Undergraduate Studies in Education

Department of Education and Counseling
St. Augustine Center, Room 302
Villanova, PA 19085
610-519-4620

Web site: www.villanova.edu/artsci/education/

Fall 2017
The goal of the Villanova Teacher Education Programs is to prepare confident, inspired, and caring educators who will lead professional lives exemplifying the intellectual and moral ideals embodied in the Catholic mission of the University. The certification programs draw special inspiration from St. Augustine, who portrays teaching and learning in his classic work, *De Magistro*, as the joint venture of teachers and students united in mind and heart in the pursuit of truth. The program seeks to nurture in students the capacity for critical thinking as well as the dispositions of intellectual curiosity, humility, and a commitment to social justice reflected in the ability to advocate for one’s students. As reflective practitioners whose work is grounded in theory, graduates of our programs are well prepared to serve the diverse and individualized needs of their students, inspiring them to lifelong learning.
DEPARTMENT OF EDUCATION AND COUNSELING

Main Office: 302 St. Augustine Center (SAC)  Phone: (610) 519-4620  Fax: (610) 519-4623

Web site: www.villanova.edu/artsci/education/

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Steps to Become an Education Major

Freshmen/Sophomores

☐ Go to 302 SAC to complete the required university paperwork.

☐ Complete the Application to the Teacher Certification Program (required by PDE).

☐ Begin the process of securing Background Clearances if you have not already done so. These are required before you will be admitted to any school.

Clearances:
- Child Abuse Clearance: https://www.compass.state.pa.us/cwis/public/home
- Act 34 PA State Police Background check: http://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx
- Act 114 FBI fingerprinting: www.pa.cogentid.com/index_pde.htm
- TB Test can be done through your family doctor or at a Minute Clinic.

☐ If you do not meet the PA Dept. of Education’s SAT testing requirement (a score of at least a 1550 on your SATs, with a minimum score of 500 in each of the three testing sections), you must take and pass the PAPA test (formerly called the Praxis I) necessary for certification http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html.
*Please be sure to list Villanova as one of your test recipients.*

☐ Review the Field Experience Requirements and Competencies for Certification (Stages 1 & 2, Stage 3).

☐ Register for Student PSEA: http://www.psea.org/students.aspx?id=154. This is required for all seniors who will be student teaching, but is recommended for underclassmen.

☐ Contact Field Placement Coordinator, Jen Carangi at jennifer.carangi@villanova.edu, to ensure your name is added to the list of Education majors.

☐ At the conclusion of each semester, submit your field experience hours to Jen Carangi to be added to the database.

If you are an upperclassman and are interested in becoming an Education major, please contact Dr. Teresa Wojcik at 610-519-8103 or teresa.wojcik@villanova.edu.
The Department of Education and Counseling secondary teacher education program seeks to develop prospective teachers able to meet the demands of teaching in a variety of school environments, public and private, urban and suburban. Provisions for professional competencies and teacher certification include a thorough grounding in the liberal arts, a substantial concentration in an area of specialization and a study of the foundations, principles and methods of education.

NOTE: In addition to the Education major, it is recommended that students earn a second major in their teaching area. Education majors must come to the Department each semester for advising.

ADMISSION REQUIREMENTS

Secondary Certification candidates apply to the Teacher Certification Program the first semester of their sophomore year in anticipation of completing 47 or 48 credits that semester. Application requirements include a minimal 2.8 GPA, six credits in English and mathematics respectively, two signatures of recommendation from professors, and an essay. For a complete listing of requirements, see the Undergraduate Student Handbook, the Enchiridion.
EDUCATION MAJOR

In addition to the teaching subject area requirements described in the sequence charts that can be obtained at our office, Secondary Education majors are required to earn a total of 37 credit hours in Education courses. These are:

- EDU 2201 or 2202, Social Foundations of Education I or II (3 credits)
- EDU 2300, Education Research Seminar (3 credits)
- EDU 3000, Professional Development in Education (1 credit)
- EDU 3251, Psychology of Teaching and Learning (3 credits)
- EDU 3263, Diversity and Inclusion (3 credits)
- EDU 4245, Literacy and English Language Learning (3 credits)
- EDU 4290, Philosophy of Education (3 credits)
- EDU 3264, Introduction to Disability Studies (3 credits) or three one-credit workshops on special education
- One of the following: EDU 4281, 4282, 4283, 4284, OR 4285, Methods of teaching English, Foreign Language, Math, Science or Social Studies (3 credits).
- EDU 4291 (9 credits), full-time Student Teaching experience, which is open only to students in their senior year who have completed all of the subject matter courses in their field of specialization.
- EDU 4292, Senior Seminar (3 credits)

PENNSYLVANIA TEACHER CERTIFICATION

Students are required to have a GPA of 3.0 at graduation; three, one-credit special education workshops or the three-credit Special Education course; the English Language Learning course; and are also required to successfully complete the state mandated PAPA** and Praxis series of examinations.

**Students who score at least a 1550 on their SATs and have a minimum score of 500 in each of the three tests, are exempt from taking the PAPA test.
AREAS OF CERTIFICATION:

Biology, Citizenship, Chemistry, Communication, English, French, General Science, Italian, Latin, Mathematics, Physics, Social Studies, Spanish

EDUCATION MINOR

A minor in Education does not lead to teacher certification, but exposes students to the field of education.

A general minor in Education requires 15 credits and includes EDU 2201 OR 2202 (Social Foundations of Education I OR II), EDU 3251 (Psychology of Teaching and Learning), EDU 3263 (Diversity and Inclusion in Education), and EDU 4290 (Philosophy of Education). An additional three Education credits must be selected in collaboration with your advisor.

The minor in Educational Policy and Leadership requires 15 credits and includes EDU 3253 (Educational Policy Analysis), EDU 3277 (Urban Education), EDU 3264 (Introduction to Disability Studies). Two other elective Education courses must be selected in collaboration with your advisor.

CLEARANCES

All of the clearances below are necessary for field experience. Please retain the originals.

- Child Abuse Clearance: https://www.compass.state.pa.us/cwis/public/home
- Act 34 PA State Police Background check: http://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx
- Act 114 FBI fingerprinting: www.pa.cogentid.com/index_pde.htm
- TB Test can be done through your family doctor or at a Minute Clinic.
STUDENT PSEA (Pennsylvania State Education Association)

Student PSEA is a pre-professional student association that joins members in advancing communication, leadership skills, and professional development among future educators across the Commonwealth. Its mission is to advance quality public education for all students while fostering the dignity and worth of members through collective action. PSEA is a state affiliate of the National Education Association, or NEA.

Membership in Student PSEA is required prior to the student teaching experience, as one of the advantages of membership is the insurance protection policy that provides up to $1 million of liability insurance for members while in the schools.

Students can join online at http://www.psea.org/students.aspx?id=154.

KAPPA DELTA PI: EDUCATION HONOR SOCIETY

Founded in 1911, Kappa Delta Pi is an International Honor Society in education dedicated to scholarship and excellence. It elects to membership those who exhibit the ideals of scholarship (minimum of a 3.5 GPA), high personal standards, and promise in the teaching profession. Each spring, new members are selected and participate thereafter in outreach activities supported by the Society, such as tutoring in schools. Undergraduates and graduate students are eligible for induction into the Society based on grade-point average and a distinguished performance record consistent with the ideals of Kappa Delta Pi.
CERTIFICATION

Students are responsible for verifying the completion of your degree requirements and initiating the application for certification. To apply for certification in Pennsylvania, after successfully completing your student teaching experience, you can click on the following link for the TIMS website http://www.portal.state.pa.us/portal/server.pt/community/tims_-_teacher_information_management_system/20476.

Your provisional Instructional I Certificate is good for six (6) years of teaching in your area of certification in Pennsylvania, during which time you must complete 24 credits beyond your degree. When you have completed the 24 credits, three of the six years of teaching and a successful induction year, you can apply for permanent certification (Instructional II Certificate). Since Pennsylvania counts only teaching years, your provisional certificate remains valid even if you do not use it. It is, therefore, important for you to apply for certification when you complete Villanova’s program, whether or not you plan to seek a teaching position after graduation. If you do not apply for certification until later, you will be required to satisfy the requirements at the future date, not as they were when you graduated.

Graduates of Villanova’s teacher education program are eligible for certification in 47 other states through the NASDTEC Interstate Agreement. Since many states, like Pennsylvania, change their policies, procedures, and requirements, you should consult the individual state’s department of education website for more information. Here is a link to the states who are current members of NASDTEC http://c.ymcdn.com/sites/www.nasdtec.net/resource/collection/0C62155D-3B17-4FFE-92EC-492E5AF67BA1/Interstate_Agreement_Signatories_090513.pdf.

This is a reminder that in addition to completing the student teaching experience satisfactorily, you will need at least a 3.0 cumulative average in order to apply for certification in Pennsylvania. The PRAXIS II subject assessment in your teaching area is required for Pennsylvania certification, but not for successful completion of Villanova’s program. For Pennsylvania certification, you will also need: the recommendation of Villanova University; to meet all testing requirements established by the State Board of Education; and to meet all other requirements established by the Commonwealth’s School Code.

You will be very busy this semester, and you may want to remind yourself to:

▪ Register for and successfully complete PRAXIS II subject assessment tests appropriate to your certification area. If you did not meet the score requirement, you should have already successfully completed the PAPA tests. (See page 4);

▪ Review your academic program file to verify completion of university requirements for graduation;

▪ Begin the Application for Certification at the TIMS website http://www.portal.state.pa.us/portal/server.pt/community/tims_-_teacher_information_management_system/20476.

Once your application is verified that you have met all of the requirements, it will be sent to PDE with Villanova University’s recommendation for approval. This cannot be done until final grades are in and you are approved for graduation. Due to the volume of requests to PDE, it may take 3-6 weeks for you to receive your Instructional I Certificate. When it is ready, you will receive an email and will print a copy of
your certificate from the TIMS website. **PDE WILL NOT MAIL YOUR INSTRUCTIONAL I CERTIFICATE TO YOU.**

If you are applying for teaching positions and are asked for certification, the Education and Counseling Department can provide an interim letter stating that Villanova has recommended you for certification to PDE. You must still meet the state requirements of U.S. citizenship, health, good moral character, etc., but this letter will serve as an interim step. To request such a letter, contact Mrs. Rita Siciliano at 610-519-8038 or via email at rita.siciliano@villanova.edu with the name and address of the school official to whom it should be sent. You may pick up a copy of the letter in SAC 302.

**CERTIFICATION TESTING INFORMATION**

Students are required to take and pass a series of pre-professional tests as part of their teacher certifying process. They are also used by colleges and universities to pre-qualify students for entry into teacher education programs.

**TEST 1:** PAPA Test (http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html)
- Required upon entrance to Villanova's Teacher Certification Program.

When: take and pass it after being accepted into the program
What: PAPA: Academic Skills Assessments designed to measure your reading, writing and mathematical skills. The PAPA consists of:
  - PPST-Reading
  - PPST-Writing
  - PPST-Math

**ONLY REQUIRED FOR STUDENTS WHO DID NOT GET AT LEAST A 1550 ON SATs, WITH A MINIMUM OF 500 ON EACH SECTION.

TEST 2: Praxis II (http://www.ets.org/praxis/pa/requirements/) Required for certification
When: take your junior/senior year
What: Praxis II: Subject Assessments measure your knowledge of the subjects you will teach.

***TEST 3: Praxis II (http://www.ets.org/praxis/pa/requirements/)
Additional Test Required **ONLY** FOR Foreign Language Teachers
When: take your junior/senior year
What: Fundamental Subjects: Content Knowledge Test # 5511
Why: Required for Foreign Language teachers because they are certified to teach grades K-12.

**ONLY REQUIRED FOR STUDENTS SEEKING FOREIGN LANGUAGE CERTIFICATION.

Please visit www.ets.org/praxis/pa/requirements for PA requirements and test code number.

Be sure to list Villanova as one of the test score recipients. If you neglect to do so, you will be charged to have the scores sent with your application for certification.
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.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.
Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.


PROFESSIONALISM

The Department of Education and Counseling adheres strictly to the PA Code of Professional Practice & Conduct for Educators. Any student in violation of the Code can be removed from the program.
Field Experience and Student Teaching Competencies

Student in the Education program are obliged to fulfill field experience hours and competencies to satisfy the requirements for certification before student teaching. Pages 14-18 list the Stage I, 2 and 3 Field Experience Competencies necessary for completion. At the end of each semester, students are expected to send their Field Experience sheets to the Field Placement Coordinator so their hours can be added to the database. Failure to do so may result in a delay in student teaching.

Introduction

The Pennsylvania Department of Education (PDE) has developed a general set of field experience and student teaching competencies that will replace the 190 hours of field experience currently required for certification. All Instructional I certifications will replace the field experience hours with competency-based assessments for Stages 1, 2 and 3 field experiences. Program providers will continue to report the hours assigned to each stage of field experience. However, the emphasis in the guidelines has shifted from hours to the competencies demonstrated through field experience(s).

It is important to note that these field experience competencies do not replace specific program competencies articulated in specific program guidelines for each Instructional I certification. The competencies established for field experiences are broadly defined in order to be generalized across all Instructional I certifications. In addition, the student teaching competencies for Instructional I certifications do not replace specific program competencies articulated in specific program guidelines for each Instructional I certification. Student teaching competencies are applicable across all Instructional I certifications. Program providers must still require a minimum of 12 weeks of student teaching. Candidates who are in a post-baccalaureate program to earn a second instructional certificate may have their 12-week requirement modified, as long as the abbreviated time frame contains sufficient time for evaluation on the program competencies. PDE has also developed field experience competencies and student teaching competencies for all administrative and educational specialist certifications. For these programs student teaching competencies apply to internship or practicum designated by program providers as the capstone, site-based experience for program candidates. The broad set of competencies does not replace the program competencies in each specific program guideline.

Placement conditions

PDE expects that program providers will follow program guidelines to assure appropriate conditions for placement of candidates for field experience and student teaching in each program of study. As candidates progress from early field experiences through culminating clinical experiences (student teaching, internship or practicum) the quality of placement sites is crucial. Candidates should have the opportunity to gain experiences that allow them to practice, develop and demonstrate competencies in their certification area. Program candidates should be provided with a broad set of meaningful interactions with Pre-K-12 students and professional staff, as well as willing and qualified site mentors. Candidates should be provided with frequent program provider supervision, and collaborative partnerships between the program provider and the local education agency.
Field Experience Competencies

Stages 1 and 2: All Instructional I Certificates Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Requirement is Met When:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Planning and Preparation</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Reflects on elements of planning and preparation from observations in educational settings.</td>
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<tr>
<td></td>
<td>2. Applies knowledge of Pa. Pre-K-12 Academic Standards to classroom observations.</td>
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<tr>
<td></td>
<td>3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.</td>
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<td></td>
<td>4. Identifies how learning goals were developed to address individual student needs.</td>
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<td></td>
<td>5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.</td>
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<tr>
<td><strong>B. Classroom Environment</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Describes elements of effective classroom management observed in various educational settings.</td>
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<tr>
<td></td>
<td>2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.</td>
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<tr>
<td></td>
<td>3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.</td>
</tr>
<tr>
<td><strong>C. Instructional Delivery</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Observes and reflects on effective verbal and non-verbal communication techniques.</td>
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<tr>
<td></td>
<td>2. Observes and reflects on effective questioning and discussion techniques.</td>
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<tr>
<td></td>
<td>3. Identifies ways in which technology is used as a teaching and learning tool.</td>
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<tr>
<td></td>
<td>4. Reflects on the level of active student engagement during instructional delivery.</td>
</tr>
<tr>
<td></td>
<td>5. Observes methods of communication of instructional goals, procedures and content.</td>
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<tr>
<td>Competency Domain</td>
<td>Requirement is Met When:</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>D. Professional Conduct</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice &amp; Conduct for Educators,” as well as local, state and federal laws and regulations.</td>
</tr>
<tr>
<td></td>
<td>2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.</td>
</tr>
<tr>
<td><strong>E. Assessment</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Identifies and reports on various kinds of assessments used in instruction.</td>
</tr>
<tr>
<td></td>
<td>2. Assesses their own professional growth through focused self-reflection.</td>
</tr>
<tr>
<td><strong>F. Knowledge of Diverse Learners</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.</td>
</tr>
<tr>
<td></td>
<td>2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.</td>
</tr>
</tbody>
</table>
**Field Experience Competencies**

**Stage 3 - All Instructional Certificates** Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Requirement is Met When:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Planning and Preparation</strong></td>
<td>The candidate demonstrates:</td>
</tr>
<tr>
<td></td>
<td>1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.</td>
</tr>
<tr>
<td></td>
<td>2. Adequate knowledge of Pa. Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.</td>
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<tr>
<td></td>
<td>3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.</td>
</tr>
<tr>
<td></td>
<td>4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.</td>
</tr>
<tr>
<td></td>
<td>5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.</td>
</tr>
<tr>
<td><strong>B. Classroom Environment</strong></td>
<td>The candidate:</td>
</tr>
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<td>1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.</td>
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<td>2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.</td>
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<td>3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.</td>
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<td>4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.</td>
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<td>5. Identifies opportunities for productive family and community contact.</td>
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<td>6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.</td>
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<tr>
<td>Competency Domain</td>
<td>Requirement is Met When:</td>
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<td>C. Instructional Delivery</td>
<td>The candidate:</td>
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<td>1. Uses effective verbal and non-verbal communication techniques.</td>
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<td>2. Uses effective questioning and discussion techniques.</td>
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<td>3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.</td>
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<td>4. Uses technology as an effective teaching and learning tool.</td>
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<td>5. Provides appropriate progress feedback to students in a timely manner.</td>
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<td>6. Uses active student engagement during instructional delivery.</td>
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<td>7. Uses formal and/or informal assessment to measure student responsiveness to instruction.</td>
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<td>8. Constructs thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.</td>
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<td>9. Clearly communicates instructional goals, procedures and content.</td>
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<td>D. Professional Conduct</td>
<td>The candidate:</td>
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<td></td>
<td>1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.</td>
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<td>2. Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.</td>
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<td>3. Exhibits integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice &amp; Conduct for Educators,” as well as local, state and federal laws and regulations.</td>
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<td>4. Applies safety precautions and procedures</td>
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<td>5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.</td>
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<td>6. Develops and maintain professional relationships with school colleagues.</td>
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<td>Competency Domain</td>
<td>Requirement is Met When:</td>
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<td><strong>E. Assessment</strong></td>
<td>The candidate:</td>
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<td>1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.</td>
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<td>3. Applies interpretations to inform planning and instruction for groups and individual students.</td>
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<td>4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.</td>
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<td>5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.</td>
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<td>6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).</td>
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<td>7. Assesses their own professional growth through focused self-reflection.</td>
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<td><strong>F. Knowledge of Diverse Learners</strong></td>
<td>The candidate:</td>
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<td>1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.</td>
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<td>2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.</td>
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<td>3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.</td>
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<td>4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.</td>
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<td>5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.</td>
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STUDENT TEACHING

A student’s final semester is devoted to a full-time student teaching experience under the guidance of a Cooperating Teacher and a Villanova Supervisor. Placements are at least 12 weeks in surrounding school districts, parochial and private schools, depending on each candidate’s career interests and goals. We do our best to accommodate the preferences of the student, but that is not always possible. Teaching assignments may be in grades 7 through 12 and this pre-professional semester is intended to mirror a realistic classroom experience.

The student teaching experience is a progression, with the student teacher assuming control of one class at a time, then adding another, until the student teacher has assumed responsibility of the cooperating teacher’s entire schedule. Student teachers are expected to fulfill all requirements of the classroom teacher, including but not limited to: district in-service days, back to school night, parent conferences. Student teachers are also encouraged to participate in various co-curricular activities to gain the full teaching experience. Scheduled meetings with cooperating teachers and visits by Villanova Supervisors enable candidates to learn and grow throughout the experience.

If any student is removed from a student teaching placement or if they voluntarily leave a placement, no new placement will be given and they must re-enroll in student teaching the following semester.

Cooperating Teachers volunteer to assume this responsibility because of their dedication to preparing the next generation of teachers. They are experienced teachers who have taught at least three years, with at least one year’s experience in their current school.

The Student Teaching Seminar, taken in conjunction with student teaching, provides an opportunity for student teachers to share their experiences in a mutually supportive environment. Topics addressed may include school law, current educational issues, technology in the classroom, special needs and diversity, professionalism, working with parents, job placement, and certification.
After Graduation:

**ACT 48: MAINTAINING YOUR CERTIFICATION**

As of July 1, 2000, in order to maintain their certification, Pennsylvania teachers must complete additional education requirements every five years or lose their certificates. This holds true whether or not you hold a teaching job in Pennsylvania. To maintain their certificates, teachers must earn six college credits OR six PDE-approved in-service credits OR 180 continuing education hours, or any combination of the above, every five calendar years. Coursework taken for permanent certification fulfills the Act 48 obligations. The first cycle ended June 30, 2005.

The five years begins when you receive your certificate unless you request to be placed on “inactive service” by requesting and submitting a form to the Bureau of Teacher Certification, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. Forms are available online at [http://www.pde.state.pa.us](http://www.pde.state.pa.us), the PDE website.

**TEACHING IN STATES OTHER THAN PENNSYLVANIA**

In order to teach in any public school in the U.S., you will have to be licensed by that state’s Department of Education. When you complete Villanova’s program successfully, you will be eligible to apply to the Pennsylvania Department of Education (PDE) for initial state certification. We require that you do so. Pennsylvania is one of forty-eight states party to an interstate agreement, NASDTEC, which will facilitate your licensing in member states. You may have to meet additional requirements in other states. The important advantage to having your Pennsylvania certification is that your undergraduate work and teacher preparation courses at Villanova, including your student teaching experience, will be recognized and accepted in other member states. Having your Pennsylvania certification will simplify your becoming licensed to teach in other member states.

**JOB SEARCH**

The employment process generally includes the development of a personal resume and cover letter, a review of your Professional Portfolio, and an interview. If you have not already done so, you should draft both a resume and cover letter and have the Career Services Office do a critique for you. Many school districts use PAREAP, which is an on-line job site, as a way to identify and select teaching candidates for open positions. More information can be found at [http://www.pareap.net](http://www.pareap.net). It is also important that students get letters of recommendation from their cooperating teachers and Villanova supervisors, as they will be necessary during the job search. Further information about the job search process will be provided in the student teaching seminar.
USEFUL WEB PAGES

Villanova University
Home Page: http://www1.villanova.edu/
Education Department: http://www1.villanova.edu/villanova/artsci/education.html

Pennsylvania Department of Education (PDE)
Home page: http://www.pde.state.pa.us
Certification http://www.portal.state.pa.us/portal/server.pt/community/tims_teacher_information_management_system/20476

PAREAP: http://www.pareap.net
Student PSEA: http://www.psea.org/students.aspx?id=154

Other States’ Departments of Education
Reciprocal State Agreement: NASDTEC: http://www.nasdtec.org
Connecticut: http://www.state.ct.us/sde/dtl/cert/index.htm
Delaware: http://www.doe.state.de.us
District of Columbia: http://www.k12.dc.us/dcps/teachdc/certification.html
Maryland: http://certification.msde.state.md.us
Massachusetts http://www.doe.mass.edu/educators/e_license.html
New Jersey http://www.state.nj.us/njded/educators/license/index.html
New York: http://www.highered.nysed.gov/tcert/
Ohio http://www.ode.state.oh.us/Teaching-Profession/default.asp
Virginia http://www.pen.k12.va.us/VDOE/newvdoe/teached.html
Application for Teacher Certification Program
Undergraduates in Secondary Education

(Please print clearly)

Name: (last) ______________________ (first) _______________________ (middle) ________

Social Security:_____________________  Student ID number:________________________

Birth date: _______________________  (SS# & Birth date needed for Praxis reporting)

Anticipated year of graduation ____________________

Address: _____________________________________________________________________

Phone: ______________________________

Email address__________________________________________________________________

Certification Area (subject): __________________________________

Cumulative GPA ___________

For exemption in taking the PAPA tests, please list your following scores below:

***To be exempt from taking the PAPA tests, students must have an overall score of at least 1550 on the SAT (with no subsection score lower than 500) or composite score of at least a 23 on the ACT Plus Writing (accompanied by a combined English/Writing score of 22 and Math score of 21).

SAT:  Critical Reading score __________  Mathematics score __________  Writing score __________

OR

ACT:  English/writing score __________  Mathematics score __________

***Please note that all students seeking certification are still required to take and pass the Praxis II Content Test.
Two Faculty Signatures of Recommendation

By signing below, you recommend the candidate above without reservation for admission into the Secondary Education Program. Additional comments can be added to this application.

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<tr>
<th>Education Faculty Member:</th>
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<tr>
<th>Teaching Subject Area Faculty Member:</th>
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Brief Statement of Goals and Why You Want to Be a Teacher

(feel free to attach a separate sheet)
APPENDIX B: Student Teaching Application

Student Teaching Application
Department of Education and Counseling

Semester/Year You Expect to Student Teach:

Name:

Social Security: Student ID number:

Email address:

Certification Area:

Local Address:

Cell Phone:

Status: Choose: **UG** (Undergraduate), **M+** (Master’s Plus Cert) OR **Post** (Post-Bacc)

GPA:

Anticipated graduation date:

Assignment Preferences: Choose: **Middle School** (Grades 7 or 8) OR **High School**

- Public
- Private
- Parochial
- Suburban
- Philadelphia
- Diverse Suburban

Where would you like to teach after graduation (another state, specific school district, etc.)?

What is most important (level: MS/HS, location, etc.)?

Address from where you will commute to your student teaching assignment:

**Note: Students are responsible to provide their own transportation during student teaching.**

Applicant’s Statement: I certify that answers given herein are true and complete to the best of my knowledge. I authorize investigation of all statements contained in this application for student teaching placement. I hereby authorize Villanova University to release my credentials and transcripts to any and all school districts where I may student teach. I also understand that I am required to abide by all rules and regulations of the University pursuant to the student teaching experience.

Date: Signature of Applicant: