

Initial Teacher Preparation Program

Developing Portfolio Handbook

Revised 2020

LOCK HAVEN UNIVERSITY FRAMEWORK FOR TEACHER PREPARATION

1

PLANNING AND PREPARATION

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments

2

CLASSROOM ENVIRONMENT

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

3

INSTRUCTION

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

4

PROFESSIONAL RESPONSIBILITIES

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism



courtesy of www.danielsongroup.org

Office of Teacher Education

<http://www.lockhaven.edu/teachereducation/>

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Table 1 Unit Assessment

Lock Haven University	Office of Teacher Education		Unit Assessment System				
Initial Programs	Stage I Candidacy	Stage II	Stage III	Stage IV	Stage V	Stage VI	Unit Operations
		Entrance to Block (II): Developing Portfolio	Entrance to Student Teaching	Exit from Student Teaching: Senior Portfolio	Certification	Post Grad	
<ul style="list-style-type: none"> PreK-4/ Early /Childhood Education PreK-4/Special Education Middle/ Elem Education 4-8 Health and Physical /Education Special Education w/ Middle/Elem Education 4-8 W/ Secondary English W/ Secondary /Math W/ Secondary Science W/ Secondary Social Studies Secondary Education <ul style="list-style-type: none"> ➢ English ➢ General ➢ Mathematics ➢ Science ➢ Social Studies 	<p>Requirements</p> <ul style="list-style-type: none"> GPA 3.0 48 credit hours completed C- or better in English and math: Composition, English Literature, 6 credits of general education math Diversity Profile Plan Clearances: Act 151, Act 34, FBI Negative TB Mandated Reporter Training Certificate Student Works and Clearance Consent form Completion of Freshman Education Seminar Course <p>Assessments</p> <ul style="list-style-type: none"> All Pearson/ Praxis Core Basics Skills Tests passed OR Exempt from Basic Skills Testing with SAT or ACT Stage I Disposition Self-Evaluation 	<p>Requirements</p> <ul style="list-style-type: none"> Overall GPA 3.0 60 hours field experience Including 20 hours of diverse field experience SPA artifacts NETS-T Artifacts Clearances Proof of Liability Insurance <p>Assessments</p> <ul style="list-style-type: none"> Diversity Essay Developing Portfolio Portfolio Presentation Portfolio Alignment of Artifacts Portfolio Summary and Reflections 	<p>Requirements</p> <ul style="list-style-type: none"> Overall GPA 3.0 Major GPA 3.0 C- or better in Speech, History, Sciences C or better in major courses Completion of all required major coursework Proof of professional membership Proof of Liability Insurance Clearances: Act 151, Act 34, FBI, Act 24 Mandated Reporter <p>Assessments</p> <ul style="list-style-type: none"> Two Standards based lesson plans Stage II.5 Disposition Evaluation Praxis Specialty Tests and/or Pearson Assessment and/or Subject Concentration Test(s) 	<p>Requirements</p> <ul style="list-style-type: none"> Overall GPA 3.0 Major GPA 3.0 SPA Artifacts NETS-T artifacts Lesson Plans evaluated during professional semester Disposition evaluations completed during professional semester Exit Survey <p>Assessments</p> <ul style="list-style-type: none"> Student Teaching Competency Forms (one from each placement) Teacher Work Sample Stage III Disposition Evaluation for any Remediation(s) Senior Portfolio Presentation Portfolio Alignment of Artifacts Portfolio Summary and Reflection 	<p>Requirements</p> <ul style="list-style-type: none"> Overall GPA 3.0 PDE 430 Clearances: State and Federal Passing Test scores for: Praxis Specialty Test(s), and/or Pearson: PECT and/or Special Assessment, and/or Subject concentration test(s) 	<p>Assessments</p> <ul style="list-style-type: none"> Post Graduate Assessment Survey Employer Survey 	<p>Assessments</p> <ul style="list-style-type: none"> Advisor Survey Employer Survey Post Graduate Assessment Survey Cooperating Teacher Evaluation Deans' Evaluation SPA reviews Faculty Evaluations

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Lock Haven University
Office of Teacher Education

Checklist for
Developing Portfolio Artifacts

- _____ Child Abuse Clearance/Act 151
- _____ Criminal Background Clearance/Act 34
- _____ FBI Clearance/Act 114
- _____ Evidence of negative TB Test
- _____ Mandated Reporter Training Certificate
- _____ Freshman Diversity Profile Plan
- _____ Stage I Disposition
- _____ Diversity Verification Form(s)
- _____ Reflective Diversity Essay
(Based on 20 hours of observation in diverse setting)
- _____ Field Experience Hours--60 Field experience hours,
(including 20 hours of diversity)
- _____ Documented by verification forms and Artifacts aligned with
Program Standards. Check Program for specific requirements
- _____ Proof of Membership in recommended Professional Organization
- _____ Liability Insurance

Submit your Developing Portfolio and Professional Semester applications to the Teacher Education Office by announced due date.

Your Developing Portfolio must be presented to your program coordinator no later than the semester prior to your professional semester.

Lock Haven University
Office of Teacher Education

Application to Present Developing Portfolio

Dr. Tyson:

Please notify the Program Coordinator of the _____ education program that

I, _____, am ready to present my Developing Portfolio that I have successfully created using LiveText. I acknowledge that in order to successfully pass the Developing Portfolio benchmark I have included at a minimum all required artifacts in the portfolio and have provided the Office of Teacher Education with the follow items:

- Original and current Act 151, Act 34 and Act 114 Clearances
- Negative TB Verification
- Mandated Reporter Training Certificate
- Praxis Core, PAPA, SAT, or ACT report reflecting passing scores/**Exempt with Degree**
- Liability Insurance

My student ID number is: _____ Year enrolled at LHU: _____

Email: _____

Phone Number(s): Cell: (____) _____-____ Home: (____) _____-

Student Signature _____ Date _____

For Office Use Only:

Overall GPA: _____

Date of Candidacy: _____

Date of Act 151 Clearance: _____

Date of Act 34 Clearance: _____

Date of Act 114 Clearance: _____

Date of Negative TB: _____

Date of MRT Certificate: _____

Liability Insurance: _____

Basic Skills Tests:

Reading: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Writing: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Math: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Reason for Exemption: _____

The student has provided the necessary documentation and is ready to present his/her Developing Portfolio.

Director of Teacher Education _____ Date _____



Lock Haven University

Lock Haven University
Office of Teacher Education
Developing Portfolio Requirement
Stage II

Directions for preparing the portfolio:

1. Before you begin preparing your portfolio, read over ALL of the rubrics for the Developing Portfolio found in the LiveText so that you will know what is being expected of you.
2. In the “Introduction” provide information about yourself. You may want to include a picture. Additional information that you might include are your major, any minors, the date you achieved candidacy, the name of your advisor, your hometown, extracurricular activities, any interesting prior experiences, especially if you are a nontraditional student.
3. The purpose of the portfolio is to provide a snapshot picture of your progress toward achieving competency as a teacher. One way to do this is to include artifacts produced during course work or field experiences for the INTASC/SPA Standard found in the portfolio template for your educational program. Each of these artifacts should be identified by the INTASC/SPA standard met. You may create additional Page Sections throughout your portfolio to assist in your organization of artifacts by standards.

Be sure to include the required artifacts common to all education majors:

1. Academic Record indicating your GPA
 2. Diversity Profile Plan
 3. Verification forms for 20 hours of diversity field experience
 4. Diversity Essay created in LiveText
 5. Verification forms for 60 hours of program specified field experience
 6. All clearances (Act 24, 151, 34, and FBI) and evidence of a negative TB test
 7. Membership in a professional organization
4. Part of your challenge is to match the required artifacts and the program specific artifacts to the appropriate INTASC/SPA Standard.
 5. For each of the required INTASC/SPA standards you must have at least two artifacts but no more than three. We encourage the use of artifacts that meet multiple standards.
 6. The number of artifacts in your portfolio in addition to the required artifacts (see #5) depends upon your program and your own individual progress. In any case, please do not include more than three artifacts for any standard. We encourage the use of artifacts that meet multiple standards.

7. Choose artifacts using appropriate technology that show competence that you meet 5 different General Preparation Performance Profile Competencies. Carefully read the ISTE General Preparation Performance Indicators, and choose artifacts that best satisfy the descriptions (see the attachment “ISTE/INTASC Alignment” included in the Live Text Developing Portfolio template). When you have identified the artifacts, complete the table found in the ISTE Standards and Artifact page. The ISTE Standards must be aligned with the INTASC Standards (the ISTE/INTASC alignment table will help you properly identify the standards). Include a rationale that explains the reason that you have aligned your artifacts to the competencies.
8. For each INTASC/SPA standard you must write a rationale for why you chose an artifact to show competence in meeting the INTASC/SPA standard and/or ISTE Standard.
9. The conclusion section of your portfolio should contain a summary reflection that addresses the following:
 - An analysis of your progress in meeting the INTASC/SPA standards.
 - Your plans for achieving further competency in meeting the INTASC/SPA standards
10. Finally, when you have completed your portfolio, check to make sure you have deleted all of the instructions in Live Text and any INTASC/SPA Standards that were not addressed.

Portfolio Score:

If you score at the proficient level for each rubric element and have all portfolio requirements completed, you will be considered a stage III candidate and will be eligible to apply for professional semester once you have met your program’s course requirements. However, if any rubric element is scored below proficient or if any portfolio requirement is incomplete, then your Program Coordinator will complete a Remediation Plan for you. You will continue to be a Stage II candidate until you have completed the Remediation Plan. You may not enroll in the Professional Semester until all items identified for remediation have been completed.

REFLECTING ON PORTFOLIO ARTIFACTS

Artifacts in portfolios should demonstrate the student's competence or growth for each of the INTASC/SPA/ISTE Standards. These works should demonstrate achievement and competence in relation to these standards. However, portfolios must have more than a collection of works to be complete. They should indicate future growth based upon assessments of past performances and strengths along with reflection. Each portfolio section should include a written reflection on why those artifacts were selected and how each piece shows competence or growth. Reflection promotes learner self-evaluation along with demonstrating problem-solving skills by making decisions on what works belong in the portfolio and analyzing those works.

Reflecting means...

- making clear the context of the artifact.
- sharing the questions that caused you to create and select the artifact.
- sharing what educational thoughts and feelings, goals and purposes led to the artifact.
- interpreting, analyzing, synthesizing, and evaluating your artifact.
- looking at your work from others' points of view.
- talking about dispositions needed to teach and learn as well as skills and knowledge.
- talking about artifacts to show a unique representation of you as teacher-learner.
- talking about dispositions appropriate to teaching and learning as well as the skills and knowledge.

The reader of your portfolio...

- understands where your artifact came from and how it is part of your work as a teacher-learner.
- knows how the artifact engaged you in important questions about teaching and learning
- understands the motivation for the artifact and your evaluation of its contribution to your preparation as a teacher.
- knows what you learned about teaching and learning by creating the artifact.
- knows how your work is connected to that of other educators.
- realized that you understand the dispositions needed to be a good educator.
- sees your portfolio as an example of thinking creatively "outside the box;" putting familiar or traditional concepts into new frameworks, making new connections, and expressing freshness and vitality.
- sees you as expressing dispositions important to teaching and learning – such dispositions as integrity, responsibility, professionalism, initiation/ self-motivation, passion/ enthusiasm, flexibility, connecting, caring, empathizing, listening, collaborating, the desire to explore, the desire to challenge & inspire and the inclination to value and learn from diversity.

Portfolio Artifacts (Planning, Preparation, Instruction)

Criteria	1	2	3	4
Rationale for Selection and Alignment of Artifacts to INTASC/ SPA Standards	Some required artifacts are missing.	All required artifacts are included. Rationale logically supports alignment artifact with some INTASC/ SPA Standards.	All required artifacts are included. Rationale logically supports alignment artifact with most INTASC/ SPA Standards.	All required artifacts are included. Rationale logically supports alignment artifact with all INTASC/SPA Standards.
Rationale for Selection and Alignment of Artifacts to ISTE Standards	There is only one artifact aligned with ISTE competencies (General Preparation Profile). Rationales are missing	Artifacts are properly aligned with fewer than 5 ISTE Standards. (General Preparation Profile). Some rationales are illogical.	Artifacts are properly aligned with 5 ISTE Standards (General Performance Profile). Rationale supports the alignment of artifacts with the five identified ISTE competencies.	Artifacts are properly aligned with 5 ISTE Standards (General Performance Profile). Rationale logically supports the alignment of artifacts with the five identified ISTE competencies.
Reflection on Artifacts	Student provides a Weak assessment of his/her own strengths. There is no plan of action for future growth.	Student provides a Minimal assessment of his/her own strengths and areas in need of Improvement in Knowledge, Skills, and Dispositions. There is a plan of action for future growth but it lacks clarity.	Student provides a Reasonable assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clearly identified plan of action for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.	Student provides an insightful and detailed assessment of his/her own strengths and areas in need of improvement in Knowledge, Skills, and Dispositions. There is a clear and achievable detailed plan of action identified for future growth to improve Knowledge, Skills and Dispositions in regard to specific INTASC Standards.

Professional Responsibilities

Criteria	1	2	3	4
(1) Displays professional appearance and appropriate attire	Meets one or none of the professionalism criteria	Meets two of the four professionalism criteria	Meets three of the four professionalism criteria	Meets all four professionalism criteria
(2) Demonstrates enthusiasm and a high level of energy				
(3) Demonstrates creativity and resourcefulness in the portfolio presentation				
(4) Presentation of portfolio is highly organized and presented in a logical manner using the INTASC standards				

Portfolio Artifacts and Presentation

Criteria	1	2	3	4
Disposition Skills	Neither written nor oral reflections indicate any commitment towards Professional growth directed at setting high academic standards, developing ethical teaching behaviors, or creating a safe supportive environment where all students can learn	Only occasional written and oral reflections indicate a commitment towards professional growth directed at setting high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn	All written and oral reflections indicate a some commitment towards professional growth directed at setting high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn	All written and oral reflections indicate a strong commitment towards professional growth directed at setting high academic standards, developing ethical teaching behaviors, and creating a safe supportive environment where all students can learn.

Diversity Essay Evaluation Form (The Classroom Environment)

0 Unsatisfactory	1 Basic	2 Proficient	3 Advanced	4 Distinguished
<p>The tone of the essay demonstrates a lack of acceptance of diverse populations.</p>	<p>Describes the physical nature of the diverse classroom or a single difference within the student population.</p>	<p>Describes the physical and social environment of the diverse classroom and describes more than one different form of diversity within the student population (language, race/ ethnicity, religion, disability, gender, SES).</p>	<p>Describes the physical and social environment of the diverse classroom, describes more than one different form of diversity within the student population (language, race/ ethnicity, religion, disability, gender, SES), and provides a Description of how Diversity impacts the Educational experience.</p>	<p>Describes the physical and social environment of the diverse classroom, describes many different forms of diversity within the student population (language, race/ ethnicity, religion, disability, gender, SES), and identifies multiple ways diversity is impacting the educational experience. The essay also includes insightful recommendations for meeting diverse learning needs.</p>

Technology Inclusion Checklist (ISTE)

Criteria	Met	Not Met
Portfolio is prepared electronically		
Technology artifacts are included.		
There is one artifact for 5 different competencies of ISTE		
The artifacts are properly aligned to ISTE for General Preparation Performance Profile Competencies.		

Lock Haven University
Office of Teacher Education
Diversity Experience Verification Form
Stage II

Each student must complete two 10-hour placements of field experience in a school that has a cultural, social, or ethnic environment, which differs from their own. After making arrangements for completing each field experience, the student should review the questions on the observation guide. The observation guide is designed to assist you making the experience meaningful. Upon completion of the 20 hours, each student is required to submit a written essay reflecting on one of the field experiences. **See essay directions on the reverse side.**

Student's Name _____ Student ID# _____

Program _____

Date Hours Completed _____ Number of Hours _____

Participation Description: _____ Ethnic/Racial/Minority Diversity at least 18%
(check all that apply) _____ Socioeconomically disadvantaged at least 31%
_____ Exceptionalities at least 9%
_____ Language Diversity at least one ELL student
_____ Religious Affiliated School
_____ Rural School

Diversity placement (i.e., school, etc.): _____

Location: _____ Phone Number: _____

Date(s) of Participation: _____

Approximate Hours: _____ Supervisor's Signature _____

Cooperating Teacher's Comments: Please provide a brief summary of this student's involvement in this experience.

Essay Directions:

Choose one of the ten-hour experiences on which to base your essay. Review the guiding questions that assisted you in your observation. Reflect upon the impact that any of the following diversity concepts had on the educational experience of the students: the race, ethnicity, gender, sexual orientation, language, disability, religion, socioeconomic status, interests, and learning styles. If you were in a religious or economically disadvantaged environment, reflect on how the environment impacted the educational experience. In your essay address the diverse characteristics that best describes the setting for the observation experience. **DO NOT TRY TO ANSWER EACH GUIDING QUESTION** and remember you must write in essay form. Your essay should be entered into your Developing Portfolio in LiveText. Please do not exceed 1000 words in your essay.

Diversity Observation Guide

The diversity guide has been designed to assist each student in making meaningful observations in diverse settings or among diverse student populations. Each student should review these guiding questions prior to making the observations to raise awareness of the potential impact that various forms of diversity has on the educational experience.

Student Populations

How learning needs are being met for **English language learners**?

- Does the teacher help the students make connections or link language development and content?
- Does the teacher use media or technological resources to facilitate students' language learning?
- Does the teacher provide appropriate activities for linguistically and culturally diverse learners?
- Does the teacher facilitate active student engagement in a safe and inclusive environment?
- Does the teacher engage the students using small group collaborative learning techniques?
- Does the teacher use strategies that support the development of student proficiencies in the four domains of English language development – listening, speaking, reading, and writing?

How learning needs are being met for **students of both genders**?

1. Are students encouraged to participate in activities that are traditionally considered “gender specific”?
2. Are there implicitly or explicitly stated different expectations of boys and girls with respect to activity, aggression, dependence, or interests? In other words, are there any indications that boys are expected to be active, aggressive, independent, and good in math and science, while girls are expected to be quiet, cooperative, dependent, and good in reading and language arts?
3. Did the teacher perpetuate any stereotypical behavior of either gender?
4. Did the teacher tend to call on students of one gender more often than those of the other gender?
5. Did the teacher have exercises or situations that placed one gender against the other gender or segregated the genders?
6. Did displays or visual aids show genders in “non-traditional” roles?
7. Did both genders receive the same types of punishments for similar behaviors?
8. Were both genders equally encouraged to meet the classroom challenges?
9. Did the school/class community allow both genders to consider ways in which self-identity, with respect to gender, could be established if so desired?

How learning needs are being met for **students with disabilities**?

1. Has the physical environment been altered to accommodate students with disabilities?
2. Were students given modified assignments?
3. Were there instructional aides, wrap-a-round professionals, or language interpreters present in the room?
4. Were any students using assistive technology to communicate?
5. Were there any differences in instructional materials provided to the students?
6. Was the teacher differentiating instruction to meet individual student needs?
7. Was there evidence of grouping practices or partner learning that were used to assist the lower achieving students?
8. Was there evidence of any child-specific behavior management plans being implemented?

How learning needs are being met for **students of varying racial and ethnic backgrounds**?

1. Were there bulletin boards, texts, videos, or teacher stated examples that promoted ethnic and racial diversity?
2. Did the teacher create racially and ethnically diverse cooperative groups of students?
3. Was there evidence that the use of nonbiased language was promoted in the classroom?
4. What activities did the teacher use to promote acceptance among the varying racial and ethnic groups?
5. Was the teacher differentiating instruction to meet individual student needs?
6. Did the instructional methods match the learning styles?

How learning needs are being met for **students of low-income families**?

1. Was there an after-school tutoring program made available for the students? How did this program aid in planning instruction?
2. Did the teacher show evidence of understanding the characteristics of the students in the classroom as they relate to the learning goals?
3. Are you able to cite the number (percentage) of students in the school who receive Free/Reduced lunches?
4. If your school is low SES, does the teacher provide appropriate adaptations for instruction and assessment based on the student differences and community, school, and classroom characteristics?
5. Discuss relevant factors of being a low SES school and how that may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

How learning needs are being met for **students with varied religious backgrounds** in public schools?

1. Did the teacher offer alternate activities for students whose religious beliefs prohibited involvement in a lesson?
2. Was there evidence that different religious beliefs were honored, respected, or celebrated?
3. Were different social and political views that may stem from religious beliefs discussed or promoted?
4. Did the curriculum promote acceptance or understanding of different religious or political views?
5. Was there time given during the day for students to practice religion?
6. Was there evidence of congruence between community religious beliefs and the orientation of the classroom?
7. Did the teacher communicate with parents regularly with regards to curriculum or educational activities that may pose religious conflicts?
8. Was there evidence that moral values were embedded in the curriculum?

School Environments

How learning needs are being met for students in religious affiliated schools?

1. Can you give some examples of how the school facilities reflect the school's religious mission?
2. Can you give some examples of how the school resources or available technology are impacted by the school's religious affiliation?
3. How is the curriculum the same in religious affiliated schools as public schools? How is it different?
4. Is the curriculum more or less rigorous than other schools that you have visited? What evidence? Are there regular science classes, social studies? Art, music, computer class?
5. Is religion embedded into all areas of the curriculum? Is there a special time of day devoted to religion studies?
6. Do the children's behaviors seem the same or different than other schools you visited? How would you account for differences?
7. Describe the system used to manage student behavior.
8. How are the parents of students in the religious affiliated schools involved in their children's education?
9. What evidence is there that the schools are or are not adhering to PSSA standards?

How learning needs are being met for students in low-income schools?

1. Can you give some examples of how the school facilities reflect the SES of the community?
2. Can you give some examples of how the school resources or available technology reflect the SES of the community?
3. What special programs are offered to assist families of low-income students?
4. Is the curriculum more or less rigorous than other schools that you have visited? What evidence? Are their regular science classes, social studies? Art, music, computer class?
5. Do the children's behaviors seem the same or different than other schools you visited? How would you account for differences?
6. Describe the system used to manage student behavior.
7. How are the parents of students in low income schools involved in their children's education?
8. What evidence is there that the schools are or are not adhering to PSSA standards?

Lock Haven University

Officer of Teacher Education

Definition of *Diversity Experience*

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

Policy

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

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

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

Lock Haven University
Officer of Teacher Education
FIELD EXPERIENCE
Approval and Verification form
(Optional Use by Programs)
Complete 60 hours for partial fulfillment of
Stage II Requirements

Student's Name: _____ Local Phone: _____

Field Experience Placement _____

Location: _____ Date(s): _____

Brief description of student population: _____

Approximate Hours: _____ Grade Level: _____

Provide a **detailed description** of your intended role in the field experience. All field experience hours **must** be hands-on experiences (i.e., supervising, teaching). Once you have completed the description of your intended role below, you must have your advisor or course instructor approve any hours by signing the bottom of this side **before** you complete any field experience hours. One form should be completed for each field experience placement. If you have questions, see your advisor in advance.

Student's Signature: _____

Date: _____

Advisor's Signature: _____

Date: _____

(or Course Instructor)

Lock Haven University
Officer of Teacher Education
FIELD EXPERIENCE
Approval and Verification Form

After completion of your experience, please have your placement supervisor complete this side.

Field Experience Placement _____

Location: _____ Phone Number: _____

Date(s) of Participation _____

Approximate Hours: _____ Supervisor's Signature: _____

Supervisor's Comments: Please provide a brief summary of the student's performance based on the role description on side one.

Lock Haven University
Officer of Teacher Education
Disposition Evaluation
Professional Semester Faculty
Stage II. 5

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

Special Note: This form is to be completed at the conclusion of the Professional Semester, Block II for Secondary Education. Dual majors should complete this form at the conclusion of the second professional semester. After completion of Stage II.5, deliver to Teacher Education Office.

Directions for the Evaluator

Please reflect carefully on the candidate's dispositions. Using the attached chart, identify dispositions that are satisfactory and any dispositions that need to be improved during student teaching. Please use the definitions of the dispositions to identify specific behaviors that need to be improved.

Directions for the Candidate

After the professor has completed the first three columns of the chart, review all comments and develop an action plan to be completed during student teaching. The action plan should identify specific activities that you will complete to improve any disposition or identified behavior that needs to be corrected.

If the evaluator has recorded no areas to be improved, you must self-evaluate to identify at least three behaviors that could be improved during student teaching. You must then develop your action plan based on your self-evaluation.

After completing all sections on the chart, make a copy for your reference, and turn the original copy of your self-evaluation to the Teacher Education Office. The supervisor(s) assigned to you during student teaching will receive a copy of this evaluation.

Dispositions

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

2. The effective practitioner demonstrates written communication skills that include: Organization of thought, correct grammar usage, appropriate language for the reader, clear and concise writing, correct mechanics, professional tone and professional language.
3. The effective practitioner demonstrates collaboration skills that include: An ability to interact in a professional manner with peers and faculty, acceptance of constructive criticism, an ability to seek feedback acceptance of equality of the workload, and maintaining responsible behavior with borrowed materials. If other professionals or paraprofessionals are available to provide assistance, the practitioner will also be able to demonstrate an ability to organize roles within the classroom.
4. The effective practitioner demonstrates reflective skills that include: An ability to self-evaluate, a willingness to make changes based on self-evaluation including reteaching, a willingness to formulate measures for self-improvement, and an ability to adjust the lesson while presenting.
5. The effective practitioner demonstrates preparedness by exhibiting behaviors that include: Arriving at class on time/ Leaving class (or participation experience) at scheduled time, preparing for class, preparing all needed materials for class, and planning alternative approaches to modify instruction if needed.
6. The effective practitioner demonstrates professional commitment by exhibiting behaviors that include: Prompt notification of absences, a willingness to make-up work missed due to absence, a willingness to give extra “out of class” time to school-related activities, and participating in a professional association.
7. The effective practitioner demonstrates a positive attitude by exhibiting behaviors that include: Enthusiasm; such as smiling, use of animated language, actively engaging students, a willingness to receive other’s ideas and suggestions, using nonconfrontational body language, using body language that suggests active listening, and using a non-rebuking tone of voice.
8. The effective practitioner demonstrates ethical behaviors that include: Maintenance of appropriate student-faculty relationships, non-bias treatment of peers, maintenance of personal integrity, maintenance of student confidentiality, respecting all students, parents, and colleagues regardless of diverse background, abiding by school and school district rules and policies, and respecting laws within the community
9. The effective practitioner demonstrates a level of independence by exhibiting behaviors that include: Developing own ideas, initiative in completing classroom tasks, and a limited need for reassurance
10. The effective practitioner demonstrates flexibility by exhibiting behaviors that include: An ability to adjust to daily schedule changes, a willingness to modify instruction, an ability to proceed following an interruption, an ability to adjust instruction for the unexpected, and an ability to adjust to a changing curriculum.

Lock Haven University
Officer of Teacher Education
Disposition Self-Evaluation and Action Plan
Stage II. 5

Student Name _____ ID Number _____ Education Program _____

Signature of Evaluator _____

Dispositions

***To be completed by a Professor teaching in the
Professional Semester***

To be completed by the Candidate

Satisfactory

*Areas for
Improvement*

*Provide justification for each area
that could be improved by
identifying specific behaviors that
should be corrected.*

*Develop a plan of activities that you intend to
complete to correct each disposition that could be
improved.*

Oral
Communication
Skills

Written
Communication
Skills

Dispositions

***To be completed by a Professor teaching in
the Professional Semester***

To be completed by the Candidate

Satisfactory

*Needs
Improvement*

*Provide justification for each
area that needs to be improved
by identifying specific behaviors
that should be corrected.*

*Develop a plan of activities that you intend to
complete to correct each disposition that needs
improved.*

Collaboration Skills

Reflective Skills

Preparedness

Professional
Commitment

Dispositions

***To be completed by a Professor teaching in
the Professional Semester***

To be completed by the Candidate

Satisfactory

*Needs
Improvement*

*Provide justification for each area
that needs to be improved by
identifying specific behaviors that
should be corrected.*

*Develop a plan of activities that you intend to
complete to correct each disposition that needs
improved.*

Positive Attitude

Ethical Behaviors

Level of Independence

Flexibility

Lock Haven University
Officer of Teacher Education
Liability Insurance Policy

Every candidate participating in a professional semester or student teaching must show evidence of having current liability insurance, equal to one million dollars that will be in effect for the duration of the semester in which he or she plans to teach in the schools. This documentation, in most cases a professional membership card, must be recorded in the office of the Director of Teacher Education by December 1st or August 30th prior to the respective professional or student teaching semester.

Lock Haven University
Officer of Teacher Education
Teacher Education Exam Policy

Pennsylvania Department of Education Requirements

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

Lock Haven University Requirements

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

- i. Candidates may combine individual tests from Praxis Core, PAPA, SAT, or ACT to meet the Basic Skills requirement.
- ii. Candidates electing to combine tests from Praxis Core, PAPA, SAT, or ACT cannot use a composite score. They must meet the qualifying score for each individual test.
- iii. A student who already holds a baccalaureate degree-does not have to take and pass the Basic Skills tests. Must show proof of degree when registering to Lock Haven University.

Required Praxis Specialty Test(s) and/or Pearson Core Assessment and/or Subject Concentration Tests:

Teacher Education candidates at Lock Haven University must register and attempt all of their required program Subject Specialty Test(s) prior to the first day of student teaching. Candidates must present their ETS Admission Ticket(s), Pearson Appointment Confirmation, or Score Report(s) to the Teacher Education Office for verification that all required test(s) will be taken prior to student teaching. Passing scores on these exams will be required for teacher certification, but are not required to student teach

Refer to the following Teacher Education Web page:

<http://www.lockhaven.edu/teachereducation/> Click on: *Requirements and Forms* / Under Developing Portfolio Handbook and Block (II) Requirements Click on: *Praxis and Pearson Specialty Tests, Codes and Scores* for the list of the required Praxis or Pearson test requirements for Pennsylvania Teacher Certification.

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

Lock Haven University
Officer of Teacher Education

Clearances and TB Test Policy - Field Experiences & Student Teaching

It is the policy of Lock Haven University (LHU) that all teacher candidates must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History (Act 151), FBI (Act 114) Clearances, a valid TB Test and Mandated Reporter Training certificate to be eligible for early field experiences and student teaching. Lock Haven University will not make placements for students whose background checks reflect a felony offense. In addition, due to restrictions from school districts we may not be able to place you in early field experiences or student teaching if you should have a DUI or shoplifting conviction appearing on your criminal record checks. To that end, the following guidelines are provided for clarification regarding this issue:

1. All persons who intend to participate in field experiences or student teach must secure the aforementioned documents to establish eligibility to participate in field experiences or student teaching.
2. The clearances and TB Test must be current and may not expire during the duration of the placement.
3. An applicant for student teaching must present the aforementioned documents to the Clearance Coordinator by:

Announced fall and spring semester due dates.

4. **Failure to submit the clearances and TB Test to the Clearance Coordinator, by the deadline dates will cause the cancellation of the field placement or both of the student teaching placements. There will be no exceptions. Once the placements are cancelled they will not be reinstated. A student who does not meet the deadline for the aforementioned documents will have to reapply to student teach at the beginning of the next semester.**
5. Because there is a delay when applying for clearances, be sure to apply the first week of classes, a semester before you plan to participate or student teach.
6. The task of securing the clearances and the TB Test is the responsibility of the prospective field experience student or student teacher, not the responsibility of the Student Teaching Office.

Last Revised 9/25/18

Lock Haven University
Officer of Teacher Education
Professional Dress & Decorum

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

Males

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

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

Females

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

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

If your dress is determined to be unacceptable, you will be asked to go home and change your clothes. Any missed days must be made up.

If a district policy is more specific than University policy, then the school policy should be followed.

In order to support school spirit, exceptions to this policy can be made for special days in the school.

Approved September 2005

Lock Haven University
Officer of Teacher Education

Entrance to Professional Semester Application
Block/Block II for Secondary Education

Directions: Complete form with your advisor's signature and return to Teacher Education Office.

Spring Block: Each candidate must attach evidence of liability insurance (also required for Student Teaching)

Fall Block (II): If applying for PSEA liability Insurance (Duration: September 1-August 31) Do not purchase liability Insurance until the middle of April. Bring or email a copy of your membership card or letter to the Teacher Education Office.

Candidate Name _____ Student ID _____

Certification Program (s) _____
(If you are a dual major, please circle the program that corresponds to the Block for which you are applying)

Date first enrolled at LHUP _____ Date of Application _____

Intended Date of Enrollment into Professional Semester Spring 20__ Fall 20__

And

Intended Date of Enrollment into Student Teaching Spring 20__ Fall 20__

Candidate Advisor: Advisor Signature indicates that all Program Requirements have been met.

_____ (Advisor Signature) _____ Date

To be completed by the Office of Teacher Education:

Cumulative GPA _____

Candidacy Date _____

Completion Date of Developing Portfolio _____

Clearance Dates: Act 151 _____ Act 34 _____ Act 114 _____

TB test date _____

MRT Certificate date _____

Liability Insurance _____

Reading: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Writing: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Math: Passing score: _____ Praxis Core PAPA Composite Score SAT ACT

Reason for Exemption: Post Bacc Other Reason _____

PRAXIS & PEARSON SPECIALTY TESTS, CODES, and PASSING SCORES

BELOW ARE REQUIRED TESTS BY EACH PROGRAM AREA FOR PENNSYLVANIA TEACHER CERTIFICATION

<i>PreK-4/Early Childhood</i>		
PreK-4 (Pearson)	Test Code	Passing Score
Module 1	8006	197
Module 2	8007	193
Module 3	8008	193

<i>PreK-4/SPECIAL</i>		
PreK-4 (Pearson)	Test Code	Passing Score
Module 1	8006	197
Module 2	8007	193
Module 3	8008	193
Special Ed PreK-8 (Pearson)	Test Code	Passing Score
Module 1	8011	220
Module 2	8012	220

<i>Middle/Elem Educ 4-8</i>		
ELML 4-8 (PRAXIS)	Test Code	Passing Score
5152 - 4-8 Core Assessments	<i>Includes all 3 below</i>	N/A
Pedagogy Subtest	5153 - Module 1	162
English, Language Arts & Social Studies Subtest	5154 - Module 2	152
* Mathematics & Science Subtest	5155 - Module 3	164
<i>And you must also take the Subject Concentration test(s) you plan to teach</i>		
ELML 4-8 Concentration Tests (PRAXIS)	Test Code	Passing Score
English/ Language Arts	5156	156
Social Studies	5157	150
* Mathematics	5158	173
* Science	5159	156

DUAL: Middle/Elem Educ 4-8 & Special Education		
Special Ed PreK-8 (Pearson)	Test Code	Passing Score
Module1	8011	220
Module2	8012	220

<i>Health & Physical Education</i>		
HPED (PRAXIS)	Test Code	Passing Score
Fundamental Subjects	5511	150
Health & Phys CK:	5857	160

<i>Secondary Education</i>		
Secondary Education (7-12) (PRAXIS)	Test Code	Passing Score
Biology CK:	5235	147
Chemistry CK:	5245	154
Earth & Space Science CK:	5571	157
English CK:	5038	167
General Science CK:	5435	146
**Mathematics CK:	5161	160
Physics CK:	5265	140
Social Studies CK:	5081	157

<i>Special Education for Secondary</i>		
Special Education 7-12 (Pearson)	Test Code	Passing Score
Module 1	8015	220
Module 2	8016	220

NOTE:
*All Specialty Area Test(s) Must be Attempted
BEFORE Student Teaching*

REGISTRATION
PEARSON - www.pa.nesinc.com
PRAXIS (ETS) www.ets.org/praxis

LHU TEST CENTER: EAST CAMPUS J310-J311

* Calculator allowed
** Online graphing calculator provided

Lock Haven University
Officer of Teacher Education

Exit Criteria

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