Office of Teacher Education
http://www.lhup.edu/teachered/

Initial Teacher Preparation Program
Candidacy Handbook
Revised September 2015
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Higher education is at the core of preparation of ‘highly effective’ teachers in this country (AACTE, 2011; Clotfelter, Ladd & Vigdor, 2007). This is supported by results from separate research studies showing that teachers who enter the profession after having completed an accredited teacher education program are prepared better to work with students than beginning teachers from non-accredited and non-higher education-based programs (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2006; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005; and Kane, Rockoff & Staiger, 2006). In its conceptual framework, the Teacher Education Unit at Lock Haven University (LHU) emphasizes elements that are identified as having a profound effect on producing effective teachers in the 21st century.

Current research is clear that effective teachers positively impact the learning of K-12 students previously taught by teachers not identified as being effective (Bill and Melinda Gates Foundation, 2013). The importance of these elements is supported by recent guiding documents from. These include the United States Department of Education’s (USDOE) Reauthorization of the Elementary and Secondary Education Act (ESEA), the Council for the Accreditation of Educator Preparation’s (CAEP) Transforming Teacher Education Through Clinical Practice”, Pennsylvania Department of Education’s (PDE) “Common Core Standards”, the Pennsylvania State Schools of Higher Education’s (PASSHE) “Strategic Vision,” and LHU’s “Vision, Mission, Strategic Plan.”

The LHU Conceptual Framework of the Teacher Education Unit is a comprehensive model that is organized around Charlotte Danielson’s four major elements in her Framework for Teaching which is critical to LHU’s preparation of beginning teachers (Danielson, 2011). These elements are:

- Content Knowledge: Concepts and Skills
- Pedagogy: Research, Theory, and Practice
- Contextual Factors: Learners and the Learning Environment
- Professionalism: Ethics and Dispositions

LHU pre-service teachers are prepared for a profession that is ever changing to meet the needs of students. This ongoing transformation of teacher education and the needs of PreK-12 students highlights LHU teacher education values that are common to teacher preparation efforts globally. LHU teacher education students will complete their certification programs with a solid preparation that incorporates technology in teaching.
and standards-based assessment of learning, with a significant focus on clinical practice in partnership with PreK-12 partners. This partnership allows pre-service teachers to use best practices early in their programs and enter the profession with the competencies necessary for beginning teachers to teach effectively.

References


Element One – Knowledge: Concepts and Skills

In order to prepare effective beginning teachers today, it is important that teacher education knowledge, tools, and strategies be aligned with what is happening globally in the preparation of teachers (Delandshere and Petrosky, 2004; Darling-Hammond, et al., 2009; Wang, Lin, Spalding, Odell, & Klecka, 2011). Not only do we need to prepare teachers for what is happening now, but teachers should be adaptable for what education will be like in the future. Current reform in teacher education centers on global knowledge in a global context and how we can increase the likelihood that teachers will be highly effective in educating students for success in the context (Darling-Hammond, et al., 2009; Kane, Taylor, Tyler, & Wooten, 2011). There are two questions that we must answer to prepare our citizens to flourish in the worldwide economy: 1) What skills, knowledge, and concepts should our students have to succeed in today's global, technologically advanced society and make informed decisions regarding worldwide problems. 2) How do we train and produce the teachers needed to teach and use these skills and knowledge effectively?

What Students Should Know

The Pennsylvania Department of Education has established rigorous academic standards and assessments to evaluate student achievement. The academic standards therein describe the knowledge and skills which students will be expected to demonstrate before graduating from a public school in Pennsylvania. The PDE standards encompass the following subject areas: Reading, Writing, Speaking and Listening; Mathematics; Science and Technology; Environment and Ecology; Social Studies; Arts and Humanities; Career Education and Work; Health, Safety and Physical Education; Family and Consumer Science; and World Languages. Not only does LHU’s teacher education unit emphasize the importance of preparing our pre-service teachers to align instruction with PDE’s standards, but also with the standards such as those developed by the Interstate Teacher Assessment and Support Consortium (INTASC).

The INTASC Standards (Council of Chief State School Officers, 2011) recommend that teachers must have a deep and flexible understanding of their subject areas so that they can access and apply ever-changing subject-matter knowledge. Teachers must be able to help students to see the interconnectivity of ideas regarding local and global issues. Of course, we believe that this is accomplished best at a university-based teacher education program that focuses not only on developing content knowledge, but the pedagogical skills that enable our pre-service teachers to employ best practices for teaching the content to PreK-12 students (Heineke, Carter, Desimone, & Cameron, 2010; Robertson & Singleton, 2010; Shaw, 2008).

The National Council for Accreditation of Teacher Education (NCATE/CAEP) recommends that PreK-12 student learning include not only basic skills but also the knowledge and skills necessary to succeed as a responsible and productive citizen. Curriculum integration has long been proposed as a way of organizing the "common learnings" or life skills considered essential for citizenship in a democracy (Vars & Beane, 2005). The intent should be to help
students make sense out of their life experiences and to make informed decisions that affect them and those around them. (Beane, 1997). Recently, the Pennsylvania Department of Education (2010) adopted the Common Core Standards for Mathematics and Language Arts in order to ensure that students graduating from Pennsylvania schools will learn the information and skills needed to succeed in a global world. Much of this resonates with the philosophy espoused by John Dewey (Boydston, 1989; Cochran-Smith, Feiman-Nemser, McIntyre, & Demers, 2008; Dewey, 1989; Kolb, 1984), who suggested that schools should produce young people who are ready to take their place in a democratic society.

In addition to PDE, national organizations such as Specialized Professional Associations (SPAs) affiliated with the program review and accreditation process for certification degree programs are currently working to reform education in the United States. Many have published guidelines and standards not only for what school students should know and be able to do by the time they graduate from secondary schools, but also how instruction and teacher preparation should be conducted to achieve the visions of the various reform movements. The teacher education programs at LHU are designed to meet the expectations and guidelines set forth by these professional associations.

**How we Prepare Teacher to Convey Knowledge**

The university receives guidance from numerous sources regarding teacher preparation, including PDE, the United States Department of Education, and various national professional associations. For example, the federal *No Child Left Behind Act of 2001* (NCLB) requires local school districts to ensure that all teachers hired to teach core and other academic subjects are impacting student learning effectively.

The fundamental knowledge requirements for proficient teaching are relatively clear. These include (a) a broad grounding in the liberal arts and sciences; (b) knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content; and (c) the skills, capacities and dispositions to employ such knowledge wisely in the interest of students (Crofford, Pederson, & Garn, 2011). Helping students develop rich understandings of important content requires teachers to possess understandings that go far beyond the knowledge and skills officially being taught. Many believe that teachers should know the content that they teach, including about the creation, discovery, and testing of new knowledge; major debates and disagreements in the field; principle perspectives or “schools of thought”; how the field has developed; and key contributors to the discipline (Craig & Ross, 2008; Shulman, 1986, 1987). The Teacher Education Unit at LHU highly values these components that are required to provide the necessary content knowledge for beginning teachers to be effective in impacting student learning. We require all prospective teachers at LHU to complete a rigorous program of general education studies at a high level of proficiency (minimum overall GPA of 3.0). Secondary education majors at LHU complete what is nearly the equivalent of a pure degree in their chosen field in addition to the general education requirements with the same high level of expectation. Likewise, PreK-4 early childhood education majors, special education majors with dual certifications, middle level education
majors, music education and health and physical education majors, and graduate students in educational leadership complete very specialized coursework appropriate to their fields of licensure. Subject matter knowledge, while no guarantee of effective instruction, is nevertheless a necessary and critical component of reflective practice.

References


Element Two - Pedagogy: Research, Theory, and Practice

Subject-matter knowledge is important for teachers to impact student learning effectively. Not only should teachers have specialized understanding of the content that they teach (Etkina, 2010), but they need to be able to deliver content appropriately and pace the amount of content taught at any given time (Johnsen, 2010). Many reform efforts are calling for changes in our educational system that will help students to develop rich understandings of important content, think critically, construct and solve problems, synthesize information, invent, create, express themselves proficiently, and leave school prepared to be responsible citizens and lifelong learners. Although strong content knowledge and verbal skills have been linked to higher student achievement, this may not be sufficient for quality teaching and learning (Appleton, 2008; Darling-Hammond, 2006; Kane, Rockoff, & Staiger, 2006). In addition, we recognize the increasingly important role that globalization, technology, clinical practice, and assessment have in the education of future teachers.

Research shows that the connection between teachers’ subject knowledge and student achievement is mixed, positively influencing student learning up to a certain level of basic competence but becoming less important after a certain point (Appleton, 2008; Darling-Hammond, 2000, 2006; Darling-Hammond, et al., 2008; Grossman, 2005). More recent research by Wenglinsky (2002) revealed that the greatest influence of teachers on students’ achievement comes from classroom practices and professional development that supports the students’ efforts. Wenglinsky’s research indicates that "regardless of the level of preparation students bring into the classroom, decisions that teachers make about classroom practices can either greatly facilitate student learning or serve as an obstacle to it" (p.7). That is, teachers’ pedagogical decisions and activities, separate from but related to teacher subject matter knowledge, greatly affect student achievement (Roberts & Singleton, 2010).

The classroom practices of teachers are in large part shaped by their personal life experiences (Cain& Cain, 2012). Furthermore, according to Dewey (Kolb, 1984), life experiences do not occur in a vacuum, but are a result of contact and communication with others in social situations. Dewey maintained that experiences are akin to building blocks: present experiences are built on ones of the past and serve as the base for ones to come in the future (Kolb, 1984). Thus, experiences occur in continuity with one another and are constantly being changed and negotiated. Vygotsky (1978) also mentions that development or transformative practice is socially and culturally constructed. Development is related to students understanding the world in new ways (Kozulin, 2003, Vygotsky, 1986). Several researchers (Cochran-Smith & Demers, 2009; Darling-Hammond, et al., 2008; Darling-Hammond & Bransford, 2005; Little, Gearhart, Curry, Kafta, 2003) have called for educators to exemplify a thorough understanding of the developmental processes and needs that students demonstrate. In order to assess those needs continually, teaching and assessment must be closely linked processes. The faculties in LHU’s teacher education programs believe that the implementation of standards-based assessment-guided instruction is an extremely important practice and directly relates to appropriate pedagogy. Teachers
systematically assess student progress by employing multiple authentic assessment strategies during all phases of instruction. Then, by using this assessment data, teachers are able to make judgments about the relative progress of students in their classrooms and subsequently formulate plans for future lessons and activities. This allows teachers to track what students are learning as well as what they, as teachers, are learning about their students and appropriate pedagogy (Ormrod, 2006). This is also seen in current practices involving Response to Intervention (RTI) strategies such as instructing so that the entire class can continue learning while simultaneously adjusting small-group instruction based on student needs (Peterson, 2011). Not only are LHU preservice teachers prepared to adjust instruction based on students’ needs, but also how they interact with students in lessons is a part of the pedagogical preparation of the preservice teachers. This supports Pianta’s work which provides evidence that how teachers interact during lessons with students makes a difference in how well students learn (Pianta, et al., 2008; Pianta, Belsky, Howes, & Morrison, 2007; Pianta, Howes, Burchinal, Bryant, Clifford, Early, & Barbarin, 2005).

Taking into account the research findings that show the pedagogical skills for effective instruction, the LHU teacher education programs provides several opportunities and experiences for beginning teachers to develop and be able to make wise pedagogical decisions, appropriately incorporate technology into their teaching, and properly assess their students as well as their own instructional effectiveness. This is done in part through the completion of required courses that include appropriately sequenced field experiences in which students can practically apply the techniques discussed in courses. In addition, LHU’s programs require students to reflect on the theories presented and their implementation in the classroom and connect the theories with the clinical practices in which they engage.

References


Peterson, M. (2011). Response to intervention in a guided reading classroom: Practical strategies to meet the needs of all your students (Grades K-2). Presentation delivered at a meeting sponsored by the Bureau of Educational Research, Chicago, IL, October 28, 2011.


Element Three - Contextual Factors: Learners and the Learning Environment

The LHU teacher education faculty believe that candidates in the teacher preparation programs at LHU must demonstrate proficiency in identifying and addressing important contextual factors that affect teaching and learning. Contextual factors include, but are not limited to, community environments; family environments; the characteristics of the children themselves, and the school and classroom environments. These factors often play a direct role in a student’s ability to engage in the lessons being taught.

Community. Community and school populations, often defined by socioeconomic levels as well as racial and ethnic composition, are important considerations in planning effective educational programs. Current research suggests that community characteristics have a measurable impact on child development and student learning (Holloway, 2004). When teachers are aware of the challenges and opportunities associated with particular community characteristics they can more effectively match teaching practices to address these and improve student learning and development (Peters et al., 2010).

Today, more than three quarters of public school teachers in the United States are monolingual English speaking (National Center for Education Statistics, 2011). Most, however, are working in classrooms that are increasingly racially, ethnically and linguistically diverse (Gay, 2005). It is critical for future teachers to learn how to effectively approach education with diverse student populations, particularly when the background of the students differs from that of the teacher (Delpit, 2006; Genesee, Paradis & Crago, 2004; Howard & Aleman, 2008; Ramsey, 2004). Even those who end up teaching in a context where not much diversity exists will need to prepare these children to live in the wider, multicultural world (Derman-Sparks & Ramsey, 2006). We provide preservice teachers completing the LHU programs with appropriate opportunities to work in classrooms with children from various types of diverse backgrounds as part of their early clinical practice placements as well as student teaching placements.

Family. The home is the first learning environment for children and remains an important context throughout their formative years. Teachers need to consider home environment, family structure, and level and type of parental involvement when planning for instruction. Equally important is that teachers help students connect school experiences with outside learning activities (Bransford, Brown & Cocking, 2000). This connection builds on students’ prior knowledge and helps them see the value in the education received in the school environment, creating a basic understanding of how the school-based learning experiences can be applied in home, community, and work settings. In order to facilitate home-school connections and build on out-of-school knowledge children have acquired, teachers must be aware of family context. The family context is where children first develop a sense of self in the world. The self that develops is shaped by social, cultural and economic factors in the family. We believe that our LHU preservice teachers should not only know about the family contextual influences but experience working with students’ family members whenever appropriate and possible.
School and Classroom. As children grow, the classroom becomes an increasingly important learning environment. Classroom environment refers to the pervasive atmosphere, ambience, tone, or climate within a particular setting (Dorman, 2002). Evidence links positive classroom communities to increased student achievement. These positive learning communities are created through teachers’ use of effective management and guidance techniques (Fields, Perry & Fields, 2010; Jones, 2010; Weinstein & Novodvorsky, 2011). Creating a positive learning environment requires the classroom teacher to foster relationships with and between students that demonstrate acceptance of, and respect for each other. These relationships form the foundation of a classroom climate in which all students are encouraged to learn. This positive learning environment is further established when the classroom teacher constructs a learner-centered environment whereby students are prompted to develop their own knowledge structures by predicting and explaining various situations (Bransford, Brown, & Cocking, 2000). Learner-centered environments require an understanding by the teacher of the students’ knowledge, skills, and personal beliefs that are brought to the educational setting (Ladison-Billings, 2001). We believe that teachers who strive for positive learner-centered environments are more responsive to student diversity, thereby maintaining students’ positive self-identity while fostering academic success (Phuntsog, 1999).

Characteristics of Children. Effective teachers are able to individualize instruction based on knowledge of the individual characteristics of children including developmental characteristics and those that arise from particular family contexts. Knowledge of child and adolescent development is critical to understanding their learning and to the construction of effective teaching and learning environments (Pianta, Hitz & West, 2010; Snyder & Lit, 2010). It is important to understand not only the developmental level of children, but it is equally important to understand the range of special needs children may have and how to effectively address these in an inclusive classroom setting (Polloway, Patton & Dowdy, 2012).

Developmental level is only one form of diversity in a classroom. Diversity can also include differences in race, ethnicity, gender, language, disability, socioeconomic status, interests, and learning styles. Attention to the full range of diversity factors is essential to creating an effective teaching and learning environment (Gonzalez-Mena, 2008; Klein & Chen, 2001; Obiakor, 2001). Through coursework and clinical practice opportunities, LHU preservice teachers gain the knowledge and ability to plan instruction for children based on individual learning needs.

References


Element Four – Professionalism: Ethics and Dispositions

Perhaps the most important trait of teachers is that they care about students and about the teaching-learning process. LHU's teacher education programs expect that candidates consistently demonstrate professional behaviors and attitudes that are essential to the teaching profession. LHU’s teacher education programs also maintain screening and assessment procedures to assure that teacher candidates without positive dispositions are provided opportunities to adjust those dispositions before being permitted to move forward in our teacher education programs. This is valued at LHU because teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others (Ros-Voseles & Moss, 2007). It is no longer sufficient for teachers to have knowledge and skills in academic subjects; they must also have employability skills (Wayda & Lund, 2005). Professional dispositions are those observable and measurable teacher behaviors such as punctuality and oral communication skills that often determine the success or failure of a beginning teacher (Goodlad, 2002). Developing professional behaviors, including dispositions, ethics, and caring communication skills, is an integral part of LHU's teacher education programs. This can be seen in the personal traits, characteristics, and ethics of teachers. It is evident as professionals engage in life-long learning and in teachers who care that their students learn and are successful in life.

Personal Traits, Characteristics, and Ethics

Professional dispositions are determined by a person's professional dispositions. According to Wayda and Lund (2005), a positive disposition toward being a teacher is indicated by a preservice teacher who values learning and knowledge, diversity, collaboration, professionalism, and personal integrity. The teacher education programs at LHU recognize the importance of modeling and assessing candidate dispositions that we believe are necessary for teaching effectiveness and attractive to potential employers in PK-12 schools. These skills are necessary and valued skills of all teachers. They include initiative, dependability, commitment to the profession, interpersonal and oral communication skills, resourcefulness, and reflection. Research findings recommend that teachers also develop the ability to identify, analyze, and resolve ethical issues that they face in the classroom, school, and community (Benfu, 2000; Johnson & Reiman, 2007) and plan for and teach strategies for moral development (Benninga, Berkowitz, Kuehn, & Smith, 2003; Bebeau, Rest, & Narvaez, 1999; Ignico & Gannon, 2010; Parkison, 2009).

Life-long Learning

Professionalism also requires a commitment to being a life-long learner. Commitment to life-long learning is evident in those teachers who: continuously self-reflect; accept feedback from mentors, peers, and supervisors; and seek professional development opportunities outside of the classroom. The concept of self-reflection is based on Dewey's theoretical perspective of critical inquiry and how it relates to practice (Van Gyn, 1996).
Reflection allows the teacher to identify effective practices through a careful investigation of his or her own teaching experiences so that intellectual and professional growth may take place (Malm, 2009). Preservice teachers must develop the skill of self-reflection in order to continuously grow as professionals, especially within and beyond the university setting. Research also emphasizes the importance of expanding the teacher’s knowledge of discipline and pedagogical skills through peer evaluations and feedback on observed lessons and participating in professional development programs, as well as keeping abreast of new developments in the field by researching findings reported in current literature. Because we live in a changing society, life-long learning is essential for the on-going development of knowledgeable citizens (National Commission on Teaching, 1996; Darling-Hammond & Sykes, 1999) that are able to compete successfully in a global economy.

Caring

Effective teachers care for their students and recognize that students need to be aware that others care about them. Teachers and students must effectively communicate their mutual consideration. According to Kessler (1999), teachers who care about their students help them to develop a sense of belonging to a community. LHU requires teacher candidates to demonstrate caring communication skills. These skills can be defined as the ability to recognize and respond to individual differences, needs, and desires of students in order to facilitate developmental growth and learning. Rogers and Webb (1991) underscore the importance of caring by reporting that good teaching is inextricably linked to specific acts of caring. In order for caring to be evident, teachers must develop a wide range of strategies to effectively communicate with students in the class, the parents in the home, the teachers and staff in the school, and the administrators in the school district. Notes, checklists, report cards, phone calls, and teacher-parent conferences provide a variety of communicative methods through which teachers demonstrate to all students that they are cared for in the classroom and beyond. Moreover, each day teachers need to provide a safe learning environment where students are valued for who they are and in which their individual perspectives are considered. LHU’s teacher education programs are designed to develop the necessary dispositions, skills, and knowledge to prepare our teacher candidates to become effective, reflective practitioners. Students typically sense when teachers care and it often results in a greater effort to be engaged in the learning process (Lumpkin, 2007). Of course, the literature is clear that student-centered lessons are typically found in classrooms of effective teachers.

References


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

2. **Student Development**
The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

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

4. **Multiple Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

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

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

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

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

9. **Reflective Practice: Professional Growth**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. **School and Community Involvement**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
# Unit Assessment System for Teacher Education Initial Programs

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<th>Stage III Entrance to Student Teaching</th>
<th>Stage IV Exit from Student Teaching: Senior Portfolio</th>
<th>Stage V Certification</th>
<th>Stage IV Post Graduation</th>
<th>Unit Operations</th>
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| Requirements     | • PreK-4/Early Childhood Education  
|                  | • Elementary/Middle Level Education  
|                  | • Health and Physical Education  
|                  | • Special Education (w/ PK-4)  
|                  | • Special Education (w/ Secondary English)  
|                  | • Special Education (w/ Secondary Math)  
|                  | • Special Education (w/ Secondary Science)  
|                  | • Special Education (w/ Secondary Social Studies)  
|                  | • Secondary Education  
|                  | • English  
|                  | • General  
|                  | • Mathematics  
|                  | • Science  
|                  | • Social Studies  
| Requirements     | • GPA 3.0  
|                  | • 48 credit hours completed  
|                  | • C- or better in English Composition, English Literature, 6 credits of general education math  
|                  | • Diversity Profile Plan  
|                  | • Clearances: Act 33, Act 34, FBI  
|                  | • Negative TB  
|                  | • Consent form  
|                  | • Freshmen/Transfer Meeting or Seminar Course  
| Requirements     | • Overall GPA 3.0  
|                  | • 60 hours field experience  
|                  | • Including 20 hours of diverse field experience  
|                  | • SPA artifacts  
|                  | • NETS-T artifacts  
|                  | • Clearances  
|                  | • Proof of Liability Insurance  
| Requirements     | • Overall GPA 3.0  
|                  | • Major GPA 3.0  
|                  | • C- or better in Speech, History, Sciences  
|                  | • C or better in all major courses  
|                  | • Completion of all required major coursework  
|                  | • Proof of professional membership  
|                  | • Proof of Liability Insurance  
|                  | • Clearances: Act 33, Act 34, FBI, Act 24  
| Requirements     | • Overall GPA 3.0  
|                  | • Major GPA 3.0  
|                  | • SPA artifacts  
|                  | • NETS-T artifacts  
|                  | • Lesson Plans evaluated during professional semester  
|                  | • Disposition evaluations completed during professional semester  
|                  | • Exit Survey  
| Requirements     | • Overall GPA 3.0  
|                  | • Major GPA 3.0  
|                  | • SPA artifacts  
|                  | • NETS-T artifacts  
|                  | • Exit Survey  
| Assessments       | • All Pearson / Praxis Core Basic Skills Tests passed  
|                  | • Or Exempt from Basic Skills Testing with SAT or ACT  
|                  | • Stage I Disposition Self-Evaluation  
| Assessments       | • Diversity Essay  
|                  | • Developing Portfolio  
|                  | • Portfolio Presentation  
|                  | • Portfolio Alignment of Artifacts  
|                  | • Portfolio Summary and Reflections  
| Assessments       | • Two Standards based lesson plans  
|                  | • Stage II.5 Disposition Evaluation  
|                  | • Praxis II or Pearson Assessment and/or concentration test(s)  
| Assessments       | • Student Teaching Competency Forms (one from each placement)  
|                  | • Teacher Work Sample  
|                  | • Stage III Disposition Evaluation for any Remediation(s)  
|                  | • Senior Portfolio Presentation  
|                  | • Portfolio Alignment of Artifacts  
|                  | • Portfolio Summary and Reflections  

## Assessments
- Advisors' Surveys
- Employer Surveys
- Post Graduate Assessment Survey
- Cooperating Teacher Evaluations
- Presidential Evaluations
- Deans' Evaluations
- SPA Reviews
- PDE Reviews
- Exit Surveys
- Faculty Evaluations
Candidacy Requirements Checklist

Completion of 48 credit hours

Overall GPA 3.0

C- or better in English Composition

C- or better in English Literature

C- or better in 6 credits of Math (Math 101 or higher)

Completion of the Freshman Profile Diversity Plan
(Form can be found on Teacher Ed Web page under Student Resources)
Copy needed for Teacher Education Office and your Developing Portfolio

Completion of the Stage I Disposition Form
(Form can be found on Teacher Ed Web page under Student Resources)
Email a copy to: kblesh1@lhup.edu or print a copy for the Teacher Education Office.

Passed all three PAPA or Praxis Core Exams or Qualify with SAT or ACT scores.
Email passing scores to kblesh1@lhup.edu or bring a copy of your passing scores to the Teacher Education Office.

Completion of Student Works Consent Form
(Form can be found on Teacher Ed Web page under Student Resources)

Original Clearances (Act 33, 34, and FBI) and copy of Negative TB report
(Recorded by clearance coordinator in Robinson 613)

Attendance at Teacher Education Freshmen/Transfer Orientation Meeting or completion of Freshmen Education Seminar
Teacher Education Candidacy Policy

Candidacy is the official acceptance of students* into a teacher certification program, thus allowing the candidate to take selected advanced courses in his/her major leading to teacher certification. The status of candidacy is contingent on maintaining the acceptance criteria.

Purpose:

1. To ensure that teacher candidates are aware of and meet Pennsylvania Department of Education (PDE) and Lock Haven University of Pennsylvania required standards and prerequisites for student teaching and ultimately teacher certification.
2. To ensure high quality graduates in teacher education.
3. To provide all students with the opportunity to pursue alternate career options in a timely fashion.

Approval Process for Candidacy into Teacher Education Certification Programs:

Note: This information is considered to be descriptive in nature. It does not constitute an irrevocable contract between the student and Lock Haven University. The Office of Teacher Education reserves the right to make changes in the content of this document or in the documented course of study that it deems necessary or desirable to improve programs and/or to meet accreditation standards. (These changes will always be made, however, through established procedures and announced in appropriate publications.)

Achieving Candidacy:

Any student seeking a Baccalaureate Degree and teacher certification (PreK-4/Early Childhood, Middle/ELEM Educ. 4-8, Health and Physical Education, PreK-4/Special, and Secondary Education/ English, Mathematics, Science, Social Studies with or without Special Education) must formally apply for candidacy. In order to complete the degree and certification requirements in eight semesters of full-time study, students should apply for formal admission to the program at the completion of 48 semester hours and Stage I of the Teacher Education Assessment Plan. Students must make formal written application and be officially accepted into their department’s undergraduate teacher education program. Candidacy status will only be awarded when a student has completed the 48 hours, including 6 credits of Math, Literature and Composition. Stage I of the Teacher Education Assessment Plan, including passing scores on all three Praxis One or PAPA Exams, and has achieved an overall GPA of 3.0. The department, with approval of the Director of Teacher Education, recommends Candidacy acceptance. Only candidates who have attained candidacy are eligible to enroll in 300 and 400 level education related courses, as designated by each program. Candidates having attained candidacy in teacher education must maintain the 3.0 GPA required for admission into the teacher education program in order to continue taking advanced professional semester course work.

Requirements and procedures for attaining candidacy in teacher education programs will be explained in detail in mandatory orientation sessions and freshman seminar courses. With the assistance of the program faculty advisor, each student will be guided in completion of the various stages of the Teacher Education Assessment Plan. Each education major is assigned to a Faculty Advisor in the chosen teacher education program. The Faculty Advisor is available to answer questions regarding specific courses in the program, course content, career-related questions, or any other major-related issues.

*Students become candidates after achieving candidacy.

*All candidacy requirements must be completed when applying for candidacy.
Requirements for Candidacy:

<table>
<thead>
<tr>
<th>Stage 1 Candidacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GPA 3.0</td>
</tr>
<tr>
<td>• 48 course hours completed</td>
</tr>
<tr>
<td>• C- or better in English Composition, English Literature, 6 credits of general education math</td>
</tr>
<tr>
<td>• All three Praxis One or PAPA Exams passed: Reading, Writing, and Math or proof of SAT/ACT Exemption.</td>
</tr>
<tr>
<td>• Student Works Consent Form</td>
</tr>
<tr>
<td>• Disposition Self Evaluation Form</td>
</tr>
<tr>
<td>• Freshman Profile Diversity Plan</td>
</tr>
<tr>
<td>• Act 33 Child Abuse and Act 34 Criminal Background Clearances and FBI Criminal History Report</td>
</tr>
<tr>
<td>• Negative TB</td>
</tr>
<tr>
<td>• Attendance at Freshmen/Transfer Orientation Meeting or completion of Freshmen Seminar course that includes Teacher Education requirements.</td>
</tr>
</tbody>
</table>

Program Progress:

If a candidate’s progress becomes questionable as measured against the following standards, the student may be placed on probation or dropped from the program if recommended by the department chair in collaboration with the faculty in the program.

The candidate should maintain:

1. Standards of English 100 in all written work: grammar, spelling, punctuation, usage, vocabulary, pronunciation and handwriting.
2. Standards of English oral communication.
3. Professional dispositions throughout all education assignments as evidenced by interacting effectively with peers, university instructors, and public school students and personnel, as well as clients and staff of community agencies.
4. An overall and major cumulative grade point average of 3.0 or higher.

* Certain programs may require higher grades in math and English. Please check with your program coordinator for specific program requirements.
Dr. Brett Everhart  
Director of Teacher Education  
Lock Haven University  

Dr. Everhart:  
I _________________________ am applying for Candidacy in the Teacher Education Program at Lock Haven University. I am majoring in ______________________. I have earned 48 credits, achieved an overall _________ average and completed the required courses.  

- Composition course ____ (number) ________ (grade) ________ (date completed)  
- Literature course ____ (number) ________ (grade) ________ (date completed)  
- Math course ____ (number) ________ (grade) ________ (date completed)  
- Math course ____ (number) ________ (grade) ________ (date completed)  

My Unofficial Transcript is attached and I have turned in my Praxis Core, PAPA, SAT, or ACT Score Report to the Teacher Education Office indicating that I have passed all three Reading, Writing, and Math Exams. I understand that I must have a 3.0 GPA to enter the Professional Semester, to enter Student Teaching, and to qualify for Teacher Certification.  
Please place a check in the box that applies to your score report:  

☐ Praxis Core ☐ PAPA ☐ Composite Score ☐ SAT ☐ ACT  
- Reading: Passing score ______  
- Writing: Passing score ______  
- Mathematics: Passing score ______  

My student identification number is #______________ Year enrolled at LHU_______  
Student Signature_______________________________Date________________  

Advisor Signature_______________________________Date________________  

Office Use Only  
☐ The student has Stage I documents completed and has met all the criteria for Candidacy.  
Director of Teacher Education____________________Date________________  

* Deadline to apply for candidacy is May 10th for the spring semester and December 15th for the fall semester.
Lock Haven University
Teacher Education Programs

Praxis and Pearson Exam Policy

**Pennsylvania Department of Education Requirements**

All candidates for initial certification in Pennsylvania must have earned at least a baccalaureate degree, completed an approved program of teacher education, and passed required Praxis and/or Pearson tests for their certification area. All individuals seeking dual certification will be required to be tested in both areas of specialization. It is the responsibility of the applicant to register for the proper subject assessment test(s). Refer to Test Requirements on the Teacher Education Office Web page [http://www.lhup.edu/students/student_resources/teacher_ed/index.html](http://www.lhup.edu/students/student_resources/teacher_ed/index.html) for a listing of areas of certification, the required tests, and passing score requirements.

**Lock Haven University Requirements**

All students majoring in teacher education at Lock Haven University must successfully pass the Pennsylvania Educator Certification Tests, PAPA (Pre-service Academic Performance Assessment) or ETS Praxis Core Tests in Reading, Writing, and Mathematics prior to being admitted into the teacher education program. Furthermore, students may not enroll in 300 level education courses that programs have identified as “gateway courses” until such time that all PAPA/Praxis Core scores are passed. Passing scores are to be recorded in the Teacher Education Office.

**Required Praxis II Series Test(s) OR Pearson Core Assessment and/or Concentration Tests:**

All candidates in teacher education programs at Lock Haven University must register or complete the required Subject Specialty Test(s) prior to the first day of student teaching. Passing scores on these exams will be required for certification, but are not required to student teach. However, candidates must attempt the test(s) prior to student teaching. Candidates must present their admission ticket(s) or passing score(s) report in the Teacher Education Office for verification that all required tests have been taken. Refer to the following Teacher Education Web page: [http://www.lhup.edu/students/student_resources/teacher_ed/teachered_student_resources.html](http://www.lhup.edu/students/student_resources/teacher_ed/teachered_student_resources.html) for the list of the required Praxis or Pearson test requirements for Pennsylvania Teacher Certification.

**Special Note:** The Pennsylvania Department of Education will recognize scores for ten years from the date of the test administration. Qualifying scores may be subject to change. All candidates for certification must meet the qualifying score for all applicable tests at the time their application for certification is received by the Bureau of Teacher Certification and Preparation.
Lock Haven University of Pennsylvania

Clearances and TB Test Policy - Field Experiences & Student Teaching

It is the policy of Lock Haven University of Pennsylvania (LHUP) that all teacher candidates must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History Clearance (Act 151), and FBI Clearance, and a valid TB Test to be eligible for early field experiences and student teaching. Lock Haven University will not make placements for students whose background checks reflect a felony offense. In addition, due to restrictions from school districts we may not be able to place you in early field experiences or student teaching if you should have a DUI or shoplifting conviction appearing on your criminal record checks. To that end, the following guidelines are provided for clarification regarding this issue:

1. All persons who intend to participate in field experiences or student teach must secure the aforementioned documents to establish eligibility to participate in field experiences or student teaching.

2. The clearances and TB Test must be current and may not expire during the duration of the placement.

3. An applicant for student teaching must present the aforementioned documents to the Clearance Coordinator by:
   - Fall: October 15
   - Spring: March 15

4. Failure to submit the clearances and TB Test to the Clearance Coordinator, by the deadline dates will cause the cancellation of the field placement or both of the student teaching placements. There will be no exceptions. Once the placements are cancelled they will not be reinstated. A student who does not meet the deadline for the aforementioned documents will have to reapply to student teach at the beginning of the next semester.

5. Because there is a delay when applying for clearances, be sure to apply the first week of classes, a semester before you plan to participate or student teach.

6. The task of securing the clearances and the TB Test is the responsibility of the prospective field experience student or student teacher, not the responsibility of the Student Teaching Office.

Last Revised 8/28/15
Lock Haven University of Pennsylvania
Teacher Education Programs

Definition of Diversity Experience

A potentially life-transforming exercise that immerses individuals as participant observers in diverse environments, which differ from their own. An experience that makes students deeply value other cultures and instills in them greater sensitivity to issues of diversity such as race and ethnicity, religion, socioeconomic status, language, and exceptionality that affects teaching and student learning. An experience that awakens in the student an awareness of his or her own value systems and assumptions about life.

Policy

The Teacher Education Programs at Lock Haven University recognize the value of diverse field experiences in preparing teachers at the initial program level and establish the following policy:

Upon entrance to the program, each student in teacher education will complete a self-assessment under the guidance of his/her advisor in order to determine an appropriate diversity plan. The diversity plan will identify two areas of diversity that the student needs to investigate through a minimum of 20 hours of field experiences. The two areas of diversity, ten hours of field experience in each, must be completed prior to entrance to the professional semester. Upon completion of each of the two field experiences, each student is required to submit a detailed written summary of one of the experiences. The summary must include reflections on the value of the diverse field experience for the student’s academic and personal growth.

Prior to graduation, during either the professional semester (Block II for Secondary) or Student Teaching, each candidate will be assigned to a diverse teaching experience. Candidates will be evaluated by cooperating teachers and field supervisors using the Student Teaching Competency Form, or the Professional Semester Evaluation Form, demonstrating effectiveness in teaching diverse student populations.
Name_____________________________________ ID#_______________________ Major___________

Current hometown & state_______________________________________________________________

Hometown population_______________________________________________________________

Educational setting (please check the table below)

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>High School</td>
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<tr>
<td>Middle School/ Jr. High School</td>
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<tr>
<td>Elementary School</td>
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</tr>
</tbody>
</table>

List out of state travel______________________________________________

List out of country travel_____________________________________________

Languages spoken with fluency__________________________________________

On the back of this form write a brief essay describing experiences that you have had with persons different from you, e.g. religion, ethnicity, exceptionality, gender, socioeconomic, language…

For Faculty Use.
There are two objectives for the diversity observations. 1. Each student will observe in a classroom different from prior life experiences. 2. Each student will be able to identify the impact that diversity has in every classroom. Advisors are to recommend two school experiences based on profile information, student essay, and interview:

Circle two recommendations:

Religious affiliated Schools                          Classroom for language/hearing impaired
Public school of mixed gender and religious affiliations   Same sex school
Ethnically/racially diverse classroom          Low socioeconomic school population
Non-racially diverse classroom              Affluent school population
Special education or included classroom       ESL or diverse language classroom
Alternative education class

Advisor’s signature______________________________ Date ____________

Please return the completed Freshman Profile Diversity Plan to the Teacher Education Office. Keep a copy to be included in your Developing Portfolio.
LHUP Dispositions Defined

Lock Haven University believes that all candidates in teacher education programs demonstrate values, commitments, and professional ethics that are consistent with the expectations of our area school districts and surrounding communities. The following list of dispositions and identifying observable behaviors are desirable in all Lock Haven University faculty, cooperating teachers and preservice teacher candidates.

The effective practitioner demonstrates *oral communication skills* that include:

- An absence of distracting mannerisms
- An absence of repetitious words
- An ability to speak at appropriate pace
- Correct grammar usage
- An ability to enunciate words correctly
- An ability to project his/her voice
- Developmentally appropriate language level
- Professionally appropriate word usage
- Organization of thought

The effective practitioner demonstrates *written communication skills* that include:

- Organization of thought
- Correct grammar usage
- Appropriate language for the reader
- Clear and concise writing
- Correct mechanics
- Professional tone
- Professional language

The effective practitioner demonstrates *collaboration skills* that include:

- An ability to organize roles for all professionals and paraprofessionals within the classroom
- An ability to interact in a professional manner with colleagues and parents
- An ability to work within a team of professionals
- Acceptance of constructive criticism
- An ability to seek feedback
- Acceptance of equality of the workload
- Maintaining responsible behavior with borrowed materials
The effective practitioner demonstrates *reflective skills* that include:

- An ability to self-evaluate
- A willingness to make changes based on self-evaluation including reteaching
- A willingness to formulate measures for self-improvement
- An ability to make adjustments to the lesson while teaching
- An ability to use spontaneous situations to adjust teaching
- An ability to use students’ strengths as a basis for growth, and their errors as an opportunity for learning

The effective practitioner demonstrates *preparedness* by exhibiting behaviors that include:

- Arriving at school on time/ Leaving school at contracted time
- Preparing lessons in advance
- Preparing all needed materials for lesson
- Promptness in returning student work
- Preparing lesson assessments in advance of lesson
- Planning alternative approaches to modify instruction if needed
- Carrying out professional responsibilities in a timely manner i.e. attendance, grade reports etc.

The effective practitioner demonstrates *professional commitment* by exhibiting behaviors that include:

- Applying current research in teaching methods
- Prompt notification of absences
- A willingness to make-up time missed due to absence
- A willingness to give extra “out of class” time to school-related activities
- Participating in a professional association

The effective practitioner demonstrates *a positive attitude* by exhibiting behaviors that include:

- Enthusiasm; such as smiling, use of animated language, actively engaging students
- Using praise, not just correction
- A willingness to receive other’s ideas and suggestions
- An acceptance and willingness to carry out professional responsibilities
- Using nonconfrontational body language
- Using body language that suggests active listening
- Using a nonrebuking tone of voice
The effective practitioner demonstrates *ethical behaviors* that include:

- Non-bias treatment of students
- Maintenance of student confidentiality
- Maintenance of appropriate student-teacher relationship
- Respecting all students, parents, and colleagues regardless of diverse background
- Maintenance of personal integrity
- Abiding by school and school district rules and policies
- Respecting laws within the community

The effective practitioner demonstrates a *level of independence* by exhibiting behaviors that include:

- Developing own ideas
- Initiative in completing classroom tasks
- Limited need for reassurance

The effective practitioner demonstrates *flexibility* by exhibiting behaviors that include:

- An ability to adjust to daily schedule changes
- A willingness to modify instruction
- An ability to proceed following an interruption
- An ability to adjust instruction for the unexpected
- An ability to adjust to a changing curriculum
Stage I: Disposition Self-Evaluation

A Candidacy and Developing Portfolio Requirement

Complete online at: https://lhustcf.formstack.com/forms/stage_1_disposition_self_eval
OR
The LHU Teacher Web Page: http://www.lhup.edu/

Directions
1. Click on: Academics
2. Click on: Colleges/Liberal Arts and Education
3. Click on: Teacher Education Office
4. Click on: Requirements, Forms, and information for Teacher Education Students.
5. Under Candidacy Requirements click on: Stage I Disposition.
6. Click Submit Form

You will receive the following message:
Thank You. The form was submitted successfully.

As your receipt you will then receive a copy of your completed Stage I Disposition from Mrs. Kathy Blesh. You will need to save a copy to upload to LiveText electronically for your Developing Portfolio.
Stage I - Disposition Self-Evaluation and Action Plan Directions

Lock Haven University believes that all candidates in teacher education programs should demonstrate values, commitments, and professional ethics that are consistent with the expectations of our area school districts and surrounding communities. The following list of nine dispositions and identifying observable behaviors are desirable in all Lock Haven University faculty, cooperating teachers and preservice teacher candidates. Some of these dispositions have been derived from the dispositions identified by the INTASC Standards.

Directions:

Using the form located on the Teacher Ed web page, please reflect carefully on your personal dispositions and identify areas of strength and areas that need to be improved. Complete ALL disposition areas in the form but make sure you identify at least three dispositions that are satisfactory and three dispositions that you would like to improve. After all sections are completed and submitted, print a copy for yourself to scan into LiveText for your developing portfolio and submit a copy to the Teacher Education Office along with your Candidacy Application.

Understanding Dispositions:

1. The effective practitioner demonstrates oral communication skills that include: An absence of distracting mannerisms, an absence of repetitious words, an ability to speak at appropriate pace, correct grammar usage, an ability to enunciate words correctly, an ability to project his/her voice, and organization of thought.

2. The effective practitioner demonstrates written communication skills that include: Organization of thought, correct grammar usage, clear and concise writing, and correct mechanics.

3. The effective practitioner demonstrates collaboration skills that include: Acceptance of constructive criticism, an ability to seek feedback, acceptance of equality of the workload, and maintaining responsible behavior with borrowed materials.

4. The effective practitioner demonstrates reflective skills that include: An ability to self-evaluate, a willingness to make changes based on self-evaluation, and a willingness to formulate measures for self-improvement.

5. The effective practitioner demonstrates preparedness by exhibiting behaviors that include: Arriving at class on time/leaving class at scheduled time, preparing for class, and preparing all needed materials for class.
6. The effective practitioner demonstrates *professional commitment* by exhibiting behaviors that include: Prompt notification of absences, a willingness to make-up work missed due to absence, and a willingness to give extra “out of class” time to school-related activities.

7. The effective practitioner demonstrates *a positive attitude* by exhibiting behaviors that include: Enthusiasm; such as smiling, use of animated language, actively engaging students, a willingness to receive other’s ideas and suggestions, using nonconfrontational body language, using body language that suggests active listening, and using a nonrebuking tone of voice.

8. The effective practitioner demonstrates *ethical behaviors* that include: Non-bias treatment of peers, maintenance of appropriate student-faculty relationship, maintenance of personal integrity, and respecting laws within the community.

9. The effective practitioner demonstrates *a level of independence* by exhibiting behaviors that include: Developing own ideas, initiative in completing classroom tasks, and a limited need for reassurance.

10. The effective practitioner demonstrates *flexibility* by exhibiting behaviors that include: An ability to adjust to daily schedule changes, a willingness to modify instruction, an ability to proceed following an interruption, an ability to adjust instruction for the unexpected, and an ability to adjust to a changing curriculum.
STUDENT WORKS & CLEARANCE CONSENT FORM

This document gives Lock Haven University permission to use works created by students in the course of their studies for educational purposes. This does not mean that the student loses ownership rights over their works – simply that Lock Haven University has permission to use these work samples. It also gives Lock Haven University permission to use pictures, sound and video of students in the course of the educational process.

Student Name (please print) _____________________________________________________

Student ID Number: _____________________ Year of Entry to LHU: 20 __ __

Education Major: _____________________ Email: _______________________________

Local Address: _________________________________________________________________

Home Address: ________________________________________________________________

1. During the course of my studies provided by Lock Haven University, I may create works which attract intellectual property rights (for example, copyright.) These works may form part of my academic assessment or my studies generally.

2. These works might include my written work (e.g., stories and poems,) paintings, pictures, drawings, designs, photographs, videos, films, music, performance, computer programs, web sites, sculptures, fashion or costume, metal or wood works or any other works I create.

3. Lock Haven University may record sound and/or video of me and my works while I am at the university or taking part in university-related activities or performances.

4. Lock Haven University understands that I own the intellectual property rights in my Works, my sound and my video, and that this consent form is not meant to transfer my ownership.

5. I give permission to Lock Haven University to use my works, my sound/video, and/or my name for educational or research purposes. The University’s right to use my works is subject to protections afforded me under federal privacy statutes and regulations. I will not withdraw the permission I have given, and Lock Haven University understands that I may choose to give this permission to other people.

6. In accordance with existing intellectual property statutes and regulations, Lock Haven University may reproduce my works in any form, in whole or in part, and distribute them by any medium including the Internet, DVD, CD-Rom, or other multimedia uses.

7. I understand that I will not be paid by Lock Haven University for giving this permission.

Student Signature _____________________________ Date ____________________________

CLEARANCE CONSENT ON BACK
Lock Haven University of Pennsylvania
OFFICE OF STUDENT TEACHING AND FIELD EXPERIENCE
CLEARANCE CONSENT FORM

I, ________________________________, do hereby give my permission for the release of my Child Abuse Clearance, Criminal Record Check, FBI Clearance and TB Test Record that indicates I have valid background check documents and free from risk of transmitting Tuberculosis disease to all charter schools, intermediate units, school district officials, schools, private schools, agencies, and day care centers sites.

By signing this form, I also give my permission to share information such as name, major, dates of placements; which are provided to institutions such as charter schools, intermediate units, school districts officials, schools, private schools, agencies and day care center sites.

______________________________
Printed Name

______________________________
Signature

______________________________
Date
Professional Dress & Decorum

Professional personnel working in schools are expected to conform to reasonable standards of dress that are appropriate for adults working in a professional capacity. Lock Haven University observers, participators, and student teachers are school district guests and must conform to the expectations of professional attire being worn in the host school. All Lock Haven University students in assigned field placements, including student teaching, should adhere to the following guidelines:

**Males**
- No earrings or visible body piercings or tattoos
- No head covering indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes; exceptions will be made for Athletic & Physical Education majors leading a physical activity
- No cargo shorts
- Socks must be worn
- No denim or leather pants
- Wear clean, pressed clothing in good repair
- Clothes should fit properly so that no undergarments are exposed
- Hair should be clean and styled

Acceptable attire includes: slacks, pressed shirt and tie or pullover sweater, dress shoes or loafers.

**Females**
- Restrained jewelry; no earrings in places other than the ear; earrings are of reasonable length (no long chains or hoops)
- No visible body piercings or tattoos
- No head coverings indoors; exceptions will be made for religious purposes
- No athletic apparel, including shoes; exceptions will be made for Athletic & Physical Education majors leading a physical activity
- Hair should be clean and neatly styled
- No denim or leather pants
- Clothes should fit properly so that no undergarments or excess cleavage are exposed
- Clothing should not fit tightly or be of such thin material as to reveal outline of underwear
- Avoid crop tops and low-rider pants that will reveal back or midriff during normal instructional activity
- Wear clean, pressed clothing in good repair
- Restrained makeup
- Modest skirt length
- Wear shoes that are comfortable and that will not inhibit movement during instructional activity

Acceptable attire includes: suit, skirt, dress slacks, sweater or blouse, dress, or pantsuit, dress shoes or loafers.

If your dress is determined to be unacceptable, you will be asked to go home and change your clothes. Any missed days must be made up.
If a district policy is more specific than University policy, then the school policy should be followed. In order to support school spirit, exceptions to this policy can be made for special days in the school.

*Approved September 2005*
What Are PAPA, Praxis Core, PECT, and Praxis II?

**PAPA** (Pearson)  [www.pa.nesinc.com](http://www.pa.nesinc.com)

PAPA stands for Pre-service Academic Performance Assessment. PAPA is a pre-professional skills test required for all teacher certification in the state of Pennsylvania only. PAPA is computer-based only and must be taken at authorized Pearson VUE testing centers in Pennsylvania. Teacher candidates in Pennsylvania must pass PAPA before they can enter a college of education (Block).

**Praxis Core** (ETS)  [www.ets.org/praxis](http://www.ets.org/praxis)

These tests measure academic skills in reading, writing and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

**PECT** (Pearson)  [www.pa.nesinc.com](http://www.pa.nesinc.com)

PECT stands for Pennsylvania Educator Certification Test. Teacher candidates seeking certification in PreK-4 or Special Education in Pennsylvania will have to pass their appropriate PECT exam for initial certification in Pennsylvania. PECT exams are administered by Pearson.

**PRAXIS II** (ETS)  [www.ets.org/praxis](http://www.ets.org/praxis)

The PRAXIS II exams are content driven with different exams for ELML, HPED, and Secondary Education. All teacher candidates seeking initial teacher certification (undergraduates and graduates) in many states must take and pass the appropriate PRAXIS II exams for licensure according to your State’s requirements.
Lock Haven University Testing Center is located in Raub Hall, 1st floor. The RAUB 103 and 106 rooms are used for the LHU Testing Center. Equipped with thirty computers, the Raub 106 which has ample desk space for each of the thirty workstations is used as a testing room; while the Raub 103 is used as a required check-in area. Enter Raub building through the front entrance doors, you will find Raub Computer Lab (Raub 106) on your right and MountainServe office (Raub 103) on your left. Click for the campus map to locate "Raub Hall".
QUALIFYING SAT & ACT SCORES TO BE EXEMPT FROM TAKING PAPA

Effective September 1, 2013 the Secretary of Education has established an alternative means for candidates seeking educator certification in Pennsylvania to meet the requirements set forth in 22 PA Code 49.18 Assessment. This requirement is currently satisfied when a student passes the “basic skills” assessment administered by Pearson, also referred to as the Pre-service Academic Performance Assessment (PAPA). Students may now meet the above-noted requirement of “basic skills” with either:

1. A score of no less than 1550 on the Scholastic Achievement Test (SAT).

   □ The SAT score of 1550 will include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500.

   □ Students may not combine section scores from different test administrations, but they may use their best score earned from one test administration.

2. A composite score of 23 on the American College Test Plus Writing

   □ The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.
### BASIC SKILLS TESTING

**2015-2016 Praxis & Pearson Tests & Passing Scores Required By Each Program Area For PA Teacher Certification**

*For Candidacy*: Take PAPA testing through Pearson OR Praxis Core through ETS

LHU Testing Center is located in Raub Hall, Room 106

**Registration**: PEARSON - www.pa.nesinc.com

**Registration**: PRAXIS (ETS) www.ets.org/praxis

***All registration, payment and scheduling are done through the ETS & Pearson websites***

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<thead>
<tr>
<th>Test Code</th>
<th>Qualifying Passing Score</th>
<th>Test Code</th>
<th>Qualifying Passing Score</th>
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<td>220</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>8003</td>
<td>220</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>8002</td>
<td>220</td>
<td>5732</td>
<td>150</td>
</tr>
</tbody>
</table>

PAPA (Pearson) Test Code Minimum Composite Score

<table>
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<th>Minimum Composite Score</th>
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<tbody>
<tr>
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<tr>
<td>8003</td>
<td>192</td>
</tr>
<tr>
<td>8002</td>
<td>197</td>
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</table>

Praxis Core Composite Score Test Code Minimum Composite Score

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<th>Minimum Composite Score</th>
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<td>148</td>
</tr>
<tr>
<td>5722</td>
<td>158</td>
</tr>
<tr>
<td>5732</td>
<td>142</td>
</tr>
</tbody>
</table>

**Total Composite Score**

*686

*Note: You must achieve the qualifying score (220) in at least 1 area and also reach the Minimum Composite Score in all 3 areas and the total composite score must total 686 when the 3 are added together.*

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Minimum Composite Score</th>
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<tbody>
<tr>
<td>5712</td>
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<td>158</td>
</tr>
<tr>
<td>5732</td>
<td>142</td>
</tr>
</tbody>
</table>

**Total Composite Score**

*475

*Note: The Minimum Composite Score total does not represent the sum of the 3 minimum scores. The sum of the minimum scores on the 3 CORE tests must total or exceed 475 when all 3 tests' minimum scores are met and added together.*

SAT & ACT SCORES CAN BE USED INSTEAD OF TAKING THE PRAXIS CORE AND THE PAPA TEST

**Scholastic Achievement Test (SAT)**

*To be Exempt: You must score no less than 1550 on the SAT*

Must score 500 in each, Reading, Writing, and Math and excel for total score of 1550.

*Note: Students now can retake the SAT to meet the Basic Skills Testing requirement met by PAPA and Praxis Core.*

**American College Test (ACT)**

*A composite score of 23

*To be Exempt: The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.*

*****All Majors Must Take And Pass The PAPA OR Praxis Core Before Taking Any Specialty Area Test(s) *****

**SPECIALTY AREA TESTS AND SCORES ON BACK**
### PreK-4/Early Childhood

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>8006</td>
<td>197</td>
</tr>
<tr>
<td>Module 2</td>
<td>8007</td>
<td>193</td>
</tr>
<tr>
<td>Module 3</td>
<td>8008</td>
<td>193</td>
</tr>
</tbody>
</table>

### Health & Physical Education

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPED (ETS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamental Subjects</td>
<td>5511</td>
<td>150</td>
</tr>
<tr>
<td>Health &amp; Phys CK:</td>
<td>5857</td>
<td>160</td>
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</tbody>
</table>

### Secondary Education

#### PreK-4/SPECIAL

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>8006</td>
<td>197</td>
</tr>
<tr>
<td>Module 2</td>
<td>8007</td>
<td>193</td>
</tr>
<tr>
<td>Module 3</td>
<td>8008</td>
<td>193</td>
</tr>
</tbody>
</table>

#### Special Ed PreK-8 (Pearson)

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>8011</td>
<td>220</td>
</tr>
<tr>
<td>Module 2</td>
<td>8012</td>
<td>220</td>
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</tbody>
</table>

### ELML 4-8 (ETS)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5152 - 4-8 Core Assessments</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Pedagogy Subtest</td>
<td>5153 - Module 1</td>
<td>162</td>
</tr>
<tr>
<td>English, Language Arts &amp; Social Studies Subtest</td>
<td>5154 - Module 2</td>
<td>152</td>
</tr>
<tr>
<td>* Mathematics &amp; Science Subtest</td>
<td>5155 - Module 3</td>
<td>164</td>
</tr>
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</table>

#### Special Education for Secondary

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
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<tr>
<td>Module 2</td>
<td>8016</td>
<td>220</td>
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</tbody>
</table>

### ELML 4-8 Concentration Tests (ETS)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ Language Arts</td>
<td>5156</td>
<td>156</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5157</td>
<td>150</td>
</tr>
<tr>
<td>* Mathematics</td>
<td>5158</td>
<td>173</td>
</tr>
<tr>
<td>* Science</td>
<td>5159</td>
<td>156</td>
</tr>
</tbody>
</table>

**DUAL: Middle/Elem Educ 4-8 & Special Education**

<table>
<thead>
<tr>
<th>Module</th>
<th>Test Code</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
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<td>220</td>
</tr>
<tr>
<td>Module 2</td>
<td>8012</td>
<td>220</td>
</tr>
</tbody>
</table>

* Calculator allowed

** Online graphing calculator provided
Composite Score Option for PAPA:
The Composite Scoring Option for PAPA was initiated to enable a candidate who may excel in one area such as mathematics, but who is not strong in another PAPA area, to receive a passing score on the PAPA series. In order to qualify, a candidate must meet a minimum score in each test area (Mathematics, Reading, and Writing) and then exceed the passing score by an amount equal to the Standard Error of Measurement in one or two of the other test areas. The candidate’s test scores are added together, and if the scores total 686, the candidate has passed the PAPA series. The Minimum Scores required for the Composite Scoring Option are shown below.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Code</th>
<th>Standard PAPA Qualifying Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPA Reading</td>
<td>001</td>
<td>220</td>
<td>193</td>
</tr>
<tr>
<td>PAPA Writing</td>
<td>003</td>
<td>220</td>
<td>192</td>
</tr>
<tr>
<td>PAPA Mathematics</td>
<td>002</td>
<td>220</td>
<td>197</td>
</tr>
</tbody>
</table>

Minimum Composite Score: **686**  
(Sum of the 3 PAPA tests must total or exceed **686**)  
Composite Score Total does not represent the sum of the 3 minimum scores. Candidates must achieve the qualifying Score (220) in at least 1 area and also reach the Minimum Composite Score Total with all three minimum scores met.

---

Composite Score Option for Praxis Core:

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Code</th>
<th>Standard Praxis Core Qualifying Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Core Reading</td>
<td>5712</td>
<td>156</td>
<td>148</td>
</tr>
<tr>
<td>Praxis Core Writing</td>
<td>5722</td>
<td>162</td>
<td>158</td>
</tr>
<tr>
<td>Praxis Core Mathematics</td>
<td>5732</td>
<td>150</td>
<td>142</td>
</tr>
</tbody>
</table>

Minimum Composite Score: **475**  
(Sum of the 3 CORE tests must total or exceed **475**)  
Composite Score Total does not represent the sum of the 3 minimum scores. Candidates must meet all three minimum composite scores, must achieve the qualifying score in at least 1 CORE area, and also reach the Minimum Composite Score Total of 475 when all three test scores are added together.
Lock Haven University
Teacher Education Programs

Exit Criteria

- Successful completion of all General Education Requirements including “overlays”
- Successful completion of all courses in the Major with a “C” or better
- Successful professional semester evaluations of lesson plans, communication skills, and dispositions
- Completion of the Praxis II / Pearson Series Exams
- Successful completion of Student Teaching requirements with a “C” or better in each placement
- Successful evaluation on PDE Form 430 forms
- Successful completion of a Senior Portfolio in LiveText
- Successful completion of a Teacher Work Sample during student teaching
- Successful evaluation of communication skills and dispositions during student teaching
- Successful maintenance of required 3.0 GPA
- Completion of Application for Graduation with academic advisor and department chair signatures
- The recommendation of the Lock Haven University Teacher Certification Officer