

The University of Scranton

Student Handbook For Undergraduate Education Majors 2025 – 2026

**Early & Primary Education
Middle Level Education
Secondary Education**

Revised August 2025

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Faculty & Staff

Office: O'Hara 422

Telephone: 941-7421

<u>Faculty</u>	<u>Office</u>	<u>Email</u>	<u>Phone #</u>
Dr. Melanie Caughey	O'Hara 424	melanie.caughey@scranton.edu	941-6353
Dr. Jennifer Kaschak	O'Hara 425	jennifer.kaschak@scranton.edu	941-4032
Dr. Jinqing Liu	O'Hara 428	jinqing.liu@scranton.edu	941-5824
Dr. Tata Mbugua	O'Hara 427	tata.mbugua@scranton.edu	941-5884
Dr. Maria Oreshkina (Chair)	O'Hara 421	maria.oreshkina@scranton.edu	941-6244

<u>Professional Staff</u>	<u>Office</u>	<u>Email</u>	<u>Phone #</u>
Mr. Scott Reilly (Coordinator, Field Placement & Certification)	O'Hara 423	scott.reilly@scranton.edu	941-7405

<u>Staff</u>	<u>Office</u>	<u>Email</u>	<u>Phone #</u>
Ms. Rebecca Serafin (Administrative Assistant)	O'Hara 422	rebecca.serafin@scranton.edu	941-7421

Introduction to the Student

Congratulations! You have decided to be an education major. This *Student Handbook* will help you through all your coursework and fieldwork, right through student teaching. Please refer to it often for the answers to many of the questions you will have as you proceed through your program of study.

As a pre-service teacher, you will learn to adopt the kinds of professional behaviors necessary for success in the teaching/learning process. In addition to being a conscientious, productive student, faculty will expect you to develop and demonstrate the personal qualities and healthy interrelationships with others that are demanded of anyone who wishes to work with PreK-12 students and their families.

Some of these personal qualities include recognizing proper professional behaviors and behaving in a dependable, reliable manner. Healthy interrelationships include demonstrating the ability to accept and respond positively to feedback from others and showing initiative.

There is a great deal to learn and model as you work toward your goal of becoming a teacher, and the faculty in the Education Department will help you monitor your progress in informal and formal ways as you continue through your program.

Please get to know us as soon as possible so that we can help with your concerns, assist you with solving a problem, and/or celebrate your successes.

Department Mission Statement

The mission of the Education Department at The University of Scranton is to prepare students for successful employment and/or for the pursuit of advanced degrees in a variety of education related fields. Rooted in the Ignatian pedagogical tradition of preparing men and women to be for and with others, and building upon a solid liberal arts foundation, faculty assist future teachers and educational leaders in developing the knowledge, skills, and methods necessary for collaborating with schools and communities to enhance the human prospect and realize a more just world.

Education Department, April 19, 2018

Department Philosophy

There is a basic paradigm to all systems of education, public or private. What human beings believe about themselves ultimately affects what they attempt as educators. A climate of reflective practice is essential to both knowing oneself and using knowledge and experience to give rise to the changes necessary toward becoming an effective teacher.

Philosophy <-> Liberal Arts<-> Educational Theories and Practice <-> Reflection

One who does not understand education at these various levels of abstraction and the relationships between these levels can only formulate changing, baseless, ephemeral objectives for their teaching. This person would choose methods not for where they will lead, but because they occupy time in the classroom. This person treats subject matter as a block of material to be covered and the student as a barrier to be surmounted. Before one can teach content and collaborative process with any purpose, the teacher must know what ends are to be accomplished, for it is only then that decisions regarding the means and the content take on any relevance. Teachers face enormous challenges to effectively prepare all students for a technological and global society. A clearly articulated philosophy, a broad and strong liberal arts education, guidance in understanding how good practice evolves from theory and the time and opportunity to reflect on performance all serve the educator who believes student learning is the focus of education.

Education, as any other discipline, spans the realms of knowledge from philosophy to science to the art of practice. Teachers must be well grounded in Education—its philosophy, its methodology, its concepts and principles, as well as its facts and applications—if their decisions and actions are to have meaning or impact. Education, rich with diversity, also requires prospective teachers to have a broad understanding of humans in their various dimensions.

Teacher candidates and teachers preparing for leadership roles need, therefore, to study the various disciplines humans have used to understand and improve themselves and their potential. This implies that teachers are scholars in liberal

general education, as well as in all aspects of human diversity. The University of Scranton requires that all of its students complete a rigorous curriculum designed to foster the development of their analytical and critical abilities. Thus, the core curriculum of the University seeks to impart to students a knowledge of scientific principles, methods and skills, an appreciation of literary and artistic expression, an awareness of historical perspectives, and an understanding of religious, philosophical and moral values. Consequently, all baccalaureate students, including education students, must complete 78 to 87 credits in general education, depending upon their major and the credit value of courses.

Guided reflective practice is essential to making effective decisions in all aspects of education. Teacher candidates who study educational theory and reflect on effective applications to student learning become skilled teachers. All Department instructors encourage reflective self-assessment in teacher candidates in both formal and informal ways. It is through ongoing reflective experiences that teacher candidates effectively integrate scholarly and decision-making activities.

The Education Department's vision of the effective teacher as a scholar decision-maker is institutionalized through its belief statements, dispositions, and Education Department Program Learning Outcomes. These beliefs, dispositions, and learning outcomes impact directly on the continuous development of programs, courses, field experiences, and assessments. The Education Department Program Learning Outcomes represent the integration of the core beliefs and dispositions and, with reflective self-assessment, are intended to influence the teacher candidate beyond the program and throughout ongoing professional development. The Education Department mission, and vision are evidenced in syllabi, all handbooks, artifacts from coursework and programmatic decisions made by the Education Department.

Department Core Beliefs

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- Excellence in all things, the "Magis." As such we:
 - believe in the transformative power of learning.
 - believe in the significance of one's desire for excellence in personal and professional growth; and
 - prepare teacher-candidates, supervisors, and administrators who, restlessly and persistently, seek to discover their God-given talents and strive for excellence in their calling to serve others.
- The development of the whole person, "Cura Personalis." As such, we believe that:
 - a liberal arts education is essential for preparing excellent educators, and that such preparation will take place in an environment of genuine attention to the unique gifts, aspirations, and hope of teacher-candidates, supervisors, and administrators.
- Preparing "men and women for and with others." As such, we believe that:
 - service to and with others and, the struggle for social justice are

- parts of the teaching profession.
 - when making decisions, teacher-candidates, supervisors, and administrators will discern how those decisions and actions will impact the lives of others; and,
 - teacher candidates, supervisors, and administrators will be committed to serving children and adults in their local and global communities.
- Learning through reflection. As such, we believe that:
- teacher candidates, supervisors, and administrators will learn to be reflective practitioners, whose decisions are informed by subject matter knowledge, educational research and theory, and who are driven by the care and service for other as espoused by Jesuit tradition.
- Excellence in teacher preparation. As such we believe that:
- faculty and staff as life-long learners will be involved in an evaluation of their own practice, seeking constructive feedback from students and colleagues, and willing to make changes that benefit faculty, staff, teacher candidates, supervisors, and administrators.
 - teacher candidates, supervisors, and administrators will possess strong knowledge in subject matter, pedagogy, educational research, technology and learning how to learn.
 - teacher candidates, supervisors, and administrators will possess strong knowledge of the diverse needs of their students and demonstrate enthusiasm and skillfulness in designing developmentally appropriate differentiated instruction; and
 - teacher candidates, supervisors, and administrators will possess an asset of professional dispositions necessary for successful progress in their coursework, field experiences, and academic service learning.

Program Learning Outcomes

The qualities of reflective practitioners are communicated in a formal set of program learning outcomes.

PLO #1 (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.

PLO #2 (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.

PLO #3 (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.

PLO #4 (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.

PLO #5 (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.

PLO #6 (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.

PLO #7 (Service): Teacher candidates will demonstrate a commitment to the Jesuit ideals in service to others.

Teacher Preparation Programs

The Education Department offers teacher preparation programs that lead to teacher certification in Pre-Kindergarten to Grade 12.

The aims of all programs are twofold: 1) to assist students in developing the skills and dispositions necessary to enter the teaching profession, and 2) to offer a program of courses that leads to certification as a public-school teacher in Pennsylvania.

Successful completion of a teacher preparation program and a passing score on all relevant PECT, and/or Praxis examinations will lead to a Pennsylvania* teaching certificate.

The teacher preparation programs are accredited by the Pennsylvania Department of Education.

***PLEASE NOTE:** *students are still required to meet additional certification requirements for the state(s) in which they are applying for certification (i.e., test scores, seminars, performance assessments, etc.). Students are to refer to the website of the Department of Education in the state in which they are applying for certification.*

Educational Studies Minor

The Minor in Educational Studies is a six-course undergraduate program of study open to students of all majors. The minor allows students to study education both as a liberal-arts discipline that furthers student interests in the foundations of education, child and adolescent development, and the science and art of teaching; and as a professional resource that is suited especially for careers in corporate training, human resources development, child advocacy and policy, and university research and teaching. For the Education Studies Minor sequence of courses, consult with the current undergraduate catalog.

Student Advisement

For course registration and general advising, first-year students are advised by CAS Advising Center. The Education Department faculty advise second-year, third year, and fourth-year students.

Teacher Education Programs contain field-experience hours for which current and valid clearances are required. These clearances must be uploaded on Taskstream in the beginning of each academic year to receive a field placement. The required clearances include:

1. Act 151 PA Child Abuse History Clearance indicating No Record
2. Act 34 PA Criminal Records Check Clearance indicating No Record
3. Act 24 of 2011
4. Act 114 FBI Fingerprints indicating No Record
5. TB test results

Any citations on the Act 34, Act 151, and/or Act 114 will result in unsuccessful screening for field placement.

Monitoring Student Progress

Monitoring student progress is a continuous process performed in both formal and informal settings on both academic and non-academic criteria. The formal academic evaluation is performed by your advisor, who receives and monitors grade reports as you progress through your teacher preparation program. Student progress on non-academic criteria is examined in semi-annual department reviews by the Education Department faculty.

Academic Standards

The academic standards expected of education majors require students to maintain the following requirements:

1. Overall GPA of 3.00
2. A grade of "C" or higher in each Education course
3. A grade of "C" or higher in each Teaching Area (content) course.

These requirements must be met to pass Teacher Candidacy and be admitted to 300-level Education courses. Following Teacher Candidacy, failure to maintain above minimum GPA requirements will result in the student being placed on academic probation for one semester.

It is also necessary to maintain a grade of "C" or higher in all the courses in the Education major and the Teaching Area. The student will be required to retake a course in which they received a grade of "C-" or below until the grade of "C" or above has been attained.

Academic Probation

Upon completion of Teacher Candidacy, if a student earns an overall GPA below 3.00, they will be put on academic probation for one semester. If, at the end of the probationary semester, the student fails to raise the overall GPA to the 3.00 minimum, the Chair will recommend to the Dean that the student be dismissed from the program.

Student Dispositions

Student dispositions are monitored by examination of professional behaviors. The professional behaviors necessary for entry to the teaching profession will be monitored by all your instructors and addressed if a deficiency is noted. For example, such behaviors include acting responsibly, being dependable through active and positive class participation, and completing work on time and in a professional manner.

Each semester, the Education Department faculty engages in a frank and confidential discussion of the progress of education students. This meeting is an attempt to assist students in positive professional growth, and it is at this time that the informal evaluations of non-academic criteria are made formal. The conduct discussed by the faculty is conduct that is critical to the professional development of students who hope to successfully enter the teaching profession. For example, professional conduct that faculty will consider is reflected in the following:

- recognizes and practices proper professional behaviors, including punctuality and dependability.
- demonstrates concern for appearance and professional dress.
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies.
- deals ethically with colleagues, supervisors, students, and families.
- accepts and considers feedback from others.
- reacts with sensitivity to the needs and feelings of others.
- believes that all students can learn.
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students.
- shows an appreciation for diversity in backgrounds, experiences, and abilities.

Education faculty may decide to have additional meetings during the semester if circumstances arise to discuss cases of students referred for dispositions.

A **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern at the dispositions meeting in any professional conduct areas listed under dispositions or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions during two consecutive semesters at the dispositions meeting. The Undergraduate Program Director will contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with

the Undergraduate Program Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (Evaluation of Student Dispositions). The student must sign the plan of action. A copy of the plan will be placed in the student's file in the Undergraduate Program Director's office.

Remediation could be as simple as attending classes regularly. Remediation may also require more formal actions such as participation in career counseling or a counseling program.

It is important to note that the dispositions meeting is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department.

A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the dispositions meeting in the semester following the first negative assessment. Upon a second negative assessment, the Chair of the Education Department may recommend to the Teacher Education Committee (TEC) that the student be dismissed from the program. If the TEC concurs with the Chair, it will notify the student of its intent to recommend dismissal to the appropriate Dean. The student will then have ten calendar days from the receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that receipt of notification to appeal directly to the appropriate Dean.

Monitoring student progress in the Teacher Preparation Programs at the University of Scranton is taken very seriously by the Education Department as it is a responsibility dictated to us by the Pennsylvania Department of Education. Keep in mind that you are a member of the student body at the University and that all rules and regulations of that greater body of students also apply to you. Improper behavior by teacher candidates can impact their future certification potential.

Teacher Education Committee (TEC)

The TEC is composed of four (4) members of the Education Department, including the Undergraduate Program Director, the Graduate Program Director, and the Director of Field Placements, and at least six (6) members of departments representing the program's teaching and general education areas. The faculty members are appointed to the committee by the University's Academic Vice President after consultation with the Deans. The committee is coordinated by a

chairperson appointed by the Academic Vice President with the approval of the Deans. The role of the Teacher Education Committee in your program is important. They will recommend your participation in student teaching. They hear appeals of specific decisions made by the Education Department regarding continuance in the Teacher Education Program, and they maintain relationships with the academic departments involved in the cognate and general education. Their specific responsibilities follow:

- A. The Teacher Education Committee (TEC) is responsible for monitoring the progress of all students applying for student teaching. The TEC recommends, approves, conditionally approves, or denies student teaching applications.
- B. The TEC may make recommendations for dismissal from the Education Department as described under the Student Dispositions section above.

C. Notification and Appeals

1. A student reviewed by the Teacher Education Committee who is denied a student teaching placement or is recommended for dismissal from the Education Department will be notified in writing of the TEC's decision. The TEC also submits its decision to the student's Dean.
2. The student may formally appeal the TEC's decision to the TEC within 10 calendar days of receipt of notification.
 - The student is responsible for initiating and providing supporting information for an appeal.
 - The student may present evidence to assist the TEC in its decision-making processes.
 - The student being reviewed may appear before the TEC to present evidence on their behalf. The student will appear by themselves.
3. Following the student's appeal to the TEC, the student will be notified in writing of the TEC's decision. The TEC also submits its decision to the student's Dean.
4. The student may formally appeal the TEC's decision to the student's Dean within 10 calendar days of receipt of notification.
 - The student is responsible for initiating and providing supporting information for an appeal.
 - The student may present evidence to assist the Dean in the decision-making processes.
 - The student being reviewed may appear before the Dean to present evidence on their behalf. The student will appear by themselves.
5. The student's Dean makes the final decision on the case.

Teacher Candidacy Process

The teacher candidacy process is administered by the Education Department Undergraduate Program Director and a professional staff member to meet PDE chapter 354.23 regulations.

To successfully pass Teacher Candidacy, an education major student must meet the following requirements:

1. Complete at least 48 credits of college-level course work with an overall GPA of 3.00.
2. Complete six credits of college level mathematics as identified in the program of study published in the undergraduate catalog. Each course should be completed with a grade of "C" or above.
3. Complete six credits of college-level English (three credits of English and three credits of writing). Each course should be completed with a grade of "C" or above.
4. Earn a grade "C" or above in all Education and Teaching Area courses taken by the time of evaluation for Teacher Candidacy. The list of Education courses required for completion prior to Teacher Candidacy is listed in the Teacher Candidacy requirements outlined below.
5. Submit positive recommendations from college-level instructors with whom a student took a course. The recommendations from the instructors should be submitted directly to the Education Department Undergraduate Program Director or the Education Department Chair.
 - Students in the BS Early Childhood and Elementary Education program and the BS Middle Level Teacher Education program will submit two recommendations from their instructors in Education courses.
 - Students in the BS Secondary Education programs will submit two recommendations from their instructors in Education courses and two recommendations from their content area instructors.
6. Submit an electronic application for Teacher Candidacy status on Taskstream.
7. Submit valid clearances on Taskstream.

The timeline for the Teacher Candidacy process includes:

Applications submitted by students on Taskstream: October 15, December 15, May 15, August 1. Evaluation completed by the Education Department: November 15, January 15, June 15, August 15.

The following documents must be uploaded on Taskstream as part of an application package for Teacher Candidacy:

1. Teacher Candidacy Application Form (completed electronically on Taskstream);
2. Signed Retention Statement (PDF copy available on Taskstream);
3. Signed Disposition Policy (PDF copy available on Taskstream);
4. Valid Clearances.

Students are also responsible for completing the top half of each recommendation request and submitting it to the relevant instructor, who, after completing the bottom half, will return the signed form to the office of the Undergraduate Program Director electronically or via Campus Mail. **These recommendations should be returned in a confidential manner.** It is a requirement of the teacher candidacy process that students receive an overall positive recommendation on each recommendation form. Any overall recommendation that is not positive will prompt a meeting with the Undergraduate Program Director and the Chair of the Education Department. The Education Department office uploads the recommendations to Taskstream as they are forwarded (these recommendations are confidential and not accessible by students).

Should the student need recommendations from instructors no longer at the University, the Chair or their designee shall complete the recommendation based upon a copy of the transcript.

If the student fails to meet Teacher Candidacy requirements, they will be advised to defer their application to a later date.

Appeal by anyone who fails to meet Teacher Candidacy requirements is to be made directly to the Dean of the College or their designee, whose decision on the issue will be final.

**Early & Primary Teacher Education
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA "Overall." In addition, verification of "C" or above in all "Education" and "Teaching Area" courses taken by the time of application.
3. Verification of clearances.
4. Completion of the following with a minimum of grade "C":
 - EDUC 144: Foundations of American Education
 - EDUC 222: Educational Psychology, PreK-4
 - WRTG 107: Composition (**OR** WRTG 105 **and** WRTG 106)
 - ENLT Elective (three credits)
 - Six credits of college-level mathematics as identified in the program grid.
5. Completed positive recommendations from two (preferably full-time) instructors in the Education Department with whom you have taken courses. *(It is the student's responsibility to obtain the recommendations from each instructor.)*

**Middle Level Teacher Education
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA "Overall." In addition, verification of "C" or above in all "Education" and "Teaching Area" courses taken by the time of application. Teaching Area Courses: At least six (6) credit hours in area of concentration taken by time of application.
3. Verification of clearances.
4. Completion of the following with a minimum of grade "C":
 - EDUC 142: Exceptional Lives
 - EDUC 223: Educational Psychology, Grades 4-12
 - WRTG 107: Composition (**OR** WRTG 105 **and** WRTG 106)
 - ENLT 140: English Inquiry (**OR** ENLT 12X Lit Elect)
 - Six-credits of college-level mathematics as identified in the program grid.
5. Completed positive recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses. *(It is the student's responsibility to obtain the recommendations from each instructor.)*

**Secondary Education Programs
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA "Overall."
3. Verification of clearances.
4. Completion of the following with a minimum of grade "C":
 - EDUC 142: Exceptional Lives
 - EDUC 223: Educational Psychology, Grades 4-12
 - WRTG 107: Composition (**OR** WRTG 105 **and** WRTG 106)
 - ENLT Elective (three credits)
 - Six credits of college-level mathematics and/or statistics as identified in the program grid.
5. Completed positive recommendations from two (preferably, full-time) instructors:
 - a. in the Education Department with whom you have taken courses.
 - b. in the Department of your content area with whom you have taken courses.

(It is the student's responsibility to request the recommendations from each instructor).

Field Experiences and Student Teaching

Clearance Requirements

The Education Department has a responsibility to assess both academic and non-academic progress of students and their readiness to participate in the Field Experience and Student Teaching programs. As part of the non-academic assessment, students are required to secure a copy of the following clearances before the student teaching begins:

- Act 151 PA Child Abuse History Clearance indicating No Record
- Act 34 PA Criminal Records Check Clearance indicating No Record
- Act 24 of 2011
- Act 114 FBI Fingerprints indicating No Record
- TB test results

A clearance packet can be obtained from the following website:

<http://universityofscrantonfieldoffice.weebly.com/clearances.html>

Students must take the original copy of each clearance to the school to which they are assigned. It is the student's responsibility to reapply whenever necessary to ensure that clearances do not lapse. **No student will be allowed to enter a school site without all current clearances.** When students register for these courses, they must sign an Education Department policy acknowledging that they understand that required clearances must be submitted to the instructor no later than the last day of 100% refund on the University's academic calendar for that semester. Failure to produce these required documents in a timely manner may prevent students from completing the required field experience component for relevant courses.

Field Experience Requirements

An important feature of the Teacher Education Programs is the series of courses that integrate a field component. There are prerequisites for these courses. Each course has specific objectives, is related to specific courses in our program, and will help you prepare for your students teaching. This sequence of courses is designed to help you answer the question "Do I really want to teach?"

Early & Primary Education

Stages 1 & 2 – Observation & Participation (50 hours)

- EDUC 240: Early Language and Literacy, Birth to Age 5 (15 hrs.)

- EDUC 241: Foundations of Literacy Development I (15 hrs.)
- EDUC 250: Early Development and Intervention (10 hrs.)
- EDUC 252: Assessment and Evaluation in Early & Primary Education (10 hrs.)

Stage 3 – Pre-Student Teaching (80 hours)

- EDUC 357: Methods Across the Integrated Curriculum II (30 hrs.)
- EDUC 339: Mathematics Grades 2 – 4 (20 hrs.)
- EDUC 363: Foundations of Literacy II (30 hrs.)

Middle Level Education

Stages 1 & 2 – Observation & Participation (50 hours)

- EDUC 223: Educational Psychology, Grades 4-12 (20 hrs.)
- EDUC 246: Interdisciplinary Assessment, Grades 4-12 (10 hrs.)
- EDUC 220: Middle School Concept and Curriculum (20 hrs.)

Stage 3 – Pre-Student Teaching (80 hours)

- EDUC 357: Methods Across the Integrated Curriculum II (30 hrs.)
- EDUC 370: Inclusionary Classroom Practices, Grades 4-12 (20 hrs.)
- EDUC 363: Foundations of Literacy II (30 hrs.)

Secondary Education

Stages 1 & 2 – Observation and Participation (40 hours)

- EDUC 223: Educational Psychology. Grades 4-12 (20 hrs.)
- EDUC 246: Interdisciplinary Assessment (20 hrs.)

Stage 3 – Pre-Student Teaching (60 hours)

- EDUC 311: Planning and Instruction, Grades 7-12 (20 hrs.)
- EDUC 370: Inclusionary Classroom Practices, Grades 4-12 (20 hrs.)
- EDUC 314: Specific Subject Methods: World Languages, **or** EDUC 315 Subject Methods—Citizenship/Communication/English, **or** EDUC 316—Subject Methods: Mathematics/Science (20 hrs.)

Students are responsible for their own transportation to and from the school site for Field Experiences.

Student Teaching Requirements

Application

Student Teaching is a 12-week culminating professional experience. Applications are necessary for all Student Teaching courses in order to receive an approved assignment in a school. To apply for student teaching, the student will have:

- completed or be currently enrolled in all major (Education) courses required to be completed prior to student teaching (as noted on specific program guides),
- earned a grade of "C" or better in Education courses completed prior to student teaching,
- earned a grade of "C" or better in Teaching Area courses completed prior to student teaching,
- obtained an overall GPA of 3.00.

All Education courses must be completed prior to student teaching as noted in specific program guides; some Teaching Area courses can be completed after student teaching.

Applications should be filled out and submitted to your advisor. After obtaining the confirming signature of your advisor, you must deliver an application package to the Director of Field Placements by **October 1** for a Student Teaching placement in the Spring semester, and by **March 1** for a Student Teaching placement in the Fall semester. This application package includes the following components:

1. application signed by advisor,
2. current transcripts, and
3. current Degree Works Report.

By **December 15** (for a Student Teaching placement in the Spring semester) and by **August 1** (for a Student Teaching placement in the Fall semester), the following supporting documents must be submitted on Taskstream:

1. Current Act 51 PA Child Abuse History Clearance indicating No Record,
2. Current Act 34 PA Criminal Record background Clearance indicating No Record,
3. Current Act 114 FBI Criminal Record Clearance indicating No Record,
4. Current Act 24 of 2011,
5. Current TB test results, and
6. documentation of appropriate PECT or PRAXIS II test results.

Students must demonstrate that these requirements are still met at the end of the fall or spring semester of application to student teach.

Clearances and TB results must be current for the entire duration of the student

teaching semester. In addition, students are responsible for submitting an updated Degree Works Report to the Director of Field Placements **within five days of the posting of final grades for the Fall or Spring semester immediately prior to student teaching**. The Director of Field Placements will review supporting documents and Degree Works reports to confirm that requirements for student teaching are still met.

It behooves students who are interested in student teaching in a particular semester to attend the Student Teaching meeting conducted by the Director of Field Placements each semester. During this meeting, the Director of Field Placements advises students of the process and requirements for applying for student teaching.

Applications for student teaching must be approved by the Teacher Education Committee (TEC). Failure to meet deadlines or to submit an application and supporting documents that demonstrate the completion of all requirements may result in the denial of the student teaching application. The process for appealing a denial of a student teaching application is described under the Teacher Education Committee (TEC) section of this handbook. The student teaching application process is a lengthy one, so do not wait until time for registration is near—complete this application process early to meet all deadlines.

Transportation

As with other field placements, students are responsible for their own transportation to and from the school site. Students are not permitted to student teach in districts where they graduated or where close relatives serve in teaching, administrative, or supervisory roles. Formal arrangements for these placements are University functions and should not be pursued on your own.

Calendar

During the student teaching placement, candidates will follow the school district calendar to determine days of attendance, early dismissals, or late starts. The calendars of many school districts do not correspond to the University of Scranton calendar.

Candidates should review the school calendar with their cooperating teachers before beginning placement, noting possible changes in the calendar based on factors such as snow days. In addition, student teachers are expected to attend any professional development activities scheduled for cooperating teachers.

Student teachers should not plan vacations during student teaching, as local school calendars can and frequently do change.

Student teaching occupies the entire school day as defined by the in-school schedule of the school to which you are assigned. Therefore, student teachers are required to adhere to the arrival and departure time expectations that the school district has for the cooperating teachers.

Coursework

During the same semester as student teaching, you will take the Professional Practice Seminar. The Professional Practice Seminar meets during the first three weeks of the semester and during the last week of the semester. This course meets for three hours per session and may require full days of commitment.

Check with the appropriate Education Department faculty advisors to be sure you are enrolled in all required courses for student teaching in the appropriate program (Early and Primary, Middle Level, or Secondary). In addition to the Professional Practice Seminar, student teachers are enrolled in the following courses.

Early and Primary Education (10 credits)

- EDUC 456: Planning in PreK-4 Student Teaching
- EDUC 457: Instruction in PreK-4 Student Teaching
- EDUC 458: Managing Classrooms in PreK-4 Student Teaching
- EDUC 459: Professional Growth in PreK-4 Student Teaching

Middle Level Education (10 credits)

- EDUC 452: Planning in Grades 4-8 Student Teaching
- EDUC 453: Instruction in Grades 4-8 Student Teaching
- EDUC 454: Managing Classrooms in Grades 4-8 Student Teaching
- EDUC 455: Professional Growth in Grades 4-8 Student Teaching

Secondary Program (10 credits)

- EDUC 476: Planning in Secondary Student Teaching
- EDUC 477: Instruction in Secondary Student Teaching
- EDUC 478: Managing Classrooms in Secondary Student Teaching
- EDUC 479: Professional Growth in Secondary Student Teaching

Students will meet with their university supervisors each week throughout the 12 weeks of student teaching.

Because of demands placed upon student teachers, the Education Department does not permit students to take courses concurrently with the student teaching sequence unless noted on specific program guides. Deviations from this policy must have the recommendation of the Undergraduate Program Director, the Education Department Chairperson, and approval of the appropriate Dean.

Professional Behavior

There may be times when you find you are uncomfortable with circumstances in your assigned school or classroom (e.g., with the way a student is disciplined or with curriculum issues). **Professional behavior dictates that you respect the professional educator's decision.** In other words, you do not question decisions in front of colleagues and/or students. Should you need to ask about a professional

decision or action, professional behavior dictates a one-on-one conference be held between you and the professional.

Similarly, to know when and how to treat matters confidentially shows professional behavior and is an important element of your professional development. If there is any question about appropriateness, consult your university supervisor. Examples would be discussing your observations outside the school environment, observations about children and their abilities, families, and/or behaviors, and your perceptions about teachers and administrators in the school to which you are assigned.

Professional behavior also plays a role when you encounter an uncomfortable situation with your cooperating teacher or staff in the classroom. You should communicate with your university supervisor and agree on a plan of action.

If the uncomfortable situation involves your university supervisor, approach this sequence of staff for resolution:

1. The University Supervisor with whom you are having a problem to try to arrive at a resolution. *Failing to reach a resolution...*
2. The Director of Field Placement. *Failing to reach a resolution...*
3. The Department Chair. *Failing to reach a resolution...*
4. The Dean of the College of Arts and Sciences, for a final decision in the process.

It is important that you do not discuss these issues at school sites for reasons of school-university relationships. Failure to follow these guidelines appropriately could result in discontinuation of the assignment.

Certification Tests

Completion of all required tests with a passing score is a requirement for Pennsylvania certification. Early & Primary undergraduate students must provide evidence of having taken the PECT prior to student teaching. Middle Level and Secondary Education undergraduate students must provide evidence of having taken the Praxis II test(s) prior to student teaching.

It is important to note that students must pass the applicable PECT or Praxis II tests in order to be recommended for Pennsylvania teacher certification.

Exit Interview

Balancing the Education Department's entrance criteria of the Teacher Candidacy Screening process, the exit criteria are **the student's exit interview with Education Department faculty**. Education majors are required to successfully meet the interview requirements to graduate.

Liability

Student teachers are covered by the University's insurance policies while they are

teaching. That covers liability. However, it should be noted that in the case of a physical injury to the student while the student is teaching, the student is not covered by the University's workers' compensation policy because the student is not an employee of the University. The student's own personal medical insurance would have to cover any claims from such injuries or, depending on the circumstances of the injury, the teaching site may be liable. (E. Steinmetz, 2011)

Professionalism

When you report to the school to which you are assigned, for field experiences or student teaching, you represent your program, the Education Department, and the University of Scranton. Therefore, our expectations of you include appropriate professional dress and demeanor. Your dress should be reflective of the normal expectation for the teaching staff of the school to which you are assigned.

Appropriate professional demeanor toward the administrators, faculty and staff at the school is of paramount importance. Any violation and failure of the trust and confidentiality invested in you during your assignment may result in a discontinuance and failure of the course.

Professional demeanor includes your dress and professional behaviors. Today, we all need to be cognizant of the impact of social networking. Students should not be sharing confidential information, opinions or attitudes regarding their field experiences or student teaching on social networking sites.

Professional behavior is a critical issue when working as a pre-service teacher. Although you are working at a school site, you are technically a guest and must behave accordingly.

Teacher Certification

Certification in Pennsylvania is a function of the Pennsylvania Department of Education (PDE). The teacher preparation programs at the University of Scranton are approved by the Pennsylvania Department of Education and satisfy PDE standards for initial certification. It is important that you concentrate on a smooth and successful progression through your program of study. Frequent consultation with an advisor is in your best interest.

You must register for the proper tests required for your certification and forward reports of the scores to **PDE**. Students must register for Praxis Series tests through ETS (<http://www.ets.org/praxis>) or PECT tests through Pearson(<http://www.pa.nesinc.com/>).

The Pennsylvania Department of Education (PDE) is requiring all applications for credentials be completed and submitted through the Teacher Information Management System (TIMS). PDE will no longer request or accept complete paper applications. It is strongly suggested that candidates create a TIMS account and review the TIMS User Guides before entering their application into the Teacher Information System (TIMS). The applicant user guides can be found at <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/help/tims-help>

It is strongly recommended that you apply for and obtain your Pennsylvania Certificate whether or not you ever intend to teach in Pennsylvania, as you may need it at some later time. In most cases, possession of the PA certificate can facilitate your application for another state's certificate. If you delay applying for your PA certificate, you will have to meet any new requirements that might be mandated by PDE.

To apply for a second certificate area to be added to your existing certificate, refer to specific instructions online. The process requires the same application, the same fee, and a copy of the existing certificate. New regulations also require a passing score of the Praxis specialty area test.

Stay alert for current developments to ensure your preparation will qualify you for certification in the state of your choice. You will need to contact the appropriate state department of education if you wish to be certified in other states. Beginning this process early is advisable. Other states may also require entry tests (either their own tests or parts of the Praxis Series tests) and/or additional course work (in rare cases) or workshops not related to curricular requirements.

APPENDIX A

UNDERGRADUATE PREPARATION PROGRAM SELECTION AND RETENTION POLICY

I. Admission to the Program

- A. Students meeting admission requirements and accepted to the University of Scranton are accepted in the Education Department as Education majors; however, enrollment in 300-level Education courses may occur only upon successful completion of Teacher Candidacy evaluation. Students are referred to the section on the Teacher Candidacy Evaluation Process in this handbook for Teacher Candidacy Evaluation information and criteria in their program of study.
- B. A student enrolled at the University of Scranton as a major in another department who wishes to transfer into another teacher preparation program, or a student transferring to the University of Scranton to enter a teacher preparation program, will be admitted to the teacher preparation program after meeting the following criteria:
 - the overall, cumulative GPA.
 - all Education courses must be completed with a grade of "C" or above;
 - all Teaching Area courses must be completed with a grade of "C" or above.

II. Retention in the Program

- A. Following teacher candidacy, a student must maintain an overall 3.00 through the completion of the program.
- B. It is also necessary to achieve a grade of C or higher in all the courses in the major (Education) and the Teaching Area.
- C. Please refer to the Department Probation Policy section in this handbook for information on the department probation policy which takes effect if the minimum GPA requirements are not met.

I have been advised to read The Education Student Handbook, which can be found on the University's website.

(Initials) _____

I have met with an Education Department faculty member and had the opportunity to discuss this policy and to ask questions. I received a copy of this policy.

(Initials) _____

PRINTED NAME

SIGNATURE

DATE

APPENDIX B

EVALUATION OF STUDENT DISPOSITIONS

Each semester, the Education Department faculty engages in a frank and confidential discussion of the progress of education students. This meeting is an attempt to assist students in positive professional growth, and it is at this time that the informal evaluations of non-academic criteria are made formal. The conduct discussed by the faculty is conduct that is critical to the professional development of students who hope to successfully enter the teaching profession. For example, professional conduct that faculty will consider is reflected in the following:

- recognizes and practices proper professional behaviors, including punctuality and dependability.
- demonstrates concern for appearance and professional dress.
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies.
- deals ethically with colleagues, supervisors, students, and families.
- accepts and considers feedback from others.
- reacts with sensitivity to the needs and feelings of others.
- believes that all students can learn.
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students.
- shows an appreciation for diversity in backgrounds, experiences, and abilities.

Education faculty may decide to have additional meetings during the semester if circumstances arise to discuss cases of students referred for dispositions.

A **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern at the dispositions meeting in any professional conduct areas listed under dispositions or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions during two consecutive semesters at the dispositions meeting. The Undergraduate Program Director will be the person to contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with the Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (Evaluation of Student Dispositions). The student must sign the plan of action. A copy of the plan will be placed in the student's file in the Undergraduate Program Director's office. Remediation could be as simple as attending classes regularly. Remediation may also require more formal actions such as participation in career counseling or a counseling program.

It is important to note that the dispositions meeting is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the dispositions meeting in the semester following the first negative assessment.

Upon a second negative assessment, the Chair of the Education Department may recommend to the Teacher Education Committee (TEC) that the student be dismissed from the program. If the TEC concurs with the Chair, it will notify the student of its intent to recommend dismissal to the appropriate Dean. The student will then have 10 calendar days from the receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have 10 calendar days from that receipt of notification to appeal directly to the appropriate Dean. The appeal process is outlined in the *University of Scranton Undergraduate Student Handbook*, which can be found on the University's website.

I have been advised to read The Education Student Handbook, which can be found on the University's website.

(Initials) _____

I have met with an Education Department faculty member and had the opportunity to discuss this policy and to ask questions. I received a copy of this policy.

(Initials) _____

PRINTED NAME

SIGNATURE

DATE

Semi-Annual Review of Student Dispositions

Student:

Evaluating Faculty:

Semester ending: December

May

DIRECTIONS: List the specific behaviors that indicate the student needs assistance in one or more of the following dispositions.

At the semi-annual review, a **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. The Undergraduate Programs Director will be the person to contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with the Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

It is important to note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the semi-annual review in the semester following the first negative assessment.

Dispositions	Specific Behaviors	Steps Taken by Instructor
Recognizes and practices proper professional behaviors, including punctuality and dependability		
Demonstrates concern for appearance and professional dress		
Has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies		
Deals ethically with colleagues, supervisors, students, and families		
Accepts and considers feedback from others		
Reacts with sensitivity to the needs and feelings of others		
Believes that all students can learn		
Facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students		
Shows an appreciation for diversity in backgrounds, experiences, and abilities.		