

**Saint Joseph's University
Education Department**

Student Handbook

2009-2010

Class of 2013

Dear Saint Joseph's Undergraduate Education Student,

I am pleased to welcome you to the Education Department at Saint Joseph's University! Ours is a vibrant department of diverse faculty members who prepare classroom teachers and educational leaders through academic and field based undergraduate and graduate programs. This handbook will introduce you to the mission, policies, and procedures of the Department, outlining the steps one must take to successfully complete the B.S. programs in Elementary Education, Elementary and Special Education (a dual major), the triple certification five-year M.S. program that adds Reading certification, or one of the secondary Education minors that accompanies a major in a content field, and to become certified by the Pennsylvania Department of Education to teach in one or more of these teaching fields.

Please see the Table of Contents for a list of the topics covered. Of particular importance are the policies and procedures that are intended to assure the high quality academic and professional performance necessary to attain an SJU Education degree and teaching certification. Read the handbook carefully so that you will have a clear understanding of the agenda you must follow in order to be successful at each stage of the four year process.

The Education Department's programs and related activities are guided by an overarching Mission and by both state and SJU Learning Principles, which are included in this handbook. These provide the framework within which faculty seek to promote a thriving intellectual community committed to exemplary teaching, scholarship, and professional service. Students have ample opportunities to participate with faculty members in supporting these goals. Please note in particular the portfolio expectations that accompany the Learning Principles; these are important indicators of your achievement in the program.

Again, welcome to the Education Department! We look forward to working with you as you pursue your goal of becoming an outstanding educator for the twenty-first century. We are dedicated to assisting you in whatever way we can!

Sincerely yours,

Jeanne F. Brady

Jeanne F. Brady, Ph.D.
Chair, Education Department

SPECIAL NOTICE FOR THE CLASS OF 2013

The Class of 2013 is on the edge of two significant programmatic changes. Beginning in fall 2010, St. Joseph's University will implement a revised General Education Program, and on January 1, 2013, the Pennsylvania Department of Education will implement new regulations for teacher certification. The changes will not affect your program of study for your Saint Joseph's University undergraduate degree, however, **you must successfully complete your requirements and obtain a Pennsylvania teaching certificate prior to August 31, 2013 or you will be subject to the new state certification regulations.**

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Introduction to the Mission Statement

Our mission statement, presented on the following page, places special value on the following:

- The creation of a vibrant learning community committed to social justice and democratic education;
- Programs of academic rigor and integrity in which students are active learners;
- The study of teaching from multiple perspectives – social, psychological, cultural, and intellectual;
- Inclusive and interdisciplinary models of teaching and learning;
- A concern for race, class, and gender issues in education;
- Teaching in a variety of environments with a special outreach to those whose needs are greatest;
- Critical, creative, and reflective thinking, with students and faculty working together to make connections between theory and practice.

Because the above are central to our mission, the Department has identified five special areas of emphasis for all of our programs that incorporate these priorities. They could be called themes, standards, or topics, but because they are intended to accompany what the state of Pennsylvania refers to as its ten “learning principles” for all preservice programs, we refer to them by the same name here. The headings or titles for the five are listed below; the actual “learning principle” that each embodies is presented in the section of this Handbook entitled “State and SJU Learning Principles and Program Guidelines...”

1. Faith Justice and Education
2. Education in the Community Context
3. Multiple Paradigms in American Education
4. The Role of the Scholar-Practitioner Model in Education
5. The Role of an Interdisciplinary Curriculum

Mission Statement

The Saint Joseph's Education Department centers its philosophical and practical mission on preparing ethical educators for the 21st 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 for 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.

Majoring or Minor in Education at SJU: An Overview

This brief overview is intended to provide the student with a summary of important information about majoring or minoring in Education at SJU. Information provided here is often expanded upon in more detail in the pages that follow. Please consult the Table of Contents for specific topics about which you would like to know more.

1. Degree and certification programs

The Department of Education offers the following four-year programs of study leading to the baccalaureate degree (B.S.) and Pennsylvania Level I teacher certification:

- A major in Elementary Education (grades K-6)
- A dual major in Elementary Education (K-6) and Special Education (K-12)
- A major in Art Education (K-12)
- A minor in Secondary Education (grades 7-12) to accompany a major in one of the following areas: biology, physics, chemistry, general science, English, French, German, Italian, Classics, Spanish, mathematics, physics, and history (citizenship).

In addition, the Department offers a five-year B.S./M.S. program with certification in three areas: Elementary Education (K-6), Special Education (K-12), and Reading Specialist (K-12).

2. Acceptance into a certification program

Students may elect to major or minor in Education as early as their freshman year. However, in order to become certified upon completion of the program, students must, in addition to declaring a major or minor, apply for admission into a certification program once they meet the following criteria:

- Have completed 47 credits – usually fifteen 3-credit courses and two field experiences
- Have an overall 3.0 Grade Point Average (GPA)
- Have passed the basic skills Praxis tests (PPST): reading, writing, and mathematics
- Have successfully completed six credits (two courses) of English and six credits (two courses) of mathematics
- Have at least a B- average in the first two Foundations courses – Schools in Society and Education Psychology

Students who do not have a 3.0 GPA may apply for admission into the certification program if they meet either of the following two alternative criteria established by the state:

- Have achieved a 2.8 GPA and qualifying scores on the pre-professional skills tests, including reading, writing, and mathematics;
- Have achieved a 2.8 GPA and a combined score of 1050 on the Scholastic Aptitude Test (SAT), with no score lower than 500 on either the verbal or mathematics subtests.

Students who do not qualify based on either of these alternative criteria may apply as one of as many as 10% who may be admitted in a given year with a GPA lower than 3.0. This group of up to 10% will be determined based primarily on ranking applicants from highest GPA (e.g., 2.97) to lowest, but students whose GPA is too low for it to be raised to a 3.0 by the end of the program will not be accepted. *It is important to recognize that those admitted under this exception must have a 3.0 GPA upon completion of the program in order to become certified in Pennsylvania.* Being admitted with a lower GPA grants program acceptance but does not change the requirement of ultimately having to earn a 3.0 for certification.

Students are encouraged to apply as soon as they meet all requirements, which in many cases will be at the end of the fall semester of their sophomore year. While they may apply anytime after they meet the requirements, students who are struggling must be careful not to allow too much time to go by before deciding whether to remain in the major or minor. Secondary minors must also have a 2.7 GPA in their content field in order to be admitted to student teaching.

3. **Student advising**

Education majors and minors are assigned a Faculty Advisor with whom they regularly meet to review academic progress, discuss course selection, and make certain all requirements for graduation and certification are being met. Advisors will provide assistance to students experiencing difficulty and will alert them to the level of performance necessary in future semesters in order to meet certification requirements. Students will meet with their advisors during course registration time periods, to apply for admissions into the certification program, to review Praxis test progress and plans for scheduling future Praxis tests, and to make certain that at the end of the program everything is in order to apply for state certification.

4. **Field experiences prior to student teaching**

All students participate in field experiences prior to student teaching. For Elementary Education students these are connected to three courses: Schools in Society, Educational Psychology, and Reading/Literature II. For dual majors they include the above three as well as two additional field experiences linked with Moderate and Profound and Inclusive Classroom Management. For secondary minors the field experiences are connected to three courses: Schools in Society, Educational Psychology, and Instructional Techniques for [name of content field].

These field experiences involve a prescribed number of hours in K-12 classrooms with assignments that include teaching, to be completed for the instructor of the course to which the field experience is linked. Art Education majors should consult the College of Arts and Sciences catalogue and the Art Education advisement sheet for the field experiences required.

5. Praxis tests

In order to become certified, students must pass all required Praxis tests for their certification area. Since there are occasional changes in these requirements, it is important that students consult the most recent registration booklet from Educational Testing Service (ETS) available in the Education Office or at ets.org in order to determine which tests, in addition to the basic skills tests, are required for a particular certification. Advisors can be helpful in providing this information. Students should consult the booklet for testing dates during the year, making certain that all tests are successfully completed prior to applying for certification. The initial basic skills tests (PPST) must be taken and passed prior to acceptance into a certification program (see above).

6. Applying to student teach

During their junior year, according to the schedule posted in the Education Office, students who have been accepted into a certification program may apply to student teach if they have a plan for completing all required Education courses prior to student teaching. (The one exception is that Elementary Education students may take Creative Expressions during student teaching; this course is not required of those completing a dual major in Elementary and Special Education.) Students whose GPA may have dropped below a 3.0 since being accepted into a program may student teach but must remember that they will need a 3.0 to be certified at the end of the program. In addition to a 3.0 overall, secondary Education minors must also have at least a 2.7 GPA *in their major* in order to student teach, as well as have a letter from someone in their major department recommending them for student teaching on the basis of their performance in their major. This requirement for secondary minors is an SJU requirement intended to insure that secondary candidates are strong in their content field.

7. Student teaching placements

Student Teaching is a fourteen week course that includes a weekly seminar. Students are assigned to schools based on many considerations and may have input into this decision. A student who will be living outside of the geographical area that serves the student teaching program may request another university closer to home to permit him or her to be a guest student at that university for student teaching only. In this case, the student registers with SJU but is assigned his or her student teaching placement and supervisor by the host university and is

included in the seminar classes required by that university. These arrangements must be made with the Director of Field Experiences well in advance.

8. Background checks

Prior to participating in any of the field experiences and before beginning student teaching, students must obtain and submit to the proper authorities the following forms: criminal history record (Act 34), child abuse clearance (Act 51), FBI criminal history report (finger prints) and proof of Tuberculin skin test. This is very important as schools may not allow students to participate in the field experiences if they do not have up-to-date clearances. Clearances and TB test are good for one calendar year before requiring renewal, and FBI report is valid for as long as student status is maintained at SJU. All background check information can be found on the Education Department website at:

http://www.sju.edu/academics/cas/education/field_exp/index.html, and should be submitted in the fall semester of the freshman year.

9. Learning Principles, Program Guidelines, and Portfolios: Exit Outcomes

Both Education majors and minors will maintain pre-professional portfolios of accomplishments during the four years, primarily in the form of artifacts from their course work. Included in the portfolio will be evidence that the fifteen PA state and SJU Learning Principles have been successfully completed (see sections of this handbook beginning with “State and SJU Learning Principles and Program Guidelines: Elementary, Special, and Secondary Education Certifications”). This portfolio will also be useful to students as they prepare for interviews for teaching positions. In addition, the state has identified Program Guidelines for each of the certification areas that present the knowledge and skills students should have in order to teach in a particular field. The Guidelines for Elementary and Elementary/Special Education are presented in this handbook. Secondary Guidelines for a given content area are available from the student’s advisor or the Education Office; there are simply too many of them to present here. All of the Guidelines are met in the process of meeting the fifteen Learning Principles; therefore, the completed portfolios become major evidence of successful program completion and are considered important Exit Outcomes.

10. Becoming certified in Pennsylvania and other states

Upon successful completion of a certification program, applications to become certified may be obtained from the Education Office but will also be made available during the student teaching seminar class. Since Saint Joseph’s Education Department has program approval with the state of Pennsylvania, students recommended for initial certification by the Department will receive it within several weeks of applying. This certification is recognized by many other states, but students wishing to teach outside of Pennsylvania should check the

certification requirements of the state in which they wish to teach in case there are additional requirements.

11. University College students

University College students must work closely with their advisor in the College and with the Education Department in determining their ongoing status within the program. This is particularly true if students are transferring credits from another college or if daytime work demands make it difficult to complete the required field experiences.

The Education Major: Four and Five Year Programs

The undergraduate Elementary Education major prepares students to become certified in Elementary Education, grades K-6. Students may also complete a dual major in Elementary and Special Education, which prepares them for certification in both areas. The Special Education certification is valid for grades K-12. Some students will be interested in the five-year B.S./M.S. in Education with certifications in three areas: Elementary (K-6), Special Education (K-12), and Reading (K-12). Requirements for both majoring in Education and for qualifying to become certified are outlined below under each program.

Note: The requirements for University College students are the same as for those in the College of Arts and Sciences; however, course numbers differ. Please consult the University College catalogue and advisement sheets for the correct course numbers.

I. Elementary Education Major

Program of Studies:

Requirements are outlined below. See the College of Arts and Sciences and University College catalogues for more detail. Students must complete a total of 40 courses, usually consisting of 40, 3-credit courses. Education “field experiences” do not count as credits towards this total.

- **GER Common Courses:** 6 courses, including ENG 1011, ENG 1021, PHL 1011, PHL 1031, and HIS 1011-1021.
- **GER University Distribution:** 14 courses, including two math courses, MAT 1011 and MAT 1181; two intermediate level foreign language courses; two natural science courses; one philosophy course (in addition to the two in the common courses group above); three social/behavioral science courses, one of which is PSY 1001 (social science GER; prerequisite to EDU 2031) and with no more than two from any one area; three theology courses; and one art/literature course (from either field).

- **GER Electives:** 7 courses, including HIS 1031 or HIS 1041. EDU 1011 and EDU 2031 fulfill the social science GER requirements.
- **Major Concentration:** 13 (Student Teaching course counts as four courses)
Note: In addition, three courses have field experiences attached to them that involve placements in local schools for a prescribed number of hours over the course of the semester. While these field experiences do not count as credits towards graduation, they are important field experiences that prepare students for student teaching. The course instructors assign the work to be completed for the field experiences.

EDU	1011-1012	Schools in Society and Field Experience
EDU	2031-2032	Educational Psychology and Field Experience (prereq required)
SPE	2111	Education of the Special Learner
EDU	2241	Reading/Literature I
EDU	2251-2252	Reading/Literature II and Field Experience
EDU	2261	Mathematics in the Elementary School
EDU	2271	Social Studies in the Elementary School
EDU	2281	Science in the Elementary School
EDU	2291	Creative Expressions
EDU	2901	Elementary Student Teaching (equivalent to four courses, 12 credits; includes once-a-week seminar class)

II. Elementary/Special Education Dual Major:

Program of Studies

Requirements are outlined below. See the College of Arts and Sciences and University College catalogues for more details. Students must complete 120 credits, usually consisting of 40, three-credit courses. Education “field experiences” do not count as credits towards this total.

- **GER Common Courses:** 6 courses; same as for Elementary Education – see above.
- **GER University Distribution:** 14 courses; same as for Elementary Education – see above.
- **GER Electives:** 3 courses:
 - HIS 1031 or HIS 1041
 - SPE 2131: Family/Community Resources
 - Five-year students only (see III below): EDU 4405: Psychology of Reading
- **Major Concentration:** 17 (Student Teaching course counts as four courses).
Note: In addition, there are five field experiences required. Three of them are Elementary Education field experiences and involve placements in local schools for a certain number of hours over the course of the semester. Field experience assignments for these three field experiences are given by the instructors of the courses to which they are linked. A fourth field experience, Special Education Field Experience I, is linked with the course Moderate to Profound (SPE 2181).

The fifth field experience, Special Education Field Experience II, is completed during the Inclusive Classroom Management class (SPE 2141). The instructor assigns the work to be completed. Please note that the five field experiences do not count as credits towards graduation but are important field experiences that prepare students for student teaching. Please note also that Creative Expressions, a course required for Elementary Education majors, is not required for dual majors, but can be taken as an elective.

EDU	1011-1012	Schools in Society and Field Experience
EDU	2031-2032	Educational Psychology and Field Experience
SPE	2111	Education of the Special Learner
EDU	2241	Reading/Literature I
EDU	2251-2252	Reading/Literature II and Field Experience
EDU	2261	Mathematics in the Elementary School
EDU	2271	Social Studies in the Elementary School
EDU	2281	Science in the Elementary School
SPE	2131	Family/Community Resources (recommended)
SPE	2141-2162	Inclusive Classroom Management and Sp Ed Field II
SPE	2171	Special Education Diagnosis
SPE	2181-2152	Moderate to Profound and Special Education Field I
SPE	2191	Teaching Techniques in Special Education
EDU	2921	Elementary/Special Education Student Teaching (equivalent to four courses, 12 credits; includes once-a-week seminar class)

Admission into the Elementary and Elementary/Special Education Certification Programs

While any student who is in good standing academically may major in Elementary Education, students wishing to become certified to teach in Pennsylvania and other states must apply for admission into the certification program. Students may apply who meet the following requirements:

- Have earned an overall Grade Point Average (GPA) of at least a 3.0 after 47 credits. These credits typically include fifteen 3-credit courses and two field experiences (Schools in Society and Educational Psychology), which many students have earned at the end of their third semester as undergraduates.
- Have completed at the time of application at least six credits in English and six credits in mathematics.
- Have earned at least a B- average in two Education foundations courses: Schools in Society and Educational Psychology.
- Have passed the basic skills Praxis tests (PPST): reading, writing, and mathematics.

Exceptions to these requirements are outlined in the Overview section of this handbook and, therefore, are not repeated here. Please review them carefully.

Application for admission into the program is made by meeting with one's faculty advisor and completing an application form that verifies that the above requirements have been met. The applicant then receives a letter of acceptance into the program. To become certified in Pennsylvania, the student must also have a 3.0 GPA at the end of the program; therefore, it is important to recognize that admission into the program in no way guarantees certification. Many other states, including New Jersey, will grant certification to those who have received their initial Pennsylvania certificate.

Note: Although grades of D or D+ will count towards graduation requirements, anyone earning a grade of less than C- in an Education course must retake the course in order for it to be accepted as part of the teacher certification program.

III. The Five-Year Combined B.S./M.S. in Education with Certifications in Elementary Education, Special Education, and Reading

The combined B.S./M.S program in Education offers an opportunity to complete two degree programs while gaining three certifications in five years of study. Students become certified in Elementary Education, grades K-6; Special Education, grades K-12; and Reading Specialist, K-12. In the first four years, students pursue a course of study similar to the dual major and graduate with their B.S. degree. In the fifth year, students take additional courses in reading and special education, and in the final summer they teach in the University's Summer Reading Center, working with students identified as reading and learning disabled. Students apply for the five year program through the Special Education office during their junior year, after they have already been accepted into the dual certification program. Scholarships of 37.5% are available for "day" students.

Undergraduate Requirements:

- **GER Common Courses:** 6 courses, same as for Elementary Education – see above.
- **GER University Distribution:** 14 courses, same as Elementary Education – see above.
- **GER Electives:** same as for the dual major – see Elementary/Special Education Dual Major above.
- **Major Concentration:** same as for the dual major – see Elementary/Special Education Dual Major above.

Graduate Requirements (fifth year):

Ten courses (Reading Practicum counts as two 3-credit courses):

EDU 4355	Writing in the Classroom
EDU 4415	Psychology of Literacy
EDU 4425	Advanced Assessment in Literacy
EDU 4435	Instructional Intervention in Literacy

EDU 4005	Education Leadership/Research & Reflective Practice
EDU 4455	Planning and Organizing a Reading Program
EDU 4475	Literacy Practicum (6 credits; summer course)

Electives: Graduate students must also take 4 graduate level courses in Literacy Education, Special Education, ESL, Linguistics, or other courses approved by a Graduate Advisor.

IV. Five-Year Combined B.S./M.S. in Mathematics, Biology, Chemistry, Physics, and Environmental Science

This program allows a student to complete in five years the requirements for either the B.S. in mathematics or one of the sciences, and the M.S. in Education with certification to teach at the secondary level. Interested students should consult the description of the program provided in the curriculum section of the College of Arts and Sciences catalogue that deals with the content field in which they wish to major. The required Education courses for this program include those listed for the Education Minor.

V. The Art Education Major, Grades K-12

Program of Studies:

Requirements are outlined below. See the College of Arts and Sciences and University College catalogues for more detail. Please note that 41 courses are required for this major. Education “field experiences” do not count as credits towards this total. Students will need to plan their course selection carefully in order to complete the program in four years.

- **GER Common Courses:** 6 courses; same as Elementary Education – see above.
- **GER University Distribution:** 14 courses; same as Elementary Education except for the following: in fulfilling the third part of the philosophy GER requirement, the Art Education major must take PHL 2241, Philosophy of Art. Also, see the Fine and Performing Arts section of the College of Arts and Sciences catalogue for a list of choices for meeting the art/literature requirement.
- **GER Electives:** None, unless the student elects to exceed the 120 credits (40 courses) required and listed here. Elective “slots” are filled with required Education courses.
- **Art Concentration:** 11 courses within the Department of Fine and Performing Arts.

ART 1311	Introduction to Studio Art
ART 1331	Basic Drawing (or the equivalent*)
ART 1341	Composition and Design Studio (or the equivalent*)
ART 1721	Introduction to Photography
ART 1011	Art History I

ART 1021	Art History II
ART 2301	Art Education in the Schools
ART 2311	Intermediate Studio Art (or the equivalent*)
ART 2981	Senior Project I
ART 2991	Senior Project II
ART to be selected	The Art Education Major may take any additional art course to fulfill the Humanities divisional requirement in fine and performing arts.

*Note: “Equivalents” are to be determined with signed recommendation of the academic advisor.

- **Education Concentration:** 10 courses (Student Teaching course counts as four courses)

EDU 1011-1021	Schools in Society and Field Experience
EDU 2031-2032	Educational Psychology and Field Experience (prereq required)
EDU 2111	Education of the Special Learner
EDU 2241	Reading/Literature I
EDU 2311	Reading in the Content Areas
EDU 2381-2382	Practical Issues & History of Art Education and Field Experience
EDU 2911	Student Teaching (equivalent to four courses, 12 credits)

Note: Although grades of D or D+ will count towards graduation requirements, anyone earning a grade of less than C- in an Education course must retake the course in order for it to be accepted as part of the teacher certification program.

Course Advisement Sheet
Bachelor of Science in Elementary Education
2009-2010

Name _____
ID # _____
Advisor _____

General Education Requirement (GER)

Major Concentration

Language/Literature

- ____ English 1011
- ____ English 1021
- ____ Modern Language 1211
- ____ Modern Language 1221
- ____ Language/Lit/Classics course

- ____ (1) EDU 1011/1012
- ____ (2) EDU 2031/2032
- ____ (3) SPE 2111
- ____ (4) EDU 2241
- ____ (5) EDU 2251/2252
- ____ (6) EDU 2261
- ____ (7) EDU 2271

Theology/Philosophy

- ____ Theology 11_ _
- ____ Theology 15_ _
- ____ Theology 2_ _ _
- ____ Philosophy 1011
- ____ Philosophy 1031 or 1032
- ____ Philosophy 20_ _

- ____ (8) EDU 2281
- ____ (9) EDU 2291
- ____ (10, 11, 12, 13) EDU 2901 (St. Teaching-4 courses)

Social Sciences

- ____ Psychology 1011
- ____ (Education)
- ____ (Education)

Electives

- ____ (1) U.S. History 1031 or 1041
- ____ (2) _____
- ____ (3) _____
- ____ (4) _____
- ____ (5) _____
- ____ (6) _____
- ____ (7) _____

History

- ____ History 1011
- ____ History 1021

Total: 20

Mathematics

- ____ Mathematics_____
- ____ Mathematics_____

Natural Sciences

- ____ (1) _____
- ____ (2) _____

Total: 20

Note: Three of the Education courses have field experiences attached to them. The field experiences are EDU 1012, 2032, and 2252. They are required field experiences and are assigned one credit, but they do not count towards the 120 credits required for completion of the program and graduation.

*In 2008, the Pennsylvania Department of Education revised and approved significant changes in its definitions and requirements for professional teacher certifications. These revisions are effective for students who apply for certification after August 31, 2013. If you do not complete your degree requirements and obtain your initial Teacher Certification in Pennsylvania by that date, you will be responsible to meet the new state requirements.

Course Advisement Sheet
Bachelor of Science in Elementary Education and Special Education
2009-2010

Name _____
 ID # _____
 Advisor _____

General Education Requirement (GER)

Major Concentration

Language/Literature

_____ English 1011
 _____ English 1021
 _____ Modern Language 1211
 _____ Modern Language 1221
 _____ Language/Lit/Classics course

_____ (1) EDU 1011/1012
 _____ (2) EDU 2031/2032
 _____ (3) SPE 2111
 _____ (4) EDU 2241
 _____ (5) EDU 2251/2252
 _____ (6) EDU 2261
 _____ (7) EDU 2271
 _____ (8) EDU 2281
 _____ (9) **SPE 2141/2162**
 _____ (10) **SPE 2171**
 _____ (11) **SPE 2181/2152**
 _____ (12) **SPE 2191**
 _____ (13, 14, 15, and 16) EDU 2901

Theology/Philosophy

_____ Theology 11__
 _____ Theology 15__
 _____ Theology 2___
 _____ Philosophy 1011
 _____ Philosophy 1031 or 1032
 _____ Philosophy 20__

Social Sciences

_____ Psychology 1001
 _____ (Education)
 _____ (Education)

History

_____ History 1011
 _____ History 1021

Electives

_____ (1) U.S. History 1031 or 1041
 _____ (2) SPE 2131 (recommended elective)
 _____ (3) _____
 _____ (4) _____

Mathematics

_____ Mathematics____
 _____ Mathematics____

Total: 20

Natural Sciences

_____ (1) _____
 _____ (2) _____

Total: 20

Note: There are three Education (EDU) and two Special Education (SPE) field experiences. The EDU field experiences are 1012, 2032, and 2252 and are attached to specific courses. They are required field experiences and are assigned one credit, but they do not count towards the 120 credits required for completion of the program and graduation. The SPE field experiences are 2152 and 2162. Each of these field experiences is assigned two credits, but they also do not count towards 120 credits required for completion of the program and graduation.

**Students who are accepted into the five-year M.S. program should consult page 15 for a listing of the ten Reading and Special Education courses taken during the fifth year.*

****In 2008, the Pennsylvania Department of Education has revised and approved significant changes in its definitions and requirements for professional teacher certifications. These revisions are effective for students who apply for certification beginning August 31, 2013. If you do not complete your degree requirements and obtain your initial Teacher Certification in Pennsylvania by that date, you will be responsible to meet the new state requirements.**

**Recommended Course Sequence
ELEMENTARY EDUCATION
MAJOR OPTION #1 (2009-2010)**

With modifications in junior and senior years, if needed
Content Minor Recommended

Freshman Year

Fall

English (Eng 1001)
Language (ML 1211)
Schools in Society (Edu 1011)
Edu 1012 – Certification Field Experience I
Mathematics (Mat 1011)
Psychology (Psy 1011)

Spring

English (Eng 1021)
Language (ML 1221)
Educational Psychology (Edu 2031)
Edu 2032 – Certification Field Experience II
Mathematics (Mat 1181)
Philosophy I

Sophomore Year

Fall

Educ of Special Learner (Spe 2111)
Literature (5th Lit) – (or 3rd Language, if required)
Theology 1st level
Western Civilization (His 1011)
Elective (minor)

*Apply to teacher certification programs if requirements met – See Advisor
Requires GPA 3.0 – Education GPA 3.0 and passing scores PPST, (Reading, Writing and Math)*

Spring

Western Civilization (His 1021)
Reading Literature I (Edu 2241)
Math in Elementary School (Edu 2261)
Philosophy 2nd level
Elective (minor)

Junior Year

Fall

Reading Literature II (Edu 2251)
*Edu 2252 - Elementary Pedagogy Field Experience
2271)*
Science (GER)
Elective (minor)
Theology 2nd level
Science in Elementary School (Edu 2281)
*Apply to student teach for Fall semester of senior year to
the Director of Student Teaching (B/L 310)*

Spring

Science (GER)
Social Studies in Elem School (Edu
U.S. History (His 1031 or 1041)
Philosophy 3rd level
Elective (minor)
*Continue with PRAXIS Testing: Fundamental Subjects:
Content Knowledge*

Senior Year

Fall

Student Teaching (Edu 2901) (4 courses)
Creative Expressions (Edu 2291)
Complete PRAXIS Testing in Specialty Areas

Spring

Theology 3rd level
Suggested Electives
Inclusive Classroom Mgmt (Spe 2141)
Computers for Educators (Edu 2581)
Perspectives of Women (Edu 2601)
Elective (minor)

**ELEMENTARY EDUCATION
MAJOR OPTION #2 (2009-2010)**

With modifications in junior and senior years, if needed
Content Minor Recommended

Freshman Year

Fall

English (Eng 1001)
Language (ML 1211)
Western Civilization (His 1011)
Mathematics (Mat 1011)
Psychology (Psy 1011)

Spring

English (Eng 1021)
Language (ML 1221)
Western Civilization (His 1021)
Mathematics (Mat 1181)
Schools in Society (Edu 1011)
Edu 1012 – Certification Field Experience I

Sophomore Year

Fall

Educational Psychology (Edu 2031)
Edu 2032 - Certification Field Experience II
Literature (5th Lit) or 3rd Foreign Language (if required)
Theology 1st level
Elective (minor)
U.S. History (His 1031 or 1041)
Apply to teacher certification programs if requirements met – See Advisor
Requires PPST (Reading, Writing and Math)
3.0 GPA; Education GPA 3.0

Spring

Special Learners (Spe 2111)
Reading Literature I (Edu 2241)
Elective (minor)
Philosophy 1st level
Theology 2nd level

Junior Year

Fall

Reading Literature II (Edu 2251)
Edu 2252 – Elementary Pedagogy Field Experience
Science GER
Elective (minor)
Philosophy 2nd level
Social Studies in Elementary School (Edu 2271)

Spring

Math in Elementary School (Edu 2261)
Science in Elem School (Edu 2281)
Science GER
Philosophy 3rd level
Elective (minor)
*Continue with PRAXIS Testing-Fundamental Subjects:
Content Knowledge*
*Apply to student teaching for Spring semester of senior
year to the Director of Student Teaching (B/L 310)*

Senior Year

Fall

Theology 3rd level
Elective (minor)
Creative Expression (Edu 2091)
Suggested Electives
Inclusive Classroom Management (Spe 2141)
Computers for Educators (Edu 2581)

Spring

Student Teaching (Edu 2901) (4 courses)
Elective (minor)
Complete PRAXIS Testing in Speciality Areas

Recommended Course Sequences
ELEMENTARY EDUCATION/SPECIAL EDUCATION
MAJOR OPTION #1 (2009-2010)

With modifications in junior and senior years, if needed

Freshman Year

Fall

English (Eng 1001)
 Language (ML 1211)
 Schools in Society (Edu 1011)
Edu 1012 – Certification Field Experience I
 Mathematics (Mat 1011)
 Psychology (Psy 1011)

Spring

English (Eng 1021)
 Language (ML 1221)
 Educational Psychology (Edu 2031)
Edu 2032 – Certification Field Experience II
 Mathematics (Mat 1181)
 Philosophy 1st level

Sophomore Year

Fall

Educ of Special Learner (Spe 2111)
 Literature (5th Lit) – (or 3rd Language, if required)
 Theology 1st level
Experience
 Reading Literature I (Edu 2241)
 Western Civilization I (His 1011)
*Apply to teacher certification programs if requirements met –
 See Advisor-Requires GPA 3.0 and passing scores PPST
 (Reading, Writing and Math)*

Spring

Western Civilization II (His 1021)
 Reading Literature II (Edu 2251)
Edu 2252 – Elementary Pedagogy Field
 Philosophy 2nd level
 Teaching Tech in Sped (Spe 2191)
 Special Educ Diagnosis (Spe 2171)

Junior Year

Fall

Science (GER)
 Theology 2nd level
 Moderate to Profound (Spe 2181)
Spe 2152 – Spec Educ Field Experience I
 Math in Elem School (Edu 2261)
 Science in Elementary School (Edu 2281)
*PRAXIS Test: Fundamental Subjects Content Knowledge
 Apply to student teaching for Fall semester of senior
 year to the Director of Student Teaching (B/L 310)*

Spring

Social Studies in Elem School (Edu 2271)
 Philosophy 3rd level
 Inclusive Classroom Mgt (Spe 2141)
Spe 2162 - Spec Ed Field Experience II
 Science (GER)
 U.S. History (His 1031 or 1041)

Senior Year

Fall

Student Teaching (Edu 2921) (4 courses)
Suggested Elective
 Family, School & Community (Spe 2131)
*Complete PRAXIS Testing in SpecialityArea:
 Special Education: Core Knowledge*

Spring

Theology 3rd level
 Literature (5th Lit) or Elective
 Psych of Reading (Edu 4415) (5 yr only)
 Elective
 Elective

Recommended Course Sequence

**ELEMENTARY EDUCATION/SPECIAL EDUCATION
MAJOR OPTION #2 (2009-2010)**

With modifications in junior and senior years, if needed

Freshman Year

Fall

English (Eng 1011)
Language (ML 1211)
Western Civilization (His 1011)
Mathematics (Mat 1011)
Psychology (Psy 1011)

Spring

English (Eng 1021)
Language (ML 1221)
Schools in Society (Edu 1011)
Edu 2012 – Certification Lab I
Mathematics (Mat 1181)
Western Civilization (His 1021)

Sophomore Year

Fall

Educational Psychology (Edu 2011)
Edu 2032-Certification Lab II
Literature (5th Lit) – (or 3rd Language, if required)
Philosophy 1st level
U.S. History (His 1031 or 1041)
Elective

Apply to teacher certification programs if requirements met – See Advisor
Requires GPA 3.0 and passing scores PPST (Reading, Writing and Math)

Spring

Educ of Special Learner (Spe 2111)
Theology 1st level
Reading Literature I (Edu 2241)
Philosophy 2nd level
Elective

Junior Year

Fall

Science (GER)
Philosophy 3rd level
Reading Literature II (Edu 2251)
Edu 2252- Elementary Pedagogy Lab
Teaching Tech in Sped (Spe 2191)
Spec Educ Diagnosis (Spe 2171)

Spring

Science (GER)
Theology 2nd level
Moderate to Profound (Spe 2181)
Spe 2152 – Spec Educ Lab I
Literature (5th Lit) or Elective
Science in Elementary School (Edu 2281)
*Continue with PRAXIS Testing: Fundamental Subjects
Content Knowledge*
*Apply to student teach for Spring semester of senior
year to the Director of Student Teaching (B/L 310)*

Senior Year

Fall

Social Studies in Elem School (Edu 2271)
Math in Elem School (Edu 2261)
Theology 3rd level
Psych of Reading (Edu 4415) (5 yr only)
Inclusive Class Mgmt (Spe 2141)
Spe 2162 - Spec Educ Lab II

Spring

Student Teaching (Edu 2921) (4 courses)
Suggested Elective
Family, School & Com. Res. (Spe 2131)
*Complete PRAXIS Testing in SpecialityArea:
Special Education: Core Knowledge*

The Education Minor

Students wishing to teach at the secondary level, grades 7-12, will major in one of the content fields and minor in Education. Foreign Language certification is for grades K-12.

Note: The requirements for University College students are the same as for those in the College of Arts and Sciences; however, course numbers differ. Please consult the University College catalogue and advisement sheets for the correct course numbers.

I. The Secondary Education Minor for Grades 7-12 and for Foreign Language, Grades K-12

The undergraduate Education Minor prepares students to become certified in one of the following content fields: biology, physics, chemistry, general science, English, French, German, Classics, Spanish, Italian, mathematics, and history (citizenship).

Program of Studies:

Requirements are outlined below. See the College of Arts and Sciences and University College catalogues for more detail.

Students must complete a total of 120 credits, usually comprised of 40, 3-credit courses. Education “field experiences” do not count as credits towards this total.

- **GER Common Courses:** 6 courses; same as Elementary Education – see above.
- **GER University Distribution:** 14 courses; same as Elementary Education – see above.
- **GER Electives:** Many of the Education courses are taken in place of electives. Usually there is little or no room in a student’s program to take electives unless the student wishes to exceed program requirements.
- **Major Concentration:** See requirements for the content field major.
- **Minor Concentration:** 9 courses (Student Teaching course counts as four courses). Note: There are three field experiences required.

EDU 1101-1012	Schools in Society and Field Experience
EDU 2031-2032	Educational Psychology and Field Experience (PSY 1011 is prerequisite)
SPE 2111	Education of the Special Learner
EDU 2311	Reading in the Content Areas

One of the following five:

- EDU 2321-2322 Instructional Techniques for English and Field Experience
- EDU 2331-2332 Instructional Techniques for Social Studies and Field Exp.
- EDU 2341-2342 Instructional Techniques for Foreign Languages and Field Exp.
- EDU 2351-2352 Instructional Techniques for Mathematics and Field Exp.
- EDU 2361-2362 Instructional Techniques for Science and Field Experience
- EDU 2921 Secondary Student Teaching (equivalent to four courses, 12 credits; includes once-a-week seminar class)
See the Student Teaching section of this Handbook for further information regarding the Student Teaching course.

English and Foreign Language majors are also required to take one of the following linguistics courses:

- LIN 2201 Basic Linguistics
- LIN 2331 Language Development
- LIN 2371 Linguistics and Selected Topics in Education (EDU 4195)

Note: Although grades of D or D+ will count towards graduation requirements, anyone earning a grade of less than C- in an Education course must retake the course in order for it to be accepted as part of the teacher certification program.

Admission into the Certification Program for Education Minors:

Students who are minoring in Secondary Education and who wish to become certified to teach in Pennsylvania must apply for admissions into the certification program. The requirements include those listed above for Elementary Education. However, an additional requirement is that the student must maintain at least a 2.7 in his or her *major field* in order to be eligible to student teach. Students should apply for admission through their Education advisor. *Please note that although a student may be admitted as one of up to 10% in a given year who have less than a 3.0 GPA (see explanation in the Overview section of this Handbook), once admitted, the overall GPA requirement of 3.0 must be attained by the end of the program to be eligible for certification.*

**Generic Course Advisement Sheet
Secondary Education Minors
2009-2010**

Note: This is a generic advisement sheet for the secondary minor. Sheets for individual programs that list the courses required for the major are available from the major department and from the Education Department; they are too numerous to include in this handbook

Name _____
ID # _____
Advisor _____

General Education Requirements (GER)

Language/Literature

____ English 1011
____ English 1021
____ Modern Language 1211
____ Modern Language 1221
____ Language/Lit./Classics course

Theology/Philosophy

____ Theology 11__
____ Theology 15__
____ Theology 2__
____ Philosophy 1011
____ Philosophy 1031 or 103
____ Philosophy 20__

Social Sciences

____ Psychology 1011

History

____ History 1011
____ History 1021

courses)

Mathematics

____ Mathematics____
____ Mathematics____

Natural Sciences

____ (1) ____
____ (2) ____

Total: 20

Note: Three of the Education courses have field experiences attached to them. They are required field experiences and are assigned one credit each, but they do not count as credits towards graduation. **In 2008, the Pennsylvania Department of Education has revised and approved significant changes in its definitions and requirements for professional teacher certifications. These revisions are effective for students who apply for certification beginning January 1, 2013. If you do not complete your degree requirements and obtain your initial Teacher Certification in Pennsylvania during 2012, you will be responsible to meet the new state requirements.

Major Courses/Electives

Minor in Education Courses

____ (1) EDU 1011/1012
____ (2) EDU 2031/2032
____ (3) EDU 2111
____ (4) EDU 2311
____ (5) EDU 2321/2322, 2331/2332,
2341/2342, 2351/2352, or
2361/2362 (depending on content
area)
____ (6, 7, 8, 9) EDU 2911(St. Tch: 4

Total: 20

Timeline for Education Majors and Minors

The following timeline presents a sequence of activities that are important for successfully completing a degree program and becoming certified to teach. Students will want to review this timeline regularly to make certain that nothing has been overlooked. Many of the activities in this list are also listed in the advising section of this *Handbook*.

1. Freshman year

- Meet with advisor to review the entire four year program, making certain that all GER and Education requirements are understood. Consult the sample course sequences as well as the general advising sheet, copies of which are included in this *Handbook*. Also review requirements for the contents of the student portfolio and the Exit Outcomes for the certification program.
- Review with advisor how GPA is determined and especially the grades that are necessary to achieve the 3.0 GPA that is required for acceptance into a certification program and for becoming certified upon completion of the program.
- Apply for criminal and child abuse clearances necessary for visiting the schools for field experiences. These must be renewed each calendar year. Forms are available in the Education Office.
- Review with advisor the required Praxis tests and make plans to take the PPST Reading, Writing, and Mathematics tests in the spring. Get registration booklet from Education Office.
- Schedule the first Education course, Schools in Society, for the Spring semester and Educational Psychology for the Fall semester of the sophomore year. In planning one's schedule of courses, make certain that the two English courses and the two mathematics courses required for admission into a certification program will have been completed by the end of the Fall semester of the sophomore year. These meet GER requirements in those fields.
- Meet with advisor following the issuing of quarterly grade reports to discuss any difficulties and ways of dealing with them.

2. Sophomore year

- Plan to have completed all three Foundations courses – Schools in Society/Field Experience, Educational Psychology/Field Experience, and Education of the Special Learner – by the end of the year. Consult suggested course sequences in this *Handbook* for recommendations for when to take other Education and GER courses.
- Make certain that criminal and child abuse clearances are current.
- Once Fall transcripts are received, apply for admission into a certification program if eligible. Requirements include 47 credits, a 3.0 GPA, at least an average grade of B- for Schools in Society and Educational Psychology, passing scores for the three PPST Praxis tests, and six credits (two courses) each in English and mathematics. A limited number of

students who are not eligible may appeal to be accepted based on other criteria (see “Overview” and “Application for Program Admission” sections of this Handbook). Three-copy admissions forms are to be completed with one’s advisor. Once a copy of the completed form is sent to the Education Department office, the student will receive a letter of acceptance into the program.

- If the GPA is below 3.0, consider whether or not to continue planning to become certified to teach. This decision involves a careful review of what will be necessary to meet the requirement and whether or not this appears possible given the courses that remain and the ability of the student to raise his or her GPA to the required level.
- Review plans to take the remaining Praxis tests required for the area of certification.
- Update the student portfolio and review progress toward meeting Exit Outcomes.
- Plan junior year schedule of courses, making certain that all requirements will have been met prior to student teaching. Determine whether a “fifth” course will be taken simultaneously with the student teaching course in the senior year (student teaching counts as four courses) or, if not, whether it will be taken during the summer or as an overload one semester in order to have completed 40 courses by the end of the four years.

3. Junior year

- Students who did not meet all certification program entrance requirements at the end of the Fall semester but meet them at the end of the Spring semester should schedule a meeting with their advisor at the beginning of the junior year to complete and submit the application form.
- Carefully review progress towards meeting all Education and GER requirements, including completion of Education courses prior to student teaching. Determine current GPA, making certain that it is still at or above the required 3.0. If it is not, determine what grades will be necessary to raise the GPA to 3.0 in order to qualify for certification at the end of the program.
- Determine which Praxis tests will be taken this year and when. Get registration booklet from Education Office, which lists all testing dates.
- Update criminal and child abuse clearances as necessary.
- If previously admitted to a certification program, apply for student teaching based on the deadlines listed in the application packets available in the Education Office.
- Update the student portfolio, reviewing the fifteen Learning Principles to make certain that all will have been achieved by the end of the program.

4. Senior year

- Complete remaining Praxis tests and make certain that all score reports have been sent to SJU.
- Make certain that criminal and child abuse clearances are up to date prior to student teaching.
- Successfully complete student teaching, adding to the student portfolio those items from this experience that meet particular Learning Principles.
- Complete all course work for the major, minor (if applicable), and the GER, achieving a final GPA of 3.0 or better for at least 40 courses.
- Have a final conference with one's advisor to verify that all Learning Principles and Program Guidelines have been met.
- Once transcripts are issued, apply for certification. The Education Office will verify that all requirements, including the 3.0 GPA, have been met. Application forms for certification will be distributed in the student teaching seminar class but are also available in the Education Office.

Pennsylvania Teacher Certification: Required PRAXIS Exams

ELEMENTARY (K-6)

PRAXIS Test	Test Code	Timeline	Passing Score
PPST: Reading	0710	Sophomore Year	172
PPST: Writing	0720	Sophomore Year	173
PPST: Math	0730	Sophomore Year	173
Fundamental Subjects: Content Knowledge	0511	Junior Year	150
Elementary Education: Curriculum Instruction and Assessment	0011	Senior Year	168

ELEMENTARY/SPECIAL EDUCATION (K-6/N-12)

PRAXIS Test	Test Code	Timeline	Passing Score
PPST: Reading	0710	Sophomore Year	172
PPST: Writing	0720	Sophomore Year	173
PPST: Math	0730	Sophomore Year	173
Fundamental Subjects: Content Knowledge	0511	Junior Year	150
Elementary Education: Curriculum Instruction and Assessment	0011	Senior Year	168
Education of Exceptional Students: Core Content Knowledge	0353	Senior Year	136

SECONDARY EDUCATION

PRAXIS Test	Test Code	Timeline	Passing Score
PPST: Reading	0710	Sophomore Year	172
PPST: Writing	0720	Sophomore Year	173
PPST: Math	0730	Sophomore Year	173
*Fundamental Subjects: Content Knowledge	0511	Junior Year	150
Major Content Area Test		Senior Year	

*For K-12 certifications

Student Advising

All students are assigned an advisor for the four undergraduate years. This faculty member will be very helpful in guiding the student through the program, making certain that all program requirements are met, that any difficulties are dealt with, and that wise choices are made each step of the way. Advisors post their office hours. Times when it is particularly important to see one's advisor are the following:

1. Freshman year

- To become acquainted and to review the four year program.
- To deal with any academic difficulties as quarterly reports are issued.
- To make a tentative plan regarding the sequencing of courses, beginning with the Foundation courses.
- At the end of the Fall semester, to agree on Spring course selection.
- To review Praxis test requirements and to plan to take the initial PPST tests.
- Near the end of the Spring semester, to review progress made towards meeting requirements for acceptance into a certification program.
- To discuss the responsibility of maintaining the student portfolio and the achievement of the fifteen Learning Principles.

2. Sophomore year

- At the beginning of the year, to review any changes that might be necessary in course selections for the Fall.
- To discuss what Praxis tests will be taken, if any, this year.
- At the end of the Fall semester or at the beginning of the Spring semester, to review eligibility for admission into a certification program; if eligible, complete with the advisor the application for admissions into one of the certification programs.
- At the end of the Fall semester, to agree on Spring course selections, making certain that required Education courses and General Education Requirement (GER) courses continue to be selected as part of an overall plan for the four years.
- To discuss the 40 course requirement and the question of whether to plan to take one course simultaneously with student teaching (which counts as four courses) or, instead, to plan to take an extra course one semester or in the summer so that 40 three-credit courses will be completed in four years.
- To review the student portfolio, making certain it is up to date and includes the appropriate material.

3. Junior year

- At the beginning of the year, to review any necessary course changes, making certain that the overall plan for successful program completion is being followed.
- To plan to take certain Praxis tests during the year.
- At the end of the Fall semester, to review the GPA, making certain that it is still at the 3.0 level . If it is not, to discuss grades necessary to raise it to the required level.
- Depending on which semester in the senior year the student plans to student teach, to agree on when the student teaching application will be submitted and to discuss any issues related to the upcoming student teaching experience.
- To make certain that the student portfolio is up to date and includes the appropriate material.
- If interested, submit application to five year B.S./M.S. program that provides certification in Reading (K-12), as well as in Elementary and Special Education (K-12).

4. Senior year

- To review the GPA, making certain that it will be high enough for certification.
- To make certain that all required Praxis tests will have been successfully completed by the end of the year.
- To review the student portfolio, making certain that it includes the appropriate Exit Outcomes material.
- To conduct a final conference that includes making certain that all Exit Outcomes have been met and that the student is ready to apply for certification.

In this handbook, you will find copies of the *Course Advisement Sheets*, *Recommended Course Sequences*, and the *Application for Admission to a Certification Program*. Information regarding Praxis tests can be obtained from the Education Department website, as can the application for student teaching and, once the program is completed, the application for certification.

Pre-Student Teaching Field Experiences

All undergraduate Education majors and minors engage in field experiences prior to student teaching so that they can relate theory to practice and begin to understand the many issues that must be addressed in order to become an effective teacher. These field experiences are described below. *At least one of the field experiences must be conducted in a school in an urban or ethnically diverse setting.* Such schools may be in or outside of Philadelphia as long as they have an ethnically diverse population and students from lower socio-economic levels. If a student wishes, all three field experiences as well as student teaching may be completed in this type of setting.

1. Elementary Education Majors

Elementary Education majors enroll in three field experiences, each of which accompanies a specific course. The first field experience is taken with Schools in Society; the second with Educational Psychology; and the third with Reading/Literature II. Each field experience is assigned one credit, but they do *not* count towards the 120 credits required for graduation. However, they are included when totaling course credits towards the 47 credits required for acceptance into the teacher certification program.

Schools in Society Field Experience

This is a six week, 18-hour field experience, and students conduct *six* “interactive” observations. These include, but are not limited to, working with small groups or at learning centers, assisting in classroom management, and providing assistance to individual students. The content of the observations is determined by the course instructor.

Educational Psychology Field Experience

This is a ten week, 30-hour field experience. Students will be paired and will conduct *nine* interactive observations (see above) and either design, implement, and evaluate at least *one* whole or large group lesson or take over some academic activity that provides experience in direct interaction with large groups of students from the front of the class. Feedback will be provided by the student’s partner and the co-operating teacher. The content of the observations and lessons is determined by the course instructor. It includes interactive observations that contrast normal development with that of a child with special needs and an interview with the teacher regarding adaptations he or she makes to meet the needs of special needs students.

Reading/Literature II Field Experience

This is a ten week, 30-hour field experience. Students conduct *eight* interactive observations and design, implement, and evaluate *one* small group lesson *and one* whole or large group lesson during the ten weeks. The content of the observations and lessons is determined by the course instructor. Student assignments will be in grades 3-6.

2. Elementary/Special Education (K-12) Dual Majors

Students majoring in both Elementary and Special Education take the three field experiences described above, as well as two Special Education field experiences – Special Education Field Experience I and Field Experience II.

Special Education Field Experience I

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.

Special Education Field Experience II

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 change plan and report their results.

3. Secondary Education Minors

Secondary Education minors enroll in the Schools in Society and Educational Psychology field experiences. They complete the same requirements for both field experiences as do Elementary majors (see above for details). In addition, they enroll in a field experience to accompany their content specific methods course, entitled at the undergraduate level, "Instructional Techniques for [content area]".

Instructional Techniques for [content area] Field Experience

This is a ten week, 30-hour field experience. Students conduct *eight* interactive observations, which include, but are not limited to, working with small groups, assisting in classroom management, and providing assistance to individual students. In addition, they design, implement, and evaluate at least *two* lessons with the entire class. These observations and lessons are directly connected to the content of the methods course to which the field experience is attached; their content is determined by the instructor of the course.

Lesson Plans: Content and Format

The lesson plan form on the following page is the official Education Department format that will be used for all courses, field experiences, and student teaching. Students will find that different K-12 schools use various types of lesson plans. However, while at SJU students should use this one; it addresses topics the Education Department believes are important for all students to consider as they plan for instruction. Although the following format has been placed on one page, it is not assumed that lesson plans will necessarily be only one page in length. More experienced teachers often internalize much of their planning and write fairly short plans. However, less experienced teachers will find that the process of writing out fully developed plans facilitates thinking about the many choices that confront them in each part of the lesson. The different sections of the SJU lesson plan form are as follows:

- **Goals** refer to broader and more long-term curriculum aims, while **Instructional Objectives** refers to the outcomes for a particular lesson that help student achieve the curriculum goals. For example, “demonstrates a greater interest in reading self-selected books” might be a year-long goal to which a given lesson contributes, while “describes similarities and differences between a character in a self-selected book and someone the student knows in real life” might be an instructional objective for a particular reading lesson that supports this goal.
- **Content** consists of the specific concepts, skills, processes, and information that will be taught in the lesson and is often correlated to academic standards, such as Pennsylvania’s Chapter 4 standards for K-12 and those of the professional organizations (e.g., National Council of Teachers of Mathematics).
- **Teaching Procedures** comprise the methods or pedagogy used to assist students in attaining the lesson’s objectives and the goals. It is helpful to think of these procedures as consisting of three types – introductory, developmental, and closure.
- **Materials** comprise texts, technology, handouts, art work, hands-on objects, and other items that the teacher uses as means for supporting the teaching procedures.
- **Accommodations and Modifications** describes the special adaptations the teacher makes in the lesson to meet the needs of students with exceptionalities and/or who represent diverse cultures. These may include different materials, special teaching methods and grouping arrangements, peer support, and other differentiated teaching plans.
- **Assessment Strategies** includes the different means by which the teacher will determine whether or not the lesson’s objectives are being met. These consist of informal methods of checking for understanding during the lesson and at its end, as well as through any formal testing that might be appropriate. The teacher

- **Lesson Evaluation** is devoted to the teacher reflecting upon the success of the lesson in relation to its goals and objectives. The student evaluates the teaching procedures, accommodations and modifications, materials, and assessment strategies for their effectiveness. The objectives and goals themselves should also be evaluated for their appropriateness.

DAILY LESSON PLAN

Student _____ Subject _____

Date _____ Grade(s) _____ Cooperating Teacher's Initials _____

I. Goals

II. Instructional Objectives

III. Content

IV. Teaching Procedures

A. Introductory

B. Developmental

C. Closure

V. Materials

VI. Accommodations and Modifications

VII. Assessment Strategies

VIII. Lesson Evaluation

Student Education Organizations

Students are encouraged to join the student pre-professional organizations described below. This is an important way to become more familiar with teaching as a profession, to provide service to the local community, to learn more about educational issues and opportunities, and to be in touch with resources that support one's teaching career.

- **The Education Society**

The Education Society is open to all Education majors; it provides educational and professional services to students by sponsoring speakers and activities designed to help the local community. The Society also provides an advisory function; incoming freshmen members are provided with upper class mentors who answer questions and keep freshmen aware of upcoming campus education-related events. By becoming a member, a student becomes more aware of and knowledgeable about the field of Education and makes more connections with the Education Department's staff and faculty. The Society meets once a month.

- **Kappa Delta Pi**

Knowledge – Duty – Power

Kappa Delta Pi is an international honor society in Education that is dedicated to scholarship and excellence. It elects to membership those who exhibit the ideals of scholarship (minimum of a 3.5 GPA), high personal standards, and promise in the teaching profession. As a member of Kappa Delta Pi one becomes part of a network of individuals who seek to enhance the continuous professional growth and leadership of its fellowship. The Tau Omega Chapter was founded at Saint Joseph's in 1994; each spring new members are selected and must participate in one of the two outreach activities supported by the Society. The first is *Reading Is Fun Week*, in which members travel to a local school or library to engage and support children in the reading process. The second is a *National Day of Service*, which is designed for members to focus especially on serving others within their communities. For the past three years our chapter has gone to the Don Guanella School in Springfield, PA, to assist with their annual flea market fund-raising event. The Society meets each semester.

- **Student Pennsylvania State Education Association (Student-PSEA)**

Student-PSEA is a pre-professional student association dedicated to advancing communication, leadership skills, and professional development among future educators across the Commonwealth. PSEA's mission is to advance quality public education for all students while fostering the dignity and worth of members through collective action. We have a wealth of resources and people dedicated to enriching each student's educational journey toward becoming a teacher. As part of our mission, the organization at SJU joins the 160,000 men and women in the state organization at a membership cost of \$19 per year. Although such problems

are not anticipated, during student teaching students are covered with insurance protection should any situations arise that would involve legal actions. The Association meets each semester.

- **Council for Exceptional Children-Student Chapter (CEC)**

The Council for Exceptional Children is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. The student CEC chapter at SJU supports programs that promote academics and socialization of adults and children in the surrounding communities.

- In addition to the above campus organizations, there are many other professional organizations with which students should become familiar, for example, the International Reading Association and the National Council of Teachers of Mathematics.

Student Teaching

Students usually student teach in the fall or spring semester of their senior year, unless the special circumstances of their academic history or schedule requires them to postpone doing so until the semester following graduation, when they may enroll in the post-baccalaureate program for the student teaching course. Student teaching is a 12 credit course consisting of classroom teaching and a weekly seminar class that meets with a University instructor to focus on student teaching issues and theory/practice connections. However, because of the PDE changes to teacher certification, students who postpone their student teaching to the semester following graduation, will be responsible to meet the new state requirements, and required to take additional course work.

Application and Placement

In order to be eligible to apply, students must have been accepted into the a certification program and be able to demonstrate that all required Education courses will have been completed prior to student teaching (exception: Elementary Education students may take Creative Expressions simultaneously with student teaching).

In most cases, students must apply at least eight months prior to the semester in which they plan to student teach; see the deadlines that are printed in the application booklet available in the Student Teaching Office. In addition to information regarding courses, grades, and placement preferences, the applicant provides a copy of his or her most recent transcript and a letter of introduction for the cooperating teacher(s), which will be sent to the teacher prior to the beginning of the student teaching assignment.

Student teaching placements are made throughout the semester prior to student teaching. Students must make certain that their criminal and child abuse clearances are current. Once a placement has been obtained, the student is notified by letter of the school, the grade and subject(s), and the name of the cooperating teacher(s). For dual majors, there may be a dual placement, with the student spending half of his or her time in one classroom and half in another.

The Student Teaching Course

The student teaching semester begins with a required meeting on the first day when the student teacher meets his or her supervisor and seminar instructor and reviews program expectations and guidelines. Supervisors observe the student throughout the semester using University and state approved standards. These standards are presented in detail in the *Student Teaching Handbook*, which all students receive on the first day of the semester.

All four of the key people involved – the student, the cooperating teacher, the supervisor, and the seminar instructor – communicate regarding the progress the student is making, formalizing this process at mid-semester and at the end of the semester with written reports in which strengths and areas for improvement are described. At these times, the

student writes a self-evaluation, while the supervisor and the cooperating teacher complete written evaluations. Copies of all three evaluations are then shared with the seminar teacher, who uses such feedback to help design the weekly seminar.

The course is fourteen weeks in length. Students who are ill or must otherwise be away from their assignment for more than one week will need to make up the missed time at the end of the semester. Students are expected to be on the job the entire day and participate in any meetings or other activities that their cooperating teacher is involved in unless they conflict with other University responsibilities.

The student teaching seminar meets once a week throughout the semester. Its purpose is to link theory and practice and to deal with classroom and school issues that student teachers experience in ways that help the students engage in productive reflection and planning. Some of the topics dealt with include lesson design, classroom management, group work, teaching methods, assessment, and individual differences.

The final grade for the Student Teaching course is determined by both the supervisor and the seminar instructor. Emphasis is placed on observed growth over the fourteen weeks. While the majority of the grade is based on the supervisor's recommendation, the seminar instructor's evaluation of the work completed for the seminar also has weight in determining the grade. Students must earn at least a C- in the course in order to be eligible for certification.

The *Student Teaching Handbook* provides considerably more detail on the above and should be carefully reviewed by students at the beginning of their student teaching semester.

State 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.

Following the listing of the fifteen learning principles is a section linking them with portfolio artifacts that have been identified for the various courses. An artifact is a student product, performance, project, paper, exam, or other demonstration of learning. During the four years, *each student must select for his or her portfolio a different artifact for each of the learning principles. Elementary/Special Education certification students must include at least five artifacts from special education courses. Secondary Education students have a separate list of artifacts based on their course requirements.* By reviewing the list of artifacts on the following pages, students can see what the various possibilities are for each learning principle. In some cases, an artifact may be appropriate for more than one, and the student can then decide to which it will be assigned. Moreover, an initial choice may be replaced with another choice later on that the student considers a better example of his or her work. Each course syllabus will include a page that correlates artifacts that will be completed in the course with the Learning Principles and course objectives. An example of the format for this syllabus page is at the end of this handbook.

The student's Education advisor will review the complete portfolio at the end of the senior year to verify that the student has met all of the learning principles. This portfolio is an important component of the Exit Outcomes required for successful completion of the program.

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 understand 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.

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.

Portfolio Artifacts for State and SJU Learning Principles

I. Elementary and Special Education

Introduction

An artifact is a student product, performance, project, paper, exam, or other demonstration of learning. *A student's portfolio should contain one example of each of the fifteen learning principles listed below by the time he or she completes the four year program. Students who are enrolled in the dual certification Elementary/Special Education program must include at least five artifacts from special education courses.* The first ten, presented in Part I below, are state learning principles; the next five, in Part II, are special ones identified by the Education Department as particularly important to us, given our mission and Jesuit values. While some of the SJU learning principles overlap those of the state, each presents a special emphasis for SJU students and teachers. Choices for the portfolio can be made at any time. *All fifteen artifacts must be different,* and in cases in which some are appropriate for more than one learning principle, the student decides to which it will be assigned. He or she may replace an initial choice for another one later on that the student considers a better example of his or her work.

**I. A. Portfolio Artifacts for State Learning Principles:
Elementary and Special Education**

State Learning Principle 1 – Knowledge of Subject Matter

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

Portfolio Artifacts:

A. Reading/Literature I

- Literacy position paper.
- Artifact demonstrating knowledge of concepts and structure, e.g., theoretical models, schema theory, analytic and synthetic theories of word learning, elements of the writing process.

B. Reading/Literature II

- Artifact demonstrating knowledge of key concepts and structure, e.g., literary elements in various genres, syntactic and morphological knowledge, grammatical and usage knowledge, knowledge of comprehension strategies.

C. Mathematics

- Artifact demonstrating knowledge of concepts and structure, e.g., fractional numbers, basic algebraic concepts as applied to arithmetic operations, probability, estimation, statistical approaches to data analysis.

D. Science

- Artifact demonstrating knowledge of concepts and structure, e.g., concepts and processes of earth/space, life, and physical sciences, anatomy and physiology, environmental concepts, nutrition and wellness.

E. Social Studies

- Artifact demonstrating knowledge of concepts and structure, e.g., civics concepts, citizenship education, global and multicultural cultures and literature, maps, globes, and time lines.

F. Creative Expressions

- Reflection paper on selected articles/chapters.

G. Severe and Profound

- A behavior change plan.

H. Special Education Field Experience I

- An analysis of student learning demonstrating knowledge of special education concepts/structures.

I. Special Education Field Experience II

- An analysis of student learning demonstrating knowledge of special education concepts/structures.

J. Student Teaching/Seminar

- Lesson and unit plans demonstrating knowledge of concepts and structure of the field (many possibilities).
- Supervisor's evaluations.
- Artifacts from teaching activities.

State Learning Principle 2 – Knowledge of Human Development and Learning

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

Portfolio Artifacts:

A. Educational Psychology/Field Experience

- An essay on theories of learning.
- Field experience report on evidence of learning theories and growth and age appropriate motor skills in class.

B. Education of the Special Learner

- An IEP.

C. Reading/Literature I

- A reflection paper on self learning.

D. Reading/Literature II Field Experience

- Report on observations and interactions with means for supporting students' literacy development.

E. Mathematics

- An inquiry-based lesson plan based on constructivist theory.

F. Social Studies

- A Dewey connection paper.
- A lesson plan reflecting knowledge of learner development.

G. Severe and Profound

- Report on hands-on experience with SOS students.

H. Special Education Field Experience I

- A report on field visits that reflects an understanding of developmental issues.

I. Special Education Field Experience II

- An IEP.

J. Student Teaching/Seminar

- Lesson plans.
- Supervisor's evaluations.
- Samples of student work.

State Learning Principle 3 - Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Portfolio Artifacts:

A. Educational Psychology Field Experience

- A constructivist lesson plan addressing diversity.

B. Education of the Special Learner

- A lesson plan with instructional adaptations.

C. Reading/Literature I

- A plan for adapting reading materials for diverse learners.
- A rewriting of tests to adapt to special needs.

D. Mathematics

- A lesson plan with adaptations for special learners.
- A remedial plan based upon error pattern analysis.

E. Creative Expressions

- Staff development artifacts that integrate the arts to meet students' diverse needs.

F. Diagnosis and Instruction

- Conduct a student assessment and develop report.

G. Severe and Profound

- A behavior change plan.

H. Teaching Techniques in Special Education

- A remedial plan based upon analysis of case studies.
- A demonstration lesson.

I. Special Education Field Experience I

- A case study.

J. Special Education Field Experience II

- Instructional adaptations.
- Lesson plans.

K. Student Teaching/Seminar

- Lesson plans that include specific accommodations for meeting individual needs.
- Supervisor's evaluations that address student teacher's attention to these needs.

State 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.

Portfolio Artifacts:

A. Education of the Special Learner

- A lesson plan including instructional adaptations.

B. Reading/Literature I

- LEA/DRTA lesson plan.
- Position paper.
- Paper on use of multicultural literature.

C. Reading/Literature II

- Instructional materials created using computer drawing tools and other AV resources.

D. Mathematics

- Peer teaching lesson plan incorporating multiple strategies.

E. Science

- A PowerPoint presentation.

F. Social Studies

- Project notebooks.
- A learning center.
- A philosophy paper.

G. Creative Expressions

- A group thematic unit plan.
- Creative teaching ideas from peers.

H. Severe and Profound

- Report on hands-on experience with SOS students.
- Case studies.

I. Student Teaching/Seminar

- Lesson and unit plans.
- Supervisor's evaluations.
- Examples of student work.

State 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.

Portfolio Artifacts:

A. Schools in Society Field Experience

- Report on analysis of classroom environment.

B. Educational Psychology/Field Experience

- A lesson plan creating a physical and emotional environment conducive to learning.
- Field experience: Reports on evidence of above.

C. Reading/Literature I

- A position paper.
- A weekly schedule.

D. Reading/Literature II Field Experience

- Reports on evidence of teacher creating classroom environment conducive to learning.

E. Social Studies

- A position on classroom management.

F. Severe and Profound

- A behavior change plan.
- Case studies.

G. Inclusive Classroom Management

- A multi-component, skills based intervention plan.
- A report on a review of research on specific problem behaviors and appropriate interventions.

H. Special Education Field Experience I

- A reflective paper that analyzes behavior and management issues.

I. Special Education Field Experience II

- A sociogram.
- A functional behavior analysis.

J. Student Teaching/Seminar

- Lesson plans with goals reflecting high expectations and standards of conduct.
- Supervisor's evaluations.

State Learning Principle 6 – Communication Skills

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

Portfolio Artifacts:

A. Education of the Special Learner

- An augmentative communication study.

B. Reading/Literature I

- Feedback on and self-analysis of communication skills used in promoting active learning.

C. Reading/Literature II/Field Experience

- Feedback on and self-analysis of communication skills used in promoting active learning.

D. Mathematics

- Feedback on and self-analysis of communication skills used in promoting active learning.
- A bulletin board that effectively communicates math information/concepts/skills.

E. Science

- Feedback on and self-analysis of communication skills used in promoting active learning.
- A bulletin board that effectively communicates science information and concepts.

F. Social Studies

- Feedback on and self-analysis of communication skills used in promoting active learning.

G. Severe and Profound

- An assistive technology research paper.

H. Special Education Field Experience II

- Lesson and unit plans.

I. Student Teaching/Seminar

- Lesson and unit plans.
- Supervisor's evaluations.
- Photos of related activities.

State Learning Principle 7 – Instructional Planning Skills

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

Portfolio Artifacts:

A. Educational Psychology/Field Experience

- A constructivist-based lesson plan.
- Reports on evidence of above in classroom observations.

B. Education of the Special Learner

- An inclusion research paper.

C. Reading/Literature I

- A position paper.
- A weekly schedule.
- Lesson plans.

D. Reading/Literature II/Field Experience

- Literature units that enhance multidisciplinary curriculum integration.
- Use of multidisciplinary plans in field Experience teaching.
- Report on use of multidisciplinary curriculum in classroom observations.

E. Mathematics

- An inquiry-based lesson plan using constructivist learning theory.

F. Science

- A unit plan with bulletin board and picture.

G. Social Studies

- Lesson and unit plans.

H. Creative Expressions

- Lesson and unit plans.

I. Severe and Profound

- A behavior change plan.
- Case studies.

J. Special Education Field Experience II

- A sociogram.
- Lesson plans.

K. Student Teaching/Seminar

- Lesson and unit plans.

State Learning Principle 8 – Assessment of Student Learning

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

Portfolio Artifacts:

A. Educational Psychology Field Experience

- Observe use of alternative forms of assessment and use of tracking and labeling.

B. Education of the Special Learner

- A behavior plan.
- Part of an IEP.

C. Reading/Literature I

- Various assessments developed for emergent, beginning, and intermediate readers.

D. Reading/Literature II/Field Experience

- Prepared assignments dealing with different assessment techniques.
- Report on classroom observations of the range of assessment instruments and issues.

E. Mathematics

- Prepared assignments involving the design of test items, rubrics, error analysis protocols.
- A diagnosis of error patterns.

F. Science

- An assessment plan as part of an instructional unit.

G. Severe and Profound

- A functional behavior analysis.
- Interest/values inventories.

H. Special Education Diagnosis

- Comprehensive report and IEP developed as a result of administering a comprehensive test battery.
- A Functional Behavioral Assessment.

I. Special Education Field Experience II

- An analysis of student learning.
- Curriculum-based assessment.

J. Student Teaching/Seminar

- Examples of assessment instruments, including rubrics.
- Lesson plans aligned with formal, informal, and authentic assessments.

State 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.

Portfolio Artifacts:

A. Schools in Society/Field Experience

- Philosophy of education paper.
- A field experience observation paper of analysis and reflection.

B. Education of the Special Learner

- An inclusion research paper.

C. Reading/Literature I

- Learning logs.
- Presentation of information from professional journals.

D. Reading/Literature II/Field Experience

- Reviews of several professional articles with one critiqued.
- Notes from interview with field experience teacher regarding how he or she benefits from professional journals and participating in professional organizations.

E. Creative Expressions

- Annotated bibliographies of teacher reference books, professional journals, and websites as sources of grade appropriate creative activities.

F. Severe and Profound

- Case studies.

G. Special Education Field Experience II

- Video-taped lesson and reflection.
- Journals.

H. Student Teaching/Seminar

- A resume.
- Self-evaluations at mid- and end of semester.

- Journals.
- Video-taped lessons and reflection.
- Supervisor’s evaluation regarding professional behavior and growth.
- Letters of reference.

State Learning Principle 10 – Partnerships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Portfolio Artifacts:

A. Educational Psychology

- Artifact demonstrating understanding of the different constituencies that make decisions in schools and of the different programs in which schools take part.

B. Education of the Special Learner

- Artifact demonstrating knowledge of programs and services available to individuals with disabilities and role of families in the special education process.
- Artifact describing the benefits of collaboration and teaming in IEP writing and instruction.

C. Family/Community Resources

- A report on resources available at local, state, and national levels.
- A plan for a parent workshop or other activities involving collaborating and communicating with parents and family members.

D. Special Education Field Experience II

- Journal entries discussing these relationships as observed and participated in.

E. Student Teaching/Seminar

- Examples of communications with families; field trips.
- Journal entries discussing these relationships.

**I. B. Portfolio Artifacts for SJU Learning Principles:
Elementary and Special Education**

SJU Learning Principle I – 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.

Portfolio Artifacts:

A. Schools and Society/Field Experience

- Reports on evidence of social justice and equity in the field experience classroom.

B. Educational Psychology Field Experience

- Report on classroom evidence of how learning development theories foster or limit democratic practices.

C. Education of the Special Learner

- Artifacts dealing with the ethical and moral responsibilities of individuals working with exceptional persons and/or the effects of discrimination and unfair practices in the education of these persons.

D. Social Studies

- Lesson plans that incorporate issues of equity and justice in America and the global arena.

E. Student Teaching/Seminar

- Supervisor's evaluations and self-evaluations in relation to student's commitment to principles of justice and equity in the classroom.
- Journals that address these issues.

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.

Portfolio Artifacts:

A. Schools in Society/Field Experience

- Project on one of the following: gender, race, class, ethnicity.
- Artifact connecting personal experiences with schooling to gender, race, class, and ethnic differences.

B. Education of the Special Learner

- Report on community resources that support students with disabilities; interviews with personnel who provide services to these students.

C. Reading/Literature I

- Lesson plan focused on making connections between classroom literacy learning and student's real life experiences.

D. Reading/Literature II Field Experience

- Looks for evidence in field experience observations of community building activities.

E. Social Studies

- A critical assessment of home and community dynamics relative to gender, race, class, disability, and sexual orientation.

F. Student Teaching/Seminar

- Lesson plans reflect knowledge of the larger community and its resources and the need to attend to issues of gender, race, and class.

G. General (not in a course)

- Reflective report on engagement in multicultural campus events.

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.

Portfolio Artifacts:

A. Schools in Society

- A project based on educational theoretical paradigms.

B. Reading/Literature I

- Artifact comparing different models or paradigms of reading.

C. Reading/Literature II

- Artifact connecting theorists' conception of critical thinking to teaching and learning.

D. Mathematics

- A lesson plan that uses a constructivist approach with a hands-on approach and concept development strategies.

E. Social Studies

- Artifact explaining the relationship between the philosophy of seminal educational theorists and the teaching of social studies.

F. Student Teaching/Seminar

- Lesson plans incorporate different paradigms in the design of learning activities.

SJU Learning 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.

Portfolio Artifacts:

A. Educational Psychology

- An artifact that analyzes how different theories of learning and child development support teachers as reflective practitioners.

B. Education of the Special Learner

- A literature review of research on teaching practices used with students with disabilities.

C. Reading/Literature II

- A project that focuses on reader-response theory and literature learning, with reflection on one's personal growth during the project and how the learning will impact one's teaching.

D. Creative Expressions

- Prepares an annotated bibliography that includes books, journals, and websites for implementing art, music, movement, drama, etc., in teaching across the curriculum; connects research on the creative arts with classroom practice.

E. Student Teaching/Seminar

- Lesson plans and teaching (as documented by supervisor) that reflects an understanding of the central concepts, tools of inquiry, and structure of the discipline, and the best practices that make them meaningful for students.
- Journals with reflections on relationships between theory and practice.

SJU Learning 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.

Portfolio Artifacts:

A. Schools in Society

- A lesson plan on an American education interdisciplinary topic, e.g., education and popular culture, education and gender; designs a learning center on a U.S. history topic.

B. Reading/Literature I

- An interdisciplinary lesson plan for teaching reading.

C. Reading/Literature II Field Experience

- Report on evidence of interdisciplinary teaching in field experience classroom.

D. Science

- An interdisciplinary unit linking math and science and weaving in history and biography.

E. Student Teaching/Seminar

- Lesson plan that integrates curriculum content, e.g., thematic or topical elements bringing together content from more than one subject area.

Portfolio Artifacts for State and SJU Learning Principles

II. Secondary Education

Introduction

An artifact is a student product, performance, project, paper, exam, or other demonstration of learning. *A student's portfolio should contain one example of each of the fifteen learning principles listed below by the time he or she completes the four year program.* The first ten, presented in Part I below, are state learning principles; the next five, in Part II, are special ones identified by the Education Department as particularly important to us, given our mission and Jesuit values. While some of the SJU learning principles overlap those of the state, each presents a special emphasis for SJU students and teachers. Most of the choices for the secondary student are from Education courses; however, if the student has an artifact from a major field content course that applies to one of the learning principles, it may be included in the portfolio. Choices for the portfolio can be made at any time. All fifteen artifacts must be different, and in cases in which some are appropriate for more than one learning principle, the student decides to which a particular one will be assigned. The student may replace an initial choice with another one later on that the student considers a better example of his or her work.

II. A. Portfolio Artifacts for State Learning Principles: Secondary Education

State Learning Principle 1 – Knowledge of Subject Matter

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

Portfolio Artifacts:

A. Required Major Field Course

- Any artifact from a required major field course that demonstrates mastery of one or more of the central concepts of the discipline or of its structure.

B. Instructional Techniques for [content field]/Field Experience

- A lesson or unit plan or other artifact that demonstrates mastery of one or more of the central concepts of the discipline or of its structure.
- A field experience report that demonstrates such understanding by perceptively analyzing the teacher's use of the central concepts, tools of inquiry, and structure of the discipline.

C. Student Teaching/Seminar

- Lesson and unit plans demonstrating knowledge of concepts and structure of the field (many possibilities).
- Supervisor's evaluations.
- Artifacts from teaching activities.

State Learning Principle 2 – Knowledge of Human Development and Learning

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

Portfolio Artifacts:

A. Educational Psychology/Field Experience

- An essay on theories of learning.
- Field experience report on evidence of learning theories and growth.

B. Education of the Special Learner

- An IEP for a secondary student.

C. Reading in the Content Areas

- A review of a textbook for the content field that includes an informed judgment about the appropriateness of the text given the students' developmental levels.
- A lesson or unit plan that includes attention to reading issues.

D. Instructional Techniques for [content field]/Field Experience

- A lesson plan or thematic unit that demonstrates an awareness of developmental factors that must be considered in order for teaching to be successful.
- A lesson plan taught in the field experience that reflects an awareness of the importance of developmental factors.

E. Student Teaching/Seminar

- Lesson plans that demonstrate an awareness of developmental factors.

- Supervisor’s evaluations.
- Samples of student work that reflect developmentally appropriate teaching and learning.

State Learning Principle 3 - Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Portfolio Artifacts:

A. Educational Psychology Field Experience

- A constructivist lesson plan addressing diversity.

B. Education of the Special Learner

- A lesson plan with instructional adaptations.

C. Reading in the Content Areas

- An action plan for struggling readers that takes into account their special needs.

D. Instructional Techniques for [content field/Field Experience]

- A lesson or unit plan that includes specific accommodations for the special needs of diverse learners.
- A lesson plan taught in the field Experience that includes adaptations for diverse learners.

E. Student Teaching/Seminar

- Lesson plans that include specific accommodations for meeting individual needs.
- Supervisor’s evaluations that address student teacher’s attention to these needs.

State 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.

Portfolio Artifacts:

A. Education of the Special Learner

- A lesson plan including instructional adaptations that promote these skills.

B. Reading in the Content Areas

- A lesson or unit plan that incorporates multiple instructional strategies related to reading the material in a manner that promote these skills.

C. Instructional Techniques for [content field]/Field Experience

- A lesson or unit plan that incorporates multiple instructional strategies for promoting these skills.
- A lesson plan taught in the field experience that incorporates multiple instructional strategies for promoting these skills.

D. Student Teaching/Seminar

- Lesson and unit plans.
- Supervisor’s evaluations.
- Examples of student work that reflect the use of multiple teaching strategies to promote these skills.

State 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.

Portfolio Artifacts:

A. Schools in Society Field Experience

- Report on analysis of classroom environment.

B. Educational Psychology/Field Experience

- A lesson plan creating a physical and emotional environment conducive to learning.
- Field experience: Reports on evidence of above.

C. Instructional Techniques for [content field]/Field Experience

- An artifact that presents an approach or a critique of approaches to the development of a positive learning environment in the content field.
- A field experience report on the classroom environment and the teacher's use of motivation to encourage positive interaction and active learning.

D. Student Teaching/Seminar

- Lesson plans with goals reflecting high expectations and standards of conduct.
- Supervisor's evaluations.

State Learning Principle 6 – Communication Skills

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

Portfolio Artifacts:

A. Education of the Special Learner

- An augmentative communication study.

B. Reading in the Content Areas

- A lesson plan that includes using these learning processes to strengthen reading skills.

C. Instructional Techniques for [content field]/Field Experience

- A lesson or unit plan that includes a focus on the use of effective communication techniques to foster these learning processes.
- A field experience report on the teacher's use of these techniques or a report on a lesson the student taught that analyzes the effectiveness of the use of these techniques to foster active, collaborative, and supportive learning.

D. Student Teaching/Seminar

- Lesson and unit plans that focus on these learning processes.
- Supervisor's evaluations.
- Photos of related activities.

State Learning Principle 7 – Instructional Planning Skills

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

Portfolio Artifacts:

A. Educational Psychology/Field Experience

- A constructivist-based lesson plan.
- Reports on evidence of above in classroom observations.

B. Education of the Special Learner

- An inclusion research paper.

C. Reading in the Content Areas

- A lesson or unit plan that reflects an understanding of the reading process and the needs of the students for whom it is intended.

D. Instructional Techniques for [content field]/Field Experience

- A lesson or unit plan that reflects an understanding of the subject matter, the students, the community (if a relevant issue), and curriculum goals.
- A report on the planning in evidence in the classroom being observed and the extent to which it addresses these issues.

E. Student Teaching/Seminar

- Lesson and unit plans that reflect a concern for these issues.

State Learning Principle 8 – Assessment of Student Learning

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

Portfolio Artifacts:

A. Educational Psychology Field Experience

- Observe use of alternative forms of assessment and use of tracking and labeling.

B. Education of the Special Learner

- A behavior plan.

C. Reading in the Content Fields

- Artifacts that include the implementation of a variety of assessment methods for measuring student learning in the content field.

D. Instructional Techniques for [content field]/Field Experience

- A lesson or unit plan that includes both formal and informal assessment strategies.
- A report on the use of various assessment strategies in the field experience classroom, including their use in the student's own teaching in that classroom.

E. Student Teaching/Seminar

- Examples of assessment instruments, including rubrics.
- Lesson plans aligned with formal, informal, and authentic assessments.

State 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.

Portfolio Artifacts:

A. Schools in Society/Field Experience

- Philosophy of education paper.
- A field experience observation paper of analysis and reflection.

B. Education of the Special Learner

- An inclusion research paper.

C. Reading in the Content Areas

- An analysis of journal articles dealing with content area reading.

D. Instructional Techniques for [content field]/Field Experience

- An artifact demonstrating knowledge of research in the field or professional organizations, or knowledge gained from other actively sought out educational experiences.
- A field experience report dealing with an analysis of one's own teaching in the field experience assignment and what has been learned from the experience.

E. Student Teaching/Seminar

- A resume.
- Self-evaluations at mid- and end of semester.
- Journals.
- Video-taped lessons and reflection.
- Supervisor's evaluation regarding professional behavior and growth.
- Letters of reference.

State Learning Principle 10 – Partnerships

- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Portfolio Artifacts:

A. Educational Psychology

- Artifact demonstrating understanding of the different constituencies that make decisions in schools and of the different programs in which schools take part.

B. Education of the Special Learner

- Artifact demonstrating knowledge of programs and services available to individuals with disabilities and role of families in the special education process.
- Artifact describing the benefits of collaboration and teaming in IEP writing and instruction.

C. Instructional Techniques for [content field]/Field Experience

- A field experience report on relationships developed with other teachers and, if applicable, parents and community agencies, during the field experience experience.

D. Student Teaching/Seminar

- Examples of communications with families; field trips.
- Journal entries discussing these relationships.

II.B. SJU Portfolio Artifacts for SJU Learning Principles: Secondary Education

SJU Learning Principle I – 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.

Portfolio Artifacts:

A. Schools and Society/Field Experience

- Reports on evidence of social justice and equity in the field experience classroom.

B. Educational Psychology Field Experience

- Report on classroom evidence of how learning development theories foster or limit democratic practices.

C. Education of the Special Learner

- Artifacts dealing with the ethical and moral responsibilities of individuals working with exceptional persons and/or the effects of discrimination and unfair practices in the education of these persons.

D. Instructional Techniques for [content field]/Field Experience

- An artifact that highlights the goal of developing social justice and equity in the classroom.
- A field experience report that analyzes evidence of social justice and equity in the field experience classroom or a lesson plan that the student has taught that incorporates techniques designed to foster greater equity and justice in the classroom.

E. Student Teaching/Seminar

- Supervisor's evaluations and self-evaluations in relation to student's commitment to principles of justice and equity in the classroom.
- Journals that address these issues.

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.

Portfolio Artifacts:

A. Schools in Society/Field Experience

- Project on one of the following: gender, race, class, ethnicity.
- Artifact connecting personal experiences with schooling to gender, race, class, and ethnic differences.

B. Education of the Special Learner

- Report on community resources that support students with disabilities; interviews with personnel who provide services to these students.

C. Reading in the Content Areas

- An action plan for struggling readers that documents the use of various resources in the school and local community in its development, e.g., other teachers, parents, school psychologist, resource specialist).

D. Instructional Techniques for [content field]/Field Experience

- An artifact that addresses how issues of gender, race, and class influence the planning of instruction and efforts towards developing a community of learners.
- A field experience report that analyzes the extent to which these issues are important considerations in the teaching observed in the field experience classroom.

E. Student Teaching/Seminar

- Lesson plans reflect knowledge of the larger community and its resources and the need to attend to issues of gender, race, and class.

F. General (not a course)

- Reflective report on engagement in multicultural campus events.

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.

Portfolio Artifacts:

A. Schools in Society

- A project based on educational theoretical paradigms.

B. Reading in the Content Areas

- An artifact that demonstrates an understanding of how various educational paradigms impact reading theories and the teaching and learning strategies that these theories suggest.

C. Instructional Techniques for [content area]/Field Experience

- An artifact that demonstrates how particular educational paradigms help to construct theories and suggest strategies for teaching in the subject field, e.g., an economic paradigm suggests career success as a goal for English; a constructivist paradigm suggests social reconstruction as a goal for social studies (citizenship).
- A field experience report that addresses the paradigm(s) that appear to be most prevalent in the field experience classroom or a lesson plan the student has taught that has been strongly influenced by a particular paradigm.

D. Student Teaching/Seminar

- Lesson plans incorporate different paradigms in the design of learning activities.

SJU Learning 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.

Portfolio Artifacts:

A. Educational Psychology

- An artifact that analyzes how different theories of learning and child development support teachers as reflective practitioners.

B. Education of the Special Learner

- A literature review of research on teaching practices used with students with disabilities.

C. Reading in the Content Areas

- An artifact demonstrating how reading theory informs teaching practice.

D. Instructional Techniques for [content field]/Field Experience

- An artifact that connects a theory or theories regarding teaching in the field and actual practice.
- A field experience report that analyzes the theory-practice connections in the field experience classroom or a lesson plan the student has taught that makes strong theory-practice connections.

E. Student Teaching/Seminar

- Lesson plans and teaching (as documented by supervisor) that reflects an understanding of the central concepts, tools of inquiry, and structure of the discipline, and the best practices that make them meaningful for students.
- Journals with reflections on relationships between theory and practice.

SJU Learning 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.

Portfolio Artifacts:

A. Schools in Society

- A lesson plan on an American education interdisciplinary topic, e.g., education and popular culture, education and gender; designs a learning center on a U.S. history topic.
- An interdisciplinary unit linking math and science and weaving in history and biography.

B. Reading in the Content Areas

- A thematic unit that incorporates materials and concepts from more than one content field.

C. Instructional Techniques for [content field]/Field Experience

- A lesson plan or unit that incorporates materials and concepts from content fields other than the one in which the student is majoring.

D. Student Teaching/Seminar

- Lesson plan that integrates curriculum content, e.g., thematic or topical elements bringing together content from more than one subject area.

Elementary Education Certification Program Guidelines

Listed below are the *Program Guidelines* that the state has identified for Elementary and Special Education. The Guidelines for each of the secondary certification areas have not been included in this Handbook because of the number of pages involved (given the number of content areas), the majority of which would not apply to a given student. However, those for a given secondary certification content area are available to the student through his or her Education advisor.

The guidelines are specific to the individual certification programs and outline what it is that students should know and be able to do to successfully teach in a particular certification area. They are, therefore, more content specific than the learning principles described above, although they are correlated with them. That is, as students collect the artifacts for the fifteen learning principles, they will at the same time be demonstrating the knowledge and performances called for by the individual content area guidelines required by the state. Therefore, the student portfolio is both a demonstration of the state and SJU Learning Principles and the state Program Guidelines.

The following Guidelines for Elementary Education outline the knowledge and skills that the state of Pennsylvania has determined all Elementary certification students should have in order to teach in this field. The material is covered in the courses required for the major; it can be referenced to the fifteen learning principles presented above and, therefore to the portfolio items.

I. Knowing the Content

I.A. Growth, development, and learning, including:

- Cognitive development and theories of learning.
- Oral and written language development.
- Typical and atypical physical growth and motor development.
- Social and personal development.

I.B. Methods and issues of assessment and evaluation

- Diagnostic, formative, and summative instruments.
- Formal, informal, and authentic assessment procedures.
- Biases, tracking, labeling, and lowered expectations.
- Aligning assessment to teaching and learning of special needs students.

I.C. Reading/language arts instruction in accordance with the Pennsylvania Academic Standards, including:

- Theories of reading instruction and emergent literacy.

- Word identification strategies.
- Reading comprehension and fluency development.
- Phonemic, morphemic, semantic, syntactic, and pragmatic systems of language.
- Various genres and applications of literature for children and adolescents.
- Elements of the writing process, including spelling, grammar, punctuation, and handwriting.
- Instructional technologies.
- Information management and library skills.

I.D. Mathematics instruction at the elementary level in accordance with the Pennsylvania Academic Standards, including:

- Pre-number concepts, number sense, whole numbers, fractional numbers, measurement, algebra, geometry, estimation, probability, statistics, reasoning, and problem solving.
- Use of developmentally appropriate manipulatives, calculators, computers, and emergent technologies.

I.E. Science instruction at the elementary level in accordance with the Pennsylvania Academic Standards, including:

- Integrated concepts and processes of earth/space, life, and physical science.
- Current instructional technologies, hands-on science activities, and direct and inquiry teaching strategies.
- Scientific, societal, environmental, and ethical problems and issues.

I.F. Citizenship Education in accordance with the Pennsylvania Academic Standards, including:

- Economics, political science, psychology, sociology, and anthropology, including communication, transportation, industrialization, technology, and agriculture.
- Geography, including location, place, region, human and environmental interaction.
- World, national, state, and local history.
- Political science, government, social organizations, and civic responsibilities.

I.G. Social science, including

- Human behavior, culture, and society.
- Family structures.
- Prejudice, tolerance, and other coping behaviors.
- Artworks and other cultural artifacts.

I.H. Arts instruction in accordance with the Pennsylvania Academic Standards, including:

- Appreciation and production of the arts.
- Basic concepts in art, music, dance, and drama.
- Arts for therapy and recreation activities.

I.I. Health, safety, and physical education instruction in accordance with the Pennsylvania Academic standards, including:

- Personal, family, and community health and safety issues.
- Nutrition, wellness, and life-long healthy habits.
- Physical fitness, body coordination, the development of motor and manipulative skills and safety in physical activity settings.
- Role and value of play, games and sports in child development
- Substance abuse and dependency and AIDS education.
- Conflict resolution and school violence prevention.

II. Performances

II.A. Managing the instructional environment

- Creating a positive, inclusive learning environment.
- Establishing and maintaining rapport with all students.
- Communicating high expectations to all students.
- Establishing and maintaining fair and consistent standards of classroom behavior.
- Creating a safe physical environment that is conducive to learning.

II.B. Planning of instruction based upon knowledge of the subject matter, learning theory, classroom environment, students, the community, and the Pennsylvania Academic Standards including:

- Aligning of curriculum, instruction, and assessment.
- Multidisciplinary curriculum integration.
- Collaborating with appropriate subject area specialists.

II.C. Computer-mediated communications and emerging technologies including:

- Audio-visual hardware and other presentation tools.
- Productivity tools.
- Internet searches and electronic mail.

II.D. Selecting, implementing, and adapting effective instructional strategies, curriculum resources, and technologies in collaboration with other educators to meet the needs of diverse learners.

- Assessing, identifying, and building on the student’s prior knowledge, experiences, and skills in each content area.
- Problem analysis, creativity, problem solving, and decision-making skills.
- Inquiry, direct instruction, and cooperative learning.

II.E. Developing, utilizing, and communicating appropriate measurement and evaluation procedures in the instructional program.

II.F. Monitoring students’ understanding of content, providing feedback to students, and adjusting instructional strategies as needed.

III. Professionalism

III.A. Professional organizations and professional journals.

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations.

III.C. Establishing and maintaining collaborative relationships with basic and higher education colleagues, families, and community agencies to meet the needs of diverse learners.

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning and elementary education.

Special Education N-12 Program Guidelines: **Cognitive, Behavior, Physical/Health Disabilities (CBP/HD)**

Like the Elementary certification Program Guidelines above, the Program Guidelines for Special Education certification present the knowledge and skills that the state of Pennsylvania has determined all students who plan to become certified in special education should have in order to teach in this field. The guidelines are covered in the courses required for the dual major; they can be referenced to the fifteen learning principles presented above and, therefore, to the portfolio items.

I. Knowing the Content

I.A. Philosophical, historical, and legal foundations of education of students with disabilities, including:

- Federal entitlements that relate to the provision of specialized equipment and materials for learners with disabilities.
- Array of service options.

I.B. Models and theories of typical/atypical growth and behavior across age groups, and philosophies that provide the foundation for research based on special education practice, including:

- Cognition.
- Communication.
- Emotional/social.
- Cultural considerations.
- Motor.
- Adaptive.
- Sensory.

I.C. Current identification criteria and legal and educational definitions, including:

- Mental retardation.
- Developmentally delayed.
- Hearing impairment including deafness.
- Speech or language impairment.
- Visual impairment including blindness.
- Emotional and/or behavior disorders.
- Orthopedic impairments.
- Autism.
- Traumatic brain injury.
- Other health impairments.
- Specific learning disabilities.
- Deaf-blindness.
- Multiple disabilities.
- Attention deficit hyper activity disorder.
- Etiology, labeling issues, and current incidence and prevalence figures.

I.D. Characteristics of cognitive, behavior, physical/health disabled students and the impact of their disability on academic and educational functioning.

I.E. Impact of health and medical issues, including:

- Precautions for safety.
- Medications.
- Nutrition.

I.F. Legal provisions, regulations, and guidelines regarding biases in formal and informal assessment of students from culturally and/or linguistically diverse backgrounds.

I.G. Selection, administration, evaluation, and interpretation of formal and informal assessment tools and methods for determining individual profiles of students, including:

- Ecological inventories.
- Norm-referenced assessments.
- Functional assessments.
- Curriculum-based assessment.
- Occupational and transition-related assessments.

I.H. Development and implementation of the Individual Education Program (IEP) and the Individual Transition Plan (ITP) that integrates assessment data with the general education curriculum.

I.I. Planning for transitions through the lifespan of students, including:

- Identifying and developing attitudes and behaviors that affect students with disabilities.
- Implementing effective service delivery models.
- Communication roles and responsibilities of professionals and paraprofessionals on transdisciplinary teams and utilizing remodels.
- Facilitating career planning.

I.J. Selection and implementation of instructional and assistive technologies that support the teaching and learning process.

II. Performances

II.A. Developing and implementing systems that monitor student understanding of content, including:

- Formative and summative assessments.
- Providing feedback to students and parents.
- Modifying instructional strategies.

II.B. Creating a safe psychological and physical environment conducive to student learning.

II.C. Planning instruction that promotes problem analysis, creativity, decision making, and self determination base upon assessment data, academic content, students, community, Pennsylvania Academic Standards, and the general education curriculum.

II.D. Creating an instructional environment that communicates challenging learning expectations to students while utilizing and modifying instructional strategies/technologies to meet learning needs.

II.E. Establishing and maintaining consistent standards of classroom behavior, including:

- Applied behavior analysis.
- Preventive methods.
- Problem solving strategies.
- Adult and peer related skills.
- Self-determination.
- Effective behavior support.

II.F. Managing the educational environment to maximize opportunities for communication and interaction.

II.G. Communicating and collaborating with partners, including:

- Strategies for assisting parents and other professionals in planning appropriate transitions.
- Identifying resources, networks, organizations and services for learners with disabilities.
- Roles and responsibilities of professionals and paraprofessionals.

III. Professionalism

III.A. Professional organizations, professional literature, resources and advocacy groups.

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

III.C. Communicating effectively (orally and in writing) with students, colleagues, families, paraprofessionals, related service personnel, administrators, agencies, and the community.

III.D. Establishing and maintaining collaborative relationships with basic and higher education, colleagues, families, and the community agencies to meet the needs of diverse learners.

III.E. Recognize the impact and importance of decision-making, teacher behavior, ethical practice, and self-reflection on professional development.

Portfolio Artifacts

Note: A chart similar to this can be found in Education Department syllabi. On it you will find portfolio artifacts specific to the course identified according to the PA State and SJU Learning Principles along with the course objectives that they support.

State Learning Principles	Course Objectives	Portfolio Artifacts
1. Knowledge of Subject Matter		
2. Knowledge of Human Development and Learning		
3. Adapting Instruction for Individual Needs		
4. Multiple Instructional Strategies		
5. Classroom Motivation and Management Skills		
6. Communication Skills		
7. Instructional Planning Skills		
8. Assessment of Student Learning		
9. Professional Commitment and Responsibility		
10. Partnerships		

SJU Learning Principles	Course Objectives	Portfolio Artifacts
1. Faith Justice Education		
2. Education in the Community Context		
3. Multiple Paradigms in American Education		
4. The Role of the Scholar-Practitioner Model in Education		
5. The Role of an Interdisciplinary Curriculum		

