

KING'S COLLEGE TEACHER EDUCATION HANDBOOK

Table of Contents

	Page
Welcome	4
Introduction	
Basic Requirements	5
Conceptual Framework	
Vision Statement of the Unit	5
Mission Statement of the Unit	5
The Unit's Philosophy, Goals and Purposes	6
Goals	7
Understanding Learners	8
Developing Learning Communities	8
Monitoring Learning	9
Reflective Practice	10
Purposes	11
A Model for Developing Reflective Practice	11
Teacher Licensure Candidates Proficiencies	12
Teacher Education Curriculum	
CORE Curriculum	12
Elementary Education Major Curriculum	13
Elementary Education & Early Childhood Major Curriculum	13
Special Education Certification	14
Secondary Certification Curriculum	14
Education Department Assessment System	
Overview	15
Gate A	16
Gate B (Formal Admission to the Teacher Education Program)	16
Gate C (Eligibility for Student Teaching)	19
Gate D	20
Program Completer	20
Alternative to Program Completion	20

King’s College Unit Assessment System 21

Initial Field Experiences

Early Field Experiences	22
Social Studies Methods (Elementary)	22
Assessment and Instruction of Reading/Field Experience (Elem.)	22
Junior Year Experience (Pre-Professional Semester (Elem.)	22
Alternative to Junior Year Experience (Pre-Professional Semester, Elementary)	23
Pre-Professional Semester for Secondary Students	23
Methods of Teaching Diverse Students “Virtual Field Experience” (Secondary)	23
EDUC 435 Independent Study Pre-Student Teaching Practicum (Elective)	24

Student Teaching

Student Teaching Semester Choice	24
Student Teaching Placement	24
Alternative to Student Teaching	24
Student Teaching Fee	25
Courses Prerequisite for Student Teaching	25
Elementary	25
Secondary	25
Eligibility for Student Teaching	25
Minimum G.P.A. Requirement	25
Physician’s Statement	26
Criminal Record/Teacher Certification	26
Pennsylvania State Police Criminal Record Check (Act 34)	26
Pennsylvania Child Abuse History Clearance (Act 151)	26
International Student Teaching Placement	27
Elementary Education Degree without Teacher Certification	27

Testing Requirements

The Praxis Series	27
Praxis Prep Course	29

Certification

Applying for Teacher Certification in Pennsylvania	29
Applying for Teacher Certification in Special Education Via College Misericordia	29

Student National Education Association..... 30

Standards of Good Teaching

INTASC Standards..... 30

Code of Ethics of the Education Profession..... 38

Appendices

Education Department Directory..... 42

CORE Curriculum, Elementary Education Majors..... 43

Education Course Planners

 Elementary, Fall Student Teaching..... 45

 Secondary Fall Student Teaching 47

 Elementary & Early Childhood, Fall Student Teaching..... 49

Advisor's Portfolio Grading Rubric..... 51

Advisor's Dispositions Grading Rubric..... 53

College Misericordia/King's College Cooperative

Program in Special Education..... 54

Flow Chart Depicting Route to Program Completion, Provisional

Status Route to Program Completion, Route to Non-Program

Completion B.A. in Education, and Assessment Points..... 55



Education Department

Dear King's College Teacher Candidate,

It is my pleasure to welcome you to the King's College Education Department.

You are preparing to enter a great profession at a great time. This is a time when over 2 million teachers will be needed in this country within the decade. Teacher salaries are on the increase and teacher surveys indicate that most teachers love their job.

In the King's College Education Department, you will encounter dedicated, experienced, and highly qualified faculty that are interested in your success. You will be exposed to the latest theories and methods of teaching. You will also be provided with many opportunities to apply those theories and methods and to hone your teaching skills under close supervision.

I wish you all the best of luck as you prepare to become a teacher. It is my hope that you will put forth your best effort here at King's College. By doing so, there is little doubt that you will achieve, with the assistance of the King's faculty and local school community, the professional, personal, and intellectual growth needed to excel as a teacher.

Sincerely,



A. Keith Dils, Ed.D.

Chairperson, Education Department

Introduction

The Education Department of King's College is dedicated to preparing men and women to become teachers in the Christian liberal arts tradition. It is a program that operates in concert with the mission of King's College, a Christian Catholic College. The preparation of men and women 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 and meets certification requirements in both elementary and specified secondary areas. Secondary certification at King's is approved on General Science, Biology, Chemistry, Mathematics, English, Citizenship Education, French and Spanish. Certification in elementary is a comprehensive certification of kindergarten through sixth-grade or middle school.

Basic Requirements

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

Conceptual Framework

Vision Statement of the Unit

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. These collaborations will be built on a set of mutual values that reflect our commitment to academic excellence, service, integrity, diversity, equity, moral and social responsibility, and social justice. 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.

Mission Statement of the Unit

The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, and abilities as they develop, manage and monitor communities of learning in a diverse and complex world. Future and current teachers are encouraged to develop habits of mind that value intellectual

behaviors developed through reflection on and in teaching and learning experiences. In this way, teacher candidates and Reading Specialists can effectively integrate knowledge and practice as they strive to understand and facilitate the learning, growth and development of students.

We seek to prepare professional teachers and Reading Specialists who will provide leadership in the development of collaborative, professional relationships, with schools, organizations, and other institutions focused on the improvement of education in schools and communities. This mission is built on the foundational tenets of a broad-based liberal education in the Catholic tradition of King's College and the best professional practices of teacher education. Consequently, courses and field experiences are designed to enhance the commitment of faculty, teachers, staff, and students to the centrality of personal integrity, diversity, social justice, and democratic citizenship. As we seek to achieve this mission we will sustain and support the values of the Holy Cross tradition and the King's College Mission throughout the College and in the communities we serve.

The Unit's Philosophy, Goals and Purposes

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, 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, even in the midst, and especially when we teach.

Implicit in this understanding of community are 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 not only who comprises the community, but also the distinctive spirit of that community. All members of the King's College Community share responsibility in nurturing that distinctive spirit as they live their lives purposefully, demonstrating mutual respect, support, and trust for each other and the communities they serve (King's College Report of the Task Force on Catholic Identity, 2004).

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, 1996) .

This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that we believe effective teachers demonstrate.

Goals

1. Integrating Knowledge and Practice

Teachers graduating from Education Programs at King's College develop a proficient understanding of relevant disciplinary content and content-specific pedagogy that is designed to promote student understanding of the subject matter. All baccalaureate degree candidates must complete a Core Curriculum that reflects the liberal arts tradition at Kings College. These courses include philosophy, theology, social and behavioral sciences, natural sciences, humanities, quantification skills, literacy and communication skills. Learning experiences in the Core are designed to support the development of critical thinking, an appreciation for aesthetic values, civic and moral responsibility, and the pursuit of life-long learning. The Core contributes to the teacher candidates' ability to organize their knowledge and thinking so that they have a command of critical ideas and skills, and can develop a capacity to reflect on, evaluate and learn from their own experiences.

The King's college teacher, educated in the liberal arts traditions, understands that it is insufficient to learn for the sake of knowledge and understanding alone, one learns in order to practice (Shulman, 2005). This goal of a liberal arts education is mirrored in recent conclusions of teacher education scholars. While learning to think like a teacher is a hallmark of effective practice, the culmination of the process is the ability to act on what is learned (Kennedy, 1999). However, the realities of P-12 classrooms often create barriers for the successful integration of theory and practice. We believe an effective response is to link courses with field-based experiences to support a *continuing dialogue* between theory and practice, to create opportunities to think critically and to challenge thoughtfully. This integration prepares our teacher and Reading Specialist candidates to think through their experiences and perceptions to consider a variety of strategies that not only answer the question "knowing what, but also 'knowing why and how'". Introduced early in the initial preparation and Reading Specialist programs, the linked courses create an opportunity for the candidates to explore personal conceptions, problems of practice, and relevant teaching practices as they develop their personal abilities and dispositions to

balance theory and experience (Heibert, Gallimore, & Stigler, 2002). Our programs follow a cycle of learning, practice, assessment, and reflection. The end result is the development of teacher knowledge, a term used to “indicate the whole of the knowledge and insights that underly (sic) teachers’ actions in practice” (Verloop, Driel, & Meijer, 2002, p.446).

2. Understanding Learners

Teacher and Reading Specialist candidates educated in the King’s College Programs believe in the dignity and worth of all human beings, and that all students can learn. They are dedicated to and become skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Respectful of diverse cultures and ways of knowing, our candidates are concerned with the development of their students’ self-concept, motivation, peer relationships, character, aspirations, and civic virtues. As teachers seek to understand students’ families, cultures, and communities, they will use this information as a basis for connecting instruction to students’ experiences (Horowitz, et al., 2005).

Sensitive to the impact of personal histories, cultural values and beliefs, King’s College candidates develop an appreciation for how students develop and learn in diverse cultures. They appreciate the relationship of content, context, culture, and individual abilities in educational experiences (Banks, et al., 2005). Central to this process is the belief that all students learn. No one single developmental or learning theory can apply to all students in all contexts, therefore, our candidates examine current theories critically considering their strengths and limitations. Candidates are encouraged to choose strategies based on their learning objectives, and the abilities and skills of their students.

One constant in the King’s College Teaching Education Programs is the development of student literacy. It is considered an essential skill that transcends context, content, abilities, and age (Braunger, Donahue, Evans, & Galuera 2005). Literacy in all its forms and manifestations including technology links the individual to the world in which they will live and work (Snow, Burns, & Griffin, 1998). Believing that most reading difficulties can be identified and addressed, our faculty and candidates are sensitive to their increasing responsibilities to address the linguistic needs of all students, including students with limited proficiency in English.

We support the development of our candidates teaching skills by utilizing a framework of “progressive differentiation” to address the stages in the teacher’s career: preservice, apprentice, novice, experienced and master teacher as our candidates engage in a cycle of learning, enactment, assessment, and reflection (Snow, Griffin, & Burns, 2005, p.6). While each step is critical for all candidates, we acknowledge the differences in the professional development needs at each point in a teacher’s career. Field experiences and courses are tailored to meet the needs of candidates and students.

3. Developing Learning Communities

The King’s College teacher is encouraged to become an agent in creating and sustaining learning communities (Bruner, 1996, Lave & Wenger, 1991, Vygotsky, 1978). During their studies in the King’s College Education Program, teacher candidates and

Reading Specialist candidates explore the challenges of contemporary schooling. They learn that they are members of multiple communities that can work collaboratively to evaluate and improve education for all learners (Cochran-Smith & Lytle, 1999a). Understanding that purposefully constructed professional communities that share norms and practices can be powerful influences on learning (Shulman & Shulman, 2004; Brown & Campione, 1996), the candidates are exposed to a variety of local and regional communities that offer different kinds of opportunities for learning and practice. Teachers prepared in the King's College education programs are introduced to concepts and experiences that will help them learn how to create, enrich, maintain, and alter instructional environments to insure the optimal education of all students. The concept of community begins with individual classroom learning communities and extends in ever widening circles to include relationships and effects generated by families, cultures, local communities, and beyond. Teacher and Reading Specialist candidates are advised to take into account district, state and national curriculum guidelines, as well as learner background, special needs, and interests.

We recognize that learning to develop and sustain learning communities is a daunting task for even the most experienced teacher. Shulman and Shulman (2004) developed a conceptual framework (p.259) that guides the approach taken by the King's College Education Programs:

1. Candidates are encouraged to develop a "vision" of teaching and learning that reflects their "readiness" to take on the challenges of teaching in community.
2. They must be "willing and motivated" to take risks and make adaptations.
3. Candidates must "know and be able to do". This means they can demonstrate an understanding of the domains of teacher knowledge, the development of learners, and classroom assessment, management and organization.
4. Understanding the complexities of learning in community and its time dependent nature, the candidates are guided as they develop the capacity for "intelligent and adaptive action".
5. Finally, the candidates are provided with opportunities to reflect on and learn from their own experience and the experiences of their peers.

Finally, the goal of developing communities makes explicit the concept of agency (Bandura, 2001). Recognizing the inherent challenges in the 21st century classrooms, King's College teachers are prepared to advance the science and art of teaching as they assume leadership roles in their professional communities.

4. Monitoring Learning

The King's College teacher candidate is expected to develop classroom management techniques that reflect an understanding of individual student needs and school and community norms. King's College teacher candidates are also expected to employ multiple methods for measuring student growth and understanding.

We believe that teacher candidates should be challenged to develop their thinking about how they will face monitoring issues. We believe that teacher candidates should

have action plans for setting up rules, responding to disruptions, designing assessment pieces, and preparing for state assessments.

While there are many aspects of monitoring student learning, we believe that one of the most important aspects of this process is to encourage our teacher candidates to go beyond traditional teaching approaches and to engage their students in authentic learning tasks. We believe that by teaching our students how to create authentic learning tasks, two important goals can be met. First, it is less likely that classroom management issues will occur when students are engaged in meaningful learning. Therefore, a learning-centered classroom environment can be established. Second, authentic tasks can be used as performance based assessments. Therefore, students can be provided with avenues for showcasing their abilities in ways other than just traditional paper and pencil exams.

5. Reflective Practice

While no signature pedagogy for teacher education currently exists, we believe that authentic learning is a core strategy in the development of effective teachers. We define authentic learning as the integration of guided experiential learning with the aid of direct instruction, inquiry, and problem-based learning (Darling-Hammond & Snyder, 1999). Reflecting a national trend, we ask future and current teachers to “examine teaching in the light of learning” (Bransford, et al., 2005). To this end, all education courses and field-based experiences include a reflective component that facilitates the ability to reflect on and in communities of practice (Schon, 1983, 1987, Cochran-Smith & Lytle, 1999a, 1999b, 2001).

The candidates’ reflective and dynamic professional journeys begin by examining their own beliefs and values (Munby, Russell, & Martin, 2001). Through an iterative process guided by King’s College faculty, the candidates are encouraged to explore, engage and reflect on the praxis of teaching and learning. Through classroom discussions, personal experience and interactions with peers and professional teachers, they develop the capacity for self-evaluation in relation to planning, presenting, and assessing instruction (Giovannelli, 2003). They are capable of making, upon reflection, informed instructional and curricular decisions.

King’s College teacher and Reading Specialist candidates are encouraged to develop effective and productive habits of mind regarding teaching and learning including reflection upon practice, taking an inquiry stance and persistence in working with students towards success. Working to build the capacity to think critically, they seek out professional literature, colleagues and other resources to support their own development as a learner and a teacher. Understanding the fundamental requirements of proficient teaching, we encourage teachers to become sensitive to the adaptive and developing nature of expertise and to commit to its pursuit (Bereiter & Scardamalia, 1993, Darling-Hammond & Bransford, 2005).

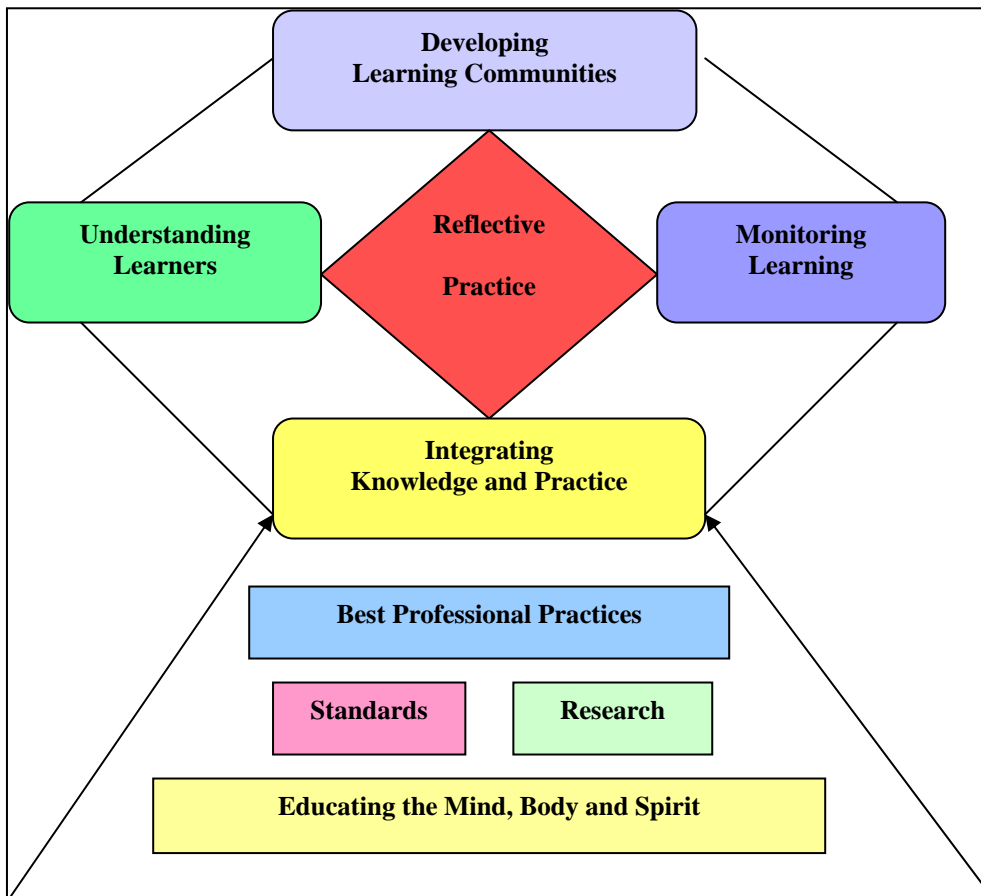
Purposes:

Teacher Licensure Purposes

The professional preparation programs for teacher licensure (Early Childhood, Elementary, and Secondary Education in Citizenship Education, Mathematics, English, Foreign Languages, and Science) at Kings 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 life long learning that will support the teacher continued professional development.

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



Teacher Licensure Candidates Proficiencies

Education faculty at King's College identified the following candidate proficiencies for the Elementary and Secondary Education Programs, and expects its teacher licensure candidates to promote the success of all students by:

Integrating Knowledge and Practice

1. Understanding the central concepts, tools of inquiry, and structures of the disciplines taught.
2. Effectively integrating multiple teaching and learning strategies (including technology) in student learning experiences.
3. Productively incorporating a variety of communication techniques to foster student learning.

Understanding Learners

4. Understanding prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.
5. Supporting the development of literacy skills in all learners.
6. Adapting instruction to meet the needs of all students, and demonstrating cultural competence.

Developing Learning Communities

7. Creating and maintaining a learning environment that supports instructional goals.
8. Understanding how factors in the students' environment outside of school may influence the students' life and learning.
9. Demonstrating effective self-assessment and problem-solving strategies.

Monitoring Learning

10. Understanding the principles of effective classroom management, and can use a variety of strategies to promote positive, purposeful learning.
11. Effectively using a variety of formal and informal assessment techniques.

Reflective Practice

12. Displaying a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
13. Acting in a responsible, ethical manner.
14. Demonstrating a commitment to lifelong learning.

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 nine (9) categories. Several categories mandate sequencing of courses, thus providing greater depth than would be possible in many general education programs. 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, Library and Informational Literacy, Computer Competence, Creative Thinking and Problem Solving, 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 CORE Curriculum is located in the Appendix for Elementary Education Majors. Secondary teacher certification candidates will follow the Core Curriculum of their respective major.

Elementary Education Major Curriculum

Certification in elementary is a comprehensive certification of kindergarten through sixth grade or middle school. Approximately sixty (60) hours are necessary for a major in Elementary Education. All students majoring in Elementary Education must also complete King's Core Curriculum to graduate. Program planners for Elementary Education majors can be found in the Appendix.

Elementary Education & Early Childhood Major Curriculum

Certification in elementary is a comprehensive certification of kindergarten through sixth grade or middle school. Early Childhood certification is nursery through grade three. Approximately sixty-nine (69) hours are necessary for a major in Elementary and Early Childhood education. All students majoring in Elementary and Early Childhood education must also complete King's Core Curriculum to graduate. Also, students seeking this dual certification must student teach in two settings during the professional semester. Seven weeks will be spent in an Early Childhood setting and seven weeks in an upper level elementary grade. Program planners for Elementary Education/Early Childhood majors can be found in the Appendix.

Special Education Certification

Students wishing to pursue special education may do so in a cooperative program with College Misericordia. In this program, students will receive a King's College degree but will be certified in a special education through College Misericordia. Also, students seeking this dual certification must student teach in two settings during the professional semester. Seven weeks will be spent in a special education setting and seven weeks in a regular education elementary grade. Students seeking special education certification **MUST** contact the Education Department at College Misericordia during their freshman year (see Appendix for more information).

Secondary Certification Curriculum Science, Math, English, Spanish, or French

Students seeking certification in secondary education will major in one of the following content areas: General Science, Biology, Chemistry, Mathematics, English, Spanish or French. Students who wish to teach any of these academic subjects must also complete a thirty-six (36) hour sequence of education courses. Education Department requirements for secondary certification students can be found in the Appendix.

Secondary certification candidates should obtain current program planners for the major from that particular department.

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) "Citizenship Education" and "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 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.

2) Students seeking the "Citizenship Education" & "Social Studies" certification may:
 a) Take and pass the "Citizenship Education" Praxis exam thereby earning certification in "Citizenship Education" and then take and pass the "Social

Studies” praxis exam and then “add on” this second certification by using the “338G add-on” form (see PDE website). Or, just the more difficult “Social Studies” exam may be taken to earn a “Citizenship Education” certification and then a Social Studies certification may be “added on” without having to pass another 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 but AS WELL AS 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.

The Education Department Assessment System

(See Also Figure 1, p. 19)

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 during the time you sit with your assigned advisor to determine courses for the following semester. You are to make an appointment with your advisor by signing up on the scheduling sheet located on the education floor bulletin board approximately mid-way through each semester. These sessions will take approximately 10-15 minutes.
- You will be required to bring examples of your developing portfolio to your advisement sessions and be prepared to explain how each artifact best exemplifies your meeting the INTASC standards (see Appendix). Portfolios will be explained in detail in EDUC 201 Foundations of Education. Refer to the Appendix for Portfolio Grading Rubric in order to get an idea of what the portfolio is to contain.
- Your advisor will assess your progress by using the Portfolio Grading Rubric (see Appendix for Portfolio Grading Rubric). Your advisor will also be assessing your dispositions in terms of your ability to interact in a professional manner (see Appendix for Dispositions Grading Rubric).

Requirements for Each Gate of the Assessment System

Gate A

- I. **Academic Skills Advisement:** Those students entering King's College with below 900 SAT's that wish to be education majors will be required to complete a WebCT Praxis prep-course (online at: <http://www.kings.edu/kdils/>) and to review the results of that prep-course with academic advisors in the King's College Academic Skills Center. Records of these tutoring sessions will be kept by the Academic Skills Center and will be provided to the student's education advisor.
- II. **WebCT Praxis Prep Course:** Those students with above 900 SAT's will not be required to attend Academic Skills tutoring sessions but will be required to take the prep course and timed mock Praxis test exams (online at: <http://www.kings.edu/kdils/>).
- III. **Portfolio:** All students taking education classes are to save their course projects and other teaching artifacts (on a computer disk or a hard copy) and place them in a "portfolio" to be reviewed by your advisor during advisement sessions. These sessions will be held during the pre-registration period at the same time you are conferring with your advisor about courses to take for the next semester. Please bring your "developing" portfolio to these sessions and be prepared to explain how your artifacts best exemplify your meeting the INTASC Standards (see Appendix). Your advisor will assess your progress by using the Portfolio Grading Rubric (see Appendix for Portfolio Grading Rubric).
- IV. **Dispositions:** Your advisor will also be assessing your dispositions 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

Students must submit a completed application packet (found at the Education Division's Secretary's Office or see advisor) to the faculty advisor no sooner than the completion of 48 credits and no later than the completion of 65 credits. Transfer students with 48 credits or more must submit a completed application packet during their second semester at King's College. The following courses must also be completed prior to application:

EDUC 201, Foundations of Education

EDUC 236 (Elementary) or EDUC. 266 (Secondary), Early Field Experience

EDUC 210, Developmental Psychology for Educators

EDUC 211, Educational Psychology

Six credits in English (Literature and the Arts I & II)

Mathematics Requirements

Elementary Education Majors: Nine credits in mathematics are required: MATH 101, MATH 102, and PSYC 335 or MATH 126. PSYC 335 or MATH 126 may be completed after admission to the program.

Secondary Teacher Certification Students: Three credits in mathematics (Can be CORE 120 or an elective from the Mathematics Department) must be completed prior to admission to candidacy. Three additional mathematics credits must be completed prior to graduation for a total of six credits in college level mathematics.

The following criteria must also be met:

1. A 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.
2. Possession of an overall cumulative grade point average (G.P.A.) of 3.0 or a Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8 or documentation of extraordinary circumstances (e.g., illness, change of major, etc.) and a reasonable expectation of earning a 2.8 cumulative G.P.A. and pass the Praxis II by student teaching.
3. Dispositions: Students who wish to be admitted to the Teacher Education Program must exhibit qualities of personal character, integrity, high moral conduct, and possess positive personality traits. Evidence of these qualities will be demonstrated by student responses on the application forms, through conversations with his/her advisor, and by completion of recommendation forms.
4. Successful completion of the National Teachers' Examination Preparation (Praxis) WebCT Course.
5. Successful completion of (or testing out of) EDUC 101 Grammar Workshop.
6. Meeting the Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics).
7. Completion of the Application for Teacher Education Program Candidacy
8. Submission of copies of the Cooperating Teacher's Assessment Forms for Early Field Experience.
9. Two (2) Recommendation Forms. One is to be from the Coordinator of EarlyField Experiences and one from a professor from EDUC. 201, Foundations of Education, EDUC. 210 Developmental Psychology for Educators, or, EDUC. 211, Educational Psychology.

Deadlines for Application to Candidacy are as follows:

Fall Semester: November 30

Spring Semester: April 30

Deadline for meeting the Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics):

First attempt: Thanksgiving sophomore year

Second attempt: February 1 of sophomore year

Third attempt: March 1 of sophomore year

If a Pennsylvania Qualifying Score on all of the PPST Tests (Reading, Writing, Mathematics) is not obtained prior to the pre-professional semester (Junior Year), then an alternative route to earning a degree in education will be provided. This alternative route **WILL NOT LEAD TO PENNSYLVANIA TEACHER CERTIFICATION**.

Admission Procedures

The Education Department reviews all documents regarding the candidate and then makes a decision to accept, defer, or reject.

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

Provisional Acceptance, Admission Deferred: Admission is deferred when an area is not adequately met or when deficiencies are identified. Students cannot be fully admitted until deficiencies are corrected or until further positive evidence of suitability for teaching is obtained. It is assumed that there is a high likelihood for a deferred student to meet criteria. A student on deferred status will not be placed for student teaching. A student should be admitted to the program at least one year prior to student teaching.

Admission Denied: Admission is denied when deficiencies are great enough that it does not appear that a student can make the necessary improvements the semester prior to student teaching. In the event that a rejection decision is made, the student will receive written notice of the deficiencies and should either make an appointment with the Office of Career Planning and Placement to consider a different college program or with the Academic Skills Center to determine how the deficiencies can be addressed. Students who have been denied admittance may re-apply when they have addressed the deficiencies. Or, students may complete an alternative field-based experience that would be done instead of student teaching. This would allow a student to earn an education degree but it would NOT lead to PA teacher certification.

A student may appeal the committee decision by appearing before the entire Education Department faculty to provide evidence in support of his/her application. Final appeal may be made by making arrangements with the Academic Advisement Office.

Portfolio: Your advisor will assess your progress by using the Portfolio Grading Rubric (see Appendix for Portfolio Grading Rubric).

Dispositions: Your advisor will also be assessing your dispositions in terms of your ability to interact in a professional manner (see Appendix for Dispositions Grading Rubric).

Gate C

Eligibility for Student Teaching

Student teaching eligibility is contingent upon:

1. Formal admission into the Teacher Education Program (See above) including:
 - Possession of an overall cumulative grade point average of **3.0** (or Professional Education G.P.A. of 3.0, overall cumulative G.P.A. 2.8 and pass praxis II).
 - Passing all 3 PPST Praxis exams.
 - Completion of appropriate methods courses determined by the Teacher Education Program Planner
2. Physicians' 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.
3. Criminal Record/Teacher Certification. 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.

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.
4. 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.
5. 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.

Portfolio: Your advisor will assess your progress by using the Portfolio Grading Rubric (see Appendix for Portfolio Grading Rubric).

Dispositions: Your advisor will also be assessing your dispositions in terms of your ability to interact in a professional manner (see Appendix for Dispositions Grading Rubric).

Gate D

1. Successful completion of student teaching (“C” or better).
2. Successful completion of degree requirements.
3. Take Praxis II (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.

Valid Physician’s Statement.

Criminal History Clearance.

Submission of final portfolio.

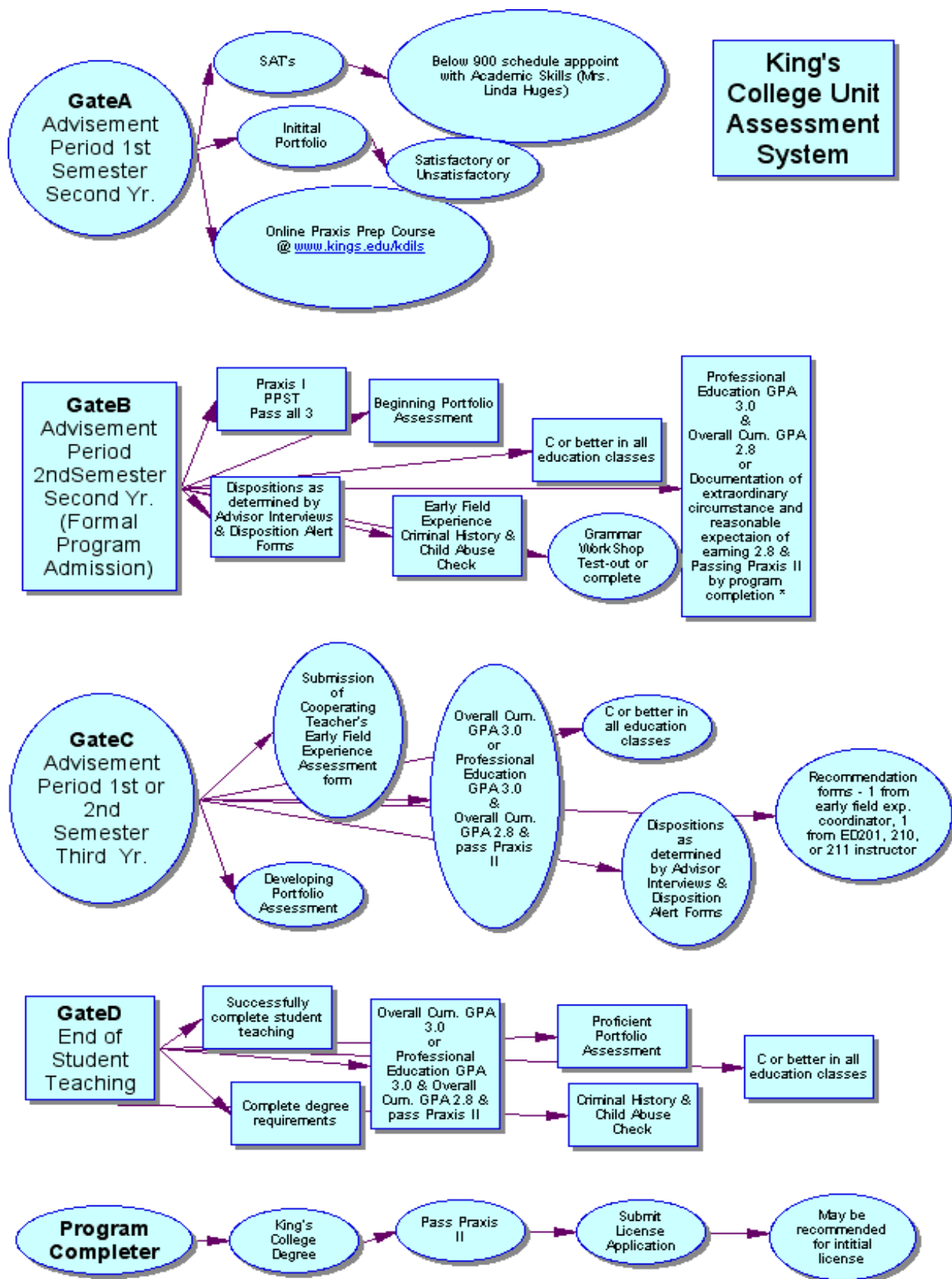
Take all required Praxis II Tests prior to graduation (ideally during student teaching or last semester of classes). (Note: The exams to take and Praxis Qualifying Scores are established by the Pennsylvania Department of Education and can be found as an insert in the Praxis Series Registration Bulletin.)

Alternative to Program Completion

For those students not meeting the gate requirements (e.g., not passing the PPST’s), students may earn provisional acceptance into the education program. If students do not earn full acceptance to the education program, a route to earning a non-certifying education degree will be provided. This alternative will NOT lead to PA teacher certification and the student will be considered a non-program completer.

This alternative may include student teaching experiences at King’s St. Mary’s Child Care Center, Head Start, or other such arrangement cleared by the Chair of the Education Division. At the time of student teaching, students in this situation could take enough electives to earn the required 120 credits for graduation (rather than complete the above alternative student teaching experiences).

Figure 1



*Extraordinary circumstances would include such things as illness, personal crisis, or poor grades earned prior to changing majors.

Initial Field Experiences

Early Field Experience (Elementary and Secondary)

All education majors are required to complete an Early Field Experience in a local school. It is a one-semester experience requiring a minimum of twenty hours (20) at the school. Students will attend the school for classroom observations and teachers aide duties. This requirement generally begins at the time of entry into EDUC 201 Foundations of Education. Students will be expected to discuss their observations in the Foundations of Education class. Students will also be exposed to INTASC and state standards as they relate to their Early Field Experience observations. Elementary education majors register for EDUC. 236. Secondary education majors register for EDUC. 266. Students receive one (1) credit.

Flood Elementary Field Experience with Diverse Students (Elementary)

The Education Department in collaboration with the Office of Volunteer Services of King's College will provide education majors in Education Psychology and Children's Literature with transportation to the Flood Elementary School in order to work with local school students.

Social Studies Methods/Field Experience (Elementary)

Students taking the Social Studies Methods course will interact with elementary students from the local Montessori School. Montessori students will be invited to campus to interact with King's Social Studies Methods teacher candidates under the guidance and supervision of King's faculty. King's teacher candidates will also go to the Montessori School to teach social studies lessons. This program gives students an opportunity to present lessons in an elementary school setting.

Assessment and Instruction of Reading/Field Experience (Elementary)

Students will assess and teach small groups of children, twice a week, in an after school program at a local elementary school. The primary approach utilized is Guided Reading as described by Fountas & Pinnell (1996). Assessments include the administration of an informal reading inventory, informal strategy/skill checklists, and daily anecdotal records. Students work in pairs to enhance individual student's reading abilities. In addition, they debrief within their class period, held immediately after their teaching, to connect theoretical concepts to pedagogy.

Junior Year Experience (Pre-Professional Semester, Elementary)

Students need to follow the course sequencing outlined in the elementary planners in order to have the pre-professional 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 Math 210, Mathematics Methods for Elementary Teachers, EDUC 338 Language Arts Methods and EDUC. 342, Science Methods for Elementary Teachers during the same semester. During the semester, students will spend time in elementary schools working with in-service teachers and presenting lessons to elementary students.

Alternative to Junior Year Experience (Pre-Professional Semester, Elementary)

This experience is designed for those students failing to meet the appropriate Gate requirements. This experience will not lead to program completion.

Students need to follow the course sequencing outlined in the elementary planners in order to have the alternative pre-professional 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 Math 210Z, Mathematics Methods for Elementary Teachers, EDUC 338Z Language Arts Methods and EDUC. 342Z, Science Methods for Elementary Teachers during the same semester. During the semester, students will spend time in elementary schools working with in-service teachers and presenting lessons to elementary students.

Pre-Professional Semester for Secondary Students (Secondary)

Students taking the Classroom Management for Secondary Students course will tutor a student, observe classroom teaching, and teach a class at a local school. This program gives students an opportunity to present lessons in a middle or secondary school setting.

Methods of Teaching Diverse Students/ “Virtual Field Experience”(Secondary)

Students taking the Methods of Teaching Diverse Students will participate in a “Virtual Field Experience.” This program gives students the opportunity to present lessons via the Internet using a “live,” virtual simulation of a classroom to middle or secondary school students under the close supervision of the King’s instructor. Lesson transcripts will be recorded and discussion and feedback concerning the lessons will be provided by the King’s instructor. When a “Virtual Field Experience” is not available, another “simulated” field experience using technology will be provided.

Educ. 435 Independent Study Pre-Student Teaching Practicum (Elective)

Elementary education majors and secondary certification students may register for this class in the semester prior to student teaching. Students spend a minimum of ten (10) hours a week working with in-service teachers in a local school.

Student Teaching

Student Teaching Semester Choice

Teacher education culminates in student teaching. Having satisfied the prerequisites 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.

Student Teaching Placement

The King's College Education Department has established and maintained an outstanding relationship with the Wilkes-Barre Area and Wyoming Valley West School Districts. Most student teachers will be placed in one of these districts. Students are placed 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. Occasionally, students are placed in the Wyoming Area or Crestwood School Districts and the Scranton Diocese Schools. Students are strongly discouraged from student teaching in schools in which they attended. The final placement decision will be made by the Director of Student Teaching and the College Supervisor. Students should be prepared to accept assignments in any of the local cooperating school districts.

Alternative to Student Teaching

For those students not meeting the gate requirements (e.g., not passing the PPST's) and not earning full acceptance to the education program, an alternative to student teaching will be provided. This alternative will NOT lead to PA teacher certification and the student will be considered a non-program completer. This alternative may include a field experience at King's St. Mary's Child Care Center, Head Start, or other such arrangement cleared by the Chair of the Education Division. Or, students in this situation could take enough electives to earn the required 120 credits for graduation. All of the alternatives to student teaching lead to a non-certifying degree in education.

Student Teaching Fee

Students are charged a student teaching fee of Two Hundred Dollars (\$200) 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

Elementary

All elementary education and special methods classes. Refer to the Elementary Education Major Curriculum in the Appendix for the required courses.

Secondary

All professional education requirements. Refer to the appropriate Secondary Certification Curriculum in the Appendix for the required 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 the Admission to Candidacy process.
2. 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.
3. Completion of appropriate methods courses determined by each Teacher Education Program.
4. Physician's Statement
5. Completion of Act 34 and Act 151 Clearances.

Minimum G.P.A. Requirement

Students must possess 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.

If a student does not meet the G.P.A. requirement prior to the semester of student teaching, alternative courses must be taken.

Students are encouraged to repeat courses in order to increase their overall G.P.A.. A student who receives a "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.

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 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.

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.

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 may also be 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. Applications for the Act 151 Clearance will be provided to students.

International Student Teaching Placement

King's College offers a student teaching assignment in London, England and additional sites are being arranged. Students should meet with the Chairperson of the Education Department to obtain information.

Elementary Education Degree without Teacher Certification

Students not meeting the minimum G.P.A. requirement, not passing the PPST's, ineligible for medical or legal reasons, not completing a full student teaching semester, or not seeking a teacher certification but desire to graduate with a degree in elementary education are required to meet with their education advisor and Chair of the Education Department to set up the alternative program.

Testing Requirements

The Praxis Series

Individuals applying for initial certification in Pennsylvania are required to take tests administered through The Praxis Series: Professional Assessments for Beginning Teachers. All of the required tests can be taken at King's College. The PPST tests may be taken on a computer 5-7 days after making an appointment with the Sylvan Learning Center in Clark Summit (You may take each Computerized PPST once per calendar month up to six times in a 12-month period. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded. This applies even if you canceled your scores on test taken previously). To call and make reservations, dial 570-586-2254.

King's College teacher candidates are to pass the following test PRIOR TO THE END OF THEIR SOPHOMORE YEAR:

1. **PPST Reading** Test Code: 10710
2. **PPST Writing** Test Code: 20720
3. **PPST Mathematics** Test Code: 10730

King's College teacher candidates should take the following test(s) NEAR THE END OF THEIR SENIOR YEAR (normally during student teaching):

- A. **Elementary Education:**
 1. Elementary Education: Curriculum,

Instruction and Assessment Test Code 10011

2. Fundamental Subjects: Content Knowledge Test Code 30511

B. **Early Childhood**: Early Childhood Education Test Code: 10020

C. **Secondary Education Majors**: Specific subject area (History, Mathematics, etc.)

Biology

20235 Biology: Content Knowledge

Chemistry

20245 Chemistry: Content Knowledge

Citizenship Education

10087 Citizenship Education: Content Knowledge
(THIS IS THE TEST TO TEACH HISTORY,
GOVERNMENT, AND ECONOMICS)

English

10041 English Language, Literature and
Composition: Content Knowledge

French

20173 French: Content Knowledge

General Science

10435 General Science: Content Knowledge

Mathematics

10061 Mathematics: Content Knowledge

Social Studies

10081 Social Studies: Content Knowledge
(THIS MORE DIFFICULT TEST MAY ALSO BE
TAKEN TO TEACH HISTORY, GOVERNMENT, AND
ECONOMICS. PDE "ADD-ON" PAPERWORK
NEEDED FOR CERTIFICATION TO ALSO TEACH
SOCIOLOGY, PSYCHOLOGY, ETC. SEE EDUCATION
CHAIR FOR DETAILS)

Spanish

10191 Spanish: Content Knowledge

AND

30511 - Fundamental Subjects: Content
Knowledge

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) on the registration form. King's MUST be identified as a score recipient.**

Please note the Pennsylvania Department of Education will recognize scores for five years from the date of the test administration.

Registration procedures, fees, forms, as well as test dates and locations are included in The Praxis Series Registration Bulletin, which is available in the Education Department.

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>.

Praxis Prep Course

The King’s College Online Praxis Prep Course is required by all teacher candidates and can be found online at: <http://www.kings.edu/kdils/>

Certification

Applying for Teacher Certification in Pennsylvania

At the beginning of the student teaching semester, students will be given an application for Pennsylvania Professional Educator Certification. Detailed procedures for completing the application will be explained at that time.

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 tests for their certification area. All Praxis 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 completed application (including forms 338G and 338C) to the Director of Student Teaching and Field Placements along with a check for \$40.00 made payable to King’s College.

Applying for Teacher Certification in Special Education Via College Misericordia

A letter from College Misericordia stating that you have completed all required coursework is to be sent to the King’s College Education Department. All Praxis test scores are to be sent to King’s College. All appropriate paperwork (including the 338G and 338C) is to be sent to the King’s College Education Department. An additional check for \$40.00 is to be made payable to King’s College (those applying for Elementary Certification and Special Education Certification may write one check for \$80.00 made payable to King’s College).

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. Addresses for state offices of certification are listed in the Appendix.

Student National Education Association

Students who intend to become teachers are strongly urged to become members of the Student National Education Association (SNEA). At King's College, the William J. Hafey Chapter of SNEA was established in 1950. At the same time, the chapter was chartered by the Student Pennsylvania State Education Association. When a student joins SNEA, he/she becomes affiliated with both student NEA and student PSEA.

As a member of SNEA, the student receives publications (journals, newsletters, pamphlets) from the national and state education associations. Also, membership entitles him/her to liability insurance during his/her student teaching. The local chapter at King's College is entitled to send delegates to state and national conventions of the student associations. Through these means, the prospective teacher is exposed to professional information and activities.

Standards of Good Teaching

INTASC Standards

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her "teaching of subject matter concepts."

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

The teacher understands how learning occurs. How students construct knowledge, acquire skills, and develop habits of mind and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors 's an opportunity for learning.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: 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.

Knowledge

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

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

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

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

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

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

Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

Performances

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.

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 employes, 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 employe.
- (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.

The Code of Professional Practice
and Conduct for Educators can be
found at
22 Pa. Code §§235.1 - 235.11.

All questions should be directed to
the Professional Standards and
Practices Commission at
(717) 787-6576.

APPENDICES

Education Department Directory

Dr. Joyce Armstrong Assistant Professor of Education	Office: A312	Phone: Ext. 5361
Dr. Laurie Ayre Associate Professor of Education	Office: A213	Phone: Ext. 5321
Mrs. Heather Critchisin Early Childhood	Office: A310	Phone: Ext. 5606
Dr. Keith Dils <i>Chair, Education Department</i> Associate Professor of Education	Office: A 219	Phone: Ext. 5385
Dr. Thomas A. Drazdowski Professor of Education	Office: A 214	Phone: Ext. 5921
Mrs. Maureen Gaffney Assistant Professor of Education	Office: A210	Phone: Ext. 5461
Ms. Janice Gavlick Administrative Assistant	Office: A 208	Phone: Ext. 5983
Dr. Martha Hanlon <i>Director of Elementary Student Teachers</i> Associate Professor of Education	Office: A 209	Phone: Ext. 5685
Dr. Denise Reboli Coordinator of Advising Associate Professor of Education	Office: A207	Phone: Ext. 5498
Mrs. Maryanne Toole Director of Early Field Experiences Director of Collaborative Efforts with Local Schools	Office: A206	Phone: Ext. 5360
Dr. Mark Ness Coordinator of Secondary Program Assistant Professor of Education	Office: A205	Phone: Ext. 5245
Dr. F. Thomas Scappaticci Professor of Education	Office: 308	Phone: Ext. 5401
Mrs. Sheri Yech Instructor	Academic Skills Center	Phone: Ext. 5324

Core Requirements (20 COURSES-60 CREDITS)
Elementary Education Majors

CRITICAL THINKING (3 credits)

CORE 100, Critical Thinking ____

EFFECTIVE WRITING (3 credits)

CORE 110, Effective Writing ____

ORAL COMMUNICATION (3 credits)

CORE 115, Effective Oral Comm. ____

QUANTITATIVE REASONING (9credits)

MATH 101, Theory of Arithmetic ____

MATH 102, Geometry and Data Analysis ____

PYSC 331, Psychological Statistics ____

CIVILIZATION: HISTORICAL PERSPECTIVES**I and II (6 credits)**

CORE 130, American Civilization OR

CORE 131, Western Civilization ____

AND CORE 132, The Twentieth Century:

A Global Perspective ____

FOREIGN CULTURES (3credits)

CORE 140, Foreign Cultures Or one of

The foreign language courses numbered

CORE 141 through 146 ____

HUMAN BEHAVIOR & SOCIAL INSTITUTIONS**I and II (6 credits)**

CORE 150, Human Behavior & Social

Institutions ____

AND one of the following courses which satisfies

Part II ____

CORE 151, American Government

CORE 152, Contemporary Social Issues

CORE 153, The Economic Way of Thinking

CORE 154, Psychological Dynamics & Society

CORE 155, Women in American Society

LITERATURE AND THE ARTS I & II (6 credits)

CORE 160, Literature & the Arts ____

AND one of the following courses which satisfies

Part II ____

CORE 161, The Fine Arts of Painting & Music

CORE 162, Foreign Literature in English

CORE 164, Literary Modes and Themes

CORE 165, Theater Experience

* Students matriculated as of 9/95 will be required to complete two Philosophy courses.

SCIENCE (9 credits)

PHYS 100, Physical Science ____

BIOL 200, Life Science ____

AND one of the following courses:

CORE 271, Astronomy

CORE 272, Chemistry and Man

CORE 273, Contemporary Biology

CORE 274, Human Biology

CORE 275, Human Genetics

CORE 276, Principles of Electronics

CORE 277, Chemistry and Industry

CORE 278, , Forensic Chemistry

CORE 279, Building Blocks of Universe

INFORMED BELIEVING AND ACTING**(12 credits)****SYSTEMATIC THEOLOGY (3credits) ____**

CORE 290, Catholic Perspectives

CORE 291, The Old Testament

CORE 292, The New Testament

CORE 293, The Church

CORE 294, Belief and Unbelief

CORE 299, Key Biblical Themes

MORAL THEOLOGY (3credits) ____

CORE 295, Basic Christian Ethics

CORE 296, Christian Marriage

CORE 297, Faith, Morality & the Person

CORE 298, Christian Social Ethics

PHILOSOPHY I AND II (6 credits)*

CORE 280, Fundamentals of Philosophy ____

AND one of the following courses which

satisfies Part II ____

CORE 281, Introduction to Logic

CORE 282, Philosophical Themes

CORE 283, Metaphysics

CORE 284, Philosophy of Human Nature

CORE 285, Philosophy of Death

CORE 286, Intro. To Philosophical Ethics

CORE 287, Ethics, Business & Society

CORE 288, Bioethics

CORE 289, Inter Disciplinary Perspectives in

Philosophy

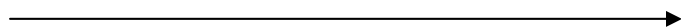
ELECTIVE: (3 credits) _____

Course Planners

Student **Elementary/Fall Student Teaching**

Above 900 SAT? No

Yes



Tutoring sessions
academic skills/advisor
Date (s)
Completed: _____

First Year

Fall (15 Credits)

- _____ CORE 110 Effective Writing (3)
- _____ CORE 115 Effective Oral Communication (3)
- _____ CORE 130 or 131 Civilization: Historical Perspectives Elective _____ (3)
- _____ CORE 150 Human Behavior and Social Institutions (3 _____)
- _____ CORE 160 Literature and the Arts(3)

Spring (15 Credits)

- _____ CORE 100 Critical Thinking (3)
- _____ CORE 132 The Twentieth Century: A Global Perspective (3)
- _____ CORE 14X Global Awareness/Foreign Cultures Elective _____ (3)
- _____ CORE 154 Psychological Foundations(3)
- _____ CORE 16X Literature and the Arts II Elective _____ (3)

Second Year

Fall (16 or 17 Credits)

- _____ EDUC 201 Foundations of Education (3)
- _____ EDUC 210 Developmental Psychology for Educators (3)
- _____ EDUC 236 Early Field Experience (1)
- _____ EDUC 251 Computer Applications for Educators (3)
- _____ MATH 101 Theory of Arithmetic (3)
(or a comparable mathematics elective)
- _____ PHYS 100 Physical Science for Elementary Teachers (3) (or 27x)
- _____ EDUC 101 Grammar Workshop (1) (480 V SAT's, test-out, or complete)

- _____ Praxis Prep online @ http://www.kings.edu/kdils/praxis_prep.htm
- _____ WebCT Praxis Prep Test
- _____ Take PPST

Spring (17 Credits)

- _____ EDUC 211 Educational Psychology (3)
- _____ EDUC 336 Foundations of Reading (3)
- _____ EDUC 346 Health, Physical Education, and Safety Methods (2)
- _____ BIO 200 or CORE 270 Natural Science (3) (or a comparable science elective)
- _____ MATH 102 Geometry and Data Analysis (3)
(or a comparable mathematics elective)
- _____ CORE 280 Fundamentals of Philosophy (3)

- _____ Retake PPST if needed (retake again in summer if needed)

_____ If retake needed: Tutoring sessions @ academic skills center or with education advisor

Date

The following to be tracked via the Unit Assessment System:

Circle P for Pass or F for Fail:

Reading P or F Score: _____ Date: _____ Writing P or F Score: _____ Date: _____ Math P or F Score: _____ Date: _____

Praxis Prep online @
http://www.kings.edu/kdils/praxis_prep.htm

Date completed: _____

Discussed results of online Praxis Prep practice tests with academic skills tutor

Date completed: _____

Take PPST

Date completed: _____

Retake PPST if needed – retake again in summer if needed

<p>Passed all 3 PPST? Yes or No</p>	<p>GPA 3.0 or GPA 2.8 & Pass praxis II? Yes or No</p>
---	---

_____ **Admission to Candidacy** (Complete and return “Application for Teacher Education Program Candidacy” to Education Administrative Assistant no sooner than the completion of 48 credits and no later than 65 credits)

Date _____

Third Year

Fall (15 Credits)

- _____ EDUC 337 Assessment and Instruction of Reading (3)
- _____ EDUC 339 Children’s Literature N-6 (3)
- _____ EDUC 343 Social Studies Methods (3)
- _____ EDUC 344 Art Methods N-6 (1.5)
- _____ EDUC 345 Music Methods N-6 (1.5)
- _____ CORE 25X Systematic Theology Elective _____ (3)

Passed all 3
PPST?

Yes

NO

Spring (15 Credits) Pre-Professional Semester

- _____ EDUC 325 Teaching the Exceptional Child (3)
 - _____ EDUC 338 Language Arts Methods N-6 (3)
 - _____ Math 210 Mathematics Methods N-6 (3)
 - _____ EDUC 342 Science Methods N-6 (3)
 - _____ EDUC 350 Classroom Management (3)
- } 338,
210,
342
must be
taken
together

Alternative Pre-Professional Semester

- _____ EDUC 325 Teaching the Exceptional Child (3)
- _____ EDUC 338Z Language Arts Methods N-6 (3)
- _____ EDUC 341Z Mathematics Methods N-6 (3)
- _____ EDUC 342Z Science Methods N-6 (3)
- _____ EDUC 350 Classroom Management (3)

Senior Year
Fall (12Credits) Student Teaching

- _____ EDUC 437 Observation and Student Teaching (10)
- _____ EDUC 438 Student Teaching Seminar (2)
- _____ Take Praxis II

Alternative to Student Teaching for those not passing all 3 PPST (non-program completer, no recommendation for certification)

- _____ EDUC 437Z Observation and Student Teaching (at, for example, King’s St. Mary’s) (10)
- _____ EDUC 438 Student Teaching Seminar (2)

Or

_____ 11 elective credits
(or enough credits to earn 120 credits for graduation)

Spring (15 Credits)

- _____ CORE 26X Moral Theology Elective _____ (3)
- _____ ENST 200 or CORE 27X Natural Science II Elective _____ (3) (Or a comparable earth/space elective)
- _____ CORE 28X Philosophy Elective _____ (3)
- _____ MATH 124 Basic Statistics (3) or PSYC 335 Statistics & Research Design (3) (Or a comparable mathematics elective)
- _____ HIST 252 World Cultural/Economic Geography (3)

Total Credits: 120

Note:
Dispositions and Portfolios assessed electronically by advisor.

Updated: September, 2005

Student

Secondary Fall Student Teaching

Students seeking certification in secondary education will major in one of the following content areas: Biology, Chemistry, English, French, General Science, or Mathematics. Students pursuing a certificate in Citizenship Education (Social Studies) will major in History or Political Science and complete additionally prescribed courses for a citizenship education core. Students who want to teach any of these academic subjects must also complete the education courses listed below. Secondary education certification candidates must obtain current program planners for the major from that particular department. Education Department Advisors do not determine courses for majors in content areas.

Above 900 SAT? no _____
 Yes
 ↓

Tutoring sessions
 academic skills/advisor
 Date (s)
 Completed: _____

**Second Year
 Fall**

_____ EDUC 201 Foundations of Education (3)
 _____ EDUC 210 Developmental Psychology for Educators (3)
 _____ EDUC 266 Early Field Experience (1)
 _____ Praxis Prep online @ http://www.kings.edu/kdils/praxis_prep.htm
 Date _____
 _____ WebCT Praxis Prep Test Passing Score?
 _____ Take PPST
 Date _____

Praxis Prep online @
http://www.kings.edu/kdils/praxis_prep.htm
 Date completed: _____
 Discussed results of online
 Praxis Prep practice tests
 with academic skills tutor
 Date completed: _____
 Take PPST
 Date completed: _____
 Retake PPST if needed –
 retake again in summer if
 needed

Spring

_____ EDUC 211 Educational Psychology (3)
 _____ EDUC 251 Computer Applications for Educators (3)
 _____ EDUC 101 Grammar Workshop (1) (480 V SAT's, test-out, or complete)
 _____ Retake PPST if needed (retake again in summer if needed)
 Date _____
 _____ If retake needed: Tutoring sessions @ academic skills center or with education advisor
 Date _____

The following to be tracked via the Unit Assessment System:

Circle P for Pass or F for Fail:

Reading P or F Score: _____ Date: _____ Writing P or F Score: _____ Date: _____ Math P or F Score: _____ Date: _____
 Reading P or F Score: _____ Date: _____ Writing P or F Score: _____ Date: _____ Math P or F Score: _____ Date: _____
 Reading P or F Score: _____ Date: _____ Writing P or F Score: _____ Date: _____ Math P or F Score: _____ Date: _____

<p>Passed all 3 PPST? Yes or No</p>	<p>GPA 3.0 or GPA 2.8 & Pass praxis II? Yes or No</p>
---	--

_____ **Admission to Candidacy** (Complete and return “Application for Teacher Education Program Candidacy” to Education Administrative Assistant no sooner than the completion of 48 credits and no later than 65 credits)

Date _____

**Third Year
Fall**

_____ EDUC 366 Teaching Diverse Students (3)
 _____ Special Methods of Teaching (These courses are only offered in the fall semester) 3 credits
 _____ Citizenship Education, EDUC 303 Secondary Social Studies Methods, English, ENGL 399
 Methods of Teaching English, Mathematics, MATH 220 Secondary Mathematics Methods,
 Science (Biology, Chemistry, and General Science), EDUC 302 Secondary Science Methods,
 Foreign Languages (French and Spanish), EDUC 304 Secondary Foreign Language Methods.
Note: These courses generally offered only fall semesters

Spring

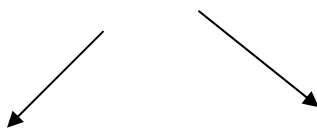
_____ EDUC 350 Classroom Management (pre-professional field experience embedded) (3)
 _____ EDUC 325 Teaching the Exceptional Child (3)

**Fourth Year
Fall**

_____ EDUC 467 Observation and Student Teaching (10)
 _____ EDUC 468 Student Teaching Seminar (2)
 _____ Take Praxis II

Spring

Total Education Credits: 37



Alternative to Student Teaching for those not passing all 3 PPST (non-program completer)

_____ EDUC 467Z Observation and Student Teaching (at, for example, King’s St. Mary’s) (10)
 _____ EDUC 468 Student Teaching Seminar (2)

or _____ elective credits
 (Enough credits to earn 120 credits for graduation)

All secondary teacher certification candidates must complete six credits of college level mathematics and six credits of college level English

_____ Math course _____
 _____ Math course _____
 _____ English course _____
 _____ English course _____

The Pennsylvania Department of Education requires secondary teachers to have a degree in the content area for certification. Students seeking secondary certification must meet with his/her specific content area department for content area courses required for the degree. The Education Division is not responsible for content area or CORE courses for secondary certification candidates.

Note:
 Dispositions and Portfolios assessed electronically by advisor.

Updated: September, 2005

Student **Elementary/Early Childhood Fall Student Teaching**

Above 900 SAT? No →

Yes
↓

Tutoring sessions
academic skills/advisor
Date (s)
Completed: _____

First Year

Fall (15 Credits)

- _____ CORE 110 Effective Writing (3)
- _____ CORE 115 Effective Oral Communication (3)
- _____ CORE 130 or 131 Civilization: Historical Perspectives Elective _____ (3)
- _____ CORE 150 Human Behavior and Social Institutions (3 _____)
- _____ CORE 160 Literature and the Arts(3)

Spring (15 Credits)

- _____ CORE 100 Critical Thinking (3)
- _____ CORE 132 The Twentieth Century: A Global Perspective (3)
- _____ CORE 14X Global Awareness/Foreign Cultures Elective _____ (3)
- _____ CORE 154 Psychological Foundations(3)
- _____ CORE 16X Literature and the Arts II Elective _____ (3)

Second Year

Fall (16 or 17 Credits)

- _____ EDUC 201 Foundations of Education (3)
- _____ EDUC 210 Developmental Psychology for Educators (3)
- _____ EDUC 236 Early Field Experience (1)
- _____ EDUC 251 Computer Applications for Educators (3)
- _____ MATH 101 Theory of Arithmetic (3)
(or a comparable mathematics elective)
- _____ PHYS 100 Physical Science for Elementary Teachers (3)
- _____ EDUC 101 Grammar Workshop (1) (480 V SAT's, test-out, or complete)

- _____ Praxis Prep online @ http://www.kings.edu/kdils/praxis_prep.htm
- _____ WebCT Praxis Prep Test
- _____ Take PPST

Spring (17 Credits)

- _____ EDUC 211 Educational Psychology (3)
- _____ EDUC 336 Foundations of Reading (3)
- _____ EDUC 346 Health, Physical Education, and Safety Methods (2)
- _____ BIO 200 or CORE 270 Natural Science (3) (or a comparable science elective)
- _____ MATH 102 Geometry and Data Analysis (3)
(or a comparable mathematics elective)
- _____ CORE 280 Fundamentals of Philosophy

_____ Retake PPST if needed (retake again in summer if needed)

_____ If retake needed: Tutoring sessions @ academic skills center or with education advisor

Date

The following to be tracked by the Unit Assessment System:

Circle P for Pass or F for Fail:

Reading P or F Score: _____ Date: _____ Writing P or F Score: _____ Date: _____ Math P or F Score: _____ Date: _____

Praxis Prep online @
http://www.kings.edu/kdils/praxis_prep.htm

Date completed: _____

Discussed results of online Praxis Prep practice tests with academic skills tutor

Date completed: _____

Take PPST

Date completed: _____

Retake PPST if needed – retake again in summer if needed

<p>Passed all 3 PPST? Yes or No</p>	<p>GPA 3.0 or GPA 2.8 & Pass praxis II? Yes or No</p>
--	--

_____ **Admission to Candidacy** (Complete and return “Application for Teacher Education Program Candidacy” to Education Administrative Assistant no sooner than the completion of 48 credits and no later than 65 credits)

Date _____

Third Year
Fall (18Credits)

- _____ EDUC 337 Assessment and Instruction of Reading (3)
- _____ EDUC 339 Children’s Literature N-6 (3)
- _____ EDUC 343 Social Studies Methods (3)
- _____ EDUC 344 Art Methods N-6 (1.5)
- _____ EDUC 345 Music Methods N-6 (1.5)
- _____ CORE 25X Systematic Theology Elective _____ (3)
- _____ EDUC 301 Intro. To Early Childhood Education (3)

Passed all 3
PPST?

Yes

NO

Spring (18 Credits) Pre-Professional Semester

- _____ EDUC 325 Teaching the Exceptional Child (3) 338,
- _____ EDUC 338 Language Arts Methods N-6 (3) 210,
- _____ Math 210 Mathematics Methods N-6 (3) 342
- _____ EDUC 342 Science Methods N-6 (3) } must be
- _____ EDUC 350 Classroom Management (3) taken
- _____ EDUC 354 Early Childhood Instruction (3) together

Alternative Pre-Professional Semester

- _____ EDUC 325 Teaching the Exceptional Child (3)
- _____ EDUC 338Z Language Arts Methods N-6 (3)
- _____ EDUC 341Z Mathematics Methods N-6 (3)
- _____ EDUC 342Z Science Methods N-6 (3)
- _____ EDUC 350 Classroom Management (3)

Senior Year
Fall (12 Credits) Student Teaching

- _____ EDUC 457 Observation and Student Teaching (10)
- _____ EDUC 438 Student Teaching Seminar (2)
- _____ Take Praxis II

Alternative to Student Teaching for those not passing all 3 PPST (non-program completer, no recommendation for certification)

- _____ EDUC 437Z Observation and Student Teaching (at, for example, King’s St. Mary’s) (10)
- _____ EDUC 438 Student Teaching Seminar (2)

Or

_____ 11 elective credits
(or enough credits to earn 120 credits for graduation)

Spring (18 Credits)

- _____ CORE 26X Moral Theology Elective _____ (3)
- _____ ENST 200 or CORE 27X Natural Science II Elective _____ (3) (Or a comparable earth/space elective)
- _____ CORE 28X Philosophy Elective _____ (3)
- _____ MATH 124 Basic Statistics (3) or PSYC 335 Statistics & Research Design (3) (Or a comparable mathematics elective)
- _____ HIST 252 World Cultural/Economic Geography (3)
- _____ EDUC 355 Organization & Administration of Early Childhood Programs (3)

Total Credits: 129

Note:
Dispositions and Portfolios assessed electronically by advisor.
Updated: September, 2005

Portfolio Grading Rubric

- Initial Portfolio = students can describe a teaching artifact, why it might be included in the King's College Teaching Portfolio, and how it would be related to an INTASC principle (**Due Gate A** advisement session)
 - *Mastery*=describes a teaching artifact and very clearly explains why the sample would be included in the portfolio, describes how it relates to an INTASC principle, and elaborates on why it best exemplifies good teaching as defined by that INTASC principle
 - *Accomplished*=describes a teaching artifact and very clearly explains why the sample would be included in the portfolio and how it relates to an INTASC principle
 - *Developing*=gives a reason why entry would be included but does not clearly explain how it relates to an INTASC principle
 - *Beginning*=does not clearly explain why the entry would be included in portfolio and does not clearly explain how it relates to an INTASC principle

- Beginning Portfolio= students can present at least 2 artifacts (e.g., display documents, pictures, projects, etc. either on computer disk or hard copy) and describe how each artifact is related to the INTASC principles (**Due Gate B** advisement session)
 - *Mastery*=very clearly explains why the samples have been included in the portfolio, describes how they relate to the INTASC principles, and elaborates on how they best exemplify an aspect of good teaching
 - *Accomplished*=very clearly explains why the samples have been included in the portfolio and how they relate to the INTASC principles
 - *Developing*=gives a reason why the entries were included but fails to clearly explain how they relate to the INTASC principles
 - *Beginning*=does not clearly explain why the entries were included in portfolio and does not clearly explain how they relate to the INTASC principles

- Developing Portfolio= students can present at least 4 artifacts (e.g., display documents, pictures, projects, etc. either on computer disk or hard copy) and describe how each artifact is related to the INTASC principles (**Due Gate C** advisement session)
 - *Mastery*=very clearly explains why the samples have been included in the portfolio, describes how they relate to the INTASC principles, and elaborates on how they best exemplify an aspect of good teaching
 - *Accomplished*=very clearly explains why the samples have been included in the portfolio and how they relate to the INTASC principles
 - *Developing*=gives a reason why the entries were included but fails to clearly explain how they relate to the INTASC principles

- *Beginning*=does not clearly explain why the entries were included in portfolio and does not clearly explain how they relate to the INTASC principles
- Proficient Portfolio=students can present at least 8 artifacts (e.g., display documents, pictures, projects, etc. either on computer disk or hard copy) and describe how each artifact is related to the INTASC principles (**Due Gate D**, end of student teaching seminar). This final portfolio is to include an indication of whether Praxis II exams were satisfactorily completed and a reflection concerning how the Praxis II exam demonstrates that the candidate is meeting INTASC 1.
 - *Mastery*=very clearly explains why the samples have been included in the portfolio, describes how they relate to the INTASC principles, and elaborates on how they best exemplify an aspect of good teaching
 - *Accomplished*=very clearly explains why the samples have been included in the portfolio and how they relate to the INTASC principles
 - *Developing*=gives a reason why the entries were included but fails to clearly explain how they relate to the INTASC principles
 - *Beginning*=does not clearly explain why the entries were included in portfolio and does not clearly explain how they relate to the INTASC principles
- *Note: Impact on student learning will also be assessed during student teaching. Student teaching handbook outlines this process in greater detail.*

Dispositions Grading Rubric

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

Beginning	Developing	Accomplished	Mastery
<p>Failed to speak or act in a professional manner. Displays lack of confidence or limited enthusiasm for teaching or for working with students; shows lack of sincerity or concern for students or their families.</p>	<p>Spoke or acted in a professional manner. Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well; shows a willingness to grow and learn.</p>	<p>Spoke and acted in a professional manner. Displays confidence and enthusiasm for teaching and working with students and families; makes constant efforts to learn and improve in practice.</p>	<p>Spoke and acted in a professional manner. Projects enthusiasm and a high degree of energy for teaching; displays a genuine concern for students and families that translates into a constant pursuit of opportunities to grow and learn as a teacher and as an advocate for students.</p>

**College Misericordia/King's College
Cooperative Program in Special Education**

Required Courses	Credits
TED 322 Assistive Technology	2
TED 342 Characteristics MPH	3
TED 354 Curriculum in Special Education	1
TED 364 Methods in Life Skills	3
TED 365 Methods in Learning Support	3
TED 374 Management in Special Education	1
TED 375 Management in Emotional Support	1
TED 394 Junior Field	0
TED 395 Junior Practicum	1
TED 496 Senior Field	0
TED 497 Student Teaching (one placement)	<u>5</u>

Total = 20 credits

Current Program Operations:

Kings College advises students to contact designated College Misericordia faculty member and make appointment.

Students are individually advised in course work load and sequencing of classes (initial and ongoing advising provided).

Students register for classes at Kings College by completing a cross registration form. That form is then forwarded to College Misericordia registrar.

College Misericordia registrar creates a separate class list for students from Kings College using KNG and TED course number.

Students submit applications for Junior Field, Senior Field and Student Teaching to College Misericordia's Coordinator of Field and Student Teaching Placement Office.

Students complete one student teaching placement with Kings College and one placement (special education) with College Misericordia.

Students attend College Misericordia Professional Seminars for Student Teachers during student teaching placement.

Department
Chairperson (570) 674-6338

