

# Saint Joseph's University Education Department

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## **Special Education Lab I and II Handbook For Special Education Certification**

**A Guide for Undergraduate Education Students,  
University Instructors and Cooperating Teachers  
January 2009**

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## **Introduction**

The pre-student teaching field experiences, or labs, are critical components of the teacher preparation program at Saint Joseph's University. The experiences provide Education students with reflective opportunities to connect theory on learning and teaching with practice. The field experiences also allow Education students to learn from, and work alongside, in-service teachers, and make contributions in real classrooms.

Education students seeking certification in Special Education complete a sequence of two labs prior to conducting student teaching. Each lab is embedded in a specific course at Saint Joseph's. The first lab is taken with Teaching Students with Moderate to Profound Disabilities and the second with Inclusive Classroom Management. Lab requirements and activities are thoroughly integrated with the course content and discussion. Both labs involve observation, practice, and reflection. Opportunities for teaching, however, become more extensive for Education students as they progress in the lab sequence. A summary description of each lab, including its generic requirements, is provided below in this handbook.

University course instructors share responsibility with cooperating teachers in supervising and evaluating lab students. A discussion of the responsibilities and expectations of course instructors and cooperating teachers, including evaluation forms, is also provided below in this handbook.

Assessment of lab requirements and activities are guided by the Pennsylvania and Saint Joseph's University Learning Principles. These principles can be found in Appendix E of this handbook. The learning principles are also reflected in the Mission Statement of the Education Department at Saint Joseph's (Appendix F). University instructors, Education students, and cooperating teachers are asked to review the learning principles and departmental mission statement. The discussions on the requirements of the two labs (provided below) itemize portfolio artifacts and their related learning principles to be generated by Education students completing the labs.

## **Lab Placements**

With the exception of students already teaching in schools, lab placements are provided by the Office of Student Teaching and Field Experiences (Barbelin Hall 310). This office will issue lab placement application forms to course instructors at the beginning of each semester. Instructors are requested to have their students complete these forms during the first week of classes, and to return the completed forms to the Office of Student Teaching and Field Experiences by the due date indicated by the accompanying instructions.

Education students are required to conduct at least one lab in a school in an urban or ethnically diverse setting. These schools may be in or outside of Philadelphia as long as they have an ethnically diverse population and students from lower socio-economic levels. Students may complete all their field experiences, including student teaching, in urban or ethnically diverse settings if they prefer to do so.

Education students enrolled in labs may be assessed a modest placement fee mid-way during the semester. Graduate students working in paid teaching positions will be exempted from this fee if they indicate their status on the lab placement application form.

## **Accommodations**

Students with disabilities who require special arrangements or accommodations for their lab assignments are encouraged to contact the Director of Student Teaching and Field Experiences as soon as possible, at (610) 660-3438.

## **Background Checks**

The Commonwealth of Pennsylvania requires applicants for teaching positions to obtain both a criminal and child abuse background check.

In order to participate in student/intern teaching or lab experiences, students must obtain the following clearances:

- Pennsylvania State Criminal History Record (Act 34)
- Pennsylvania Child Abuse History Clearance (Act 51)
- Federal FBI Criminal History Report
- Proof of Tuberculin Skin Test

Increasingly, schools require these checks for Education students completing their field experiences. If they have not already done so, Education students planning to complete a lab should obtain the criminal and child abuse background clearances as soon as possible. These clearances are good for one calendar year. The clearance forms and instructions can be obtained through the Pennsylvania Department of Education homepage at <http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&Q=32413>.

# Student Guidelines for Lab Conduct and Professionalism

## Conduct

- Professional appearance and behavior are expected at all times. Students should dress in a manner similar to the faculty in the school where they are assigned. Students should check with their cooperating teachers to be sure they are dressed in the required manner.
- Lab students should arrive at their assigned school 10 to 15 minutes early, report to the main office, and sign in. Students should introduce themselves to the principal or school coordinator before going to their assigned classroom on the first day. When required, students should wear an ID badge or visitor's pass. Students should return to the office before departing and sign out of the building.
- Lab students should bring a copy of their Criminal Record Check and Child Abuse Clearance to their school on their initial visit.

In order to participate in student/intern teaching or lab experiences, students must obtain the following clearances:

- Pennsylvania State Criminal History Record (Act 34)
  - Pennsylvania Child Abuse History Clearance (Act 51)
  - Federal FBI Criminal History Report
  - Proof of Tuberculin Skin Test
- 
- Lab students should not chew gum, eat, or drink in the classroom unless they are participating in a planned activity that calls for eating or drinking.
  - School children are protected by confidentiality law. This law requires that lab students not use the correct names of children in lab assignments, nor discuss children by correct name in classes at Saint Joseph's or any other situation outside their assigned school. Lab students should discuss the details of an issue regarding an individual child only with the cooperating teacher.

## Attendance

- Attendance at scheduled lab visits is mandatory. Any missed lab visit must be made up on a date and at a time convenient for the cooperating teacher.
- In the event that a lab student will be unavoidably late or need to cancel a scheduled visit due to illness or an emergency, she/he should contact the cooperating teacher directly or leave a message with the school secretary as far in advance as possible.

- Lab students who miss a scheduled visit are also required to inform the Director of Student Teaching and Field Experiences at (610) 660-3092.
- Lab students are required to submit a completed Attendance Report (see Appendix C) to their Saint Joseph's instructor at the conclusion of the lab placement. Students request their cooperating teacher to sign this form every time they make a scheduled visit.

### **Requirements and Evaluation**

- Lab students should provide their cooperating teachers with a copy of this handbook and review the lab requirements (described below in this handbook) so that they can mutually plan for involvement in appropriate classroom activities. Students should offer to assist their cooperating teacher in the classroom wherever they can, even beyond the lab requirements.
- Lab students should direct any questions they have concerning lab requirements to the course instructor at Saint Joseph's.
- At their initial meeting, lab students should also provide their cooperating teachers with their phone number and email address, and ascertain the best way they should attempt to reach the cooperating teachers in the event that the students cannot make a scheduled visit.
- Lab students should take a notepad on each school visit to facilitate record keeping and observational data.
- When teaching systematic instruction, lab students should use the systematic instruction plan format found in Appendix A of this handbook. Students should discuss the lesson with the cooperating teacher, prepare the lesson rigorously, and provide the cooperating teacher with a lesson plan in advance of giving the lesson.
- At the conclusion of the lab experience, students should ask their cooperating teacher to complete a Student Field Experience Evaluation Form (see Appendix D). Lab students need to submit this completed form to their course instructor at Saint Joseph's.
- Lab students should write their cooperating teacher and principal a thank you note at the conclusion of the lab experience.

## **Expectations for Cooperating Teachers**

The Education Department at Saint Joseph's University greatly appreciates the generous and vital service cooperating teachers provide when they host and mentor lab students in their classrooms.

Both labs completed by Special Education certification students require thirty hours spent in the classroom. Students complete their labs by making 10 visits to one classroom, for a period of three hours each. Attendance is mandatory. Students who are unable to attend a scheduled visit are asked to call the school in advance to notify their cooperating teachers. Any missed visits are made up by the students before the semester ends, and on a day and at a time convenient for the cooperating teacher.

The two different lab experiences involve students in varying amounts of observation and hands-on practice. More detailed requirements for the specific labs are described below in this handbook. Regardless of the prescribed requirements, it is the expectation of the Education Department that lab students will provide another useful set of hands in the classroom, and assist cooperating teachers when and where they can, and are needed, during their visits.

Besides providing lab students with feedback and opportunities to observe and practice teaching, cooperating teachers are requested to assist in the evaluation of the lab students. This includes signing Attendance Reports for lab students (Appendix C), and, at the conclusion of the lab experience, cooperating teachers are also requested to complete a Student Field Experience Evaluation Form (Appendix D).

Lab requirements and evaluation are guided by two sets of learning principles: one (the INTASC competencies) adopted by the Pennsylvania Department of Education; the other adopted by the Education Department at Saint Joseph's. These learning principles are listed in Appendix E. The learning principles are also reflected in the Department's mission statement, which can be found in Appendix F.

*A cooperating teacher who has specific concerns regarding a lab student assigned to her/his classroom, or has suggestions for improving the lab experience overall, is urged to contact the Director of Student Teaching and Field Experiences at Saint Joseph's University at (610) 660-3438.*

## Responsibility of University Course Instructors

University course instructors assist the Office of Student Teaching and Field Experiences in securing lab placements for their students by distributing and collecting lab placement application forms to students during the first week of the semester. University course instructors will also be asked to relay lab placement/orientation meeting information to their students on behalf of the Office of Student Teaching and Field Experiences. This office will take the initiative in contacting course instructors and providing them with the forms and information at the beginning of the semester.

University course instructors take the lead in directing the activities of the labs, and determine and submit lab grades (of *Pass* or *Fail*). Course instructors share responsibility for guidance and evaluation of lab students, however, with cooperating teachers. The generic lab requirements peculiar to each lab are described below in this handbook. Lab requirements and evaluation are driven by the Pennsylvania and Saint Joseph's Learning Principles (Appendix E), and reflect the values articulated in the SJU Education Department's Mission Statement (Appendix F).

Course instructors will further define and adapt the reflective assignments connected to the lab activities (discussed below) to fit their particular approach to their course objectives. It is the expectation of the Education Department, however, that course instructors will adhere to the number of hours and visits comprising the labs, the kinds of activities undertaken (e.g., interactive observations, lessons, etc.), and the portfolio artifacts to be generated by students, as specified in this handbook.

Lab students will provide their course instructors with additional evaluative materials completed by their cooperating teachers. These include: Systematic Instruction Plans (Appendix A) and/or ABCF Forms (Appendix B); an Attendance Report (Appendix C); and a Student Field Experience Evaluation Form (Appendix D).

University course instructors are requested to provide their contact phone number and email to the cooperating teachers through their lab students. Additional school liaison and problem solving support is available through the Office of Student Teaching and Field Experiences at (610) 660-3438.

## Special Education Lab I (SPE 2152):

### Description

All pre-service teachers need multiple opportunities to relate theory to practice in order to be prepared to meet the challenges of today's classrooms. Future Special Education teachers especially need specific opportunities designed to provide hands-on experiences teaching students with moderate, severe and profound disabilities, including autism.

This lab is taken along with Educating Students with Moderate to Profound Disabilities (SPE 2181). During this lab experience, pre-service teachers spend 30 hours in interactive visitations in area schools observing and working with individuals and small groups of students with moderate, severe, and/or profound disabilities. They also work with their cooperating teachers to choose a student who needs to acquire a specific skill. Under the cooperating teachers' supervision, they design and implement systematic instruction plans. As a result of this lab experience, students have multiple opportunities to relate theory to practice.

### Objectives

Pre-service Teachers will:

1. Conduct ecological assessments
2. Plan strategic instruction
3. Teach appropriate skills: communication, social, domestic, daily living, community, vocational, and/or academic.
4. Evaluate student progress.
5. Provide behavioral support in the classroom

### Assignments

Two research reports are required; one at the conclusion of each five weeks. Specific information and topics to be included in each paper are listed below. Be sure to make connections to your Special Education courses, readings, and prior experiences.

*Use this outline as you prepare your two reports. Remember not to use student names due to the need for confidentiality.*

#### **Research Report #1** (To Be Completed at the End of the First Five Weeks)

- **Report on the School and Classroom Structure:**
  - A description of the school and the particular classroom type
  - Student ages, classifications, disabilities/abilities, etc.
  - The number of students and the ratio of student to school personnel
  - Related service personnel who work with the students
  - The structure of the classroom (location, size, furniture arrangement, etc.)
  - Brief description of students' daily activities
  - The availability and use of assistive technology and communication devices

- **Describe the Instructional Program:**
  - Identify teaching strategies utilized by teachers and paraprofessionals
  - Prompts and prompting schedules used
  - Skill areas addressed:
    - Academics
    - Self-care
    - Employment
    - Home and health care
    - Community and leisure, etc.
  - Reinforcements and reinforcement schedules used
  - Evidence of ways diversity is addressed in the classroom (concerning culture, ethnicity, and disability)
  - Evidence of:
    - Person-centered planning,
    - Self-determination
    - Social skills training
    - Transition skills instruction
  
- **Personal Reflection:**
  - Your interactions with the teachers, paraprofessionals, and related personnel.
  - Your interactions with the students within the setting.
  - Activities/lessons in which you've been involved.
  - Pose any questions about behaviors or practices that you have observed.

**Research Report #2** (To Be Completed at the End of the Second Five Weeks)

- **Teach a skill(s):**
  - Chose one student or a small group of students (with your cooperating teacher's assistance).
  - Gather baseline data related to the skill you plan to teach.
  - Complete a systematic instruction plan (see Appendix A).
  - Teach the skill (using repeated trials, task analysis, etc.).
  - Chart the student's progress.
  - Graph the progress including all pertinent data.
  - Summarize the experience and describe your student's progress.
  - Describe your plan for generalization of the skill.
  
- **Personal Reflection:**
  - Describe the connections between what you have learned in your Special Education classes to what you have observed in the field.
  - Reflect on your interactive experiences in the classroom.
  - Describe what seems to be working well within this school.
  - Pose any questions about behaviors or practices that you have observed. Explain what you would do differently.
  - Would you consider working at this school? Why or why not?

## Special Education Lab II (SPE 2162):

### Description

Classroom management is one of the greatest concerns reported by novice teachers. Teachers need to be prepared with classroom and individual management techniques in order to foster educational achievement in cooperative educational environments in their classrooms. Pre-service teachers need multiple opportunities to relate theory to practice in order to be prepared to meet the challenges of today's classrooms.

This lab is taken along with Inclusive Classroom Management (SPE 2141). During this lab experience, pre-service teachers spend 30 hours in interactive visitations in area schools observing and working with individuals and small groups of students. They also work with their cooperating teachers to choose a student with a problematic behavior. They design and implement a behavior intervention plan and report their results. As a result of this lab experience, pre-service teachers have multiple opportunities to relate theory to practice.

### Objectives

Students will:

1. Interact with individuals and small groups of students in their assigned classroom.
2. Identify and reflect upon the manner in which routines are handled in the classroom.
3. Identify the model(s) of behavior utilized by the teacher(s).
4. Conduct a Functional Behavior Assessment (FBA).
5. Develop an behavior intervention plan (BIP) based on the results of the FBA.
6. Implement the BIP and report on student progress.

### Assignments

Two research reports are required; one at the conclusion of each five weeks. Specific information and topics to be included in each paper are listed below. Be sure to make connections to your Special Education courses, readings, and prior experiences.

*Use this outline as you prepare your papers. Remember not to use students' real names due to the need for confidentiality.*

### Research Report #1

Your paper should include, but not be limited to, the following items:

#### **Report on the School/Classroom Structure:**

- A description of the school and the particular classroom type (e.g. inclusive, resource room, self-contained)
- The number of students and the ratio of student to school personnel
- The structure of the classroom (location, size, furniture arrangement, etc.)
- Brief description of students' daily activities
- Classifications of students
- Examples of related services provided to students

### **Identify Instructional Programs and Strategies:**

- Teaching strategies utilized by teachers and paraprofessionals
- Accommodations/adaptations to the curriculum for individual students
- Evidence of ways diversity is addressed in the classroom (concerning culture, ethnicity, disability, etc.)
- Identify and describe how routines are handled in the classroom:
  - Morning routine
  - Taking attendance
  - Lining up
  - Homework collection
  - Passing out materials
  - Collecting materials
- Describe any routines/transition skill instruction you observe

### **Describe the School and Classroom Behavior Management:**

- Describe the school-wide behavior plan.
- Identify the model(s) of behavior utilized by the teacher (provide at least 2 specific examples).
- Describe the classroom social contract: guiding principles, rules, and consequences.
- Describe the implementation of individual behavior plans and their results.
- Explain how inappropriate behaviors are handled.
- Describe the results of the behavior management in the classroom.

### **Critique the School and Classroom Management:**

- What seems to be working well within this school?
- What questions do you have about behaviors or practices that you have seen?
- What would you change about the behaviors or practices that do not appear to be successful?

### **Research Report #2**

Structure your paper based on the following outline:

#### **Conduct a Functional Behavior Assessment (FBA):**

- Identify a student and a behavior that you believe needs to increase or decrease (be sure it is observable and measurable).
- Gather broad contextual information about the student.
- Gather specific information about the behavior of concern (see Appendix B).
  - What is happening right before the behavior occurs?
  - What is happening right after the behavior occurs?
  - Identify functions that are being served by the problem behavior.
- Describe environmental factors and/or antecedents that are setting the stage for/ or triggering the problem behavior
- Describe antecedents and/or consequences that are reinforcing the problem behavior.
- Summarize the information and develop a plausible hypothesis for the behavior.

### **Develop a behavior intervention plan (BIP) based on the results of the FBA:**

- Develop a chart and collect baseline data (for at least 3 equal periods of time).
- Choose an experimental design.
- Identify a replacement behavior.
- Write a behavioral objective for the behavior you plan to change.
- Develop antecedent and/or consequence strategies.
- Develop a reinforcement strategy.
- \*Plan to fade the reinforcements.
- \*Plan for generalization and maintenance of the behavior.
  - \* You may not have time to complete this, but project ahead for your cooperating teacher to follow through on your plan.

### **Implement your BIP and Report Progress:**

- Discuss the plan with the student and begin implementing the BIP.
- Chart your individual's progress (including baseline data)
- Determine whether the BIP is effectively changing the behavior (make changes as necessary)
- Continue the plan for the remaining sessions
- Graph your individual's progress (be sure to label all pertinent information).

### **Personal Reflection:**

- Reflect on your FBA and BIP experience.
- Reflect on your interactive experiences during this lab. What impact did you have on student achievement?
- Would you consider working at this school? Why or why not?

Appendix A  
**Systematic Instruction Plan**

Student \_\_\_\_\_ Date \_\_\_\_\_

Target Skill: \_\_\_\_\_

Routine for Skill: \_\_\_\_\_

Behavioral Objective: \_\_\_\_\_

Materials: \_\_\_\_\_

Setting and teacher(s): \_\_\_\_\_

Method for assessment and instruction:

- |  |  |
|--|--|
| <input type="checkbox"/> Task analysis   | <input type="checkbox"/> Permanent Product |
| <input type="checkbox"/> Repeated trials | <input type="checkbox"/> Time-based        |

Prompting procedures:

Specific prompt(s) to be used: (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Verbal prompts  | <input type="checkbox"/> Model prompts    |
| <input type="checkbox"/> Pictorial prompts   | <input type="checkbox"/> Gestural prompts |
| <input type="checkbox"/> Prerecorded prompts   |   |
| <input type="checkbox"/> Physical prompts: <input type="checkbox"/> partial or <input type="checkbox"/> full |   |
| <input type="checkbox"/> Mixed prompts: _____  |   |

Prompting schedule: (check one):

- |  |
|--|
| <input type="checkbox"/> Simultaneous prompting  |
| <input type="checkbox"/> Time delay: <input type="checkbox"/> progressive or <input type="checkbox"/> constant |
| <input type="checkbox"/> Least to most prompts   |
| <input type="checkbox"/> Most to least prompts   |
| <input type="checkbox"/> Graduated guidance  |
| <input type="checkbox"/> Other: _____  |

Plan for fading prompts: \_\_\_\_\_

Reinforcement schedule:

- Ratio:  Fixed (# correct/attempts) or  Variable  
Interval:  Fixed (# minutes \_\_\_\_\_) or  Variable

Correct response: \_\_\_\_\_

Error correction: \_\_\_\_\_

Plan for fading: \_\_\_\_\_

Behavioral objective for generalization of the skill

\_\_\_\_\_

Behavioral objective for maintenance of the skill

\_\_\_\_\_

Appendix B  
**ABCF Form**

Student's Name \_\_\_\_\_ Observer \_\_\_\_\_

Environment \_\_\_\_\_ Date \_\_\_\_\_

Observation Time: Start \_\_\_\_\_ Stop \_\_\_\_\_

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>	<b>Function</b>

Appendix C  
**Lab Attendance Report**

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

Lab Course: \_\_\_\_\_

Lab Course Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Room: \_\_\_\_\_

**Dates and Times of Visits**

**Cooperating Teacher's Signature**

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## Appendix D

### Student Field Experience Evaluation Form

Lab Student: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

*Directions: Please answer the following questions concerning the overall performance of the lab student working in your classroom this semester.*

#### **PA Principle 9: Professionalism PA 354.33.(1)(i)(I)**

1. Did the student arrive on time for her/his scheduled visits? \_\_\_\_\_
2. If the student missed a scheduled visit, did she/he notify you in advance? \_\_\_\_\_
3. Did the student make arrangements to reschedule any missed visits? \_\_\_\_\_
4. Did the student maintain a professional appearance during the lab experience? \_\_\_\_\_
5. Did the student exhibit professional conduct during the lab experience? \_\_\_\_\_
6. Did the student actively seek and readily accept advice during the lab experience? \_\_\_\_\_

#### **PA Principle 10: Collaboration and Contributions in the Classroom PA 354.33.(1)(i)(J)**

7. Did the student actively seek ways to assist you in the classroom? \_\_\_\_\_
8. Was the student sensitive to the needs of the children in your classroom? \_\_\_\_\_
9. Overall, did the student add to the positive environment in the classroom? \_\_\_\_\_
10. Did the student communicate respectfully with students and school staff? \_\_\_\_\_

*Please provide any comments below and on the back of this form.*

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E

### **Pennsylvania and SJU Learning Principles** **for Elementary, Special, and Secondary Education Certifications**

#### **Introduction**

In order to be recommended by SJU for Pennsylvania certification, each student must demonstrate that he or she has achieved the *Learning Principles* set by the state and by the SJU Education Department. These principles are listed on the following pages – ten set by the state and five by the SJU Education Department. While there is some overlap with the state's, each of the SJU learning principles presents a special emphasis that the Education Department believes is important given our mission and Jesuit values.

### **Saint Joseph's University Education Department Learning Principles**

#### **SJU Learning Principle 1 – Faith Justice and Education**

Teaching from a faith-based perspective, the teacher gives priority to the development of social justice and equity in the classroom.

#### **SJU Learning Principle 2 – Education in the Community Context**

The teacher fosters relationships between the school and the communities it serves, taking into consideration such issues as gender, race, and class, as well as promoting the sharing of resources and perspectives that enhance and enrich learning in a community of learners.

#### **SJU Learning Principle 3 – Multiple Paradigms in American Education**

The teacher views education through the lenses of different paradigms that seek to describe the role of education in a democratic society. These include social, economic, cultural, critical, and constructivist paradigms.

#### **SJU Principle 4 – The Role of the Scholar-Practitioner Model in Education**

The teacher is able to make connections between theory and practice and understands the role that scholarly research can play in guiding the work of the practitioner.

#### **SJU Principle 5 – The Role of an Interdisciplinary Curriculum**

The teacher uses an interdisciplinary approach to teaching based on an understanding that learning is enhanced when students make connections among different subject areas.

### **Pennsylvania Professional Educator Learning Principles**

#### **Learning Principle 1 – Knowledge of Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

#### **Learning Principle 2 – Knowledge of Human Development and Learning**

The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development.

**Learning Principle 3 – Adapting Instruction for Individual Needs**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

**Learning Principle 4 – Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Learning Principle 5 – Classroom Motivation and Management Skills**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Learning Principle 6 – Communication Skills**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Learning Principle 7 – Instructional Planning Skills**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Learning Principle 8 – Assessment of Student Learning**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Learning Principle 9 – Professional Commitment and Responsibility**

The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

**Learning Principle 10 – Partnerships**

The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

## Appendix F

### **Saint Joseph's University Education Department Mission Statement**

The Saint Joseph's Education Department centers its philosophical and practical mission on preparing ethical educators for the 21<sup>st</sup> century. Committed to establishing a vibrant learning community between faculty and students, the Education Department holds the concepts of social justice and democracy as central to its mission. The Department is also committed to academic rigor and integrity, ranging from the undergraduate liberal arts and continuing Education teacher preparation programs to the master's and doctoral level programs. In every instance, students are considered to be active learners who identify, analyze, and evaluate teaching as a social, psychological, cultural, and intellectual endeavor.

Central to social justice is the preparation of teachers and future educational leaders who are committed to an ethic of academic inclusiveness and interdisciplinary content, ranging from traditional to transformative knowledge. Therefore, learners across all educational programs will be intellectually responsible for developing the philosophical and paradigmatic bases for their own learning and teaching.

Our commitment to democracy includes a multicultural platform that incorporates race, class, gender, and historical and political understandings into our teaching and scholarship in order that we and our students may become effective agents of change. We also place special emphasis on preparing teachers for a variety of teaching environments, including urban, suburban, and rural, with a special outreach to those whose needs are greatest and from whom our support can be most helpful.

The Education Department is committed to creating a lifelong learning environment of critical, creative, and reflective thinking, including student involvement in faculty research, publications, and local and national presentations. Creating intellectual teachers prepares Saint Joseph's students to assume educational leadership positions. Scholarly publications and presentations support the relationship between theory and practice and characterize a department intent on creating a growing local, national, and international reputation.

Social justice and democratic ideals are premised on inclusive and interdisciplinary models of teaching and learning. These will be the ideals and models that will guide the Education Department's academic and professional endeavors and that will enable us to prepare our students to be effective educators in the diverse educational settings that are increasingly characteristic of our postmodern society.

