



Teacher as Reflective Practitioner

TEACHER EDUCATION HANDBOOK

**KING'S COLLEGE
EDUCATION DEPARTMENT**

Wilkes-Barre, Pennsylvania 18711

Revised
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DEPARTMENT OF EDUCATION

August 21, 2024

Dear King's College Teacher Candidate,

On behalf of our faculty and staff, we are happy to welcome you to the Education Department at King's College. You have chosen to join a wonderful community—and family!

As you embark on formalizing your training as a future educator, please know that you are preparing to enter the most noble profession at an opportune time. The U.S. Bureau of Labor Statistics reports that the employment outlook for teachers is expected to continue to grow. Our King's College teachers are employed in nearly every state in the nation and in countries throughout the world.

In our Education Department, you will learn from knowledgeable, experienced, and dedicated faculty who are committed to supporting your success. Here, you will acquire a firm theoretical foundation that will easily translate into exemplary classroom practice. Our ample field and structured student teaching experiences will prepare you and your future students to thrive.

We hope you enjoy each day and feel surrounded by the support of the Education Department at King's College. As you champion the inherent dignity of every person and mobilize your talents to serve the common good, your training will help you transform lives. We look forward to compassionately addressing any challenges and enthusiastically celebrating your achievements.

Sincerely,

Dara Soljaga, Ph.D.
Associate Dean of Education

Introduction

The Education Department of King's College is dedicated to preparing men and women to become teachers who will inspire future generations of children to reach their full potential. It is a program that operates in concert with the mission of King's College, a Catholic College. The preparation of men and women for the teaching profession is viewed as a sacred trust.

The department is small enough to offer individual attention to all students and large enough to be well staffed and equipped.

The program for teacher education at King's College is approved by the Commonwealth of Pennsylvania to recommend candidates for certification in special education PK-12, pre-school to grade 4, and specified secondary areas. Secondary certification at King's is approved for General Science, Biology, Chemistry, Physics, Mathematics, English, Citizenship Education and Social Studies. PK-12 certification is offered in French and Spanish. The Education Department is also approved for Math 4-8 Education and Science 4-8 Education. King's also offers graduate master's degree programs in Curriculum and Instruction, Reading, and Special Education. Additional certifications and endorsements for Principal, Reading Specialist, STEM, Instructional Coaching, ESL, and Autism can be added on the graduate level.

Basic Requirements

Preparation for certification must include at least sixty (60) semester hours of general education. The distribution of the courses will also cover the Humanities, Social Sciences, and the Natural Sciences to conform to the college's CORE curriculum.

Conceptual Framework

King's College Education Department Mission Statement

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills, and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

King's College Education Department Vision Statement

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices and will be perceived as a leader

in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

The Unit's Philosophy, Goals and Purposes

Education Department Philosophy

Fundamental to the development of the Education Department's Philosophy is the belief that teachers are social beings that live and work in communities. In the spirit of James, Dewey, Piaget, Vygotsky, Bruner, and Boyer, we assert that learning and teaching occur in the shared relationships, experiences, knowledge, and cultures of the communities we serve. It is a holistic interpretation of the acts of learning and teaching, they are by nature, fluid, complimentary, service-orientated, each dependent on the other, never isolated or complete, but continuous experiences embedded in the context of particular communities, each renewing the other. We, teacher-educators and candidates, understand that we will always be learners, especially when we teach.

Accordingly, the core of our conception of learning and teaching in community is "Reflective Practice". This core embodies our belief that effective teachers engage in a continual process of learning, practice, assessment and reflection to develop the knowledge, dispositions and skills that will improve their practice and will affect positive change in the schools and communities they serve. We believe that our candidates', as well as our own personal capacity for reflective practice, develops over time and in professional learning communities where development is ongoing, embedded within the context-specific needs of a particular setting, aligned with reform initiatives, and grounded in a collaborative, inquiry-based approach to learning (Senge, 1990; Knapp, 2004). Teachers educated in the King's College programs become reflective practitioners who understand and practice teacher knowledge (Verloop, Driel, & Meijer, 2002) in authentic contexts (Cranton & Carusetta, 2004). Learning to teach is no longer construed as the transmission of isolated facts, or as teaching behaviors to be imitated, but as a means to creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and our community partnerships with P-12 and higher education colleagues and institutions play key roles in our development of a professional learning community (Rosenholtz, 1989, McLaughlin & Talbert, 1993, Louis & Kruse, 1995, Darling-Hammond, 2008).

Candidates are taught to be mindful of the many ways that teachers impact their students and are encouraged to become "intentional teachers" who constantly reflect on his or her practice and make instructional decisions based on a clear conception of how these practices affect students (Slavin, 2020). We believe that

our students need to be active in field experiences so that they can “get their sea legs”. “These experiences will help them [our teacher candidates] develop and study their own practice and the practice of their mentors and more experienced colleagues, use what they know, and improve their performance in schools and classrooms under the tutelage of expert clinical educators” (NCATE, 2010).

Meaningful interactions with community partners are not only an integral part of a teacher candidate’s experience within the King’s College Education Department, but one that grows out of the traditions of the Holy Cross Congregation and King’s College. Since the founding of the College in 1946, the focus on community has been central to its mission. It is clear in our classrooms that there is a sense of community that develops among our candidates as they support each other in and out of the classroom. This spirit extends into their field experiences as they develop professional relationships and serve the community that they live in.

This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that the Department believes effective teachers demonstrate. The King’s College Model presented below is a visual representation of the organizing framework for each program that prepares professional educators. The Model represents a wheel that informs and supports the process of developing professional educators.

The charism of the Congregation of Holy Cross, cultivation of the mind and heart, provides structure for the preparation of our graduates as well as our vision for how they will teach. The center of the wheel, Reflective Practice, is the core of our model symbolizing the development of habits of mind that foster understanding of the “interrelationships between teachers learning and development and the context of teachers learning” (Hammerness, et.al. 2005, p.389).

The spokes of the wheel represent the tools used to achieve our goals and build on reflective practice. Our programs’ coherence and alignment with professional standards shape our curriculum and field experiences. Best Practices, represents the commitment to identify and incorporate exemplars of “learning in and from practice” (Ball and Cohen, 1999). Each of the components Integrating Knowledge and Practice (symbolized by Knowledge), Understanding Learners, Developing Learning Communities and Monitoring Learners represent the Department’s goals and demonstrate the components of developing professional educators.

King’s College Education Department: A Model for Developing Reflective Practice



The Department's mission statement reflects the beliefs and findings of many esteemed educational experts and practicing teachers.

From its very beginning, the philosophy of the Congregation of Holy Cross and King's College has also foreshadowed the thinking of major scholars concerned with the improvement of education, including Boyer (1995) and Goodlad (1994). Boyer's concept of a basic school for elementary education has ramifications for education at all levels and embraces four main principles: 1) school should be a community; 2) the curriculum must have coherence; 3) a nurturing climate for education must be established; and 4) a commitment must be present for character development. Furthermore, Goodlad (1994) and his colleagues, in developing a mission for teacher education, emphasized the inclusion of moral dimensions, connecting four cornerstone ideas: 1) "enculturating the young in a social and political democracy; 2) providing access to knowledge for all children and youths; 3) practicing pedagogical nurturing; and 4) ensuring responsible stewardship of schools." (p.5)

The "cultivation of the mind" and "cultivation of the heart," as Fr. Moreau emphasized, can be equated easily with the center of our conceptual framework model: reflective practice. We define reflective practice as learning and teaching centered, not learner or teacher centered. It is a deliberate choice of words. We believe the emphasis on the action acknowledges the freedom necessary to guide the candidate's as well as our own changing roles as we move toward our mutual goal of adaptive expertise (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). Having been inspired by this, the knowledge base for our department's conceptual framework will be explained through its essential components: integrating knowledge and practice, understanding learners, developing learning communities, monitoring learning, and reflective practice. The King's College Education Programs are organized and enacted in a way that helps candidates make sense of what they study, observe, and experience. As Hammerness (2006) notes:

Repeated experiences with a set of conceptual ideas, along with continual opportunities to practice skills and modes of thinking and analysis, support deeper learning and the development of expertise (Ericsson, Krampe, & Tesch-Romer, 1993). Indeed, if learners can learn in an environment that makes clear how ideas are connected and related, it deepens their understanding and can make their learning more meaningful (1242).

The collective efforts of candidates, faculty, staff, and partners in our community of learning, emphasize the “interrelationships between *learning and development* and the *context* of teacher’s learning (author’s emphasis), (Hammerness, et al., 2005, p.389). These essential elements in terms of their “shared understandings” among faculty and candidates (Tatto, 1996, p.176) contribute to the creation of coherent, integrated programs (Bransford, Brown, & Cocking, 2000, Bruner, 1960/1977, 1990, 1996) as we seek to achieve the complimentary missions of King’s College and the King’s College Education Department.

Purposes

Initial Teacher Licensure Purposes

The professional preparation programs for teacher licensure (PK-4, Special Education, Math 4-8, Science 4-8, Foreign Languages PK-12 and Secondary Education in Citizenship Education, Mathematics, English, and Science and Secondary Special Education) at King’s College purpose to achieve the following:

- Prepare effective, mindful, creative teachers who successfully integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.
- Encourage candidates to develop habits of mind that value intellectual behaviors developed through reflection on and in the praxis of teaching and learning.
- Support the teacher’s commitment to service as they strive to live purposeful lives.
- Develop the skills of lifelong learning that will support the teacher continued professional development.

Goals

1. Integrating Knowledge and Practice

Competencies and Dispositions

1. The candidate understands and values the relationship of disciplinary knowledge, effective teaching methods, and the purposes of the content areas related to the candidate’s practice.
2. The candidate assumes responsibility for, and effectively integrates multiple teaching and learning strategies (including the use of technology) in student learning experiences.
3. The candidate recognizes the value of, and productively demonstrates the effective use of a variety of communication techniques, including technology to foster student learning.

Initial Teacher Candidate Proficiencies

1. The candidate understands the central concepts, tools of inquiry, and structures of the disciplines taught.
2. The candidate effectively integrates multiple teaching and learning strategies (including technology) in student learning experiences.
3. The candidate productively incorporates a variety of communication techniques to foster student learning.

2. Understanding Learners

Competencies and Dispositions

1. The candidate believes that all children can learn.
2. The candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
3. The candidate is committed to and supports the development of effective literacy skills (including technological literacy) in all learners.
4. The candidate is culturally competent and appreciates and values human diversity and is committed to the development and adaptation of learning experiences to support each student's potential.

Initial Teacher Candidate Proficiencies

1. The candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
2. The candidate supports the development of literacy skills in all learners.
3. The candidate adapts instruction to meet the needs of all students and demonstrates cultural competence.

3. Developing Learning Communities

Competencies and Dispositions

1. The candidate displays an entry level skill at creating and maintaining a learning environment that supports instructional goals.
2. The candidate understands how factors in the students' environment outside of school may influence the students' life and learning.
3. The candidate demonstrates effective self-assessment and problem-solving strategies.
4. The candidate values the impact of community on student learning, praxis, and instructional goals.
5. The candidate realizes the importance of respect, motivation, flexibility, adaptation, collaboration and persistence in developing effective learning communities.

Initial Teacher Candidate Proficiencies

1. The candidate creates and maintains an inclusive learning environment that supports instructional goals.
2. The candidate understands how factors in the students' environment outside of school may influence the students' life and learning.
3. The candidate demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

Competencies and Dispositions

1. The candidate understands the principles of effective classroom management and can use a variety of strategies to promote positive, purposeful learning.
2. The candidate values and strategically uses a variety of formal and informal assessments to promote student learning.
3. The candidate assumes responsibility for the development and implantation of effective lesson plans and units.

Initial Teacher Candidate Proficiencies

1. The candidate understands the principles of effective classroom management and can use a variety of strategies to promote positive, purposeful learning.
2. The candidate effectively uses a variety of formal and informal assessment techniques.

5. Reflective Practice

Competencies and Dispositions

1. The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
2. The candidate recognizes his/her responsibility to adhere to ethical principles and professional standards in his/her personal and professional dispositions and actions in his/her chosen fields.

Initial Teacher Candidate Proficiencies

1. The candidate displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
2. The candidate acts in a responsible, professional manner.

Teacher Education Curriculum

CORE Curriculum

The CORE Curriculum at King's College is that portion of the curriculum in which all students participate, no matter what their major. It is, as its name implies, central to

all undergraduate degrees at King's College. It lays the foundation for a liberal education that will be reinforced in the teacher education program and continued throughout life. CORE courses comprise a common educational experience which seeks to develop a community of learners, to provide opportunities for enlarging and deepening the classroom experience through the sharing of viewpoints and ideas, and to encourage a spirit of collegiality in the pursuit, discovery and transmission of that knowledge and truth that are essential to intellectual growth, moral maturity and personal fulfillment.

CORE courses are broadly based so that fundamental human issues and problems are approached from diverse viewpoints represented by a variety of disciplines. This emphasis on breadth offers students the opportunity to become familiar with differing methodologies and to see the unity of knowledge rather than viewing it as unrelated bits of information.

The coherence and integrity of knowledge is also made evident by the structure of the CORE Curriculum. The required CORE courses are divided into five (5) categories: the College Seminar, Communication & Creative Expression, Citizenship, Quantitative & Scientific Reasoning, and Wisdom, Faith & the Good Life. Each category has clear and specific liberal learning goals and objectives for all courses within it. These goals and objectives include numerous connections between categories.

The CORE curriculum focuses in a deliberate and systematic manner on the following skills of liberal learning: Critical Thinking, Effective Writing, Effective Oral Communication, Information Literacy, Technology Competency, Quantitative Reasoning, and Moral Reasoning. CORE courses initiate the college level development of these skills, which are further refined in courses required in the teacher education program. The Comprehensive Assessment Program works with the CORE and teacher education curricula to encourage students to see learning as cumulative, transferable, and integrated.

A copy of the College's CORE Curriculum is located in the Appendix. All students are advised to review the program planner for their respective major on the College's website: http://www.kings.edu/academics/essentials/academic_planners.

Educational Studies Major Curriculum

Approximately sixty (60) hours are necessary for a major in Educational Studies. Those students who are not formally accepted into the education program by the end of their sophomore year will be changed to educational studies major. This major does not lead to a public school teaching certification in Pennsylvania. It can lead to Early Childhood Director's credential and/or Private Academic Certification through Pennsylvania. The program planner for Educational Studies can be found online at http://www.kings.edu/academics/essentials/academic_planners.

Education Pre-Kindergarten to Grade 4 Major Curriculum

Approximately sixty (60) hours are necessary for a major in Education Pre-kindergarten to Grade 4 (PK-4). All students majoring in Education PK-4 must also complete King's Core Curriculum to graduate. Program planners for Education PK-4 majors can be found online at http://www.kings.edu/academics/essentials/academic_planners. To become certified, students must pass the PECT exams, complete student teaching in an appropriate setting, and apply through the TIMS website.

Special Education Major Certification

Beginning with those completing their degrees after January 1, 2022, a student may major in Special Education PK-12. All students majoring in Special Education must also complete King's Core Curriculum to graduate. Students who wish to be certified in Special Education will need to pass the Special Education PECT tests, complete student teaching in an appropriate setting, and apply in TIMS. Students are able to double-major in Grades PK-4 and Special Education. Program planners for Special Education PK-12 majors: http://www.kings.edu/academics/essentials/academic_planners.

Five-Year B.A./M.Ed. Program: PK-4, Special Education PK-12, and Reading Specialist

Beginning with first year students entering the fall 2020 semester, students may complete a five-year program leading to a double undergraduate major in Grades PK-4 and Special Education PK-12, and a master's degree in reading. This would allow students to earn 3 certifications (after the appropriate testing). Students must apply for admission to the 5 year program concurrently with their formal application to the education department. Please note that you are responsible for following the program planner for the 5 year program throughout your undergraduate program. This planner can be found online at http://www.kings.edu/academics/essentials/academic_planners.

Grades 4-8 Certification: Math or Science

Students interested in middle level certification (grades 4-8) will select a major field of math or science. Students complete approximately 30 credits in that content area, along with 12 credits in the complementary fields (math, science, language arts, social studies), in addition to education coursework. Program planners for these majors can be found online at http://www.kings.edu/academics/essentials/academic_planners.

Secondary Certification Curriculum Science, Math, or English

Students seeking certification in secondary education will major in one of the following content areas: General Science, Biology, Chemistry, Physics, Mathematics, or English. Students who wish to teach any of these academic subjects must also complete a sequence of education courses. Education

Department requirements for secondary certification students:

http://www.kings.edu/academics/essentials/academic_planners. Secondary certification candidates should obtain current program planners for the major from that particular department. All programs that have secondary certification have a special planner that includes the major and education courses.

Secondary Certification Curriculum Citizenship Education/Social Studies

Students seeking certification to teach secondary social studies will major in History, Political Science, or Economics. Students may then earn certification in either 1) “Citizenship Education” or 2) “Social Studies.”

1) Students seeking the “Citizenship Education” certification should take and pass the Praxis exam in Citizenship Education (which has 15 less questions than the “Social Studies” Praxis exam because it covers U.S. History, World History, Government/Civics/Political Science, Geography, and Economics but NOT Behavioral Sciences).

An individual holding a valid PA certificate for Citizenship Education is qualified to teach Citizenship Education courses to students in grades 7 through 12. An individual holding a valid PA certificate for Citizenship Education is qualified to teach courses and programs in areas including Pennsylvania, United States, or world history; geography; civics and government; economics, international trade and global economies; political science; local/state/national commerce, international relations; American and world cultures.

2) Students seeking the “Social Studies” certification may:

Take and pass the “Social Studies” praxis exam. The Social Studies Praxis Exam has 15 more questions than the “Citizenship Education” exam because it covers U.S. History, World History, Government/Civics/Political Science, Geography, and Economics and Behavioral Sciences. An individual holding a valid PA certificate for Social Studies is qualified to teach courses and programs in areas to include Pennsylvania, United States, or world history; geography; civics and government; economics, international trade and global economies; political science; local/state/national commerce, international relations; American and world cultures; psychology, sociology, anthropology and philosophy.

PK-12 Certification: French or Spanish

Students seeking certification in French or Spanish will major in that language and declare their interest in teacher certification. Students who wish to teach any of

these academic subjects must also complete a sequence of education courses. Education Department requirements for foreign language certification students can be found online at http://www.kings.edu/academics/essentials/academic_planners. Both programs have a special planner that includes the major and education courses.

Please note: All planners have been designed to meet the requirements for certification in Pennsylvania. If you plan to be certified in another state, please check their Department of Education website to see if there are any additional requirements (for example, certification in CPR).

Communication

Important information regarding the teacher education programs will be communicated to candidates through King's College email accounts, Student Learning & Licensure, education classes, education department website, and postings within the Education Department. Be sure to check your email often and meet with your Education Department advisor each semester.

Use of Cell Phones, Social Media and Technology

Cell phone/Social Media use is prohibited during class instruction and field experience. This includes, but is not limited to, making and receiving phone calls, text messages, audio and video recording, and accessing email and the Internet. All cell phones should be silenced as not to interrupt class. If there is a reason why cell phone access is necessary during a given class, this should be discussed with your instructor (or cooperating teacher if at a field site) prior to class. Your cooperation is appreciated and expected.

Teacher Education Candidates are encouraged to use computers and other instructional technologies for educational purposes whenever possible, but only if approved by the instructor and/or cooperating teacher. Teacher Education Candidates are never to use school computers to access email or the internet for personal use.

Teacher Education Candidates are cautioned when utilizing social media for personal purposes. Platforms such as Facebook and Snapchat should never reference or show any students or any aspect of field experience. Further, these platforms should not be used to make commentary related to King's College classrooms. Teacher Education Candidates are also cautioned about how they portray themselves individually on such platforms. While working in the local school districts, candidates are considered professionals and should appear as such in all posts. Please be aware that many employers review social media prior to hiring individuals.

Attendance, Participation, and Professional Conduct Policy

Students are expected to attend all classes and actively and cooperatively participate in group discussions, activities, and assignments. You are in a professional teacher education program and should consider that attendance in class is just one of many required professional responsibilities. Our class and our interactions with each other are critical to professional growth and development. Class attendance and cooperative engagement in class activities are necessary for successful completion of this course. Unavoidable absences are to be discussed with the instructor. It is the student's responsibility to arrange with the instructor any work to be made up due to the absence within 48 hours of your return to campus. Absences for scheduled doctor's appointments are not considered excused absences. Athletes in season should meet with the instructor to review how the sports schedule may impact class time. Attendance will be considered in determining the final grade. The grade given for Attendance, Participation, and Professional Conduct will not be higher than the percentage of classes attended.

More than three absences (for a MWF class), two absences (for a TTh class), or one absence (night class) will be considered excessive and will adversely affect your grade. Being late to class three times will be the same as one absence. Extended absences should be reported to the Dean of Students Office.

Professional conduct includes interactions with peers, faculty, and field experience personnel; timely completion of assigned tasks and responsibilities; and adherence to King's College policies regarding academic integrity. *Professional conduct also means being in class on time and restricting technology use to when class is not in session. Professional conduct means behaving in words and actions as a teacher – that includes being supportive of each other, focusing class time on the material being discussed, being open to new ways of learning material, and being flexible. See the Disposition Rubric for more detail.*

Disabilities, Accessibility, and Inclusive Learning

King's College is committed to ensuring that all students can participate fully in the King's experience, and therefore to creating an inclusive learning environment for all students. King's views disability as an aspect of human diversity, and continually works with students, faculty, and staff to identify environmental and attitudinal barriers and to improve accessibility on campus and in our online platforms. Therefore, if you have physical, sensory, psychological, or learning disabilities, we would like to support your access to course materials through reasonable accommodations. Please contact the Disability Services Coordinator, in the Academic Skills Center, at the beginning of the semester regarding King's policies and procedures for documenting and accommodating differing abilities. See Services for Student with Disabilities in the Student Handbook or online at https://www.kings.edu/academics/support/skills_center for more information. King's respects the right to keep disabilities confidential and requires faculty to maintain confidentiality in their work with other offices to ensure these accommodations.

Study Abroad

Students are encouraged to take advantage of opportunities to study abroad. Please keep in mind, most 300- and 400- level courses are offered only once per year. Share your intentions with the education advisor and consider studying abroad during the sophomore year since to afford the most time to work in education courses.

Technology and Teaching

Technology is an important tool for teaching, and your different education classes will require you to access and use different software. To meet the minimum requirements of the different classes we are recommending that students enrolling in classes as freshman for the Fall 2022 semester have access to a laptop or home computer that meets the following specifications. King's College recommends that you purchase a device with a repair and accidental damage warranty that will last during your enrollment as a student.

Recommended:

Option 1 Windows Device*

12th Gen Core i5/AMD Ryzen 5 (5600) or newer and at least 12 GB of memory.

Estimated Cost US \$ 800.00 to \$1000.00 (without the extended warranty)

***Note. Windows is the preferred platform at King's College.**

OR

Option 2 iOS Device

MacBook Air or MacBook Pro with an Apple M2 Chip (or newer) and at least 8 GB of memory.

Estimated Cost US \$ 850.00 to \$1,500.00 (without the extended warranty)

IN ADDITION

Most laptops will embed the following hardware, but double check, the device should have the following:

1. a camera,
2. microphone, and WIFI capabilities.
3. A USB-A or USB-C/Firewire port (for external storage in the future)
4. As a student at King's College you will be able to download and install Microsoft Office 365. Directions can be found here: [How to Install O365 – King's College \(https://help.kings.edu/hc/en-us/articles/1500003110682-How-to-Install-O365\)](https://help.kings.edu/hc/en-us/articles/1500003110682-How-to-Install-O365)

You can purchase a device using the King's College Purchase program. More information can be found here: [Computer Purchase Program | King's College \(https://www.kings.edu/mykings/computer-purchase-program\)](https://www.kings.edu/mykings/computer-purchase-program)

Field Experiences

In order to be placed for field experiences, all King's education students must provide the Field Experience Coordinator with the required paperwork prior to beginning the field experience. In most cases, failure to complete a field experience in a course will result in the need to repeat the course in a future semester. Be sure to remain aware

of due dates for turning in clearances and keeping clearances updated. Additional information regarding the field experience requirements can be found online at http://www.kings.edu/academics/undergraduate_majors/education/forms or by emailing the Field Experience Coordinator at edfieldplacement@kings.edu. Please note that all field placements must be cleared by the Field Experience Coordinator. Students are not to arrange for their own field experience.

Policies for Field Experiences

Placements: All placements are to be requested by the Field Experience Coordinator. No student should contact a school regarding placements until told to do so by either the Field Experience Coordinator or the class instructor.

Attendance: Regular and prompt attendance is required. Teacher Education Candidates are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make-up the time missed. Note: you will not be excused from other classes to complete field work.

Transportation: Teacher Education Candidates are to arrange their own transportation.

Dress: Teacher Education Candidates are expected to dress and groom in accordance with standards expected of professional teachers. This policy applies to field trips, as well as other field experiences.

Professional Relationships: In all professional settings, formal titles (e.g., Miss, Ms., Mrs., Mr., Dr.) are advised, rather than first names. Teacher education candidates are expected to be courteous, sensitive, and discreet in conversations with students. Teacher education candidates are to avoid overly casual language and inappropriate slang.

Critiques of Experiences: Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children, and schools are to be professional. Teacher Education Candidates are guests of the school personnel, and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.

Use of Technology: Teacher Education Candidates are encouraged to use computers and other instructional technologies for educational purposes whenever possible, but only if approved by the cooperating teacher. Teacher Education Candidates are never to use school computers to access email or the internet for personal use. Cell phone use is prohibited during the field experience. This includes, but is not limited to, making and receiving phone calls, text messages, audio and video recording, and accessing email and the Internet. All cell phones should be silenced as not to interrupt class. If there is a reason why cell phone access is necessary during a given class, this should be discussed with your cooperating

teacher prior to class. Your cooperation is appreciated and expected. Failure to follow this policy may result in penalty as indicated by the instructor.

Emergency Preparedness: At the beginning of your placement, familiarize yourself with the physical aspects of the building and talk with your cooperating teacher about emergency procedures, i.e., fire drills and lock downs. Should you be in the classroom during such a procedure, follow the directives of your cooperating teacher and school administration.

Note: The Education Department reserves the right to call and verify all signatures and times submitted as part of a class assignment.

Guidelines for Reporting Off-Campus Abuse Committed by Non-King's College Community Members (from the King's College Child Protection Policy)

*If a person has reasonable cause to suspect that a child participating in a college-related activity is being abused off campus, it is their responsibility to report the alleged abuse to the King's College supervisor of the activity. The King's College supervisor will report the suspected abuse to the head(s) of any outside organization(s) also connected to the activity. Both the initial reporter and any outside organizations should follow the dictates of the Pennsylvania Child Protective Services Law in reporting suspected child abuse to the Department of Public Welfare's ChildLine (1-800-932-0313). **If abuse is witnessed first-hand, the person who is witness to such abuse is urged to contact the local authorities immediately by calling 911.*** *Adapted from California University of Pennsylvania Teacher Handbook

Field Experience Descriptions

Flood Elementary Field Experience with Diverse Students (EDUC/SPED 215 and EDUC 305)

The Education Department of King's College provides an after-school tutoring program for students at Flood Elementary School. All students in EDUC 215 and EDUC 305 will complete approximately 20 hours at the elementary school.

Child Observation Project (EDUC/SPED 215)

Students will summarize the experiences obtained through observations of children from birth to adolescence in classroom and social settings. The sites include King's College Early Learning Center, Graham Academy, Rock Solid Academy, Wyoming Area Catholic School. Students will compose a three-page reflection as a culminating activity. (10 hours)

Observation (EDUC 217)

Students will observe a local high schools and middle schools. Observations will include special education classrooms and social settings. Sites include Graham Academy (K-12), Wilkes-Barre Area, Wyoming Valley West. (5 hours)

Program Exploration Project (EDUC 220)

As part of learning various theories of working with young children, students visit various childcare and pre-school sites. This allows students to see the multiple approaches taken to care for and teach students from diverse backgrounds. Students are also required to describe the developmental research and principles set forth by the ECERS-R environment tool. (15 hours)

English Language Learner Project (EDUC 230 or EDUC 240)

Students will be placed with a local ESL teacher. Students will work with children whose first language is not English and observe classrooms and modifications for these students. (10 hours)

Secondary Development, Cognition and Learning (EDUC 235)

Students will observe high school students of various developmental stages and abilities in two diverse educational settings. (30 hours)

Early Literacy Experience (EDUC 260)

Students will observe various students at a local elementary school and then prepare and facilitate an interactive read aloud lesson plan appropriate to the children's literacy development. (5 hours)

Intermediate Unit, New Story, or other SPED classrooms (EDUC 270)

Field experience will focus on observation of complex learners and their learning characteristics. These observations are meant to introduce students to the various types of placements in special education. (5 hours)

Assessment II Field Experience (EDUC 306)

Students will be involved in a child assessment project and communicating growth and development with students and staff at the Graham Academy. (30 hours)

Transition Opportunities (EDUC 314)

Students will be assigned to special needs learners aged 14 through 21 in multiple types of classrooms and experiences outside the classroom. The students will work with transition age district students in a variety of transition-based classroom instruction from functional reading and math expectations, career development, job shadowing, and independent living opportunities. (18 hours).

Low Incidence (EDUC 318)

Students will observe in a local low incidence disabilities classroom. (3 hours)

Classroom Management (Middle Level and Secondary – EDUC 350)

The goal of this experience is to learn about the disciplinary process and observe classroom management techniques. This experience places students in a middle or secondary school setting. (5 hours)

Teaching Secondary Diverse Students (EDUC 366)

Students will observe and teach a minimum of 3 lessons in a local middle or secondary school setting. The course and field experience are designed to assist teachers to recognize challenges related to teaching diverse students and to emphasize the proper instruction to meet the cognitive as well as the psychological needs of their students. The field experience will emphasize the implementation of routines that enhance a student's ability to construct understanding of content and reading by fostering metacognition and inquiry with text. (25 hours)

Specially Designed Instruction (EDUC/SPED 370)

Students will be assigned to an early grade classroom and will assist the classroom teacher with students who are struggling learners, developmentally delayed, or who have an IEP. Students will instruct at the direction of the teacher using specially designed instruction. (18 hours)

WBA and WWV Field Experience (EDUC/SPED 390)

Students will assess and teach small groups of children in two local elementary schools. The primary approach used in these sessions will be Guided Reading; however, students will utilize a variety of other strategies studied in class. Assessments of students will include a formal reading inventory, running records, checklists and daily anecdotal records to inform instruction. Students will work in pairs with the children to help facilitate remediation of the children. Students will keep records of each session and share experiences with the class as a whole and the submission of a final report. (18 hours)

Pre-Student Teaching Field Experience Grades 4-8 (EDUC 410, 411, 412, and 413)

Students should register for EDUC 412 and 413 together. During the semester, students will spend time in a 4th or 5th grade class and a middle level class in their content area working with in-service teachers and presenting lessons to students. (Total: 50 hours)

EDUC 410 will be cross-listed with EDUC 303 and EDUC 411 will be cross-listed with EDUC 320. Additional information about the field experience is below. (See Specialized Methods -Secondary.) Each course requires 25 hours.

Social Studies Field Experience (EDUC 420)

Pre-service teachers will observe at various sites to explore social studies in action with children. Candidates are required to observe the types and varieties of material used and instructional practices utilized. In addition, candidates will prepare and present a lesson related to one of the strands of social studies. (10 hours)

Pre-Student Teaching Field Experience (EDUC 421, 422, and 423)

Students need to follow the course sequencing outlined in the education PK-4 planners in order to have the pre-student teaching semester open for field work. Specific courses have been chosen for this semester and students are discouraged from taking other classes during the day. Times will be arranged during this semester for students to participate in extensive activities in a local school.

Students are to register for EDUC 421, Mathematics Methods, EDUC 422, Science Methods, and EDUC 423 Literacy Across the Curriculum: The Reading-Writing Connection during the same semester. During the semester, students will spend time in elementary schools working with in-service teachers and presenting lessons to students. (Total: approximately 100 hours)

Specialized Methods Field Experience (Secondary)

As part of a teacher candidate's specialized methods course, they will observe a cooperating teacher and teach 3 lessons in either a middle or high school setting. (25 hours)

Student Clearances Packet

The following documents are required for all students completing field experiences through the education department to be submitted to the Field Experience Coordinator on or before the start of the student's semester classes. All documents can be found online at:

http://www.kings.edu/academics/undergraduate_majors/education/forms

(Input complete Kings College e-mail address then password)

1. Education courses clearances check list
2. ACT 34, Pennsylvania State Police Clearance
3. ACT 151, the Pennsylvania Child Abuse Clearance
4. ACT 114, Rap Sheet, FBI Federal Criminal History Record
5. ACT 24 of 2011, Arrest/Conviction Report and Certification Form
6. King's College Student Attest Form/FBI Clearance
7. King's College TB Test Results form
8. National Sex Offender public registry check
9. Verification of recertification of child protection training (certificate)
10. Signature of reading and acknowledging King's College's "Guidelines for Appropriate Interactions with Children"
11. Signature of reading and acknowledging King's College Education Department's "Social Media Policy"
12. Student Information Release

Student Teaching

Student Teaching Semester

Teacher education culminates in student teaching. Having satisfied the pre-requisites for student teaching courses, undergraduates are assigned to positions in public or private schools for the first or second semester of their senior year.

Semester course work has been carefully sequenced and clustered to benefit the student and maintain balanced classes within the department. Tracking begins in the sophomore year and the student teaching semester should be determined at this time. Student athletes will need to track their student teaching experience for the

off-season semester. There is flexibility in scheduling the student teaching semester and the student and his/her advisor will make the final decision.

If the student has a break between coursework and student teaching, it is the student's responsibility to contact the Field Experience Coordinator to be aware of deadlines for student teaching. (Usually, the 2nd Monday in May and the 1st Monday in November)

Student Teaching Placement

The King's College Education Department has established and maintained an outstanding relationship with all our surrounding School Districts. Most student teachers will be placed in one of these districts and the placements are based on the availability of qualified cooperating teachers in their subject area and the willingness of schools with programs approved by the Education Department of King's College. The Education Department will make every effort to place student teachers within a half hour driving radius of the College so that our supervisors are able to get to the schools while still teaching at King's. Also, it is our policy to make every effort to not place students in a school they have attended, where they completed their pre-professional experience, or where a relative works. The placement decision will be made by the Field Experience Coordinator with the full knowledge of the Director of Student Teaching. Students should be prepared to accept assignments in any of our local cooperating school districts.

Student Teaching Fee

Students are charged a student teaching fee of Two Hundred Sixty-Five Dollars (\$265) in addition to the tuition fee. The fee is given to the cooperating teacher as an honorarium for his/her help in training the student teacher. If the student has more than one cooperating teacher, the fee is shared equally by the teachers involved.

Course Prerequisites for Student Teaching

PK-4 and Special Education PK-12

All elementary education and special methods classes.

PK-12 (French and Spanish), 4-8, and Secondary

All professional education requirements and content area courses.

Eligibility for Student Teaching

Eligibility for student teaching will be determined at the registration period prior to the semester of student teaching.

Student teaching eligibility is contingent upon:

1. Completion of a student teaching application and face to face meeting with the Field Experience Coordinator to sign a student teaching contract generally on or before the semester deadline. (Usually, the 2nd Monday in May and the 1st Monday in November)

2. The Basic Skills requirement has been waived for three years by PDE effective July 2022.
3. Possession of a GPA of 3.0 GPA, or a 2.8 GPA with higher cut-scores on certification exams.
4. Completion of appropriate coursework determined by each Teacher Education Program. Candidate must have earned a grade of “C” or better in all education courses prior to student teaching.
5. Formal admission to the teacher education program.
6. Completion of student teaching clearances packet submitted to the Field Experience Coordinator by the set deadline. (Usually, the second Monday in May and the 1st Monday in November)
7. Completion of Act 34, Act 151 and FBI clearances.
8. Completion of Act 24 form
9. King’s College FBI Clearance Document (Student Attest Form)
10. Health Certificate
11. TB Test Results Form
12. National Sex Offender Public Registry Check
13. Verification of Child Protection Training
14. Signed copies of King’s College’s “Guidelines for Appropriate Interactions with Children” and “Education Department’s Social Media Policy”
15. Signed Student Information Release
16. Oral Proficiency Interview for those seeking Foreign Language Certification.
17. Signature of the Dean of Students or Vice President for Student Affairs on the student teaching application.

Minimum Grade Point Average Requirement

Students must possess an overall GPA of 3.0 GPA, or a 2.8 GPA with higher cut-scores on certification exams, to gain certification by PDE. If a student does not meet the GPA requirement prior to the semester of student teaching, alternative courses must be taken.

A student receiving a “C-“, “D” or “F” grade in a course may retake that course. All grades involved will appear on the transcript, but only the repeat grade will be used in the calculation of the grade point average. Students are encouraged to repeat courses in order to increase their overall GPA and must retake any education course for which the student has earned a “C-“ grade or below.

If a course must be repeated more than once, the first repeat grade will remain and will be averaged in with the second repeat. The student who is retaking a “D” or “F” graded course must indicate this to the Registrar through the appropriate form at the time of registration.

Physician’s Statement

All student teachers are to obtain a physician’s statement confirming they are physically and mentally capable of performing all duties of a regular classroom

teacher and are free from tuberculosis. The appropriate form will be provided to the student at pre-registration.

Criminal Record/Teacher Certification

The Education Department makes every effort to develop teachers who will become role models for academic skills, high moral character and good citizenship. Education majors must be aware of the consequences they may face for abusing alcohol, illegal drugs, or committing any illegal act.

The Public School Code and regulations prohibit the issuance of a professional certificate to applicants who do not possess good moral character, or who abuse alcohol or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.

Education majors are to be aware that any misdemeanor or felony conviction will automatically mean that the Department's Administrative Review Panel must review their application for teacher certification. A conviction may prevent applicants from receiving a professional certificate, or later on, employment as a teacher or administrator. Act 30 of 1997, which amends 24 P.S. Section 111. Background checks of prospective employees, prohibits employment for five years for individuals convicted of certain offenses. A new bill being considered by the Senate will increase that time to fifteen years.

Pennsylvania State Police Criminal Record Check (Act 34)

Pennsylvania school districts require student teachers to obtain a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. If a criminal record exists, there is a possibility that school districts will deny acceptance of the individual as a student teacher. Applications for the Act 34 Clearance will be provided to students. The Act 34 Clearance is valid for one year and is obtained online at the following website: <https://epatch.state.pa.us/Home.jsp>

Pennsylvania Child Abuse History Clearance (Act 151)

Pennsylvania school districts require student teachers to obtain a child abuse history clearance from the Department of Public Welfare stating that the applicant does not have a child abuse record. If a child abuse record exists, there is a possibility that school districts will deny acceptance of the individual as a student teacher. The Act 151 Clearance is valid for one year and is obtained online at the following website: <https://www.compass.state.pa.us/cwis>

FBI Check (Act 114)

Teacher candidates will need an FBI check to enter the schools for field experiences and student teaching. The FBI clearance is valid as long as you maintain continual enrollment at King's up to your student teaching semester at which time it must be renewed in order to student teach. Procedures for obtaining this FBI check can be found at the link: https://www.kings.edu/academics/undergraduate_majors/education/forms

Testing Requirements

Pennsylvania Tests

- I. *Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022 requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.*
<https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/Pathways.aspx>
- II. Content Knowledge: Be sure to double-check the following site to verify you are taking the correct test at the time of certification:
http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638 .

King's College teacher candidates should take the following test(s) near the end of the senior year (normally during student teaching) unless otherwise noted:

A. Education PK-4

Three PECT Modules – see www.pa.nesinc.com for details

- Module I is best taken after completion of EDUC 215, 220, and 305.
- Module II is best taken after completion of EDUC 260, 390 and 420.
- Module III is best taken after completion of EDUC 421 and 422.

B. Grades 4-8

Regardless of content area, you must take the PA Grades 4-8 Core Assessment (Pedagogy, English Language Arts, Social Studies, Math and Science) and your content area test (Middle Level Math 4-8 or Middle Level Science 4-8). See www.ets.org/praxis for more information.

C. Secondary Education Majors

D. Specific subject area (History, Mathematics, etc.). See www.ets.org/praxis for more information and the specific test required in Pennsylvania at the time of certification.

E. PK-12 Certification – World Language

Regardless of the language of certification, the ACTFL Oral Proficiency Interview (OPI) and Fundamental Subjects: Content Knowledge are needed through www.ets.org/praxis.

Foreign Language Candidates have a choice of how to demonstrate written proficiency in the language. French: Content Knowledge (through ETS) or ACTFL Written Proficiency Test (WPT). Spanish: Content Knowledge (through ETS) or ACTFL Written Proficiency Test (WPT).

F. Special Education PK-12

The Special Education Core Knowledge and Applications (5354) and Fundamental Subjects (5511) tests are required.

It is the responsibility of the applicant to register for the proper tests. Students should pay careful attention to identifying and recording the correct code number of King's College (RA2353 for ETS) on the registration form. King's College must be identified as a score recipient. Be sure to save the PDF file of your scores from ETS or Pearson for your records. The test numbers listed above may change by the time you are preparing for certification. Reference [Certification Testing \(pa.gov\)](#) for the most up-to-date information before registering for any tests.

Students are encouraged to visit the Praxis Series Website at <http://www.ets.org> to get current information on testing requirements. Also, students can download "Tests at a Glance" booklets at <http://www.ets.org/praxis/prxtest.html>.

Information about Pearson tests can be found at www.pa.nesinc.com.

Retake Vouchers

Retake vouchers allow candidates who meet certain eligibility criteria to retake a test module at no additional cost. Vouchers are available for all tests in the PECT program, including the Pre-service Academic Performance Assessment (PAPA).

1. For a candidate to be eligible for a retake voucher, she or he must:
 - have a GPA of 3.0 or higher*
 - for PK-4 Module 1, must have a scaled score from 184 to 196
 - for PK-4 Modules 2 & 3, must have a scaled score from 184 to 192
 - for PAPA Modules 1 and 3, SPED PK-8, and SPED 7-12, must have a scaled score from 209 to 219 and
 - for PAPA Module 2, must have a scaled score from 177 to 192
 - have attempted to pass the test module at least once but no more than twice.

Eligible candidates may receive one voucher only per test module.

2. Retake vouchers must be requested on behalf of a candidate by the college or university at which the candidate is currently enrolled or from which the candidate graduated. Prior graduates are eligible only if they are currently working on a temporary, provisional, or emergency certificate. Retake Voucher Request Forms are available only to approved Pennsylvania teacher education programs.
3. Retake voucher requests must be approved and signed by the Chair of the Education Department.

4. King's needs to complete and submit this form at least 6 weeks before the date the candidate intends to test. Upon approval by Evaluation Systems, usually within three weeks after receipt of the request, a voucher code will be provided to the candidate via email. Candidates should wait to receive their voucher code before registering to test.

ETS Exams

1. For an individual to be eligible for a certificate, they must:
 - have a G.P.A. of 3.0 or higher*
 - have missed the passing score by no more than 3 points*
 - have attempted to pass the test no more than twice

A candidate will be limited to two certificates per individual test over the course of their testing history.
2. Retake vouchers must be requested on behalf of a candidate by the college or university at which the candidate is currently enrolled or from which the candidate graduated.
3. Retake voucher requests must be approved and signed by the Chair of the Education Department.
4. Once ETS receives the certificate, they will process and issue a voucher number directly to the candidate via email, which can be used to register online for a free Praxis re-test.

The most up-to-date grid to determine qualifying scores is found here: [Certification Test and Score Requirements](#). The GPA Qualifying Score scale is applied only to applicants for PA certification, and only at the time of application; scaled scores are based on the candidate's final GPA. The candidate for certification must be finished with his/her program of studies and must have a final GPA in order for this scale to have any consideration. The GPA Qualifying score allows you to qualify for certification based on your GPA even if you have not passed the exam.

Certification

Applying for Teacher Certification in Pennsylvania

All candidates for initial certification in Pennsylvania must have earned at least a Baccalaureate degree, completed an approved program of teacher education, and have passed the Praxis Series and/or Pearson tests for their certification area. All scores are to be sent to King's College.

After students have successfully completed all of the requirements (including student teaching), they are to submit their application for certification online at [Certification \(pa.gov\)](#).

Applying for Teacher Certification in Other States

Students seeking certification from another state should contact the particular State Department of Education for current application procedures. The Verification of Program Completion Form should be sent to the Education Department at King's College. Please note that you may need to take additional tests for different states.

Student Groups in the Education Department

Students are encouraged to take part in the many extracurricular activities offered at King's College. King's College's Education Department has two active student groups: the Education Club and Kappa Delta Pi International Education Honor Society. While these groups often work together, each offers individual programming to our students that are interested in education.

The Education Department Assessment System

Overview of the System

- Education students will be assessed at four gates (Gates A, B, C, and D). These assessments will take place during advisement sessions.
- Advisement sessions take place once a semester with the assigned advisor to determine courses for the following semester. Candidates are responsible for scheduling these sessions, which will take approximately 10-15 minutes.
- A developing portfolio of artifacts that best exemplifies the meeting of the INTASC standards (see Appendix) is required. Portfolios will be explained in detail in EDUC 202 Educational Philosophy, Issues, and Trends. Refer to the Appendix for Portfolio Grading Rubric.
- Each semester, education professors will also be assessing dispositions to gauge abilities to interact in a professional manner. (See Appendix for Dispositions Grading Rubric.)

Requirements for Each Gate of the Assessment System

Gate A Initial Assessment

- I. **Portfolio:** All students taking education classes are to save their course projects and other teaching artifacts (electronically and/or a hard copy)

and place them in a “portfolio” that includes artifacts best exemplifying meeting the INTASC Standards (see Appendix).

- II. **Dispositions:** Education professors will also be assessing your dispositions at the end of each semester in terms of your ability to interact in a professional manner (see Appendix for Dispositions Grading Rubric).

Gate B Formal Admission to the Teacher Education Program

The following requirements are mandated by the Pennsylvania Department of Education:

- **Undergraduate students** must submit, in Watermark, a completed application packet no sooner than the completion of 48 credits and no later than the completion of 60 credits.
- **Post-baccalaureate students** submit a completed application in Watermark after the completion of six education credits and before beginning student teaching or the special education culminating field experience.

The following classes must be completed prior to application:

- EDUC 202, Educational Philosophy, Ethics, Issues, and Trends
- EDUC 215/235, (PK-4/Secondary) Development, Cognition, and Learning I (with field experience)
- Six credits in English (ENG 110 and Literature core)
- Six credits in Mathematics (MATH 101 and MATH 102, or higher level as required by content area)
- Transfer Undergraduate Students: If any or all credits were transferred, apply for candidacy after the completion of nine education credits at King's College, but no sooner than the total completion of 48 credits and no later than the 60 transfer and 9 King's credits.

The following criteria must also be met:

- Grade of “C” or better in all education courses. Secondary certification students must achieve a grade of “C” or better in their major certification area.
- An overall cumulative grade point average (GPA) of 3.0 or a 2.8 GPA with the understanding that higher cut-scores will be required on content exams for certification.
- The qualities of personal character, integrity, high moral conduct, and positive personality traits must be evident in application essays, instructor recommendations, and disposition rubrics.
- Two (2) recommendation forms completed by education professors who taught the candidate a class. Professors complete the recommendations directly in Watermark by accessing the forms in the Testing section.
- Completion of the entire application for formal Admission to the Teacher Education Program.
- A short, scheduled interview with an Admissions Committee comprised of Department faculty.

* PDE released guidance in July 2022 regarding the implementation of Act 55, which waived the basic skills requirement for three years.

Deadlines for Application to Candidacy are for the Fall Semester on October 30 and for the Spring Semester on March 30.

Admission Decisions

The Education Department reviews all documents in the application date and then determines acceptance, deferral, or rejection.

Full Acceptance, Admission Granted: Admission is granted when all criteria are adequately met.

Admission Deferred: Admission is deferred when an area is not adequately met or when deficiencies are identified, with details communicated via a personalized letter. A student interested in the PK-4 major on deferred status must rectify the deficiencies before registering for any junior level courses. Students in the 4-8 or 7-12 program must rectify the deficiencies to be placed for student teaching. Failure to do so may delay graduation or continuance in the program.

Admission Denied: Admission is denied when deficiencies are great enough that it does not appear that a student can make the necessary improvements in a timely manner. Students interested in teaching in the early elementary grades may be allowed to continue in the Educational Studies or an alternate Arts & Sciences program. Those in the 4-8 and 7-12 programs will be transferred from education certification pathways into other programs.

Appeal: The committee decision may be appealed by appearing before the entire Education Department faculty to provide evidence in support of the application. Final appeals are made to the Academic Affairs Office.

Portfolio: Progress will be assessed with the Portfolio Grading Rubric. (See Appendix for Portfolio Grading Rubric.)

Dispositions: Dispositions, in terms of the ability to interact in a professional manner, are assessed via rubric. (See Appendix for Dispositions Grading Rubric.)

Gate C Eligibility for Student Teaching

Eligibility for student teaching will be determined at the registration period prior to the semester of student teaching.

Student teaching eligibility is contingent upon:

1. Completion of a student teaching application and face to face meeting with the Field Experience Coordinator to sign a student teaching

- contract generally on or before the semester deadline. (Usually the 2nd Monday in May and the 1st Monday in November)
2. Passing scores on the basic skills tests prior to the deadline set by the Field Experience Coordinator. (Usually the 2nd Monday in May and the 1st Monday in November)
 3. Possession of an overall cumulative grade point average (G.P.A.) of 3.0 or Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8, and pass Praxis II or PECT tests.
 4. Completion of appropriate coursework determined by each Teacher Education Program. Candidate must have earned a grade of “C” or better in all education courses prior to student teaching.
 5. Formal admission to the teacher education program.
 6. Completion of student teaching clearances packet submitted to the Field Experience Coordinator by the set deadline. (Usually the 2nd Monday in May and the 1st Monday in November)
 7. Physician’s Statement and TB Test form
 8. Completion of Act 34, Act 151 and FBI clearances.
 9. Completion of Act 24 form
 10. King’s College FBI Clearance Document (Student Attest Form)
 11. Health Certificate
 12. TB Test Results Form
 13. National Sex Offender Public Registry Check
 14. Verification of Child Protection Training
 15. Signed copies of King’s College’s “Guidelines for Appropriate Interactions with Children” and “Education Department’s Social Media Policy”
 16. Signed Student Information Release
 17. Oral Proficiency Interview for those seeking Foreign Language Certification.
 18. Signature of the Dean of Students or Vice President for Student Affairs on the student teaching application.

Portfolio: Progress will be assessed with the Portfolio Grading Rubric. (See Appendix for Portfolio Grading Rubric.)

Dispositions: Dispositions, in terms of the ability to interact in a professional manner, are assessed via rubric. (See Appendix for Dispositions Grading Rubric.)

Gate D Final Assessment

1. Successful completion of student teaching (“C” or better).
2. Successful completion of degree requirements.
3. Take Praxis II or PECT tests (normally during student teaching).
4. Successful completion of a “proficient” portfolio (see Appendix for Grading Rubric). Students submit their “proficient” portfolio to their student teaching seminar instructor for assessment and feedback

Program Completer

Students seeking Pennsylvania teacher certification who are considered program completers must meet the following criteria:

- Successful completion of the appropriate undergraduate degree.
- Successful completion of student teaching with a grade of C or better.
- Possession of an overall cumulative grade point average (G.P.A.) of 3.0 or Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8 and pass Praxis II or PECT tests.
- Valid Physician's Statement.
- Criminal History Clearance.
- Submission of final portfolio.
- Successful completion of the Praxis II or PECT Tests. Praxis and PECT Qualifying Scores are established by the Pennsylvania Department of Education and can be found as an insert in the Praxis Series Registration Bulletin.
- Successful completion (Advanced Low rating or higher) of Oral Proficiency Interview for those seeking Foreign Language Certification.

Appendices



TO: Pennsylvania Educator Preparation Program Provider Deans, Chairs, and Certifying Officers

FROM: Dr. Christina Baumer
Division Chief, Professional Education and Teacher Quality

DATE: December 18, 2018

RE: Notification Form: Act 82 of 2018 Section 1202.1 Grades 5 and 6 Add-on Option for PreK-4 Certificate Holders

MESSAGE:

On October 19, 2018, Governor Wolf signed into law Act 82 of 2018 which amends the Public School Code of 1949 to add Section 1202.1 pertaining to Instructional Certificate Grade Spans. It is important to clarify that Act 82 of 2018 has no impact on and should not be confused with Act 82 of 2012, which is primarily known for teacher evaluation provisions.

Per Act 82 of 2018 Section 1202.1, all candidates enrolled in an Early Childhood PreK-4 program and all Early Childhood PreK-4 certificate holders may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

- Grades 4-8: Module 2 – English Language Arts & Social Studies (5154) and
- Grades 4-8: Module 3 – Mathematics & Science (5155).

These assessments are administered through the Educational Testing Service (ETS).

Candidates may take these assessments during or after completion of their Early Childhood PreK-4 program. However, the Pennsylvania Department of Education cannot grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with the PreK-4 certificate. Information on this option is available on the [Certification Test and Score Requirements](#) chart on the Pennsylvania Department of Education's website.

All teacher preparation programs must provide this notification form to all individuals seeking an early childhood certification per Section 1202.1(b)(1)(ii).

Please contact the department's certification staff with any questions at 717-PA-TEACH (728-3224) or ra-edcertquestions@pa.gov.

Bureau of School Leadership and Teacher Quality 333 Market Street | Harrisburg, PA 17101 | 717.772.4737 | www.education.pa.gov

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified

in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to

be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Disposition Rubric	Needs Remediation (1)	Acceptable (2)	Exemplary (3)	Comments
The candidate:				
Personal Qualities				
a) Possesses integrity and displays ethical behaviors				
b) Exhibits the emotional maturity to perform as a professional in the education field				
c) Displays perseverance				
d) Arrives to class and other meetings on time and is prepared; turns in assignments on time				
E) Collaborates effectively with peers and demonstrates a positive reaction to collaborative work/assignments				
f) Articulates and defends beliefs and demonstrates maturity of judgement				
g) Presents a professional appearance and demeanor				
Communication Skills				
a) Oral communication is acceptably free of grammatical and spelling errors and uses a broad vocabulary				
b) Uses receptive language to articulate and defend beliefs				
c) Exhibits an appropriate level of communication; is an active contributor and shows respect for others				
d) Demonstrates effective written communication skills; adheres to assignment guidelines, formats papers appropriately				
e) Employs both formal and informal writing styles				
Diversity				
a) Respects diversity and demonstrates that all children can learn.				
b) Displays sensitivity to ethnically, linguistically, cognitively, physically socially diverse groups and individuals				
c) Recognizes the effective use of a variety of communication techniques, including technology to foster student learning				
Professional Qualities				
a) Obtains required clearances according to established timeline				
b) Avoids any violations of PA's Code of Professional Practice and Conduct for Educators				
c) Values relationships of disciplinary knowledge, effective teaching methods and the purposes of the content areas related to the educational practice				
d) Demonstrate an awareness of external contexts that have an impact on the teaching profession and the learning process.				
e) Honors confidentiality issues associated with teaching				
f) Interacts professional and respectfully with school personnel, parents and others				
g) Exhibits respect, empathy, compassion and caring for peers and professors				

Core Curriculum

General Requirements

A student must earn a minimum of 120 credit hours to be awarded the baccalaureate degree. The number of credit hours required for graduation may be higher in certain major programs or if the student elects to pursue a second major. The requirements of the Core Curriculum represent 48 credit hours. Beyond the requirements of the Core Curriculum and of a student's chosen major program, the balances of the credit hours required for graduation are free electives. Keep in mind that **some majors require specific core courses**. It is important to refer to your Major Academic Planner and consult with your academic advisor when selecting your courses.

Core Curriculum			Credits
College Seminar			
_____	Quest for Meaning	CSEM 100	3
Communication & Creative Expression			
_____	Writing*	ENGL 110*	3
_____	Oral Communication	COMM 101	3
_____	Literature	ENGL 140-149	3
_____	The Arts	ARTS 100-149	3
Citizenship			
_____	History	HIST 100-149	3
_____	Intercultural Competence**	FREN/GERM/SPAN 100-level or Study Abroad**	3
_____	Global Connections	ECON 150-199; GEOG 150-199; HIST 150-199; PS 150-199; SOC 150-199	3
Quantitative & Scientific Reasoning			
_____	Quantitative Reasoning*	MATH 120 or higher-level math class*	3
_____	Scientific Endeavor	NSCI 100	3
_____	Science in Context	NSCI 171-199	3
_____	Human Beh. & Soc. Inst.	ECON 111, 112; GEOG 101, 102; PS 101, PSYC 101, SOC 101	3
Wisdom, Faith, & the Good Life			
_____	Introduction to Philosophy	PHIL 101	3
_____	Philosophical Investigations	PHIL 170-199; MSB 287	3
_____	Theology & Wisdom	THEO 150-159	3
_____	Theology & the Good Life	THEO 160-169	3
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* A student may be required to take the course(s) below based on placement exams administered prior to their first semester at King's College. ENGL 105 and MATH 100 are 3-credit courses and will count as free elective credits.

_____	Composition	ENGL 105	3
_____	College Algebra	MATH 100	3

**The Intercultural Competence requirement can be satisfied by taking a 100-level language class for 3 credits or participating in an approved Study Abroad experience.