



Marywood University

College of Professional Studies

School of Education

Teacher Education Handbook

Last Revised: Fall 2020

This handbook provides you with essential information as a supplement to the official catalog. Familiarize yourself with this information and ask questions of your advisor or School of Education faculty when uncertain of teacher education requirements or policies.

MARYWOOD UNIVERSITY TEACHER EDUCATION PROGRAM

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Department Personnel

*"I cannot teach anybody anything, I can only make them think."
~Socrates*

School of Education Personnel

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Certification Programs

"A master can tell you what he expects of you. A teacher, though, awakens your own expectations." ~Patricia Neal

Undergraduate Certification Programs

Marywood University offers baccalaureate teacher-preparation programs for the following Pennsylvania certification areas:

Early Childhood and Elementary Education

- Early Childhood and Elementary Education PK-4
- Dual Special Education PK-8 / Early Childhood and Elementary Education PK-4

Middle Level Education – For Students Currently Enrolled/No Longer Accepting Students

Elementary Education (Grades 4-8) with Middle Emphasis:

- Math/English
- Math/Science
- Math/Social Studies
- Science/English
- Science/Social Studies

Dual Special Education (PK-8) with Middle Emphasis:

- Math/English
- Math/Science
- Math/Social Studies
- Science/English
- Science/Social Studies

All Grades PK-12

- Music (PK-12)
- Spanish (PK-12)

Secondary Education

- Biology (7-12)
- Communications (Theater) (7-12)
- English (7-12)
- Mathematics (7-12)
- Social Studies (7-12)

Dual Special Education (7-12) with Secondary Emphasis

- Math (7-12)
- English (7-12)

Post-Baccalaureate and Graduate Certification Programs

Marywood University offers post-baccalaureate educator-preparation programs for the following Pennsylvania certifications:

First Cert Programs for Teachers

Early Childhood and Elementary Education:

- Grades PreK-4
- Dual Grades PreK-4 and Special Education PK-8

Secondary:

- Biology (7-12)
- English (7-12)
- Mathematics (7-12)
- Social Studies (7-12)
- Dual 7-12 area and Special Education 7-12

All Grades PK-12:

- Music (PK-12)
- Spanish (PK-12)
- Dual all grades area and Special Education PK-8 and 7-12

Advanced Cert Programs for Teachers

- Reading Specialist (PK-12)
- Special Education (PK-8 and 7-12)
- English as a Second Language (ESL) Program Specialist (PK-12)
- Autism Spectrum Disorders Endorsement

Supervisory and Administrative Cert Programs

- Supervisor Curriculum and Instruction (PK-12)
- Supervisor Special Education (PK-12)
- Principal (PK-12)
- Letter of Eligibility Superintendent (PK-12)

DEGREES

- M.A. in Teaching with PK-4 Certification
- M.A. in Teaching with Secondary/PK-12 Education Certification
- M.S. in Special Education (second certification only)
- M.S. in Administration and Supervision of Special Education and certification as Special Education Supervisor
- M.S. in Reading Education and Certification as Reading Specialist K-12
- M.S. in School Leadership and Certification as Principal
- M.S. in Higher Education Administration (no certification)

Competencies

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” ~Albert Einstein

Competencies for All Initial Teacher Certification Programs

Our conceptual framework for Teacher Education at Marywood University reads:

We believe that faculty and prospective educators should be liberally educated professional persons who can effectively communicate with students, colleagues and parents. They model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students: mastery of a dynamic body of knowledge, creativity, problem solving, active learning, intellectual excitement, lifelong reflective learning, cooperation and collaboration, responsible work habits, wellness, respect for and integration of individual, group and cultural differences, and civic responsibility for an interdependent and just world in a developmentally appropriate, technologically rich and affirming environment.

To prepare prospective educators to realize the vision presented in the conceptual framework, the Teacher Education Program seeks to develop experiences that allow candidates to develop the following competencies (Interstate Teacher Assessment and Support Consortium, InTASC).

Competency:

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

We recognize dispositions that we as a School of Education value must also be observable in our teacher candidates. The National Council for the Accrediting of Teacher Education (NCATE) defines disposition as:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Throughout course work and in the field experience program we will evaluate each candidate's ability to:

- Act as a professional person
- Effectively communicate
- Cooperate and collaborate with others
- Demonstrate respect for individual, group, and cultural differences

The following table summarizes how you will learn and develop teaching expertise over the course of your program.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

Competency	Experiences	Assessment
<p>Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Through participation in the field experience program, prospective teachers observe developmentally appropriate learning experiences. (EDUC 001-005)</p> <p>Prospective teachers study cognitive, affective, social, physical, and emotional development through readings, lectures, discussions, and learning activities. (EDUC 311/523, PSYC 214/252/514)</p> <p>Prospective teachers plan real and/or hypothetical learning activities that apply information on human development. (EDUC 309/470D,F,G,H,M,N, EDUC 310F and 310M, EDUC 311, 411A, ___B, EDUC 508)</p> <p>Principles of development and the teaching/learning process are presented to prospective teachers through lecture, discussion, and various learning activities. (PSYC 214/252/514, EDUC 311/523)</p> <p>Through participation in field experience, prospective teachers observe developmental principles as they relate to the teaching/learning process. (EDUC 001-005, 311/523, and PSYC 214/252/514)</p>	<p>Tests/Quizzes in PSYC 214, PSYC 252 and EDUC 311, PSYC 514, EDUC 523</p> <p>Readings, lecture, classroom discussion, classroom management plan, novel reflection</p> <p>Integrated Early Childhood Lesson in EDUC 508</p> <p>Lesson plan observations</p> <p>Final Evaluation of Teacher Candidate Form</p> <p>PDE 430 Form</p> <p>Program Completer Survey</p>

Competency	Experiences	Assessment
	<p>Prospective teachers study physical, social, emotional, and cognitive needs of students and how meeting these needs influences classroom behavior and academic performance. Candidates learn to proactively plan for these needs through readings, lecture, discussion, and activities. (SPED 367/539)</p>	
<p>Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Prospective teachers examine minority cultural heritage, stereotypes and socialization related to education. (EDUC 311/523, PSYC 214/252/514)</p> <p>Prospective teachers examine how students differ in ability and plan experiences based on the needs of diverse learners. (SPED 100/507, 300/511, EDUC 461/561, EDUC 420/520)</p> <p>Candidates plan lessons that differentiate instruction based on the learner’s needs. (EDUC 311/523, SPED 300/511, EDUC 561)</p> <p>Prospective teachers plan for diverse cultures and communities that ensure all students succeed and are treated with respect. (SPED 367/539)</p>	<p>Class presentations, discussions, novel reflection, classroom management plan, Functional behavioral analysis Class Presentation Test/Quiz in EDUC 311 Contextual Factors Paper Diversity Surveys Practicum observations Differentiated Lesson plans Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>
<p>Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Prospective teachers integrate motivational techniques into all lesson plans. (EDUC 309/470D,F,G,H,M,N and EDUC 310F and 310M, EDUC 508, EDUC 411A, 442)</p> <p>Candidates observe classrooms and complete tasks that focus on learning environment in social interactions. (EDUC 100, 101)</p> <p>Candidates work collaboratively with teachers, parents, and students to gather data on students with challenging behavior and create a positive behavior plan. (SPED 367/539)</p>	<p>Classroom observations Integrated Early Childhood Lesson in EDUC 508 Functional behavioral assessment Practicum observations Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>
<p>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Prospective teachers plan activities, lessons, and units that incorporate various instructional strategies:</p> <ul style="list-style-type: none"> ➤ in elementary block courses (EDUC 309/470D,F,G,H,M,N and EDUC 310F and 310M) ➤ In Integrated Early Childhood Curriculum (EDUC 508) 	<p>Praxis II Practicum observations Early Childhood Thematic Unit in EDUC 508 Lesson Plans Teacher Work Sample Readings, presentations, discussions Final Evaluation of Teacher Candidate Form</p>

Competency	Experiences	Assessment
	<p>➤ in general and specific methods courses for secondary and K-12 certification programs (EDUC 411A, ____ 411B)</p> <p>Information on instructional strategies, as they relate to learning theory, is studied in Educational Psychology. (EDUC 311/523)</p> <p>Material relating to varying instructional strategies for populations with special needs is a component of a special education course required of all elementary and secondary certification students. (SPED 100/507, SPED 300/511)</p> <p>Prospective teachers integrate various instructional strategies throughout the day during the student teaching experience. (EDUC 442)</p> <p>Material relating to basic student needs, proactive planning are read, presented, discussed. (SPED 367/539)</p>	<p>PDE 430 Form Self-rating on Program Completer Form Cooperating Teacher rating on Program Completer Form</p>
<p>Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Prospective teachers plan lessons, and units of instruction that incorporate various instructional strategies in methods courses: (EDUC 309/470D,F,G,H,M,N, and EDUC 310F and 310M, EDUC 411A, EDUC 508)</p> <p>Instructional strategies for differentiating instruction are studied in SPED 100/507, 300/511, EDUC 420/520 and EDUC 311.</p> <p>Candidates prepare lessons throughout student teaching that incorporate a variety of instructional strategies.</p> <p>Candidates plan for diverse student needs and apply proactive instructional strategies as it relates to the principles of classroom management. (SPED 367/539)</p>	<p>Classroom management plan Functional Behavioral Assessment Early Childhood Thematic Unit in EDUC 508 Lesson Plans Unit Plan Math Tutorial Practicum observations Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>
<p>Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Formal and informal assessment techniques are presented through lecture, discussion. Prospective teachers are required to develop a teacher-made test. (EDUC 311/523)</p> <p>Prospective teachers include assessment techniques on all lesson plans completed in course work and in field work. (EDUC 309/470D,F,G,H,M,N, EDUC 310F and EDUC 310M, EDUC 411A)</p>	<p>Practicum observations Functional Behavioral Assessment Assessment tools and /or rubrics developed for lesson plans Teacher-made test Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>

Competency	Experiences	Assessment
	<p>Candidates work collaboratively with cooperating teacher to collect data, observe a challenging student. They write a FBA and BIP. (SPED 367/539)</p> <p>Prospective teachers use assessment data to adjust instruction as evidenced on the teacher work sample. (EDUC 442)</p>	
<p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>All lesson plan assignments require candidates to cite state and/or national standards. (EDUC 309/470D,G,H,M,N, EDUC 310M, and EDUC 310F, SPED 100/507, EDUC 311, 411A, EDUC 508)</p> <p>Prospective teachers reflect on contextual factors of a classroom and discuss the impact of these factors on instruction. (EDUC 311/523)</p> <p>During student teaching candidates plan an instructional unit that considers contextual factors of the classroom, school and district. (EDUC 442)</p>	<p>Practicum observations Lesson Plans Final Evaluation of Teacher Candidate Form Lesson Plan Evaluation Form Teacher Work Sample PDE 430 Form Program Completer Survey</p>
<p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Prospective teachers plan lessons, and units of instruction that incorporate various instructional strategies in methods courses: (EDUC 309/470D,F,G,H,M,N, EDUC 310F and EDUC 310M, 411A, EDUC 508)</p> <p>Instructional strategies for differentiating instruction are studied in SPED 100/507, 300/511 and EDUC 311/523, EDUC 420/520, EDUC 461/561.</p> <p>Candidates prepare lessons throughout student teaching that incorporate a variety of instructional strategies. (EDUC 442)</p>	<p>Practicum observations Lesson Plans Unit Plan Math Tutorial Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>
<p>Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Prospective teachers complete reflective logs during practicum and student teaching. (EDUC 005, EDUC 442)</p> <p>Candidates are strongly encouraged to join department organizations such as Student PSEA, CEC, Kappa Delta Pi and/or professional organizations such as NAEYC, NCTM, NPRA.</p> <p>Prospective teachers complete a teacher work sample during the student teaching experience that requires reflection on</p>	<p>Reflective Logs Attendance at professional organization meeting or professional development seminar Teacher Work Sample Final Evaluation of Teacher Candidate Form</p>

Competency	Experiences	Assessment
	instruction and suggestion for improvement that are grounded in research. (EDUC 442)	
<p>Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Prospective teachers study various forms of teacher/parent communication. (EDUC 311/523, SPED 100/507)</p> <p>Additionally, they have numerous opportunities to interact with parents during the student teaching experience. (EDUC 442)</p>	<p>Teacher Candidate Final Evaluation Form PDE 430 Form Program Completer Survey</p>

Professional Knowledge Base Categories

The professional education knowledge base can be conceptualized as focusing on four major aspects:

PERSONAL

Communication and leadership skills

Reflective decision making

Professional ethics and behavior

Evaluation of effective teaching through applied classroom research

Positive interpersonal skills

Sensitivity to the rights of every individual

DEVELOPMENTAL

Human development

Learning assessment/remedial procedures

Learning styles and theories of learning

PEDAGOGICAL

Classroom management

Instructional strategies

Educational technology

Curriculum development

Instructional planning

CONTEXTUAL

Social issues: domestic and global concerns

Multiculturalism

Educational philosophies

Partnerships and family and community

Historical perspectives

Social context of schooling

Dispositions

"What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation." ~Marcus Tullius Cicero

Teacher Candidate Dispositions Rating Scale

Candidate Name: _____ Course: _____ Sem/Yr: _____

Please assess the teacher candidate's consistent performance of the following behaviors by circling the number that best characterizes each statement.

nbo = No basis of observation 1 = Improvement needed 2 = Average 3 = Strong

Showing Professionalism

1. Accepts constructive feedback	nbo	1	2	3
2. Makes effective use of feedback	nbo	1	2	3
3. Follows directions without complaining	nbo	1	2	3
4. Requests supervision/feedback when needed	nbo	1	2	3
5. Acts, writes and speaks in a manner appropriate to the environment	nbo	1	2	3
6. Admits to and corrects mistakes	nbo	1	2	3
7. Maintains confidentiality of peers, students, others	nbo	1	2	3
8. Recognizes and uses knowledge of strengths and weaknesses	nbo	1	2	3
9. Demonstrates an appropriate level of confidence	nbo	1	2	3
10. Demonstrates adherence to standards and professional ethics (e.g. school, profession, classroom teacher)	nbo	1	2	3
11. Expresses personal opinions with discretion in order to promote a positive learning environment	nbo	1	2	3

Effectively communicates

1. Expresses self clearly	nbo	1	2	3
2. Listens to peers and instructors	nbo	1	2	3

Participates in a professional community

1. Is respectful to everyone	nbo	1	2	3
2. Expresses emotions professionally	nbo	1	2	3
3. Personally resolves conflicts	nbo	1	2	3
4. Exhibits flexibility in unexpected situations	nbo	1	2	3
5. Contributes to positive group functioning	nbo	1	2	3

Creates an environment of respect and rapport

1. Advocates diversity and value of students through verbal and non-verbal communication	nbo	1	2	3
2. Demonstrates a belief that all students can learn	nbo	1	2	3
3. Respects how culture informs how learners construct knowledge	nbo	1	2	3
4. Demonstrates an appropriate attitude with respect to the uniqueness of the individual	nbo	1	2	3
5. Promotes views of and is willing to learn from students of diverse cultural backgrounds	nbo	1	2	3
6. Uses knowledge of students' cultural heritage to design instruction	nbo	1	2	3

Demonstrates responsible work habits

1. Turns in assignments on time	nbo	1	2	3
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2. Demonstrates positive attitude toward teaching & learning	nbo	1	2	3
3. Attends Participates in all sessions/fieldwork	nbo	1	2	3
4. Participates in class exercises without prompting	nbo	1	2	3
5. Asks questions when in doubt	nbo	1	2	3
6. Notifies instructor ahead of time if will not participate	nbo	1	2	3
7. Seeks out learning experiences/resources	nbo	1	2	3
9. Independently problem solves to develop effective solutions	nbo	1	2	3
10. Complies with program/course expectations and rules	nbo	1	2	3
11. Accepts responsibility for own actions	nbo	1	2	3
12. Organizes and prioritizes tasks appropriately	nbo	1	2	3
13. Is prepared for projects, presentations and activities	nbo	1	2	3
14. Demonstrates ethical conduct	nbo	1	2	3

Comments:

Signature: _____ Date: _____

Field Experience

*"A child miseducated is a child lost."
~John F. Kennedy*

Professional Education Field Experience Policies and Procedures

Please refer to the Marywood University website School of Education Field Experience page for the Field and Student Teaching Handbook. Field Experience policies and procedures can be found in the Field and Student Teaching Handbook.

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

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In addition, the university supervisor, in a conference setting with the teacher candidate, completes the Pennsylvania Department of Education ***PDE 430 PA Statewide Evaluation for Student Professional Knowledge and Practice***. The PDE 430 form is completed at the end of each placement.

Prospective educators receive a pass/fail (S/U) grade for the student teaching experience. The teacher candidate must have two successful student teaching placements, and submit a Teacher Work Sample after the first placement which meets the approval of the university supervisor, to receive a satisfactory grade for the semester.

***Please remember the agreement you signed acknowledging that you will be held accountable for meeting all program requirements.**

** Information concerning the programs and requirements can be found in the catalog.

** Refer to Moodle, under Field Experience, to access handbooks and important announcements.

** Check bulletin boards for current information and notice of meetings.

**Check the Marywood University website.

Sophomore Screening

(Applies to Undergraduate Programs)

"Optimism is the faith that leads to achievement, nothing can be done without hope and confidence." ~Helen Keller

Formal Admission as a Teacher Candidate (Applies only to Undergraduate Programs)

Candidates must take and pass the basic skills tests prior to formal entry into the program and prior to taking professional education courses. Undergraduate candidates who have passed the basic skills assessment may apply to be formally admitted into a preparation program after they have earned 48 credits. **48 credits is the minimum number of credits required before entry into a teacher preparation program.** Candidates complete foundational level education courses and early field experiences prior to formal program entry.

Candidates who have obtained 60 undergraduate credits may not be permitted to enter a baccalaureate teacher preparation program unless or until they pass basic-skills assessment. Candidates not successfully completing formal entry requirements will not be allowed to register for upper level coursework that requires screening. Candidates should be aware that failure to complete admission requirements may result in a delay of program.

Transfer students must take and pass the basic skills assessment prior to entry/transfer if they have taken more than 60 semester hours and/or have taken professional core courses.

About the Basic Skills Assessment

According to the Educational Testing Service, the basic skills assessment in Reading “measures the ability to understand and to analyze and evaluate written messages;” the assessment in Writing: “assesses the ability to use grammar and language appropriately and the ability to communicate effectively in writing;” and the assessment in Mathematics: “measures those mathematical skills and concepts”, and “focuses on the key concepts of mathematics and on the ability to solve problems and to reason in a quantitative context.” To prepare for taking these assessments, candidates will want to complete Marywood University Liberal Arts courses in mathematics and English by their first semester of sophomore year.

What tests are needed to enter an undergraduate teacher certification program?

There are several options that the Pennsylvania Department of Education allows to meet the basic skills assessment:

Pennsylvania Department of Education Basic Skills Assessment Options

You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. When using the composite score, each test must meet or exceed the minimum score listed.

I. ACT			
<i>Test Registration Link:</i>			ACT
Test Name	Section	Passing Score	Minimum Composite Score
ACT – September 1, 2015 to August 31, 2016			
	Reading	22	20
	Writing	21	17
	Mathematics	21	19
	Composite ACT Test Score:	64	
ACT – after August 31, 2016			
	Reading	22	20
	Writing after Sept. 2016	8	7
	Mathematics	21	19
	Composite ACT Test Score:	51	
II. PRAXIS CORE Academic			
<i>Test Registration Link:</i>			ETS
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	5712	156	148
Mathematics	5732	142	132
Writing	5722	162	158
	Composite PRAXIS CORE Test Score:	460	
III. PAPA			
<i>Test Registration Link:</i>			ES Pearson
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
	Composite PAPA Test Score:	633	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			
IV. SAT			
<i>Test Registration Link:</i>			College Board
Test Date	Test	Passing Score	Minimum Composite Score
SAT – prior to March 1, 2016			
	Critical Reading	500	500

SAT - after February 29, 2016	Mathematics	500	500
	Writing	500	500
	Composite SAT Test Score:	1500	
	Reading	27	25
	Mathematics	26	24
	Writing and Language	28	26
	Composite SAT Test Score:	81	
V. PPST (Praxis I)*			
Test Name	Test Number	Passing Score	Minimum Composite Score
PPST or Computerized PPST Reading	0710 or 5710	172	169
PPST or Computerized PPST Writing	0720 or 5720	173	170
PPST or Computerized PPST Mathematics	0730 or 5730	173	170
	Composite PPST Test Score:	518	
*Test Series Must be Started Prior to 12/31/2012			

PDE can and does make changes to test requirements! Students must review and be familiar with current policies. See <http://www.education.pa.gov> .

PDE requires OFFICIAL test scores. If you test in Pennsylvania, your scores are automatically reported to PDE. If you tests OUTSIDE OF PENNSYLVANIA, you must select the PA Dept. of Education as a score recipient when you register to take the tests.

Sophomore Screening

Undergraduate teacher candidates must make formal application for admission to upper-level education courses once they have accumulated 48 credits, which include six credits of math and six credits of English (3 in composition and 3 in literature). For full-time students, this usually occurs in January of sophomore year. Students transferring in after two years of college work must apply in their first Marywood semester. Students should have met or scheduled the Basic Skills tests the semester they apply. Applications for formal admission as a teacher candidate must be submitted prior to the accumulation of 60 credits.

Invitations to apply for formal admission are emailed to qualifying candidates during the first week of fall and spring semesters. You are eligible to apply for formal admission if you are in the process of completing 48 credits that includes 6 credits of math, 3 credits of English composition and 3 credits of English literature. Candidates should have met or scheduled the Basic Skills tests, and complete at least 40 hours of field experience, the semester they apply.

A copy of application forms follow. Also included are the Evaluation forms used by the faculty in the Education unit to determine if your application is approved or rejected.



APPLICATION FOR ADMISSION TO THE UNDERGRADUATE PROGRAM IN EDUCATION

A. Personal Data

Application is hereby made for the admission of:

Form with fields for Last Name, First Name, Middle Initial, Major(s), Academic Advisor, Local Address, Local Telephone, Email Address, Home Address, Home Telephone, U.S. Citizen?, and Class of.

B. Work Experience

List any paid and/or volunteer work experience of the last 2 years, beginning with your present or most relevant experience.

Table with 5 columns: Dates From-To, Place and Address, Job Title, Description of Work, Supervisor.

C. Community/College Participation

List college and community clubs and organizations in which you have participated during the last 2 years, beginning with the most recent.

Under "manner of participation", state whether you participated as a member, officer (specify), committee chairman, etc., as well as any significant activity you performed for the club or organization. Please be specific.

Dates From-To	Club/Organization & Location	Manner of Participation	Moderator or Advisor

D. Honors Awarded

List academic and non-academic awards received, i.e. Dean’s list, certificates, trophies, medals, merit scholarships, commendations, etc. within the past 2 years.

Date of Award	Type of Award	Ability which prompted award

E. Basic Skills Tests

Please check:

I have met the basic skills in Reading, Writing and Mathematics requirement	Yes	No
---	-----	----

For Office Use	Reading	Writing	Math
Praxis Core Academic Skills (www.ets.org/praxis)	(156 to pass) <input type="text"/>	(162 to pass) <input type="text"/>	(142 to pass) <input type="text"/>
PAPA Pre-service Academic Performance Assessment (www.pa.nesinc.com)	(220 to pass) <input type="text"/>	(220 to pass) <input type="text"/>	(193 to pass) <input type="text"/>
SAT (www.sat.collegeboard.org/scores/)	(500 to pass; after 2/2016: 27) <input type="text"/>	(500 to pass; after 2/2016: 28) <input type="text"/>	(500 to pass; after 2/2016: 26) <input type="text"/>
ACT (www.actstudent.org/scores/)	(22 to pass) <input type="text"/>	(21 to pass; after 8/2016: 8) <input type="text"/>	(21 to pass) <input type="text"/>

F. Marywood Academics

Math and English Requirement (Please check)

I have completed 6 credits of college-level mathematics	Yes	No
I have completed 3 credits of college-level English composition	Yes	No
I have completed 3 credits of college-level English literature	Yes	No

My current overall GPA is: _____

G. Criminal Record Notice

Please read and acknowledge receipt of the following statement regarding criminal record.

A CRIMINAL RECORD MAY PROHIBIT TEACHER CERTIFICATION

The Public School Code and regulations (24 P.S. 11-1109, 12-1204, 12-1205, 12-1209, and PA Code 49.12) prohibit issuance of a certificate to applicants who do not possess good moral character, or who are addicted to the use of intoxicating liquor or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.

Candidates are advised that offenses such as, but not limited to, UNDERAGE DRINKING, DRIVING UNDER THE INFLUENCE, ASSAULT, DISTURBING THE PEACE, RETAIL THEFT, DRUG POSSESSION AND USE, EMBEZZLEMENT, and POSTITUTION may affect certification.

IT IS POSSIBLE THAT THESE OFFENSES MAY PREVENT CERTIFICATION OR, LATER ON, EMPLOYMENT AS A TEACHER IN PENNSYLVANIA.

Initial:_____ I HAVE READ THE ABOVE STATEMENT AND UNDERSTAND THAT A CRIMINAL CONVICTION MAY PREVENT CERTIFICATION OR EMPLOYMENT AS A TEACHER IN PENNSYLVANIA.

H. Required Attachments

Please attach and check:

1. Recent photo with name on back
2. Signed Faculty Reference Request Form (form follows this application)
3. Most recent transcript from the WebAdvisor on the MarywoodYou Portal.
4. Verification of Field Experience Hours (form follows this application)
5. Letter of Application (instructions are given below)
6. Copy of passing score report (s) for basic skills tests in Reading, Writing and Mathematics

OVERALL APPLICATION

I certify that the above is true to the best of my knowledge;

→Applicant's signature: _____ Date: _____

Instructions for Letter of Application

Prepare a *formal*, word processed or typewritten Letter of Application, addressed to Teacher Education Faculty, that:

1. Cites your reason for selecting an education certification program;
2. Describes your personal qualities which support your desire to teach;
3. Identifies skills and/or qualities which you want to develop further, in order to be an effective teacher;
4. Establishes your career goals following graduation.

Take care to use proper letter format (headings, salutation, body, closing, signature, etc.), correct spelling, proper sentence structure, and proper paragraphing.

Include your letter with your Application for Admission to the Undergraduate Program in Education.

After you have submitted your completed application, you will have an interview with two education faculty members and a speech and hearing screening. Speech/hearing tests are available free during dates to be published. Dates and times for Faculty interviews will be provided. Separately, you need to ask someone outside of Marywood to complete the PERSONAL REFERENCE REQUEST FORM and mail it to Marywood.

If anything is incomplete this semester, you would not be able to register for upper-level education courses next semester. You would receive a letter advising you the piece or pieces that are not met - you would not do an entire package over! Otherwise, you and your academic advisor will receive a letter that you pass sophomore screening and are formally a teacher candidate at Marywood University. The designation EDUC PROF will be placed on your record to designate that you are formally a teacher candidate at Marywood University.

FACULTY REFERENCE REQUEST
(References from two faculty members)

AS AN IMPORTANT COURTESY, **SEEK FACULTY PERMISSION FOR A REFERENCE.** Then, complete and submit to the School of Education immediately!

Name: _____

Major: _____

Academic Advisor: _____

I hereby grant permission to the Undergraduate School of Education to request information concerning my class performance from a prior semester from the following faculty. (If you are in your first semester at Marywood University and are seeking recommendations from faculty members at another college, please supply complete mailing addresses.)

Faculty Name	Course Taken
1.	
2.	

Transfer Students Only: If the faculty members listed above are from another school, also name two faculty members in whose classes you are currently enrolled. We will request recommendations from them at the end of the semester.

Faculty Name	Course Taken
1.	
2.	

→Applicant's signature: _____ Date: _____

PERSONAL REFERENCE REQUEST

Prospective Teacher,

Please complete your name and major below and give this reference form to an individual whom you authorize to supply the reference. **Provide him or her with a stamped envelope addressed to:**

**Undergraduate School of Education
Marywood University
2300 Adams Avenue
Scranton, PA 18509**

→ Prospective Teacher's Name _____

Major _____

Personal Reference for Prospective Teacher

This form is to be completed by an adult who is not a relative, a peer, or a Marywood employee, but is someone who had known the candidate sufficiently to make an important judgment necessary for protection of the candidate's future students.

Appreciating the need for teachers of high moral principle whose personality will be supporting of children and youth, I certify that this candidate possesses personal qualities appropriate for a teacher in the subject major indicated above.

I do endorse this applicant.

I do not endorse this applicant.

→ Signature: _____ Date: _____

Name (please print) _____

Address _____

Phone _____

Please return completed form to:
Undergraduate School of Education, Marywood University, 2300 Adams Ave. Scranton, PA 18509

SPEECH AND HEARING SCREENING

Dates for free screening will be announced

Speech-Language Hearing Clinic
McGowan Center, Room 1093

Name: _____
Local Address: _____

Date: _____

Semester: Spring Fall Year: 20____
Class of: 20____
Telephone: _____
 Undergraduate Graduate

Speech Screening Pass Fail
Hearing Screening Pass Fail

→ Clinician's Signature, Degree: _____

Comments:

If a follow-up examination is required, it must be scheduled within one month. Hearing evaluations should be scheduled with Dr. Skrutski at 570-348-6299 ext. 2312. Speech-language evaluations should be scheduled with Ms. Jourdanais at 570-348-6299 ext. 2608. Documentation is to be sent to your department on campus.

RETURN TO EDUCATION DEPARTMENT



SPEECH AND HEARING SCREENING

Speech-Language Hearing Clinic
McGowan Center, Room 1093

Name: _____
Local Address: _____

Date: _____

Semester: Spring Fall Year: 20____
Class of: 20____
Telephone: _____
 Undergraduate Graduate

Performance	Good	Fair	Poor
1. Articulation			
2. Language			
3. Rhythm			
4. Voice			
5. Freedom from Dialect			

Speech Screening Pass Fail
Hearing Screening Pass Fail

→ Clinician's Signature, Degree: _____

Comments:

Evaluation of Work Experiences, Community and College Participation, and Honors

Student: _____ Major: _____

 Reference: *Student's application for admission to the undergraduate program in education*

1 WORK EXPERIENCES (Volunteer or Paid):			points
None	0	<input type="checkbox"/>	
Up to one-half year or equivalent (1 summer or 1 semester)	1	<input type="checkbox"/>	
One-half to 1 year or equivalent (3 summers or 2 semesters & 1 summer)	2	<input type="checkbox"/>	
1 to 2 years or equivalent	3	<input type="checkbox"/>	
More than 2 years	4	<input type="checkbox"/>	
2 MEMBERSHIP IN CLUBS OR ORGANIZATIONS (Colleges, Community):			points
None	0	<input type="checkbox"/>	
One club	1	<input type="checkbox"/>	
Two clubs	2	<input type="checkbox"/>	
Three or more clubs	3	<input type="checkbox"/>	
3 LEADERSHIP POSITIONS OR ACTIVITIES:			points
None	0	<input type="checkbox"/>	
One position	2	<input type="checkbox"/>	
Two positions	4	<input type="checkbox"/>	
Three or more positions	6	<input type="checkbox"/>	
4 HONORS/AWARDS RECEIVED:			points
None	0	<input type="checkbox"/>	
One	2	<input type="checkbox"/>	
Two	4	<input type="checkbox"/>	
Three or more	7	<input type="checkbox"/>	
TOTAL POINTS (/ of 20 maximum)			points

Other Comments:

Completed by: _____

(Signature)

(Date)

Your appraisal may be shared with the student upon their request.

Faculty Evaluation of Prospective Education Student

Student: _____

Area: _____

Course(s) taught by you in which student was enrolled: _____

Your frank evaluation of the above named undergraduate student is crucial to the process of screening for admission to upper-level education courses. Please check the consistency with which the student demonstrated the following behaviors while enrolled in your course (s).

Student Characteristic	Usually		Occasionally		Rarely or Never	Points
	2.0	1.5	1.0	0.5	0	
Participated with self-initiated relevant comments in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appeared genuinely attentive and interested in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sought additional information of subject through questioning and/or independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attended regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepted responsibility for self (i.e. followed directions, submitted assignments on time, behaved ethically, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was courteous and considerate of rights and feelings of others (i.e. tactfully expressed views, maintained positive attitude, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL POINTS (12 MAXIMUM)						

Comments:

Completed by: _____
 (Signature) (Department) (Date)

Your appraisal may be shared with the student upon their request.
 Please return via campus mail to: Chair, Undergraduate School of Education. Thank you.

Evaluation of Interview

Student: _____

Major: _____

Please indicate (☒) strength or weakness in each of the following areas:

Interviewer Rating:		Strong 1 pt.	Acceptable ½ pt.	Weak 0 pt.	Points
Verbal Fluency	Presented information in an animated, interesting manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Offered distinct opinion when asked to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Conveyed responses clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Gave articulate replies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speech	Employed standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Used correct pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Used appropriate inflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Spoke without distracting regionalisms, dialect*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Presence	Exhibited enthusiasm, energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reflected self-assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Maintained eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Was appropriately assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL POINTS (12 MAXIMUM)					
Did the candidate reflect cleanliness, neatness, appropriate dress and posture?				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Should the candidate be required to interview again next semester to determine whether satisfactory improvement has been made?				<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Identify specific regionalisms in speech, accent, dialect, and/or distracting mannerisms which may impede teaching success:*

Other Comments:

Completed by: _____
(Signature) (Department) (Date)

Your appraisal may be shared with the student upon their request.



Education

EVALUATION SUMMARY FOR EDUCATION ADMISSION

Student: _____ Major: _____ Evaluator: _____ Date: _____

Criteria:	Low = 3 points	Average = 6 points	High = 10 points	Actual Student Scores	Low	Avg	High												
Work Experience Community / College Honors Awarded	0 – 6 rating	7 – 14 rating	15 -20 rating		3	6	10												
Basic Skills Tests in Reading, Writing and Mathematics	Below Qualifying Score Equals Deficiency	<table border="1"> <tr> <td>PAPA</td> <td>PRAXIS Core</td> <td>SAT</td> </tr> <tr> <td>220 OR COMP.</td> <td>156 162 150</td> <td>500</td> </tr> </table>	PAPA	PRAXIS Core	SAT	220 OR COMP.	156 162 150	500	<table border="1"> <tr> <td>PAPA</td> <td>PRAXIS Core</td> <td>SAT</td> </tr> <tr> <td>All Above 250</td> <td>All Above 170</td> <td>All Above 580</td> </tr> </table>	PAPA	PRAXIS Core	SAT	All Above 250	All Above 170	All Above 580	Actual Scores: Reading: _____ Writing: _____ Mathematics: _____ On _____ Tests			
PAPA	PRAXIS Core	SAT																	
220 OR COMP.	156 162 150	500																	
PAPA	PRAXIS Core	SAT																	
All Above 250	All Above 170	All Above 580																	
Marywood Cumulative QPA (on at least 12 credits)	Below 3.00 Equals Deficiency	3.00 – 3.49	3.50 – 4.00	Actual Cumulative QPA _____ on _____ crs. Total Crs: _____															
Field Experience Hours	40 hrs	41 – 50 hrs	51+ hrs	Actual Hours: _____															
Letter of Application	Below 12	12 – 17 rating	18 – 21 rating	Actual Points: _____															
Faculty Reference	0 – 4 rating	5 – 8 rating	9 – 12 rating	Average of Professor References: _____															
Faculty Interview	0 – 4 rating average	5 – 8 rating average	9 – 12 rating average	Average of Interview Ratings: _____ <input type="checkbox"/> OK <input type="checkbox"/> Reappraise															
Math Requirements	6 credits taken <input type="checkbox"/> Yes <input type="checkbox"/> No		English Requirement	6 credits taken <input type="checkbox"/> Yes <input type="checkbox"/> No															
Speech and Hearing Screening	<input type="checkbox"/> Passed <input type="checkbox"/> Failed <input type="checkbox"/> Not Taken		Personal Reference	<input type="checkbox"/> Passed <input type="checkbox"/> Failed															
Applicant	<input type="checkbox"/> is in first Marywood semester. <input type="checkbox"/> is in first semester in Education at Marywood <input type="checkbox"/> has been in Education at Marywood for at least one semester.		ACTION TAKEN:																

Meetings & Organizations

"The true aim of every one who aspires to be a teacher should be, not to impart his own opinions, but to kindle minds." ~F. W. Robertson

Student/Faculty Meeting

Meetings of students and faculty in all areas are scheduled at least twice each semester, on Wednesdays at 3 p.m., according to the University calendar. **Early Childhood and Elementary education majors** are expected to attend the School of Education meeting; all education minors are invited to attend, but may be required to attend meetings in their major department.



Pennsylvania State Education Association (PSEA)

PSEA is a statewide organization which gives education students the opportunity to connect and network with other education students. PSEA is dedicated to service, driven towards working with the youth in Scranton and surrounding areas. Any education major in Elementary Education, Early Childhood Education, Secondary Education, and Special Education can enroll in PSEA through the [PSEA website](#). Students can expect to meet twice a month; along with other organizations on campus, Kappa Delta Pi and Student Council for Exceptional Children; to plan events and discuss pertinent information within the department.

The PSEA aims to provide educational and social experiences of both a formal nature encompassing Marywood and the broader educational community.

The goals of the club include:

- Develop in the future educator an understanding of and appreciation for the education profession and the role of the professional education association
- Forward the aims of quality education
- Stimulate the highest ideals of professional ethics, standards, attitudes, and preparation
- Incorporate the various branches of the Marywood School of Education into one functioning body
- Function in a liaison capacity with the Marywood School of Education
- Perform and support University service activities that promote educational experiences



Student Council for Exceptional Children (SCEC)

SCEC is Marywood's student chapter of the [Council for Exceptional Children](#). The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. This organization is open to students interested in working with children with special needs and those students at Marywood who are part of the Special Education Program. Students can expect to meet twice a month; along with other organizations on campus, Kappa Delta Pi and PSEA; to plan events and discuss pertinent information within the department

Annually, members can expect to attend conventions, both on the state and national level, for professional development. Through these conventions, students are provided the opportunity to network with professionals in the field of Special Education and other students who are studying Special Education at other colleges and universities.

The worldwide mission of the Council for Exceptional Children is to improve educational outcomes for individuals with exceptionalities. Participation in SCEC is expected of all Special Education majors. Anyone who is interested in working with or helping people with special needs is always welcome to join the group.

Students receive 20% off any individual membership rate. Students must be enrolled full or part-time in a matriculating program by an accredited college or university. Students are eligible for the discount for a maximum of 6 cumulative years.



Kappa Delta Pi

[Kappa Delta Pi](#), an International Honor Society in Education, extends students' opportunities for networking and scholarship. Kappa Delta Pi is dedicated to service, driven towards working with the youth in Scranton and surrounding areas. Upperclassmen can apply to be inducted into KDP by filling out an application in the fall. Students can expect to meet twice a month, along with other organizations on campus, PSEA and Student Council for Exceptional Children, to plan events and discuss pertinent information within the department.

Invitation to membership in Rho Pi Chapter at Marywood University is dependent upon fulfillment of the following qualifications without regard to race, age, color religion, sex or handicapping condition.

Qualifications:

- No less than final term sophomore standing (the equivalent of at least 50 semester hours earned by the end of the term prior to the time of initiation).
- A grade point average not less than 3.33 out of 4.0, based upon the total previous collegiate record of the student.
- At least twelve (12) semester hours of Professional Education courses completed, in progress, or programmed.
- Demonstration of worthy educational ideals.
- Expression of the intention to continue in the field of education (except for honorary membership).
- Manifestation of desirable personal goals.
- Evidence of leadership attributes.

Sigma Pi Epsilon Delta



Sigma Pi Epsilon Delta is the National Special Education Honor Society.

Membership Requirements

- Minimum 3.25 GPA for undergraduate students or 3.5 GPA for graduate students in special education classes
- 12 credits in special education classes
- 10 hours in a service project with children or adults with special needs, and a one-page paper reflecting on the project
- \$20 membership dues

Benefits & Opportunities of Membership

- Be recognized for excellence in your coursework
- Participate in community service projects
- Develop leadership skills
- Network with professionals in your field

Academic Appeals & Honors

*"A teacher affects eternity: he can never tell where his influence stops."
~Henry Adams*

ACADEMIC APPEAL: POLICY AND PROCEDURES

Students with sufficient cause to file an academic appeal should initiate the process through established procedures. The document, Academic Appeals, explains the procedures to be followed and is on file in School of Education Offices and in the office of the Dean of the College of Professional Studies.

CAREER PLACEMENT SERVICES

The Career Services Office at Marywood urges all students to complete a professional file during senior year. The professional file is copied and submitted to school districts, at the student's request. It is also readily available for students seeking interviews by districts that send representatives to campus. Seniors should treat this as a priority, and submit materials promptly.

COMMENCEMENT, HONORS, EVENTS

Departmental and university honors are determined in the student's final year (undergraduate students only).

MEDAL CRITERIA – Undergraduate Students Only

The Rosemary Carroll Kazimer Medal

The Rosemary Carroll Kazimer Medal is awarded for excellence in the program of elementary education. Selection occurs in early spring. It is based on the January standing of May candidates and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above-average" standing in student teaching;
2. A QPA in the education major of 3.25 minimum;
3. A QPA in the education major which is within .5 of the highest education major QPA earned that year;
4. A commitment to education as evidenced by strong leadership and service within the department.

Calculation of the QPA will not include the student's minor. Final determination will be made by consensus of the School of Education Faculty.

The Sister M. Regina Barrett Medal

The Sister M. Regina Barrett Medal is awarded for excellence in the program of early childhood education. Selection occurs in early spring. It is based on the January standing of May candidates and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above average" standing in the early childhood student teaching experience;
2. A minimum QPA of 3.00 in the early childhood education minor;
3. above average performance in the infant-toddler practicum;
4. Evidence of service to young children e.g. work experience, volunteering, helping, club activities, association membership/activities, and advocacy.

Final determination will be made by consensus of the School of Education Faculty.

The Sister M. Immaculata Gillespie Medal

The Sister M. Immaculata Gillespie Medal is awarded for excellence in the program of secondary, and K-12 education. Selection occurs in early spring. It is based on the January standing of May candidates, and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above-average" standing in student teaching;
2. A QPA in education of 3.25 minimum (NOTE: This includes professional courses specified for student teaching eligibility.);
3. A QPA in education which is within .5 of the highest QPA in the education sequence for that year;
4. A QPA of a least 3.25 in her/his major.
5. A strong commitment to education as evidenced by leadership and service in the School of Education.

Final determination will be made by consensus of the School of Education Faculty.

Margaret Ruddy Dougherty Medal

The Margaret Ruddy Dougherty is awarded for excellence in the program of special Education. In order to be considered eligible for this award, each applicant must meet the minimum requirements listed below. Each application will be reviewed by department faculty and a weighted score will be given for each item. Weighted scores will be tallied and the applicant achieving the highest total score will be announced in May. Final determination will be made by consensus of the School of Education Faculty.

General Requirements

1. Candidate for the August, January or May graduation period.
2. Will have completed a minimum of 60 credits at Marywood at time of award and seeking a B.S. degree in Special Education.

Specific Requirements

Weighted Scores

- | | |
|---|--------------|
| 1. 3.25 Q. P. I. Major Course Work | (1-4 points) |
| 2. 3.25 Q.P.I. Overall Course Work | (1-4 points) |
| 3. Evidence of meaningful services to the college/department or community (community service is to be documented by support letters). | (.1-1 point) |

Certification

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." ~William Arthur Ward

What is certification?

The credential that professionals must hold to teach is called certification. By the process of certification, the qualifications and proper training of each professional educator is verified. The State Board of Education sets the standards and regulations for certification, and the Department of Education's Bureau of School Leadership and Teacher Quality administers those standards and regulations in issuing educator certifications.

How do I qualify for a certificate?

Educators prepare for their responsibilities in the schools of the Commonwealth by completion of:

- (1) state-approved teacher education programs, including a student teaching or intern experience, with a minimum, cumulative GPA of 3.00 on their college transcript;
- (2) testing requirements; and
- (3) an application documenting that all certificate requirements have been met.

Students who have earned a Bachelor's degree and have successfully completed the requirements above are eligible to apply for the appropriate Pennsylvania credential.

Students should regularly consult with their academic advisors and the School of Education for any changes or considerations. The School of Education offers specific advising checklists and policy documents to help guide students in their respective programs.

What are the procedures to apply for certification?

The Pennsylvania Department of Education (PDE) uses an online application system called TIMS (Teacher Information Management System). Candidates for certification are able to submit an online application on or after the month when they complete their educator-preparation program.

Find procedures on the Pennsylvania Department of Education website at <http://www.education.pa.gov> and click on [Certification](#) .

What teaching certificate do I earn after completing my program?

Teacher preparation candidates who meet the Pennsylvania Department of Education's requirement criteria are eligible to apply for an *Instructional I* teaching certificate.

Instructional II certification or "permanent certification" is granted by PDE to teachers who meet the following criteria: hold a valid *Instructional I* certificate; have completed a teacher induction program; have three years of satisfactory teaching experience in the Commonwealth of Pennsylvania; and have completed 24 post-baccalaureate credits.

Can I teach in other states with a PA Instructional I teaching certificate?

Currently, there are Interstate Agreements in place for those with a PA Instructional I certificate. The Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one state to earn a certificate or license in another state. Receiving states may impose certain special requirements which must be met.

The agreement is not necessarily "full" reciprocity. The educator may have to complete additional requirements, such as workshops, testing, or advanced degree, etc., before receiving a full professional certificate in the new state. Different Praxis tests or assessments may be used.

Each state has specific application requirements. Check for procedures for applicants completing an out-of-state teacher-preparation program on the state's department of education web site.

Do I have to obtain certification to receive my Marywood Degree?

No, PA Department of Education certification is not required for graduation. But, we do strongly encourage you to obtain your credential while you are fully qualified. The state can and does change cert requirements and you may not meet future requirements. Obtaining your cert now gives you the option of activating it in upcoming years. And, it remains valid until you accumulate six years of teaching in Pennsylvania.

Do I Need to Take Courses After I Become Certified?

Effective July 1, 2000, the Commonwealth of Pennsylvania enacted Act 48, mandating a continuing professional education program for educators to maintain active certification. ACT 48 requires all certified school personnel to complete continuing education requirements every five years in order to maintain their certificates as active. The Act 48 requirement can be met with six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination equivalent to 180 hours. The continuing education activity is to be related to an area of the educator's assignment or certification and, if the educator is employed by a school entity, complies with their school entity's plan.

How do I register my Act 48 courses?

To register post-baccalaureate courses you are completing, complete and sign an [ACT 48 Release Form](#) and return it to the School of Education, McGowan Room 2015, at Marywood University. **Note:** Course must be undertaken after your PA Level I Certification was issued. Also, be sure the Pennsylvania Department of Education has your current address (Update your contact information through TIMS.)

Once we report your collegiate credits or hours of participation, you will be able to view the credits/hours submitted on your Act 48 Professional Education Record Management System (PERMS) account with the PA Dept. of Ed. Contact Marywood's School of Education if credit/hours do not appear on the PDE site or if there are any discrepancies in the data.

Who can answer questions I may have?

You are welcome to contact the Certification Office at Marywood University with any questions on testing requirements and the certification process.

Rebecca Sesky, Certification Officer
Room 2019, McGowan Center
Marywood University
2300 Adams Avenue
Scranton, PA 18509

Tel: (570) 961-4731 Email: sesky@marywood.edu Fax: (570) 961-4744

You may also contact the Pennsylvania Department of Education directly at:

Pennsylvania Department of Education
School Leadership and Teacher Quality
333 Market Street
Harrisburg, PA 17126

Tel: (717) 787-3356

Certification Tests

*"You learn something everyday if you pay attention."
~Ray LeBlond*

Which Tests Do I Take for My Specialty Area Toward the End of My Program?

Pennsylvania regulations require that those seeking an educator credential must demonstrate that they have successfully completed testing in the following areas:

1. **Basic skills in Reading, Writing, Mathematics**, taken for entry into an undergraduate educator-preparation program.
2. **Specialty Area Tests**, taken during the semester before or early in the semester of student teaching
 - **Pennsylvania Educator Certification Tests (PECT) Specialty Area** testing is required for:
 - PK-4 Early Childhood Education
 - Special Education PK-8
 - Special Education 7-12
 - **Praxis II Specialty Area** testing is required for all other areas of certification not listed as PECT

Previously in this Handbook, information about Basic Skills Testing in Reading, Writing and Mathematics was reviewed as a component of formal admission as a teacher candidate requirements. Near the completion of your teacher-preparation program, you will need to take and pass subject area tests to demonstrate competency in your teaching specialty.

Subject Area Tests

The Pennsylvania Department of Education requires Praxis or PECT tests that measure knowledge of specific subjects that educators will teach, as well as general and subject-specific teaching skills and knowledge. Tests selected by the commonwealth correlate with PA Academic Standards around which Marywood's programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

- Praxis tests are computer tests, offered by appointment. See <https://praxis.ets.org/>
- Pennsylvania Educator Certification Tests (PECT) are administered by Pearson Evaluations Systems. See www.pa.nesinc.com.
- World Language Spanish candidates have the option of taking either the PRAXIS or the ACTFL test. See www.actfl.org

You will want to go to the test company website to find specific test preparation materials. Here, a Study Companion (PDF) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

Following are tests accepted by PDE and their qualifying scores. Additionally, the PA Dept. of Education utilizes a GPA-Passing Score Sliding Scale that enables candidates to receive certification with lower scores than those shown if the applicant's ending GPA falls within certain ranges. See [Certification Test and Score Requirements](#) (Excel). If you use the lower passing score to apply for certification, we encourage re-testing to bring up your score to "straight passing" since your test score report (sometimes requested for job applications) does not apply PDE's sliding scale and will show a status of failing.

CERTIFICATION AREA TESTS

Grades PreK-4 and Special Ed Areas Take PECT Specialty Area Tests

Certification Area	PECT Test Name	Cut (Passing) Score
Grades PK-4*	PreK-4	PreK-4 Module 1 (8006): 197 PreK-4 Module 2 (8007): 193 PreK-4 Module 3 (8008): 193
Special Education PreK-8	Special Education PreK-8	Special Ed PreK-8 Module 1 (8011): 220 Special Ed PreK-8 Module 2 (8012): 220
Special Education 7-12	Special Education 7-12	Special Ed 7-12 Module 1 (8015): 220 Special Ed 7-12 Module 2 (8016): 220

Grades PK-12 Areas Take Praxis II Specialty Area Tests

Certification Area	Test Code*	Praxis Test Name	Qualifying Score
Music PK-12	5511 and	Fundamental Subjects Content Knowledge and	150
	5113	Music Content Knowledge (with listening section)	158
Reading Specialist PK-12	5511 and	Fundamental Subjects Content Knowledge and	150
	5301	Reading Specialist	164
Spanish PK-12	5511 and	Fundamental Subjects Content Knowledge and	150
	5195	World Languages: Spanish	168

Grades 7 to 12 Areas Take Praxis II Specialty Area Tests

Certification Area	Test Code	Praxis Test Name	Qualifying Score
Biology 7-12	5235	Biology: Content Knowledge (calculators prohibited)	147
Communications 7-12	5221	Speech Communication: Content Knowledge	145
English 7-12	5038	English Language Arts: Content Knowledge	167
Mathematics 7-12	5161	Mathematics: Content Knowledge	160
Social Studies 7-12	5081	Social Studies: Content Knowledge	157

PDE requires OFFICIAL test scores. If you test in Pennsylvania, your scores are automatically reported to PDE. If you test OUTSIDE OF PENNSYLVANIA, you must select the PA Department of Education as a score recipient when you register to take the test.

***Option: Expand your Grades PreK-4 Certificate to Include Grades 5 and 6**

All candidates enrolled in an Early Childhood and Elementary Education PreK-4 program may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

Certification Area	Test Code	Praxis Test Name	Qualifying Score
Elementary Grades 5–6 is only available to those holding a valid Pennsylvania Grades PK–4 certificate.	5154	English Language Arts and Social Studies Subtest	152
	5155	Mathematics and Science Subtest (Calculator allowed.)	164

Candidates may take these assessments during or after completion of their PreK-4 program. However, the Pennsylvania Department of Education cannot grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with their application for PreK-4 certification.

Test Preparation Help

Certification tests selected by the commonwealth correlate with PA Academic Standards around which Marywood’s programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

Before testing, you will also want to go to the test company website to find specific test preparation materials. Here, a Study Companion (PDF) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

There is evidence that authentic practice testing is the best way for students to prepare for timed tests and the testing company websites offers this type of practice for a nominal fee of about \$20 for students wanting a concentrated review. ETS describes the online preparation valid for 90 days or 10 uses as follows:

“This full-length practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test. The practice test is timed just like the real test and allows you to move easily from question to question to simulate what you will experience on the day of the test. After completing the test, you can also see the correct answers and explanations for each correct answer and view your results by content category.”

Approximately 10 business days after taking a test, you will receive a score report that provides:

- your score and whether it is passing
- the range of possible scores
- the raw points available in each content category

If your score is not passing, you are able to compare "raw points earned" with the maximum "raw points available" to see which categories need improvement. The greater the difference, the greater the opportunity to improve the score on a re-test by further study.