

ELIZABETHTOWN COLLEGE



Elizabethtown College

Department of Education

Department Manual 2024-2025

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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 *Professional Standards*. 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 engage pre-service teachers with 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 (PK-12)*, *Middle Level (4-8)*, *Secondary (7-12)*, or *PK-12 (Music and Spanish)*. All candidates also have the option of applying to 4+1 Master’s Program in Special Education, offering certification in a general area and specializing in Special Education for grades PK-12 in a five-year program of study.

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

Sincerely,



Professor Wendy Bellew
Program Director, Education

TEACHER EDUCATION FACULTY AND STAFF

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DEPARTMENT OF EDUCATION MISSION

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, 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

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

Early Childhood w/Special Education

PreK-4 Early Childhood Education
PreK-12 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. 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.*

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

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

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)

Certification_Type

Grades 7-12 English Education
PreK-12 Spanish Education

Bachelor of Music

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

PreK-12 Music Education

Graduate Programs

Program

4+1 Master's Degree in Special Education (M.Ed.)
Master of Education in Curriculum and Instruction
Master of Music Education (M.M.E.)

Certification_Type

PK-12 Special Education
No Certification
No Certification

Program Degree Planners

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, Spanish)

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

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

4+1 Graduate Program - Master of Special Education

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

LEARNING AT ELIZABETHTOWN: HALLMARKS OF OUR PROGRAM

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 Field Experiences

Field placements are an important part of your educational experience at Elizabethtown. Full-time 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.

Civil Engagement Opportunities

The Education Department encourages its majors to participate in community outreach, particularly through events and programs sponsored by its student organizations – EdOrg, Kappa Delta Pi (KDP), Council for Exceptional Children (CEC), and National Science Teaching Association (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 5th 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-12 Special Education.

REQUIREMENTS FOR TEACHER CERTIFICATION

General Information

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 receive certification in PK-12 Special Education.

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 earn entry 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. [Chapter 354: Preparation of Professional Educators](#)

For more information on Teacher Certification, below is the link to PDE's teacher certification information: [PDE Certification Guidelines and Information](#)

Progression to Program Completion and Teacher Certification

Students in the Education Department must follow a progression through the teacher preparation program to complete a degree and apply for Pennsylvania Teaching Certification. Candidates typically apply for Provisional Acceptance at the conclusion of year one and Formal Acceptance at the conclusion of year two. It is recommended that Education majors take a minimum of 16 credits per semester. In addition, students will need to maintain a satisfactory rating in Professional Review throughout their candidacy.

Phases of Progression:

Phase One: In year one, teacher preparation candidates are in the pre-service phase. Courses and field experiences are integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Provisional Acceptance to the program. Candidates applying for Provisional Acceptance at the conclusion of year one must earn an overall GPA of 2.80.

Phase Two: In year two, teacher preparation candidates continue with courses and field experiences integrated to offer pedagogical and practical knowledge in the professional field of teaching. During this time, students are required to earn a grade of C or above in all required courses for their major area. This expectation is in preparation for Formal Acceptance to the program. Candidates applying for Formal Acceptance at the end of year two must earn an overall GPA of 3.00.

Professional Phase: In years three and four, teacher preparation candidates are required to demonstrate their knowledge of the teaching profession both in and out of the classroom. Methods and Professional Internship semesters pair rigorous coursework with part- and full-time field experience requirements. During this time, students are required to earn a grade of B or above in all required courses for their major area. This expectation is in preparation for application to Pennsylvania Department of Education for Instructional I certification necessary to teach in the state. As required by PDE, candidates applying for certification at the end of the preparation program must demonstrate an overall GPA of 3.00.

Academic Requirements:

- ✓ Candidates will achieve grades of C or better in all 100 and 200 level Education courses.
- ✓ Candidates will achieve grades of B or better in all 300 and 400 level Education courses.
- ✓ Candidates not meeting grade requirements will be referred to the Professional Review Panel for possible intervention.
- ✓ Intervention may include action planning, tutoring, academic counseling, or course repetition.

Provisional Acceptance:

- ✓ Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- ✓ Verify current clearances on file in Education Office by August 1 of each year.

[Clearance Information](#)

- ✓ Declare Education as major
- ✓ Submit Student Life Clearance
- ✓ Complete ED 105 and ED 150/ED 151 in first year with earned grades of C or better
- ✓ Complete ED 161 in first or second year with earned grade of C or better
- ✓ Demonstrate satisfactory ratings in Professional Review
- ✓ Apply for Provisional Acceptance to the Education Department

***Provisional Acceptance is required to enroll in 200-level ED courses.**

Formal Acceptance:

- ✓ Basic Skills requirements for PDE are met
- ✓ 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
- ✓ Verify current clearances on file in Education Office by August 1 of each year.

[Clearance Information](#)

- ✓ 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 (see pages 16-18).
 - One picture of yourself
 - Updated Resume
 - Educational Philosophy
 - Dates of your clearances and TB test
 - 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.
- ✓ Demonstrate satisfactory ratings in Professional Review
- ✓ Apply for Formal Acceptance to the Education Department

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

The Education Department is committed to preparing competent and professional teachers for the field of education. To that end, methods professors will use observational data, grades, and professional review information to determine whether candidates may progress to the professional internship semester. Candidates who display deficits in any of the above areas may be subject to a Professional Review Panel meeting, action planning, or contracts prior to the professional internship.

Field Experiences

Field experiences are a critical facet of teacher preparation, both for gaining practical knowledge in the professional field and for obtaining teacher certification in Pennsylvania. Many Education (ED)

and Special Education (SED) courses require field placement. The Education Department Field Experience Manual is linked here, and includes details, policies, assessments, and contacts for all stages of field placement at Elizabethtown College. Please note the following:

- At Elizabethtown College, there are required courses with placements in each year of teacher preparation.
- The Office of Field Placement utilizes a reasonable radius (approximately 20 miles/40 minutes commuting time) from campus to assign placement schools.
- Courses with placements have academic and grading requirements based on the successful completion of each field experience.
- Candidates in the third and fourth year of teacher preparation are required to arrange transportation to and from assigned placements.
- Candidates in placement are required to follow all policies, guidelines, rules, and expectations for the school district or entity of placement. Failure to follow individual district expectations may result in removal from placement, failure of the associated course, and/or expulsion from the Education Department.
- If a pre-service teacher is removed from placement by the request of a partner school district or the Office of Field Placement, the course or courses associated with the placement will be graded as a failure. As the stage of the placements increase, the significance of removal becomes more consequential and will impact certification and program completion.
- Failure of methods courses and professional internship courses disqualify a candidate for a Pennsylvania Teaching Certification recommendation from Elizabethtown College.
- [Field Experience Manual](#)

Certification Testing

Pennsylvania requires candidates to demonstrate proficiency on a series of professional licensure examinations dependent on level and subject area. 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.

Students will complete these exams after the methods semester in their junior or senior year. These exams must be passed before a candidate is recommended for certification through the *Teacher Information Management System* (TIMS).

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.

Assessment Informational Links:

[Certification Testing Requirements](#)

[Score Requirements](#)

TIMS Application

Candidates may apply for state certification in the month of their intended graduation date. The Teacher Information Management System is used to warehouse information for Pennsylvania State

Teaching Certification. All the steps required through provisional and formal acceptance are intended to prepare all Elizabethtown Education graduates with the credentials required for certification.

Certification Application Links:

[Teacher Information Management System](#) (TIMS)

[Step-By-Step TIMS Instructions](#)

Out of State Certification Guidelines

Students seeking teaching positions outside of Pennsylvania must follow the requirements in the state of interest. It is the responsibility of each individual student to follow the guidelines and learn about obtaining certification in other states. Several recommendations include:

- Send PECT and Praxis scores to PDE and to the state of interest when you register for the tests.
- Apply in TIMS for PA teaching certification in at least one instructional area.
- Familiarize yourself with the department of education website in the state of interest.
- Find answers to the following questions:
 - Does PA have a reciprocal relationship with the state of interest?
 - Does the state of interest have additional requirements for maintaining certification or obtaining permanent certification?
 - How do you apply for certification in the state of interest?
 - What documents are required for the application?

If you have questions while working through the process, please contact the Office of Field Placements or Lena Poff, poffl@etown.edu.

Statement Regarding Placement Requests

Student requests to return to a prior field placement and to be placed with the same cooperating teacher will be considered on a case-by-case basis and cannot be guaranteed.

The Education Department strategically places students in a variety of field placements, including grade level/grade bands and setting (urban, suburban, and/or rural) to allow students to experience the full range of appropriate grade levels/bands and school settings. Additionally, a wide variety of placements allows students to experience a diversity of teacher pedagogical, assessment, curricular, and classroom culture practices. This ensures that education students are well-prepared to serve students in a diversity of future career settings.

Student requests to be placed in a field placement outside of the Department's normal geographical range will be considered on a case-by-case basis and cannot be guaranteed.

As per PDE policy, the Education Department must conduct regular classroom observations of students during placements. Due to this requirement, we have a limited geography within which our field supervisors can travel. If supervisors can make regular classroom visits, the Education Department will consider placements outside our normal geographic range.

The Education Department has the final decision related to these requests.

Statement Regarding Transportation

The Education Department has the following statements related to transportation and field placements in collaborating school districts:

- To fully take advantage of the diversity of field placements, students will need access to their own transportation (car) by the third (junior) year of the program.
- The Department does recognize that individual transportation may be a challenge for some students. The Department will work to support carpooling with other students, but this cannot be guaranteed. If students do negotiate carpooling, it is highly encouraged that costs (gasoline, etc.) associated with carpooling are shared appropriately.

The Department will work to request placements within walking distance for those students who absolutely do not have access to their own transportation, but these placements cannot be guaranteed across all four years of the program due to limited availability of placements in the Elizabethtown Area School District, Elizabethtown Child Care Center, and Elizabethtown Community Nursery School

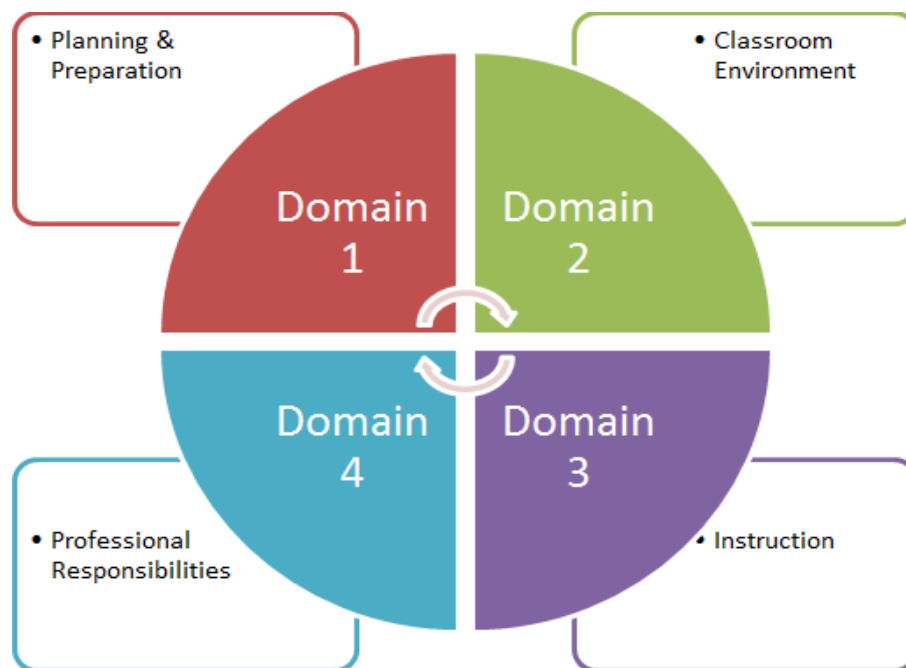
Elizabethtown College Department of Education **Statement Regarding PA Student Teacher Stipend Program**

The Education Department has the following statements regarding the PA Student Teacher Stipend Program:

- The Department will provide updates to students regarding processes and requirements for the program.
- As the Department is made aware of any new developments, we will share that information in a timely manner.
- The Department will make every effort to secure student teaching placements before the deadlines set by PDE and PHEAA. However, the department is not responsible for cancelled or altered placements, or a situation where a placement cannot be found before the deadline.
- The Department is not responsible for stipend applications that are denied for any reason.
- Information regarding the PA Student Teacher Stipend can be found [here](#).

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. Students will assemble their first draft portfolio for provisional and formal acceptance. In the senior year, this portfolio is polished for professional use. Students are also required to assemble a companion portfolio brochure which emphasizes their 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 visit PDESAS:

<https://www.pdesas.org/EducatorFrameworks/EducatorEffectiveness/>

**Education Students will create electronic portfolios using 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 Progression to Formal and Formal acceptance. **

RECOMMENDED PORTFOLIO CONTENTS

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!

PROFESSIONAL REVIEW STANDARDS AND PROCESS

The Professional Review standards and process apply to all Education majors, addressing the key proficiencies required for successful educators, often difficult to assess through coursework. The process includes the following steps:

- Instruction and infusion of standards in all educational courses and experience
- Universal screening each semester assessing five professional standards
- Instructional and advisory support provided for students not meeting standards in years one and two
- Benchmarks for meeting all standards by years three and four
- Recommendations, interventions, and alternative pathways for candidates not meeting one or more professional standards.

Professional Standards

1. **Communication:** Educator candidate communicates effectively and professionally in person, via electronic communications, and in writing.
2. **Collaboration:** Educator candidate works collaboratively as part of a professional team.
3. **Legal and Ethical Conduct:** Educator candidate demonstrates integrity, responsibility, respect, and inclusiveness.
4. **Professionalism:** Educator candidate displays explicit professional characteristics required in a career position. (i.e. punctuality, professional attire, clerical tasks).
5. **Self-Direction:** Educator candidate is self-reflective, self-directed, and possesses a growth mindset.

Professional Review Process

1. Professional standards are introduced to all pre-service educators in ED 105, ED 150, and ED 151.
2. Each semester, all education students are evaluated by current course instructors using the professional standards. (Starfish survey)
3. If a student has not yet met any one or more of the standards, the student, instructor, and advisor will be notified via Starfish and provided with recommendations for improvement.
4. Educator candidates not meeting one or more standards will develop an action plan for improving in the area(s) of need.
5. Educator candidates working on improvement for one or more standard will coordinate with their academic advisor to meet action plan goals.
6. Instructors and advisors will continuously work to infuse and develop the standards in coursework with education department students.
7. The department will use the aggregated data from Starfish to identify and improve areas of growth in the teacher preparation program.
8. Students applying for Formal Acceptance to the Education Department must meet all five standard areas.

9. Students registering for Methods semester courses or Student Teaching placement courses must be meeting in all five standard areas.
10. Students who have not met one or more standards are subject to the Professional Review Panel for support and professional development.
11. Interventions may include but are not limited to action planning, campus support, tutoring, mentorships, or career counseling.

Professional Standards, Criteria and Exemplars

1. Communication Skills

Educator candidate

- communicates effectively and professionally in person, via electronic communications, and in writing.
- demonstrates maturity, empathy, and effective communication through compassion, integrity, and concern for others.
- communicates to promote awareness of education-related issues.
- builds trust and working, collaborative relationships.

Exemplars: Emails, observation notes, journal entries, letters to local media or organizations, letters of recommendation., class discussion comments and questions, face-to-face and virtual presentations, online discussion board posts.

2. Collaboration

Educator candidate

- takes responsibility for contributing to a positive work/educational environment.
- uses interpersonal skills to openly listen and engage in reciprocal planning, instruction, or coursework with other pre-service teachers, families, professors, education department staff, mentor teachers, and educators.
- negotiates differences of opinion or conflicts appropriately while maintaining professionalism.
- uses empathy, reflection, and interpersonal skills to effectively engage diverse stakeholders.

Exemplars: Common planning, co-teaching artifacts, student organization membership, reflections, observations, in-class collaborative activities and projects, peer review of assignments.

3. Legal and Ethical Conduct

Educator candidate

- demonstrates integrity, responsibility, respect, and inclusiveness.
- exhibits respect for those of other cultural backgrounds, ages, cognitive and physical abilities, races, religions, sexual orientations, genders, and personal ideologies.
- advocates for equitable treatment of others.

- develops preventative measures to protect students from conditions that interfere with learning.

Exemplars: Social justice artifacts, Student Life Clearance, behavior plans, reflections, journal entries, submission of accurate timesheets, adherence to Elizabethtown College *Blue Jay Pledge of Integrity*.

4. Professionalism

Educator candidate

- displays concrete professional characteristics required in a career position. (i.e., attendance, punctuality, professional attire, clerical tasks)
- identifies and solves problems in a timely manner consistent with the demands of a given situation.
- meets deadlines and completes work assignments; able to set priorities and be dependable.
- accepts responsibility for actions and decisions.
- abides by established policies and procedures; asks for clarification when needed.
- adheres to codes of conduct.
- maintains student, family, and staff confidentiality.
- acquires and maintains appropriate clearances.
- engages in professional learning opportunities.

Exemplars: Dress and hygiene, attendance records, Student Life Clearance, required clearances, course and field placement assignment completion, Professional Portfolio, lesson plan submission.

5. Self-Direction Capacities

Educator candidate

- accepts feedback and adjusts accordingly, is self-reflective, and possesses a growth mindset.
- self-directs and engages in own learning.
- accepts constructive written and/ or verbal feedback from faculty, supervisors, colleagues, and peers to improve skills and abilities.
- initiates and completes responsibilities without prompting.
- is proactive.
- demonstrates effective use of time.

Exemplars: Planning and scheduling samples, reflections, revisions of course work, action research, leadership positions, proactive engagement with advisor and department staff and faculty, utilization of on-campus resources.

Professional Review Panel Members

- Pre-Service Teacher
- Program Director
- Academic Advisor
- Director of Field Experiences

Universal Screening Rubric

Sample Starfish survey (Completed once per semester in weeks 10-11 for all Education Department students)

Please complete the following survey for each of your current students:

Pre-service teacher meeting or exceeding all five standards.	Standard 1: Communication	Standard 2: Collaboration	Standard 3: Legal and Ethical Conduct	Standard 4: Professionalism	Standard 5: Self-Direction
Default	Met/Not Met	Met/Not Met	Met/Not Met	Met/Not Met	Met/Not Met

Comments: If you selected “Not Met” for any category, please provide a brief description of what was observed this semester:

Professional Standards Statement

Many key proficiencies required for successful educators are often difficult to assess through coursework. Each semester, Elizabethtown College teacher candidates are assessed based on professional standards. Candidates not meeting these standards will be referred to the Professional Review Panel, provided with assistive measures, and given time to improve their practice. Candidates who continue to be unable to meet the professional standards will not be recommended for Pennsylvania State teaching certification. A complete list of the professional standards and a description of the Professional Review procedures are included in the *Elizabethtown Education Department Manual*, and in the *Field Placement Manual* on the Education Department website <https://www.etown.edu/depts/education/>

UNDERGRADUATE EDUCATION COURSE DESCRIPTIONS

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 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 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 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 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. Register by Instructor.

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. Register by Instructor.

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.

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. Register by Instructor.

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. **Corequisite(s):* ED 336, ED 346, and ED 366. Formal acceptance into Education Program required. Register by Instructor.

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. Register by Instructor.

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. Register by Instructor.

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. Register by Instructor.

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. Register by Instructor.

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 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. Register by Instructor.

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. Register by Instructor.

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.

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.

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.

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-12)

The graduate program 4+1 Special Education

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, the Education Department offers a Master's degree in Special Education (PK-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-12, all certificate candidates at Elizabethtown (Pre-K to 4, 4-8, 7-12 and PK-12) can 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.

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.
- Financial Aid information for fifth year students can be located at <https://www.etown.edu/offices/financial-aid/handbook.aspx> Click on the tab in the center options for Financial Aid for Fifth Year 4 + 1 Master's Degree...Students.

THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION

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 syllabus.

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 using Professional Review standards, meaning the non-academic competencies critical to the success for a career in Education.

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.

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

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.**

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.

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

Students are required to take one course from each list **prior** to receiving Formal Acceptance. The list of courses may or may not be available for enrollment on a semester to semester basis.

Approved Courses for English Composition:

Course Number	Course Title	Core Requirement
EN 100	Writing and Language	PLE
EN 150	Advanced Writing and Language	PLE
EN 180	Introduction to Creative Writing	CE
EN 185	Introduction to Professional Writing	

Approved Courses for English Literature:

Course Number	Course Title	Core Requirement
EN 101	Literature: Form and Performance	CE
EN 104	Introduction to Literature	HUM
EN 200	Major British Writers	
EN 220	British Literature: Medieval, Renaissance, or 18 th Century	WCH, GWR
EN 230	British Literature: Romantic, Victoria, or Modern (Post-1800)	WCH, GWR
EN 240	American Literature: Revolution to Civil War, Realist, or Modern	WCH, GWR
EN 245	Growing up in America	HUM, GWR
EN 251	Multicultural Literature	HUM, GWR
HEN 252	Irony, Humor, and Despair in Modern Literature	HUM, GWR
HEN 253	Gaelic and Anglo-Irish Ireland	WCH, GWR
EN 281	Writing and Analyzing the Short Story	CE, GWR
EN 288	Young Adult Literature	CE, GWR
IC 202	Visualizing Women in 19 th Western Art and Literature	HUM, WCH, GWR

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.

Process for joining the Honors in the Discipline Program

Invitations are sent to those students that meet the criteria in the fall of the third year. An information session is provided for those students to get more information and ask questions. After the information session, students have 2 weeks to decide if they wish to accept the invitation. Students should respond to the invitation by [completing and submitting the form by November 1st](#). Students that indicate acceptance will then be enrolled in ED 399 for the spring semester. ED 399 is a 2 credit course and participants will identify a topic and develop a plan for the first few weeks of the course. Participants will then write the introduction, literature review, and methodology for their manuscript during this course. Participants will also develop a poster to present at SCAD at the end of the spring semester as a culminating project for ED 399.

If a student is also completing the College Honors Program, there are additional requirements during this part of the process. The College Honors Program required a total of 4 credit hours for the thesis. In order for ED 399 to count towards this requirement, students must submit a project proposal to the College Honors program before taking ED 399. In order to accomplish this, students in the College Honors program must schedule a meeting with the Honors in the Discipline coordinator to complete this proposal and get the necessary signatures by the due dates indicated on the College Honors website.

Overview of Required Courses

Accepted students enroll in ED 399 *Thesis Preparation* course (2 credits) during spring 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 senior year](#). Mentored by a primary and secondary faculty advisor, students obtain Institutional Review Board (IRB) approval if conducting a study, conduct their research study or develop their project, 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.

Phase 1 - ED 399 and SCAD Poster Presentation

Juniors who are invited and accept the invitation to complete Honors in the Discipline complete ED 399 in the spring of the junior year. **If students are also completing the College honors program, then they must submit a project proposal to the Honors College prior to enrolling in ED 399. This process is required for ED 399 to count as 2 of the 4 required credit hours to complete the College Honors program requirements.**

One assignment in ED 399 is to create a poster that gives an overview of the project. Sample posters and suggested format are in the Canvas course shell. Students completing Honors in the Discipline are expected to present their posters at SCAD during the Spring that ED 399 is

completed. Posters are to be submitted by the due date on Canvas to fulfill the requirements of the course. Once any suggested revisions are made, [final drafts are submitted to the Education Department](#) and presented at SCAD. If the poster presentations are to be printed, then the Education Department will take care of printing the posters and students can pick the posters up from the education department office. SCAD is in the last few weeks of the semester in late April.

Phase 2 - Complete the study and the final chapters of the manuscript

Each student will identify a faculty mentor to supervise the 2nd phase of the project during ED 399. The 2nd phase of the Honors in the Discipline process includes completing the project (conducting the study, creating the product, etc.), analyzing any results, and writing the last chapters of the manuscript. If the project involves collecting data on human subjects, the IRB application must also be completed during this phase

Phase 2 can be completed in fall or spring of the senior year and will require that the student be registered for ED 400. ED 400 is an RBI course, so the faculty mentor will work with the department director, the administrative assistant, and the Office of Registration and Records to make sure that ED 400 is on the student's schedule for the semester that they will be completing the study.

Intermittent deadlines are mutually established by the faculty mentor and honors candidate and should ensure that there is ample time for scaffolding and feedback during manuscript preparation and that the completed manuscript is in good form to share with a 2nd reader/mentor at least two weeks before the final deadline.

Completed manuscript due to the Education Department and Jay Scholar by April 1/May 1 depending on the graduation date.

College Honors students must also adhere to the guidelines set forth by the Honors Program. This includes the following:

[Honors Thesis Contracts & Proposals](#) are due by December 1st or May 1st prior to enrolling in any courses for thesis credits. [Honors Thesis Contracts](#) should have all necessary approvals, including the Honors Program Director's approval prior to enrolling in any thesis courses. This process cannot be done retroactively because it would invalidate any previously issued official transcripts such as those you send in graduate school, professional school, grant, scholarship, or other applications.

[More information on completion of College Honors can be found in the Honors Program Handbook.](#)

Phase 3 - SCAD presentation in spring of senior year

In the Spring, students must work with their faculty advisor to prepare for SCAD. [During the SCAD submission window, students submit an abstract to the department.](#) All abstracts in the department are collected and submitted by the coordinator with the individual faculty mentors' name so that the presentations will be scheduled together as a block.

1. Presentations are typically scheduled in blocks of several presenters. At the beginning of each block, moderators pull up the presentations for each presenter so that the slides are ready at the time allotted to each presenter.
2. Once the SCAD schedule is published, then students should check the schedule to find information on their presentation time and location. Notification that the SCAD schedule is available will come from Campus News and include a link to the online schedule.
3. Presentations should adhere to the following guidelines
 - a. Use slides to visually present information
 - b. Be 15 minutes in length
 - c. Include an overview of the project, a review of salient literature on the topic, description of the methodology, and presentation of the results.
 - d. Each presentation should conclude with a discussion of implications and 5 minutes for questions after the 15 minute presentation
4. [Presentations are to be submitted to the department prior to SCAD](#)
5. Honors in the Discipline cords will be presented to each student upon completion of the presentation

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 cataloged by the High Library for students who meet the requirements of Honors in Education. Those students who also have met the requirements of the College Honors program.

SCAD Checklist

Fall of Junior Year	
Upon invitation, attend the Honors in the Discipline information session fall of junior year	
Notify Honors in the Discipline coordinator of decision to pursue a project	
Enroll in ED 399 for Spring (course is Register by Instructor)	
If also completing College Honors, meet with the Honors in the Discipline coordinator to draft and submit a project proposal to the College Honors pram	
Spring of Junior Year	
Complete ED 399 with an A or B in the course	
Develop a poster and submit for review to ED 399 instructor	
Submit final version of poster to the Education Department during the SCAD submission period	
Present poster at SCAD - late april	
Fall or Spring of Senior Year	
ED 400 Work with individual faculty mentor to complete project. Earn an A or B in the course.	
Finish writing the last chapters of the manuscript and submit to faculty mentor and 2nd reader (required by College Honors program) by April 15th/Nov 15.	
Submit abstract to department for SCAD submission	
Present a 15 minute presentation at SCAD with slides and an additional 5 minutes to answer questions. Submit final presentation slides to the department	
Submit final manuscript to the department and to the College Honors program if applicable by May 1/Dec. 1	

SOCIAL JUSTICE OPPORTUNITIES

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. As an example, students in *ED 210 - 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 research, and meet with stakeholders involved in the integrated and shared education movements.



**THE ANNA REESE TEMPEST
DISTINGUISHED EDUCATOR LECTURE SERIES
AT ELIZABETHTOWN COLLEGE**



Distinguished Lecturer Elizabeth Raff, Pennsylvania Teacher of the Year, in a selfie with the entire Education Department

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 provides 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.

STUDENT ORGANIZATIONS

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 [Community and Civic Engagement events](#) and more. Ed Org also hosts an annual benefit for A-T (*ataxia telangiectasia*), a progressive, degenerative disease affecting children.

National STEAM Teachings 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 email us at 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.

AT A GLANCE: STEPS TO BECOMING A CERTIFIED TEACHER

FIRST YEAR:

- Maintain a 2.8 cumulative GPA as you progress toward Provisional Acceptance
- Enroll in and complete English and Mathematics credit requirements for certification.
- Successfully complete Education Courses.
- Successfully complete field placements.
- Begin electronic portfolio.
- Exemplify professional standards with satisfactory ratings.
- Apply for Provisional Acceptance.

**SECOND
YEAR:**

- Maintain or increase GPA to complete the year with a 3.0
- Successfully complete Education courses.
- Successfully complete field placements.
- Continue electronic portfolio.
- Exhibit professional standards with satisfactory ratings.
- Apply for Formal Acceptance into the program (spring semester).

THIRD YEAR:

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

**FOURTH
YEAR:**

- 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 and model professional standards with satisfactory ratings.
- Successfully complete PECT or PRAXIS exam(s) relative to specific certification.
- Complete Level I certification application in TIMS for Instructional I certification.

**GRADUATE
YEAR
(5TH YEAR):**

- 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

Read and respond to **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 daily.

Remember to take paper copies of **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:

- **Education Office:** **717-361-1210**
- **Lena Poff** **717-361-1225**

Education Department Resources

- [Education Department Resume Template](#)
- [Education Department Petition](#)
- [Lesson Plan Template](#)
- [2023-2024 Academic Calendars](#)