Message from the Interim Dean

The College of Education at East Stroudsburg University represents faculty, students, and staff who are deeply committed to making a difference in the world. Our faculty members are passionate, expert teachers who strive to provide personalized learning opportunities for our students. Our faculty will challenge you to build a firm foundation of content-knowledge and guide you as you practice your craft in real-life settings.

Because of our commitment to excellence, East Stroudsburg University’s College of Education has been awarded National Accreditation through the National Council for Accreditation of Teacher Education (NCATE). NCATE represents the “Gold-Standard” for teacher preparation programs and ensures that your training is recognized national for its excellence.

As you can tell, we are extremely proud of our programs, our faculty and most importantly – our students! Our students work hard to gain their credentials and use their skills to find employment across the nation. Our graduates make a difference in the lives of the students they teach. We look forward to having you join us in this mission.

Sincerely,

Terry Barry

Terry R. Barry
Interim Dean
College of Education
East Stroudsburg University
Early Childhood Education Teacher Certification

How would you like to make a difference in the lives of school children? East Stroudsburg University’s Early Childhood Education Teacher Certification Program is nationally recognized for developing quality pre-kindergarten through fourth-grade teachers. In fact, our program was recently awarded the prestigious Spirit of Partnership Award by the National Professional Development School Association due to our innovative Professional Development School model for training teachers.

Our four-year program offers teacher candidates a blend of general education coursework and professional coursework. Our general education courses, taught by content specialists, provide students with a solid foundation in the humanities, natural sciences, and social sciences. Professional coursework focuses on the science of teaching. These courses include Child Development and Cognition; Foundations of Early Childhood Education; Enhancing Language and Cognitive Development; Family and Community Partnerships; Designing and Managing Early Childhood Literacy Environments; and a host of other courses carefully designed to prepare beginning educators.

Along with coursework, our students will learn the art of teaching in one of our Professional Development Schools (PDS). East Stroudsburg University’s College of Education is fortunate to share partnerships with public elementary schools throughout Monroe and Northampton Counties. As noted above, these partnerships are nationally recognized for their impact on future educators.

For more information related to our Early Childhood Education Teacher Certification program, contact the Department of Early Childhood and Elementary Education at (570) 422-3356 or email Department Chair Dr. Andrew Whitehead at awhitehead@esu.edu.
Early Childhood Education Professional Track

Do you want to work in the field of education but not as a certified teacher? The Early Childhood Education Professional Track may be for you. The Professional Track prepares students for professions such as daycare owner/operator; education paraprofessional; educational consultant (museum, business, teacher).

Students who are enrolled in the Early Childhood Education Professional Track gain a foundation in education but then specialize in their field of interest. For example, in addition to general education requirements, all students take courses such as Child Development and Cognition; Foundations of Early Childhood Education; Enhancing Language and Cognition; Integrating the Curriculum; Language Arts for Academic Success; Investigating Math, Music and Movement; Designing and Managing Early Childhood Literacy Centers, Special Education History and Law; and Positive Behavior Support. However, 24 additional credits are designed in consultation with an adviser based on the professional interest of the students. A capstone internship completes this program. Unlike teacher certification, state-mandated basic skills and certification tests are not required for this program.

National Accreditation – The Gold Standard

As outlined on their website, The National Council for Accreditation of Teacher Education (NCATE) is the profession’s mechanism to help ensure high quality preparation of future educators. Through the process of professional accreditation, NCATE works to make a difference in the quality of teaching and teacher preparation institutions. NCATE’s performance-based system of accreditation fosters competent classroom teachers who work to improve the education of all P-12 students.

NCATE accreditation is widely recognized as the “Gold-Standard” for teacher preparation institutions. East Stroudsburg University’s College of Education is proud to have achieved (once again) National Accreditation through NCATE in 2014.
What are Professional Development Schools?

East Stroudsburg University’s College of Education is fortunate to share Professional Development School (PDS) partnerships with elementary, middle, and high schools throughout Monroe and Northampton Counties. These partnerships provide opportunities for pre-service teachers to learn the science of teaching in ESU classrooms and the art of teaching in real-life settings. As such, candidates exit ESU’s program well-prepared to teach.

As noted by Dean Barry, “When I was a principal of a middle school I used to go to great lengths to hire the very best teachers. I would read through countless applications to narrow the field down to 15 or 20 candidates. I would then invite them in for face-to-face interviews with a hiring committee. From these interviews our committee would narrow the field further and invite a select few back to teach a lesson to our students. Finally, from this ‘teaching interview,’ one applicant would be offered the job. What amazed me was how often the ESU students rose to the top of this grueling process. But upon joining ESU, I realized the reason. The ESU candidates were prepared because of their Professional Development School training. It’s one thing to learn about teaching, but it’s a whole different level to actually teach in a classroom.”

Using the PDS model, ESU teacher candidates work with practicing teachers in the field under the direct supervision and collaboration of an ESU faculty member. Through this collaboration, the PDS partnerships strive for three main goals: 1) to increase the learning of P-12 students, 2) to improve the instruction of in-service teachers and ESU faculty, and 3) to engage in research/inquiry to improve the educational process.

Due to the scope and success of their program, ESU was awarded the prestigious Spirit of Partnership Award at the National Professional Development School (NAPDS) Conference. The award recognizes leadership in, and significant contributions to, the building and sustaining of PDSs (Professional Development Schools) and consistent support for, and participation in, the annual NAPDS Conference.

The ESU candidates were prepared because of their Professional Development School training. It’s one thing to learn about teaching, but it’s a whole different level to actually teach in a classroom.
C.R.E.A.T.E. Lab

Based on our belief that innovation begins with a creative education, the Early Childhood and Elementary Education Department in collaboration with the Special Education department embarked on an innovative adventure. Located in Stroud Hall, the C.R.E.A.T.E. lab is a place for provocative ideas, creative inquiry, and documented discoveries about learning and teaching.

The C.R.E.A.T.E. lab brings together ESU students, faculty, and community members to explore ideas, objects, and feelings from diverse imaginative perspectives in a setting designed for meaningful innovation. Opportunities to wonder, explore, and uncover ideas and feelings are built around a provocation, which is an invitation to learn. Through a variety of related activities and experiences, individuals develop creative confidence. Learning is made visible by documenting discoveries and creative work using multiple technologies and then synthesizing and sharing curated understandings with a larger community in an exhibit. This inventive space evolves based on the provocation and individual and group engagement in the creative process. The C.R.E.A.T.E. lab offers zones to explore, wonder, listen, discover, imagine and celebrate the multi-faceted process required for critical and creative thinking and innovation. The fall provocation was Creative Spectrum: Color & Light and had over 500 visitors; the spring provocation is Creating Identity: Becoming and Belonging.

Inspired by the Reggio approach to education, the C.R.E.A.T.E. lab is grounded in creativity research, design thinking, and the work of David Hawkins and Simon Nicholson’s theory of loose parts. Faculty, students and campus groups will be invited to facilitate integrative, cross-disciplinary conversations. The C.R.E.A.T.E. lab is open at regular times during the week with specific times scheduled for “chats” and “mash-ups” – talks by passionate experts. “Celebrations” include campus events, and the curated documentation of ongoing innovations and learning experiences. Time for ESU classes to use the C.R.E.A.T.E. lab can be arranged. Innovative suggestions are always welcome!
Certification Testing

The Pennsylvania Department of Education (PDE) requires all teacher candidates to pass state-appointed basic skills assessments in reading, writing, and mathematics. **East Stroudsburg University’s College of Education (COE)** recommends all teacher candidates take the basic skills assessment upon acceptance to the COE. Passing the basic skills assessment is a condition for acceptance into all COE teacher certification programs.

The COE recommends that all students take the ETS CORE Assessment to fulfill basic skills assessment requirement. The ETS CORE Assessment is administered at East Stroudsburg University’s Innovation Center and, as such, students can easily fulfill this requirement on campus.

Prospective teachers can also fulfill this requirement by using their SAT scores, provided they meet the state requirements. Accordingly, it is important for students to consult with their COE adviser prior to scheduling their basic skills examination.

If students are having difficulty passing this their basic skills assessment, they should consult their adviser. Several test preparation options are available for students; however, students should consult with their adviser to determine which option best fits their needs.

All basic skills and final certification testing requirements are outlined on the COE’s website: [http://www4.esu.edu/academics/colleges/education/index.cfm](http://www4.esu.edu/academics/colleges/education/index.cfm). As with basic skills assessments, all candidates should consult with their adviser to ensure they take the correct certification assessment(s).
The Philadelphia Urban Seminar

Kayla came to the Philadelphia Urban Seminar with some deeply ingrained prejudices. “Initially, I assumed that all of the children would be African-American, that the schools would be in the worst shape possible, and that all of the students were going to have behavior problems and do poorly on their studies. I thought that the students would act careless and disrespect their teachers.”

After two weeks in Philadelphia, Kayla wrote this about her experience: “Surprisingly, the students were all loving, caring and had a drive to succeed. My initial views and assumptions were proven wrong throughout my two weeks of observation and participation.” She added, “Prior to coming to the seminar, I thought that I was going to be a rescuer and impact all of the students dramatically. After this seminar, the children are the ones who saved me and forced me to look at my role as a future teacher differently.” She concluded with the following words: “I had an amazing and life changing experience in my first grade classroom. I have not only matured but developed a great deal in my knowledge on teaching and diversity.”

What is this life changing experience? The Philadelphia Urban Seminar is a carefully planned clinical immersion experience for students desiring to learn about and participate in urban schools and communities that provides five main kinds of experiences: classroom experience, community work, professional development, workshops, and cultural work.
Middle Level Education (Grades 4-8)

The Middle Level Education Program is designed to offer students a curriculum of general education, content knowledge, and professional and middle education theory, application, and practice in teaching children in grades 4 - 8. The curriculum is designed to develop a community of learners who are competent and reflective professionals able to teach any child in any setting.

The courses and extensive field-based component develop beginning educators’ knowledge, skills, and dispositions relevant to content, the learner and the learning environment, teaching and learning process, and professionalism.

As noted by Dr. Barry, interim dean of the college of education, “The Middle Level Certification is relatively new in the state of Pennsylvania. This certificate allows one to teach in grades 4 – 8. Grades 4, 5, and 6 are generally more closely associated with elementary education, and grades 7 and 8 are generally content-specific. I’ve worked with middle level students for the bulk of my career and loved every minute of it. In fact, I’ve encouraged my own son to pursue middle level education.”

According to Dr. Barry, there is a strong focus on content knowledge in this program and students must select an 18 credit area of concentration in English/Language Arts/Reading, Social Studies, Science, or Mathematics. This program is designed to allow candidates to teach any subject in grades 4-6 and their concentration in grades 7 and 8.

Students interested in this age level can also combine Special Education Certification (in the same 4-year timeframe) with their Middle Level Certification thereby increasing their marketability.

For more information on the Middle Level Teacher Certification program, contact the Department of Early Childhood and Elementary Education at 570-422-3356 or email Department Chair Dr. Andrew Whitehead at awhitehead@esu.edu.

Stony Acres – An Outdoor Classroom

Imagine learning science at a 119-acre wildlife sanctuary. ESU’s Student Activity Association owns Stony Acres; this refuge is used by the College of Education to take learning outdoors.

Located in Marshalls Creek, Pa., Stony Acres offers students an opportunity to engage in learning activities related to a number of classes in a natural setting. Students conduct science experiments, collaborate to complete challenge activities on the high and low elements ropes course, and problem solve to get their team over the 30 foot climbing tower!

Beyond coursework, Stony Acres is available for our students to use as a recreational center. Student events such as fishing, paintball, hiking, Frisbee golf, ice skating, and cross-country skiing are regularly scheduled for students.
Co-Teaching in Student Teaching

Student teaching is the culmination of a teacher candidate’s journey to becoming a licensed teacher. In most cases the host teacher gradually releases control of the classroom until the student teacher takes full responsibility.

East Stroudsburg University’s College of Education recently conducted research on the use of co-teaching as a model for student teaching. Using this approach, the student teacher and the host teacher share responsibility for instruction. They co-plan, co-teach, and jointly reflect on the effectiveness of their instruction.

As noted by Dr. Barry, “It seemed somewhat counterintuitive to have two professionals in the classroom and only one of them teaching at a time. Using co-teaching, both the cooperating teacher and the student teacher are delivering instruction based on the needs of their students.” Dr. Caroline Kuchinski noted that “there are times when the student teacher has full control of the classroom as well. It is important for a student teacher to take full control at times so that we know he or she can run a classroom independently.”

Professional and Secondary Education

Professional and Secondary Education (PSED) offers a program that leads to certification in grades 7-12 in the areas of biology, chemistry, earth and space science, English, French, general science, mathematics, physics, social studies, and Spanish together with a Bachelor of Arts or Bachelor of Science in that content area.

The curriculum is designed to develop a community of learners who are competent and reflective professionals able to teach any child in any setting. With this in mind, a personalized program of studies is developed for all students as they work with two advisers – one in education and one in their academic discipline.

Students who complete the required courses in one of the certification areas, the professional education courses, the university requirements, and the state requirements will be certified to teach in their major in the middle school, junior high school, and senior high schools (grades 7 – 12) within the Commonwealth of Pennsylvania.

Students interested in this age level can also combine Special Education Certification with their Secondary Certification. A student who chooses this option would also be certified to teach Special Education in grades 7 – 12.

For more information on the Professional and Secondary Education Teacher Certification program, contact the Department of Professional and Secondary Education at 570-422-3363 or email Department Chair Dr. Patricia Smeaton at psmeaton@esu.edu.
The Archaeology Project

After receiving a joint faculty-student public service grant from the Faculty Development and Research Committee, Professors Douglas Lare (PSED), Alison Rutter (ECED), and Michael Gray (History) developed and implemented an outreach project with Harrison-Morton Middle School in Allentown, Pa., allowing the students of Luci LeVan’s seventh grade social studies class to demonstrate the skills of amateur archaeologists.

The middle school students honed their skills with simulations led by the ESU students in Dr. Lare’s secondary education methods class. These simulations included the construction of artifacts and tools used in archaeological fieldwork, simulated digs, and the recovery of artifacts. This project has come into fruition after the success of a class conducted by Dr. Lare and Dr. Grey in the summer of 2011, which consisted of an archaeologic dig at Johnson’s Island a Civil War prison camp for captured Confederate soldiers.

Additionally, students from both Lare and LeVan’s classes took part in an archaeological dig in May 2012 at the location of the Governor Wolf Historical Society in Bath, Pa. The historical society is the site of three structures significant to the history of Northampton County: the Ralston-McKeen House, the Wolf Academy (a one-room schoolhouse), and the Monocacy Schoolhouse Museum. The structures are located in close proximity and are historically tied to the early “Craig Settlement,” a Scots-Irish settlement dated to 1728, which was the first colonial settlement in the Lehigh Valley.

After surveying potential areas for placing test pits by using aerial mapping, a report from a former metal detecting excavation, and ground penetrating radar, the faculty, professional archaeologists, project manager, and ESU students outlined the site for the dig. The dig was successful and students were enthusiastic about future projects.
ESU Approved to Offer Secondary Education/Special Education Teacher Certification

As a result of the collaborative leadership of Dr. Reuben Yarmus (PSED) and Dr. Gina Scala (SPED), with the help of Dr. Sandra Eckard (ENGL), Don Delligriscoli (HIST), and Dr. Mary Ann Matras (MATH) in the College of Arts and Sciences, a new teacher certification program at the secondary level was launched – Special Education 7-12 in Mathematics and English. The team’s application for this dual certification was approved by the Pennsylvania Department of Education in December of 2013. Two student teachers graduated last spring who are eligible to be dually certified in Special Education and their secondary content area: Barbara Rutzler with 7-12 English/Special Education and Sal-Lee Patti with 7-12 Earth and Space Science/Special Education. PSED and SPED are very excited about this collaborative program, which will fill a much-needed void in the secondary schools. Hopefully this will result in a more employable graduate who can fill a very real need in the secondary schools. Dr. Patricia Smeaton, department chair (PSED) has had opportunities to promote this new program at NCC and at the IU Curriculum Council meetings, where it was met with enthusiasm.

For more information, please contact Dr. Smeaton at psmeaton@esu.edu.

Health and Physical Education

The Department of Physical Education at ESU offers a Bachelor of Science with majors in physical education and health education. In addition, students may choose to become certified in physical education and health education. Students may also choose to become certified as a physical education and health education teacher in the Commonwealth of Pennsylvania.

The physical education and health education teacher certification program offers a unique and dynamic curriculum for prospective teachers. ESU’s physical education teacher preparation program is endorsed by the Council for the Accreditation of Educator Preparation (CAEP) and the National Association for Sport and Physical Education (NASPE/AAHPERD). The health education preparation program is also accredited by CAEP and the American Association for Health Education (AAHE/AAHPERD).

This 136-credit degree program leads to Commonwealth teacher certificates in health education (K-12) and physical education (K-12). ESU has a long tradition of producing outstanding health and physical education teachers. ESU graduates are highly competitive in the job market in Pennsylvania and the country at large.

For more information on the Health and Physical Education Teacher Certification program, contact the Department of Health and Physical Education at 570-422-3293 or email Department Chair Dr. Gene White at gwhite@esu.edu.
Swim and Gym

The Swim and Gym program started in 1977 and has been going strong ever since. The program is designed to provide ESU physical education teacher education (PETE) students with an opportunity for hands-on experiences working with individuals with disabilities.

Participants with various disabilities, who range in age from five to adult, receive individual instruction focusing on motor skills, socialization, health and skill-related components of physical fitness. Each student in the PETE program at ESU is partnered with an individual with a disability. The program gives the students unique opportunities to get to know and interact with individuals with disabilities.

The participants’ parents are grateful for the program. According to Beth Dellicker, “We love seeing the smile on our daughter’s face and the progress she’s made.”

ESU Students learn that teaching means making a difference in someone’s life!

Rockets – Soar to Succeed Program

Every Tuesday and Thursday afternoon approximately 25 elementary students walk to Koehler Fieldhouse on the ESU campus or are dropped off by a parent. Book bags in hand, these little second, third and fourth graders are met by their “ESU Buddies” outside the huge fieldhouse doors. Big smiles are everywhere, laughter abounds, and high fives are seen as children connect with their “ESU Buddy.” The students are ready for the evening to begin: homework, physical activity, reading lesson, health education, and dinner at the university cafeteria. The evening often ends with piggy back rides on their buddies’ backs up the hill to meet their parents at the row of mailboxes.

The East Stroudsburg University ROCKETS Program is a two-day-a-week, three-hour after-school program for at-risk children. These are students our future educators will be working with in the public schools. The program was started in 2001 by Dr. Gene White, chairperson of the physical education teacher certification department. This program involves volunteers from the health and physical education major’s club, reading and special education departments, and Psychology of Learners in Diverse Communities courses.

The ROCKETS Program aims to provide a safe place for children to participate in structured activities led by future health and physical education, reading, and special education teachers. The children receive help with homework, reading, and health education.

The program mentors are volunteer education majors who get as much out of the program as the younger children. This is an excellent opportunity for our college students to practice their teaching skills and implement positive discipline strategies.
Special Education and Rehabilitation

The Department of Special Education and Rehabilitation at East Stroudsburg University offers a variety of academic programs at the undergraduate and graduate levels that enable students to work with individuals with exceptionalities in the classroom, home and/or community settings.

Students have the opportunity to pursue teacher certification options across various age groups. In addition, for those students who do not want to pursue teacher certification, opportunities are available to work with children, youth and adults with exceptionalities.

Students entering the field of special education have the opportunity to earn Instructional I certification in either early childhood education (PK-4), middle level (4-8) or secondary (7-12).

Undergraduate students who want to work with children, youth, and adults with exceptionalities without teacher certification have the option of earning a bachelor’s degree in rehabilitative and human services leading to career opportunities that may allow one to work as an employment specialist, case worker, community residence adviser or rehabilitative specialist.

Special Education and Rehabilitation Clubs

Several clubs and organizations are available for students pursuing a degree in special education or rehabilitation. The Council for Exceptional Children (CEC) is a campus group that is part of an international program. Students involved in CEC tutor at-risk students, help with Special Olympics, attend the CEC Conference, and visit adults in mental retardation development centers.

Sigma Pi Epsilon Delta is the national honor society for special education and rehabilitation majors. Honor members provide activities for individuals with disabilities in the community.

Rehabilitative Services Student Organization (RSSO) is the organization for majors in rehabilitative services. This group hosts speakers and provides services to others.

For more information on the Special Education and Rehabilitation programs, contact the Department of Special Education and Rehabilitation at 570-422-3558 or email Department Chair Dr. Gina Scala at gscala@esu.edu.
Elementary Education Graduate Programs

Master of Education, Elementary Education

The M.Ed. in Elementary Education is focused on becoming a master teacher in the elementary classroom and is based on the Advanced Teacher Education Conceptual Framework. The program is designed to guide in-service educators to become leaders who apply research and best practice theory to make reflective and synergistic decisions that consistently support and extend the learning of all students. Through the chosen program’s core courses and individualized experiences, candidates are able to create a vision of themselves as reflective, synergistic decision makers.

Program of Study:

The master’s in elementary education program requires 33 credit hours, including core courses (15 credits) and courses in an area of concentration (18 credits). The concentration area includes a focus of 12 elementary education credits in addition to six credits of education electives that are chosen to meet the student’s professional needs and personal interests. The 18 credits of the concentration are selected by the graduate students (in collaboration with the ELED graduate coordinator) from one of several focus areas.

English as a Second Language Certification:

ESU is an approved provider for the Pennsylvania Program Specialist: ESL Certificate Preparation Program. This certificate is an endorsement for teachers with a valid Pennsylvania Instructional I or II certificate or an equivalent out-of-state teaching certificate that are currently working with or plan to work with ESL students in public schools in Pennsylvania.

In response to the significant need for well-trained ESL and mainstream teachers, ESU’s ESL Specialist Program offers a set of six courses that prepare teachers to work effectively with ESL students. All courses include fieldwork that will provide students with frequent opportunities to observe, assist and teach ESL students throughout the program. Courses are taught by ESU faculty to ensure students are guided by experts in the field and receive a high quality education.

For more information about our graduate programs contact Kevin Quintero, graduate coordinator at 570-422-6236 or kquintero@esu.edu.
Master of Education in Reading

The College of Education at East Stroudsburg University is pleased to announce the availability of the online Master of Education in reading (M.Ed.).

Give yourself the competitive edge to become a leader in reading education in your school or district by earning an online Master of Education in reading. The Master of Education in reading program will give you the skills to teach literacy for 21st century learners and to empower students to rise to the challenges of the Common Core Standards with confidence. The nationally known faculty in the reading department are ready to help you accomplish your professional goals, such as strengthening your instructional knowledge of reading, developing leadership skills in reading education in a K-12 setting, or learning new research-based strategies that will help you teach readers of any age.

About the Program:

The 36-credit online M.Ed. in reading can be completed in one year and is designed to focus on literacy acquisition and development, assessment, and instruction of students with diverse learning and literacy needs. You will be prepared to use a wide variety of assessment tools and practices to plan and evaluate effective reading instruction and to offer key strategies to create a literate environment that fosters reading and writing.

The program is completely online including synchronous and asynchronous interactions, so you have live interactions with faculty and can work at your convenience during times that fit your personal or professional work schedule. You will also collaborate with classmates who are professional educators in Pennsylvania, New Jersey, and across the United States.

For more information about our graduate programs in reading, contact Dr. Rhonda Sutton, department chair at 570-422-3558 or rsutton@esu.edu.

The National Writing Project at ESU

The Northeastern Pennsylvania Reading and Writing Project (NPRWP), formerly known as the Northeastern Pennsylvania Writing Project (NPWP), works in collaboration with the East Stroudsburg University Reading Department and the College of Education as an approved affiliate of the National Writing Project whose mission is focused on knowledge, expertise, and leadership of our nation’s educators.

The Northeastern Pennsylvania Reading and Writing Project began in 2005 and has provided professional development for over 70 local teachers and ESU professors through the annual Invitational Summer Institute—an exciting and energizing workshop during which teachers engage in research and professional development pertaining to reading and writing instruction. Teacher consultants who graduate from our institute conduct teacher workshops, infusing the knowledge and excitement gained in the institute, and multiplying the effect of the “teachers teaching teachers” model of the National Writing Project.

The coursework meets standards for specialization in reading by the International Reading Association. Graduates of the reading specialist program are eligible to apply for Pennsylvania Reading Specialist certification. Out-of-state graduates will need to check with their state’s Department of Education to see if this program will meet the needs to fulfill the requirements for similar certificates/endorsements.
Special Education and Rehabilitation Graduate Programs

The Department of Special Education and Rehabilitation at East Stroudsburg University offers a variety of academic programs at the graduate level that enable students to work with individuals with exceptionalities in the classroom, home and/or community settings. Students have the opportunity to pursue teacher certification options across various age groups. In addition, for those students who do not want to pursue teacher certification, opportunities are available to work with children, youth and adults with exceptionalities without certification.

Master of Education in Special Education

The M.Ed. in special education is designed for the candidate who holds certification in special education and is seeking to enhance and improve upon his or her profession. This program of study requires a core of M.Ed. course requirements (6 credits), and a core of major course requirements (9 credits), five major course electives (15 credits), and two program electives (6 credits). This program can be combined with the supervisory certification, the applied behavior analyst certification, or an individually devised program designed with assistance from an academic adviser. The individually designed program takes into account the work experience and professional goals of the candidate to tailor the course work to the needs of the student.

Special Education Certification

Certification in special education is required to teach students with disabilities in Pennsylvania. Special Education Certification Pre-K-8 and/or 7-12 students with Instructional I or II teaching certification in early childhood, middle Level, or specific K-12 certifications may pursue Special Education Certification in Pre-K-8. Students with Instructional I or II teacher certification in secondary education or specific K-12 certifications have the opportunity to complete Special Education Certification in the 7-12 area. Teachers who are interested in “adding on” Special Education Certification to an existing teaching certification are encouraged to contact the ESU special education department for transcript review.

Special Education Supervisory Certification

This program prepares candidates to function as a liaison between the school administration and certified professional staff of a public school in a fashion that will enhance the attainment of the institution’s goals and objectives. Prerequisites for admission in the Supervisory Certification program include a minimum of three years of special education teaching, experience with an Instructional I or II certification in special education or an out-of-state equivalent, three letters of recommendation, and full admission to the graduate college.

Applied Behavior Analyst Certification

This program is a cohort program with each cohort group beginning the course sequence in the main summer session. The five-course sequence is then completed in the next four semesters. Admission decisions are granted each semester for all programs except the Applied Behavior analysis (ABA) program. The ABA program submission deadline is March 1 for summer (main session) admission.

For more information about our graduate programs in Special Education and Rehabilitation, contact Dr. Gina Scala, department chairperson at 570-422-3558 or gscala@esu.edu.
Professional and Secondary Education Graduate Programs

The Professional and Secondary Education Department offers students a variety of graduate level programs. The department is composed of faculty members who have had a wide range of experiences that enrich the program. Faculty members have served as elementary and secondary school teachers, supervisors, guidance counselors, elementary and secondary school principals, superintendents of schools, and central office administrators. The Department of Professional and Secondary Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) – the “Gold-standard” for teacher education programs.

Teacher Certification
The programs for certification in secondary education are designed for individuals who have successfully completed an undergraduate degree in an area other than education. The programs are planned and supervised by the Department of Professional and Secondary Education and by the department responsible for the academic major. Coursework related to post-baccalaureate teacher certification must satisfy the Pennsylvania Department of Education required competencies. Accordingly, a total of 27 credits of professional coursework are required plus a semester of student teaching which includes practicum support sessions.

Master of Education in Secondary Education
The Master of Education in secondary education is designed for professional and secondary (junior, middle, senior high) school teachers who wish to further develop the knowledge, skills, and attitudes necessary for growth in teaching effectiveness, for teachers wishing to seek National Board Certification, and for teachers seeking Pennsylvania K-12 principal certification, or New Jersey principal or supervisory certificates.

Online Teaching Endorsement
This coursework is designed for certified teachers who wish to gain the skills and consequent PDE endorsement in online teaching. This four-course sequence is run in collaboration with the Department of Digital Media Technologies. Upon completion of this program, candidates will have a sound foundation related to online instruction. All courses in this sequence can be applied to the master’s in secondary education.

National Board Certification
National Board Certification is a demonstration of a teacher’s practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. When a teacher achieves National Board Certification, it is a credential attesting to the fact that a teacher has been assessed by his or her peers as one who is accomplished, makes sound professional judgments about student learning, and acts effectively with those judgments. ESU is a leader in National Board Certification and all coursework related to this credential can be applied to the master’s in secondary education.

Principal Certification Elementary and/or Secondary (K-12)
This program has been designed for and will accept students who have enrolled in the master’s degree in PSED at ESU or who need additional coursework to meet certification standards in Pennsylvania or other states. Graduate credits already earned will be evaluated and accepted when applicable.

For more information about our graduate programs in Professional and Secondary Education, contact Department Chairperson Dr. Patricia Smeaton at 570-422-3363 or psmeaton@esu.edu.
Doctorate in Educational Administration and Leadership

The doctoral program in administration and leadership studies offered on the ESU campus by Indiana University of Pennsylvania is designed for future school superintendents and K-16 school leaders. The program offers a rich mix of theory and application. Along with traditional coursework, the program promotes skills in conducting research.

Doctoral candidates proceed through the program in cohorts so that they can work together to complete the demands of this program. To accommodate working professionals, classes meet five times per semester on Fridays and Saturdays.

The doctoral program also consists of leadership retreats. During these retreats, guest speakers, former doctoral students conducting research and professional consultants offer experience and best practices related to leadership skills and management techniques.

Although ESU is currently developing its own doctoral program, candidates who successfully complete the program receive a Doctor of Education from Indiana University of Pennsylvania.

Candidates who satisfactorily complete this program may also apply for the Superintendent’s Letter of Eligibility through the Pennsylvania Department of Education.

ESU is a Leader in National Board Teacher Certification

Over the last 10 years, more than 100 teachers have earned National Board Teacher Certification through a unique program coordinated by Dr. Douglas Lare at ESU. Diane Croop and Nikki Shiner are two of the latest successful candidates who were recognized in February 2014 by the Berwick School Board. Marci Slayton, a National Board certified facilitator and Dr. Holly Morrison, a Berwick School District administrator, supported the candidates through the certification process. Dr. Lare is continuing to work with Ronald Thorpe, president of the National Board for Professional Teaching Standards, to further develop creative programming to enable more teachers to achieve National Board Certification. Currently, there are cells of teachers in Lancaster, Central Bucks, Western Wayne, East Penn, Avonworth, Parkland, Nazareth, and Bloomsburg who are working toward this certification. ESU has taken the lead in Pennsylvania in delivering this National Board Certification program thanks to the efforts of Dr. Lare. Teachers can work on the certification separately or as part of the M.Ed. with a concentration in advanced pedagogy. Interested teachers can contact Dr. Lare at dlare@esu.edu.

For more information about the doctoral program or National Board Certification, contact the Department of Professional and Secondary Education or Department Chairperson Dr. Patricia Smeaton at 570-422-3363 or psmeaton@esu.edu.
Doctoral Student Reflects on Journey

After Tammy Halstead had a baby when she was 15 years old in the late 1980s, there weren’t a whole lot of people betting on a bright future for her.

Proving the skeptics wrong has been especially sweet for the Lancaster County woman, who recently completed her Doctor of Education in administration and leadership studies in the Indiana University of Pennsylvania program taught at East Stroudsburg University.

“There were a lot of people around me who said, ‘You’re not going to really get very far,’” recalls Halstead, who is the director of alumni advising and development at Franklin & Marshall College in Lancaster. The first in her family to go to college, Halstead was a non-traditional student with young children when she earned her bachelor’s and master’s degrees in English. When her youngest child was graduating from high school four and a half years ago, she enrolled in the ESU/IUP doctoral program. She defended her dissertation in October and received her diploma in December.

IUP was the only university in the Pennsylvania State System of Higher Education allowed to award doctorates until East Stroudsburg university joined with IUP in 1999 to offer a Doctor of Education in administration and leadership studies. The three years of coursework takes place on ESU’s campus with ESU faculty. IUP professors help mentor students and co-chair the dissertation stage of the doctorate. The degree is conferred by IUP.

The cohort, or group of doctoral students, takes all their courses together. Classes are held five weekends a semester on Friday evenings and Saturdays. While this schedule can mean sacrifices of some family time, Halstead and other recent doctoral students say what they gained personally and professionally made the time commitment more than worth it.

National Writing Project Aimed To Aid Teachers, Students

More than 3,000 teachers attended National Writing Project (NWP) professional development institutes this summer. The seminars ensure that before teachers start school in the fall, they will be returning with new ideas and strategies to help students improve their writing. They also will be better connected to a professional community—and therefore better equipped to teach their students how to write in this digital age.

This summer, teacher-leaders from all grade levels and disciplines attended professional development sessions at 200 university-based NWP sites across the country. With deep cuts in federal support for these and other important literacy investments, the partnership between school teachers and university faculty has become that much more important as a viable way in which to sustain and support student achievement and teacher education programs.

“Thousands of teachers will return to school this fall with more than their batteries recharged,” said Dr. Sharon J. Washington, NWP executive director. “These educators have enhanced their knowledge of theory,
research and practice to help students become better writers and learners. Going forward, without financial support from the U.S. Department of Education that local communities had been required to match, it will be very difficult for NWP to continue to provide the funding for these summer institutes.”

Rhonda Sutton, Ed.D., assistant professor and chair of East Stroudsburg University’s reading department and director of the Northeastern Pennsylvania Writing Project (NPWP), emphasized the importance of teacher professional development during the summer months.

“Summer is the perfect time for teachers to reflect on student learning and teaching practices that support student achievement,” she said. “Opportunities for teachers to learn collaboratively encourage professional growth and community.”

NPWP usually offers an in-depth, three-week professional development institute. However, this year NPWP held a two-day conference at ESU for 15 enthusiastic teachers from northeastern Pennsylvania. This conference ensured that area teachers would have high quality professional development to address their learning needs. The conference theme, Between the Lines: Reading and Writing for Contemporary Learners, featured two large group workshops and several breakout sessions. The teachers who attended the conference will return to school this fall with new ideas and strategies such as connecting art and writing, integrating inquiry across the curriculum, making digital comics, character education, integrating reading and writing, teaching about disabilities through reading and self-publishing. In addition to the ideas and strategies, the teachers have resources to help them engage students in learning that is aligned with the Pennsylvania Core Standards.

NPWP has already begun planning the professional development institute for June 22 to July 14, 2015, with the help of a one-time grant from the U.S. Department of Education. Teachers participating in the summer institute will become members of a professional learning network and spend time reading about writing and the teaching of writing. As a part of the institute, teachers reflect on their beliefs about teaching and learning.

Margot Vagliardo, Ed.D., a teacher consultant with NPWP and ESU associate professor emerita of early childhood and elementary education, said, “Participation in the summer institute was life changing, professionally and personally.”

In the past with the help of federal funding, NPWP conducted on-site and off-site professional development workshops for K-12 teachers, in addition to the professional development institutes. Dwindling state and federal funds to higher education has put pressure on NPWP to limit partnerships with schools and school districts to offer high quality professional development for K-12 teachers. To meet this ongoing challenge, local sites such as ESU’s NPWP are actively working with the NWP and their home universities to seek alternate funding to continue this important work.

For more information about the NPWP, email Sutton at rsutton@esu.edu.
Maureen McLaughlin, Ed.D., professor of reading at East Stroudsburg University of Pennsylvania, has contracted to publish her 17th book. McLaughlin’s latest work, which will be released in spring 2015, focuses on motivating, engaging, and teaching struggling readers in grades 3 – 8.

McLaughlin has been a faculty member at ESU for 26 years. During that time, she published books, chapters, and articles that focused on a variety of aspects of reading instruction, including reading comprehension, critical literacy and content area literacies. Additionally, McLaughlin has written four books and multiple professional development articles about the Common Core State Standards. In a recent webinar on the Common Core State Standards hosted by Ed Week, she set a new record of 3,200 participants — the highest number in the history of the educational forum.

McLaughlin is the past president of the International Reading Association (IRA), a 75,000 member organization that promotes literacy worldwide. She was the recipient of the Association’s Outstanding Teacher Educator in Reading Award in 2010 and is a nationally renowned literacy expert. She is also co-chair of the Research Institute at IRA’s Annual Conference and a member of the editorial review board of The Reading Teacher.

Timothy V. Rasinski, nationally recognized expert in oral reading fluency, is McLaughlin’s co-author for her latest book. Rasinski is a professor of literacy education at Kent State University, Kent, Ohio and a past board member of the International Reading Association. His scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and readers who struggle.

For more information about ESU’s Graduate Reading Program, which includes K – 12 reading specialist certification, contact Mary Beth Allen, Ed.D., graduate coordinator, at mballen@esu.edu.
Online Instruction Endorsement Program

In order to meet the educational needs for 21st century learning, ESU, in collaboration with Colonial Intermediate Unit 20 (CIU 20), is approved through the Pennsylvania Department of Education (PDE) to offer an online four-course sequence congruent to the PDE Online Instruction Endorsement Program competencies.

With strong theoretical and practical classes, teachers will develop technological pedagogical knowledge.

The Online Instruction Program Endorsement builds from what educators know, into gaining online teaching and learning skills for the virtual or blended learning environment. Following a trajectory for scaffolding learning experiences, teachers actively seek to understand the pedagogical demands for various learning environments. With strong theoretical and practical classes, teachers will develop technological pedagogical knowledge. Learning will be encouraged to exceed classwork since the dynamic landscape of technology innovations demand continual awareness in order to remain abreast of the growing body of knowledge.

In order to meet this need, candidates will engage in professional development networks and share their experience with each other.

The departments of professional and secondary education or digital media technologies (DMET) collaborated with school practitioners and CIU 20 to influence the design and ensure recurrent relevance and refinement. The two bookend courses are offered through the department of secondary and professional education. The two middle courses are offered from the instructional technology master’s program in the department of digital media technologies. This bi-departmental approach allows the departments to constantly review online learning from different perspectives, modeling the collaboration that needs to be overcome in most K-12 schools. The DMET courses use assessments that have been accepted through CAPE/NCATE nationally recognized accreditation through the ISTE SPA and include select chapter 49 competencies.

Course 1 PSED 522
*Foundations of Online Learning in K-12 Environments*

Course 2 DMET 510
*Online Tools and Strategies for Learner Centered Classrooms*

Course 3 DMET 530
*Instructional Design for Effective Learning*

Course 4 PSED 523
*Assessing Students in K-12 Online Learning Environments*
Pre-requisites for the endorsement for Online Instruction through PDE:

• The pre-requisites for the endorsement are those required by PDE. As of the summer of 2014 PDE pre-requisites require that all candidates must have a Level I or Level II teaching certificate.

Program Goals

The goals of the endorsement program are the following:

• Facilitate the teachers' development to include online teaching and learning within their repertoire of skills so that they are better able to meet the youths’ diverse learning needs for the 21st century.

• Develop teachers so that they self initiate professional learning through various sources beyond the program, including various professional learning network opportunities, associations, and standards/outcomes.

• Build teachers’ technological pedagogical knowledge through exposure to various current and emerging technologies as well as operating, designing and implementing the technologies in a myriad of learning environments.

• Provide courses in which the instructors of the learning environments model best practices for student engagement.

• Build from teachers’ natural curiosity and desire to help all students learn through practice that includes the instructional design process with emphasis on formative assessment for reflection and instruction modification in the online teaching environment.

• Utilize critical analysis of tools through technological pedagogical content knowledge within specific contexts so that ongoing developments can be evaluated and implemented based on the value to the student and educational environment.

In order to meet this need, candidates will engage in professional development networks and share their experience with each other.

For more information about the Online Endorsement Program, contact the department chairperson of the Department of Professional and Secondary Education, Dr. Patricia Smeaton at 570-422-3363 or psmeaton@esu.edu.
Creating a Win-Win in the E with J Partnership: ESU with J.M. Hill Elementary School

Within a 15-minute walk from ESU sits the quaint school of J.M. Hill Elementary. The school serves over 350 students in grades K-5 with 65 percent of the students receiving free and reduced lunch. Faculty and administrators from both schools work together in order to support J.M. Hill Elementary through university social capital that provides literacy tutoring, math assistance and a family technology night. East Stroudsburg University undergraduate and graduate students develop their understanding of pedagogy from tutoring the J.M. Hill students, creating lessons and interacting with the faculty and families of the J.M. Hill students.

ESU students provide weekly afterschool literacy tutoring overseen by Dr. Shawn Watkins and Dr. Rhonda Sutton. In Fall 2014, ESU students led J.M. Hill children through non-fiction readings about Pocono bees in reading webquest. Graduate student Alicia Owen created the webquest.

The math program utilizes an in-class model. Elementary classes range from 20-27 students, and some will struggle with concepts. Dr. Craig Wilson trained ESU student-volunteers to support struggling children for two days a week during their math class.

Lastly, in the spring, ESU supports teachers at J.M. Hill to hold a family technology night. ESU graduate students created lessons, assisted some teachers with technology integration and supported J.M. Hill teachers and students to come together in a celebration of technology and learning.
In order to sustain collaboration, a strong communication channel has been established through an advisory board, which convenes once every few months. The purpose of these meetings is to have project stakeholders (parents, teachers, administrators, and participants) discuss the program’s progress and alignment with children and stakeholders’ needs.

A strong exemplar of the “communication channel” between ESU and J.M. Hill at work is the annual Tech Night, in which families are introduced to innovative uses of technology for the facilitation of educational processes. The night consisted of a number of “breakout” sessions designed to familiarize parents and their children with technological resources that both enable and reinforce learning. These sessions, and the night as a whole, were the result of collaboration between ESU graduate students coordinated by Dr. Beth Sockman and J.M. Hill faculty and staff.

ESU was awarded a Pennsylvania Campus Compact (PACC) - VISTA grant (Volunteers in Service to America 3 year) which was supported by ESU’s President Welsh, Provost Reidhead, Vice President Tobin, the College of Education and the greater ESU Community. For the past three years, Dr. Sockman was the lead writer and supervisor of the “E” with “J” partnership and is the acting supervisor the for Grant Rauch, the VISTA member. Mr. Rauch manages implementation of the project. Through the collaboration of both organizations, we aim for a sustainable relationship between ESU and J.M. Hill, utilizing the university’s capital to help the elementary school community meet mutual academic and cultural goals.

FALL 2014/SPRING 2015

**East Stroudsburg University and J.M. Hill (“E with J”) Partnership Volunteers Recruited from ESU**

<table>
<thead>
<tr>
<th>Event</th>
<th>No.</th>
</tr>
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<tbody>
<tr>
<td>Fall Literacy Tutoring</td>
<td>20</td>
</tr>
<tr>
<td>Spring Literacy Tutoring</td>
<td>34 (Class + 4 Student Leaders)</td>
</tr>
<tr>
<td>In-class Math Mentoring (Fall)</td>
<td>6</td>
</tr>
<tr>
<td>In-class Math Mentoring (Spring)</td>
<td>13 (12 Students + 1 Professor)</td>
</tr>
<tr>
<td>Spring Tech Night</td>
<td>8 (Estimate from April 2014)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

**“E with J” Partnership Student (and Parent) Participants at J.M. Hill**

<table>
<thead>
<tr>
<th>Event</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Literacy Tutoring</td>
<td>45</td>
</tr>
<tr>
<td>Spring Literacy Tutoring</td>
<td>31</td>
</tr>
<tr>
<td>In-class Math Mentoring</td>
<td>210 (10 Teachers and their classes, roughly 20 students/class)</td>
</tr>
<tr>
<td>Spring Tech Night</td>
<td>52 (Estimate from April 2014)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>338</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>
Faculty Accomplishments

Dr. Mary Beth Allen

PECT Review Presentation – presentation for Dr. Pinciotti’s class – March, October, 2014

Developing Rubrics: Direct vs. Indirect Measures of Assessment – presentation on behalf of the ESU University Assessment Committee, April, 2014

Meeting the Rigorous Common Core Comprehension Strategies - presenter for – BER Train the Trainers Conference – April, 2014 – Chicago, IL


Advanced Online Teaching Certificate Program – Online Learning Consortium, October, 2014

ALER Conference Coordinator – 2014 Annual Conference – Delray Beach, FL

Dr. Caroline DiPipi-Hoy

DiPipi-Hoy, C. & Steere, D. (in press). Teaching time management skills to individuals with Autism Spectrum Disorder. AAPC Publishing. (this is due out next fall)

Co-teaching in Student Teaching - team member


Dr. Heather Garrison

SPSEA Northeast region annual conference (March 2015)

“Children’s Literature Reflects Social Diversity: Using Diverse Literature in the P-12 Classroom”

Monroe County Council on Inclusion about including people with disabilities in the community (March 2015)

Invited member of Dolly Gray Children’s Literature Award review committee by Council for Exceptional Children’s Division on Developmental Disabilities (2012-current)

Dr. Domenico Cavaiuolo


We are expanding the CILLS program with a new cohort for the fall of 2015.
Faculty Accomplishments (continued)

**Dr. Maureen McLaughlin**

International Literacy Association, Past-President

International Literacy Association 2015 Nominating Committee Chair

International Literacy Association Common Core State Standards Committee

Editorial Review Board: *The Reading Teacher* (Professional, Peer-Reviewed Journal)

ESU Faculty Author Award 2014

**Publications:**


**Webinar: Common Core State Standards**

*Ed Week*, 2014 (Record-breaking 3400 participants)

**Conference Keynote:**

New York State Reading Association Conference, Syracuse, NY

Literacy Consultant: Throughout North America

**Dr. Dorothy Mutch**

NJCEC Conference, Ramapo, NJ (March 2014)

Workshop: Common Core Standards for Vocabulary Development

Early Childhood Conference, Caldwell University, Caldwell, N.J. (June 2014)

Workshop: Critical Thinking Derby for Inclusive Classrooms (Grades 2-3)

NJCEC Conference, Monroe, N.J. (February 2015)

Keynote Speaker: Brain Compatible Instruction
Faculty Accomplishments (continued)

Dr. Gina R. Scala


Scala, G.R. MOP UP Maximizing Our Potential with Universal Practices PDS, 7 Habits, PBIS, RtI, Teacher Effectiveness, Student Progress, Parental Engagement (March 2015) National Association for Professional Development Schools, Atlanta GA

Special Education Advisory Panel (SEAP) Member – third appointment by Governor

The Special Education Advisory Panel (SEAP) is a panel that works to improve special education in Pennsylvania. The SEAP:

Advises the Secretary of Education and the Department of Education on the unmet educational needs of students with disabilities, on corrective action plans, and on developing and implementing policies to improve coordination of services to these students.

Reviews and comments on Pennsylvania’s Annual Program Plan, on proposed special education regulations, and on funding procedures.

Helps the Department of Education develop and report information that is required by law to the U.S. Commissioner of Education.

Dr. Rhonda M. Sutton

Advanced Online Teaching Certificate Program – Online Learning Consortium, October, 2014

2014 Kappa Delta Phi-Gamma Xi Chapter Outstanding Professor of the Year Award

Co-Counselor for Kappa Delta Pi - Gamma Xi Chapter (2014-present)

Publication:


Presentations:


Grants:

National Writing Project SEED Professional Development in a High-Need School Grant $20,000.00

2014-2015 Proposal Title: Professional Development in a High-Need School

National Writing Project SEED Teacher Leadership Development Grant $20,000.00

2014-2016 Proposal Title: Teacher Leadership Development
Dr. Shawn Watkins


Ongoing Areas of Research:

- The E with J Tutoring Project features East Stroudsburg University and J.M. Hill Elementary School. It focuses on sustainable partnerships that specifically serve at-risk students in grades 3-5 for the purpose of raising their academic achievement.

- “Exploring the Influence of Self-Selected Texts During Guided Reading” – with third graders at Shull-David Elementary School, Lehighton, PA


- Associate Editor for School-University Partnerships: The Journal of the National Association of Professional Development Schools (2014-present)

Co-Counselor for Kappa Delta Pi - Gamma Xi Chapter (2014-present)