this Form for a list of Reportable Offenses.

**Details of Arrests or Convictions**

For each arrest for or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the offense for which you have been arrested or convicted, the date and location of arrest and/or conviction, docket number, and the applicable court.

\_\_\_\_\_  
\_\_\_\_\_

**Section 3. Child Abuse**

By checking this box, I state that I have NOT been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

By checking this box, I report that I have been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

**Section 4. Certification**

*By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

PDE-6004 03/01/2016

## INSTRUCTIONS

Pursuant to 24 P.S. §1-111(c.4) and (j), the Pennsylvania Department of Education developed this standardized form (PDE-6004) to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools.

As required by subsection (c.4) and (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current and prospective employees of said institutions to provide written reporting of any arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) and (f.1) and to provide notification of having been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

As required by subsection (j)(4) of 24 P.S. §1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) or (f.1).

In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. Please contact a supervisor or the school entity administration office with any questions regarding the PDE 6004, including to whom the form should be sent.

**PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.**

## LIST OF REPORTABLE OFFENSES

- A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:
  - (1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:
 

<ul style="list-style-type: none"> <li>▪ Chapter 25 (relating to criminal homicide)</li> <li>▪ Section 2702 (relating to aggravated assault)</li> <li>▪ Section 2709.1 (relating to stalking)</li> <li>▪ Section 2901 (relating to kidnapping)</li> <li>▪ Section 2902 (relating to unlawful restraint)</li> <li>▪ Section 2910 (relating to luring a child into a motor vehicle or structure)</li> <li>▪ Section 3121 (relating to rape)</li> <li>▪ Section 3122.1 (relating to statutory sexual assault)</li> <li>▪ Section 3123 (relating to involuntary deviate sexual intercourse)</li> <li>▪ Section 3124.1 (relating to sexual assault)</li> <li>▪ Section 3124.2 (relating to institutional sexual assault)</li> <li>▪ Section 3125 (relating to aggravated indecent assault)</li> <li>▪ Section 3126 (relating to indecent assault)</li> <li>▪ Section 3127 (relating to indecent exposure)</li> <li>▪ Section 3129 (relating to sexual intercourse with animal)</li> <li>▪ Section 4302 (relating to incest)</li> <li>▪ Section 4303 (relating to concealing death of child)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Section 4304 (relating to endangering welfare of children)</li> <li>▪ Section 4305 (relating to dealing in infant children)</li> <li>▪ A felony offense under section 5902(b) (relating to prostitution and related offenses)</li> <li>▪ Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)</li> <li>▪ Section 6301(a)(1) (relating to corruption of minors)</li> <li>▪ Section 6312 (relating to sexual abuse of children)</li> <li>▪ Section 6318 (relating to unlawful contact with minor)</li> <li>▪ Section 6319 (relating to solicitation of minors to traffic drugs)</li> <li>▪ Section 6320 (relating to sexual exploitation of children)</li> </ul>
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  - (2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act."
  - (3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:
    - the United States; or
    - one of its territories or possessions; or
    - another state; or
    - the District of Columbia; or
    - the Commonwealth of Puerto Rico; or
    - a foreign nation; or
    - under a former law of this Commonwealth.
- A reportable offense enumerated under 24 P.S. §1-111(f.1) consists of any of the following:
  - (1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.
  - (2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.
  - (3) An offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.



## Record of TB skin test (TST)

To Whom it May Concern:

The following is a record of Mantoux tuberculin skin testing:

Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date and time test administered: \_\_\_\_\_

Administered by: \_\_\_\_\_

Date and time test read: \_\_\_\_\_

Read by: \_\_\_\_\_

Results (in millimeters of duration): \_\_\_\_\_.

Health Care Provider Name and Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Thank you,  
Department of Education  
Elizabethtown College  
Phone: 717-361-1210

***I give consent for health services to fax/email this form to the Education Department to be placed in my file.***

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

\_\_\_\_\_  
Date



**Elizabethtown College Teacher Education Application Process\***  
**Student Life Clearance**

*\*Education students are subjected to periodic review and are evaluated at the conclusion of each subsequent semester and may be advised or required to withdraw at any time the Department determines such action to be appropriate.*

**To the Student:** Fill out items 1 through 3 and submit this form as part of your Provisional Acceptance application. Submission is made to the Education Office, Nicairy 143

1. Student Name \_\_\_\_\_
2. College ID Number \_\_\_\_\_
3. Campus Box # \_\_\_\_\_

I understand that the Department of Education will periodically request a review of my confidential record held in the Dean of Students' Office. This file includes any record of student conduct hearings, findings and sanctions. Furthermore, I acknowledge that this request is a required component of the ongoing Elizabethtown College Teacher Application Process.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**To the Dean of Students:** Please complete items 1, 2, and 3 below and submit the completed form to the Education Department Office. Please call ext. 1210 with any questions.

The above named student plans to submit an application for teacher certification. The Commonwealth of Pennsylvania and other states require the College's Chief Certification Officer (the Chair of the Education Department) to attest to the "good moral character" of all applicants. To facilitate the process, please answer the following questions:

1. Is the student applicant currently in good standing in regard to Student Life records?  
Yes \_\_\_ No \_\_\_  
If no, please explain:
2. Has the applicant ever been placed on disciplinary probation, been suspended, been expelled, or been the subject of other disciplinary action by your office?  
Yes \_\_\_ No \_\_\_  
If yes, please explain:
3. Based on your review of this student's record, do you judge him/her to exhibit good citizenship?  
Yes \_\_\_ No \_\_\_ (If no, please site reasons below or on the back of this form)

Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Dean of Students (or designee)





Elizabethtown College  
Department of Education

# Education Department Manual Acknowledgement Form

Please read, sign and return this form to the Education Department Office located in Nicarry 143.

I acknowledge that I have reviewed and been informed of the contents of this manual. I understand that it is my responsibility to use my own electronic device(s) to view the manual.

If I choose to obtain a hard copy, I am responsible for printing it out at my own expense. I have also been informed that I may find an electronic version of this manual on the Education Department page via the Elizabethtown College website.

I also understand that if the criteria listed in this manual is not met satisfactorily, I may be denied admission and/or continuation in the Department of Education Professional Teacher Preparation Program and/or denied the opportunity to complete the extensive internship component of the curriculum.

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

\_\_\_\_\_  
**PRINTED name**

\_\_\_\_\_  
ID#

\_\_\_\_\_  
Date

One Alpha Drive • Elizabethtown, PA 17022-2298  
Phone: (717) 361-1210 • Fax: (717) 361-3770 • [www.etown.edu](http://www.etown.edu)