

East Stroudsburg University of Pennsylvania



Teacher Education Unit (TEU)

Policy Manual

Introduction

The Teacher Education unit Policy Manual was designed to provide a ready reference concerning requirements to teach in Pennsylvania. It was written as a resource for the Teacher Education Council (TEC), the Dean of the College of Education, Department Chairs responsible for teacher education programs, Teacher Education Unit faculty, and agencies requiring information about teacher education programs at East Stroudsburg University.

Initial certification programs in the Teacher Education Unit include: Biology (7-12), Chemistry (7-12), Earth & Space Science (7-12), General Science (7-12), Physics (7-12), Social Studies (7-12), Mathematics (7-12), English (7-12), Modern Language – Spanish (K-12), Special Education (7-12) [completed with a 7-12 content certification), Middle Level (4-8), Middle Level/Special Education (4-8/Pk-8), Early Childhood (Pk-4), Early Childhood/Special Education (Pk-4/Pk-8), Health (k-12), and Health and Physical Education. Advanced certification programs in the Teacher Education Unit include: Educational Leadership (Superintendent’s Letter of Eligibility), Leadership & Administration (Principal’s Certification), National Board Certification, Special Education Supervisor Certification, Reading Supervisor Certification, Speech Therapist Certification, and Instructional Technology Certification.

Initial certification candidates who pursue a major in any of the teacher education programs must complete requirements for admission to the teacher education program, maintain enrollment standards, complete a variety of field and clinical experiences, pass student teaching, plus meet certification standards. Advanced candidates must also meet admission standards, complete all program requirements, as well as certification standards in order to be recommended for certification.

Teacher Education Unit (TEU)

The Teacher Education Unit at East Stroudsburg University, administered through the College of Education, includes all faculty across the university who teach education courses or supervise education students. It is responsible for the governance of the teacher certification programs at East Stroudsburg University. The College of Education Dean serves as the head of the Teacher Education Unit and Chief Certification Officer for the university. In coordination with each

department, The Teacher Education Council coordinates existing policies and procedures related to teacher certification programs, proposes new policies for teacher certification programs, and reviews certification programs and their modifications as proposed by departments and faculties to ensure compliance with the standards of state and national accrediting agencies.

The Office of Field Experiences and partnerships is responsible for the coordination of the student teaching program and field experiences and professional development school partnerships prior to student teaching. Individual departments also coordinate field experiences within their programs.

Graduation and certification recommendations are made to the Chief Certification Officer (i.e. Dean of the College of Education) for transmittal to the Pennsylvania Department of Education and other state certification offices.

Admission Requirements for Initial Teacher Education Program

Program	Minimum Credits	GPA	ESSAY	Courses	Application	Faculty	Interview	Basic Skills	Other
Early Childhood (Pk-4) Middle Level (4-8)	48	3.0	Yes	MATH 105 Additional Math ENG 103 Literature Course	Yes	Faculty Vote	Yes	PDE Required Basic Skills: Reading, Writing, and Math	SPSEA membership PDE Required Clearances
Health & Physical Education	48	2.8	Portfolio	6 credits in math ENG 103 Literature Course	Yes	Interviewed by faculty; scored on admissions portfolio	Yes	PDE Required Basic Skills: Reading, Writing, and Math	PSAHPERD membership PDE Required Clearances
Health	48	3.0	Yes	6 credits in math ENG 103 Literature Course	Yes	Interviewed by faculty; scored on admissions portfolio	Yes	PDE Required Basic Skills: Reading, Writing, and Math	Health Professional Organization Membership PDE Required Clearances
Secondary Education (All Concentrations)	48	2.8	Yes	MATH 105 MATH 205 ENG 103 Literature Course	Yes	Interviewed by Faculty	Yes	PDE Required Basic Skills: Reading, Writing, and Math	Health Professional Organization Membership PDE Required Clearances
Special Education (PK-8/7-12)	48	3.0	Yes	MATH 105 MATH 205 ENG 103 Literature Course	Yes	Faculty Vote	Yes	PDE Required Basic Skills; Reading, Writing, Math	CEC membership Portfolio PDE Required Clearances

*Upon successful department screening, TEC must vote on final admission.

*Post-Bacc students are exempt from the Basic Skills Assessment and the Math & English Requirements. As per PDE correspondence 9/26/2018.

Teacher Education Unit Conceptual Framework:

TEU Mission & Vision:

The TEU's Mission & Vision are available at the following link: [Mission and Vision](#)

Beginning Educator Outcomes:

The TEU's Beginning Educator Outcomes (BEOs) are available at this link: [Beginning Educator Outcomes](#)

Master Educators:

East Stroudsburg University offers diverse opportunities for in-service educators to acquire further knowledge and strengthen their professional skills. While the Mission and Vision of the TEU guide both its initial and advanced certification programs, the TEU's advanced certification candidates are expected to master standards that are program-specific and have been aligned the Counsel for the Accreditation of Educator Preparation (CAEP) standards. The master educator outcomes are as follows:

1. Application of data literacy
2. Use of research and understanding of qualitative, quantitative, and/or mixed methods methodologies.
3. Employment of data analysis and evidence to develop supportive school environments.
4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
5. Supporting appropriate applications of technology for their field of specialization.
6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Knowledge Base & Learning Cycle:

The TEU's Knowledge Base & Learning Cycle is available at this link: [Knowledge Base & Learning Cycle](#)

Assessment Infrastructure and Continuous Improvement:

The TEU's Assessment Infrastructure and Continuous Improvement is available in the Dean's office.

Teacher Education Program Overview

The East Stroudsburg University undergraduate teacher education programs are housed in the College of Education, College of Arts and Science, and the College of Health Sciences. Successful graduates receive the degree of Bachelor of Science or Bachelor of Arts degree, as well as a recommendation for a certificate to teach in the schools of Pennsylvania. Graduates must apply for the teacher certificate through the Pennsylvania Department of Education after all program requirements are met and their degree has been conferred.

Curricula have been planned so that the graduate may be certified to teach in many other states without further course requirements and in most of the remaining states with minor additional training. Information and advisement in certification is available in the office of the Dean of the College of Education and appropriate departments.

Graduates are eligible to receive an Instructional I certification (provisional) which is valid for a period of six years of teaching in Pennsylvania. The Instructional I certificate must be made permanent after six years of satisfactory teaching in Pennsylvania and upon the completion of 24 semester credit hours of collegiate student at a state-approved baccalaureate degree granting institution or through in-service programs approved by the Pennsylvania Department of Education.

Requirements for Certification

The nature and importance of teaching requires that candidates who seek to enter the profession must possess unimpeachable character, above-average academic ability, and dispositional traits suitable for working with children and young adults. The faculty responsible for the teacher education programs perceive their ultimate obligation to be the students who will be taught by their graduates. Consequently, a candidate's admission to teacher candidacy and to student

teaching and final institutional recommendations for a teaching certificate are not achieved solely by meeting routine academic requirements. As the candidate, in each of these in each of these steps, progresses toward final certification, the faculty of the candidate's certification area exercise their professional judgement as to the candidate's competency for the teaching profession.

All candidates seeking certification must successfully complete procedures related teacher education program admission, monitoring, and exit criteria. Program admission procedures vary according to program. Procedures include faculty interviews, satisfactorily passing appropriate tests, completion of 48-60 hours of coursework by the time candidacy admission is decided, earning the appropriate quality point average and major quality point average, and the recommendation by department faculty. The coursework must include six hours of mathematics and six hours of English where three hours are writing courses and three hours are literature courses taught in English. Each department may require additional admission standards. Candidates are admitted to candidacy in a department's teacher education program upon satisfactory completion of all department admission requirements and having been accepted by the TEC by majority vote.

The candidate's progress and mastery of competencies are monitored while completing requirements in the program. Candidates, as stated before, must maintain the appropriate departmental general and major quality point averages. Each department provides each candidate with a copy of its program requirements, curriculum check-sheet and expectations. All applicants for teacher certification must be endorsed by the faculty advisor, the department, and the Dean of the College of Education who serves as the Chief Certifying Officer for the University.

The Pennsylvania Department of Education (PDE) requires that all certification applicants satisfactorily pass a state-approved basic skills assessment, complete two courses in mathematics, and two courses in English, one in writing and one in literature and submit Pennsylvania Criminal Background Clearance, and FBI Criminal Background Clearance (finger printing), and a Child Abuse History Clearance. In addition, the candidate must complete a teacher certification application.

Experienced non-degree teachers, graduates of other colleges or universities or others who need special assignments in student teaching, will have their individual programs planned and approved by the appropriate department and Dean of the College of Education. Transfer students' transcripts will be individually evaluated by the department chairperson to determine equivalent courses to be accepted.

Teacher Education Council Bylaws

In coordination with each department within the TEU, the Teacher Education Council (TEC) provides an avenue for the collective governance of the teacher certification programs. The Council administers existing policies related to teacher education, develops and proposes new policies related to teacher education, and reviews certification programs and their modification as proposed by departments and faculties to ensure compliance with the standards of state and national accrediting agencies. In an effort to accomplish, the TEC operates under the following bylaws:

1. Name:
 - a. The name of the organization is the **Teacher Education Council**
2. Purpose and Responsibilities:
 - a. The Teacher Education Unit (TEU) at East Stroudsburg University is managed within the College of Education. The TEC functions as an advisory body for the unit. As such, the TEC is a conduit for the shared-governance of the teacher certification programs at East Stroudsburg University. As an integral part of the unit, the purpose of the TEC is to coordinate the teacher certification programs at East Stroudsburg University. The TEC is responsible to insure that items related to certification are congruent with the laws that govern such in the Commonwealth (e.g. – screening of candidates).
 - b. The major responsibilities of the TEC are as follows:

- i. Make recommendations concerning proposed curriculum additions or changes (from appropriate departments and faculties) to the respective department or the COE.
- ii. Develop and recommend broad educational goals to the faculty and administration concerning teacher education.
- iii. Propose and communicate policies and endorse candidates for admission and retention in the TEU's certification programs.

3. Membership:

- a. The TEC represents a cross-section of professionals active in the teacher preparation process. It includes representation of teacher education faculty university-wide, public school teachers, students in the teacher preparation program, and a university administrator.
 - i. Membership shall consist of ten (10) faculty members from three schools with teacher education programs, three (3) public school teachers, two (2) students, the director of field experiences, and the Chief Certification Officer. The number of Council members is based on the number of teacher education majors. Membership will be reviewed every five years.
 - ii. Faculty members shall be elected at a regular school meeting by the respective schools at East Stroudsburg University. Representatives must be active teacher education faculty and the representation must include these areas: three (3) from the School of Arts and Sciences; two (2) from the School of Health Sciences and Human Performance; and five (5) from the College of Education.
 - iii. Two (2) student members (one undergraduate and one graduate) who are declared majors in programs leading to teacher certification shall be selected for the Council.
 - iv. Three (3) public school teacher members shall be selected from schools in the university's service area. Membership would be based on a rotating system to insure representation from different certification areas and school districts in the university's service area.

4. Teacher Education Faculty:
 - a. The teacher education faculty shall be defined as any full-time East Stroudsburg University faculty member who regularly teaches a teacher education course or supervises student teachers.
5. Council Organization:
 - a. The Chief Certification Officer (Dean of the College of Education) shall serve as the chairperson and will secure the services of a professional secretary to assist.
 - b. Each Council member is entitled to vote on each issue. Proxy votes may be given to another Council member.
 - c. Each Council member shall receive a copy of the by-laws and schedule of meeting dates and shall be expected to attend all meetings.
 - d. The term of service of faculty members shall be three (3) years, with one-third of the membership being elected each year. Initial membership will be elected for 1, 2, or 3 years.
6. Meetings:
 - a. Regular monthly meetings shall be held on a schedule to be prepared semi-annually by the Council (or chair) at the first meeting of each semester (or prior to the first meeting if developed by the chair).
 - b. Special meetings shall be held at the call of the chairperson or if 4 or more members submit a written request to the chairperson to convene a meeting with one week.
 - c. A quorum shall consist of six (6) voting members which includes at least four (4) faculty. Motions shall be determined by a plurality of members present.
7. Agenda:
 - a. Each Council member shall receive a copy of the agenda prior to the meeting.
 - b. The agenda shall generally follow: (1) Call to order; (2) Approval of the Minutes; (3) Approval of Candidates; (4) Committee/Dean's Reports; (5) New Business, (6) Curriculum, (7) General discussion; and (8) Adjournment.
8. Operation:
 - a. It shall be the responsibility of the Council to take action in such areas and matters identified in Section II of these by-laws.

- b. Proceedings and recommendations of the Council shall be recorded by the chairperson and distributed to each Council member. Also, Council minutes will be provided for Council members and available to department chairs and administration upon request.
 - c. The TEC is an advisory board, as such, curriculum related to teacher certification programs will be reviewed for compliance with department of education certification requirements and requirements related to accrediting bodies. The TEC will make curricular recommendations to departments submitting curriculum and to the COE for approval.
 - d. The chairperson shall appoint necessary ad hoc committees to investigate matters under the Councils' jurisdiction.
 - e. It shall be the duty of the chairperson to report any decisions or final action taken to the groups or individuals originating items for consideration.
 - f. The rules of order contained in Roberts' Rules of Order shall govern the Council where they are necessary and applicable.
9. Curriculum Approval Process:
- a. In accordance with the University-wide Curriculum approval process, all courses and programs must be approved by the University Curriculum Committee. Department teacher certification courses and program recommendations must be approved by the department where the course or program is located. In curricular matters pertaining to the Unit at large, curriculum should be submitted to the TEC for advisement. Course and/or program curricular recommendations are then submitted to the College of Education (including TEU representation) for approval. Once course and/org program curricular recommendations are approved by the COE, they are to be submitted to the University-wide Curriculum Committee approval. Following university policy, once approved by the UWCC, course and/or program curricular changes are reviewed by the Academic Dean's Council that acts as a recommending body for the Provost and Vice President of Academic Affairs. The Provost hold final approval for all course and/or program curriculum.



10. Amendments:

- a. Recommendations of by-laws may be amended at any time by a two-thirds action of the entire membership of the Council at two successive meetings.

Teacher Education Unit Program Policies:

1. *Certification Recommendation (February 23, 1993)*
 - a. Students must satisfy all program requirements to be recommended for the degree and teacher certification. This becomes effective immediately.
2. *Certification – Minimum Credits for Recommendation (February 22, 1194)*
 - a. A minimum of 9 ESU credits and/or major classes plus a regular student teaching/practicum experience must be satisfactorily completed before a student is recommended for a teaching certificate. This is applicable to any person with a bachelor's degree coming to ESU to complete a teacher certification program. Each department will designate a specific block of classes for each student. The student must earn a "C" grade or better in these designated pedagogy and major courses. Also, the student must satisfactorily meet all teacher education program requirements.
3. *Change in Testing Requirements for Admission into Teacher Education (March 29, 2000)*
 - a. Passing scores for the basic skills tests required for certification by the Pennsylvania Department of Education are part of the screening process to be formally admitted into the teacher education program at ESU.
4. *Praxis I and II Test Scores*
 - a. When a student is applying for certification, he/she must identify ESU as a test recipient site for all required certification tests.
5. *Student Teaching Opportunities (Revised July 3, 2012)*

- a. Student teachers are limited to a maximum of three quarter opportunities to complete their student teaching assignments. East Stroudsburg University's Teacher Education Council has established the following policy to aid students who are not successful. While the intention of this policy is to remediate unsuccessful candidates, this policy also provides a means to document insufficiencies when students fail a quarter of student teaching or are removed from the program.
 - i. When a candidate is not successful but is permitted to stay in their placement, the university supervisor and cooperating teacher will meet to identify the Beginning Educator Outcomes (BEOs) that are of concern. The university supervisor and cooperating teacher (in consultation with Director of Field Experiences and Partnerships) will document concerns and provide a plan for improvement for the candidate. The university supervisor and cooperating teacher will then conference with the candidate to discuss the BEOs of concern and the improvement plan that was developed to address them. A timeframe for improvement will be identified at this time. During this timeframe, the university supervisor and cooperating teacher will increase supervision. Candidates who successfully complete an improvement plan will pass for the quarter. Candidate who are not successful may withdraw if time (based on University policy) or circumstances (e.g. medical withdraw) permit. The improvement plan must be completed to be granted an additional student teaching assignment.
 - ii. When a candidate is not successful and is not permitted to remain in their placement (by request of the building principal) an improvement plan will be developed. As outlined above, the university supervisor and cooperating teacher (in consultation with the Director of Field Experiences and Partnerships) will develop the improvement plan based on the BEOs of concern. The university supervisor and the Director of Field Experiences and Partnerships will conference with the candidate to discuss the BEOs of concern and the improvement plan that was developed to

address them. A timeframe for improvement will be identified at this time. The candidate may elect to withdraw (based on University policy) or will receive a failing grade for the quarter. In both cases, the candidate must complete the improvement plan to be granted an additional student teaching assignment.

6. *Student Teaching – School Closures and Student Absences (Revised July 3, 2012)*

- a. The Pennsylvania Department of Education approved program at ESU includes a fifteen-week student teaching semester. It is divided into two separate 7.5 week placements. Our program is dependent upon a good working relationship with our host schools. Student teachers are integral parts of the entire instructional program of the host schools. We are guests in the school districts and our programs need to follow the public school calendar as closely as possible. As such, student should make every effort to have a perfect attendance and participation record. In order to maintain this productive partnership and guarantee the high standards of our program, our students need to follow these policies:
 - i. Students must satisfactorily complete two separate (7.5 weeks) student teaching experiences. The college supervisor is responsible for certifying that the entire (15 week) student teaching experience has been completed satisfactorily (as documented by a passing PDE 430).
 - ii. In the event of excessive school closures due to inclement weather, facility safety or teacher strikes, arrangements must be made with the cooperating teacher, college supervisor and student teacher to satisfy each student teaching experience (e.g. alternate assignment).
 - iii. In the Event of excessive absences of the student teacher due to personal illness or family concerns, arrangements must be made with the cooperating teacher and college supervisor to satisfy each student teaching experience (e.g. extended assignment or alternate assignment).

7. *Student Teaching Admission (April 25, 1995).*

- a. Students planning to student teach in the fall must satisfy all teacher education program admission criteria by August 1st. Students planning to student teach in

the spring must satisfy all teacher education program admission criteria at the end of the fall semester. Admission criterial include:

- i. 2.8 minimum cumulative GPA (or as specified by department) and a major GPA as determined by the department.
- ii. A grade of “C” or better in all major classes.
- iii. No “I” grades in major classes.
- iv. Pass PDE-approved Basic Skills Assessments.
- v. Submit Act 34 Pennsylvania Criminal Background Clearance
- vi. Submit Act 151 Child Abuse Clearance
- vii. Submit Act 114 FBI Criminal Background Clearance
- viii. Department Program Screening

8. Spring Break During Student Teaching

- a. Student teaching during the spring semester requires candidates to follow breaks of the district in which they are student teaching, not the university spring break.

9. *Teacher Education Program Admission and Coding System (September 25, 1989).*

- a. New and transfer students apply and are admitted to ESU through the admission office. Transfer students must have a minimum 2.8 quality point average for teacher education programs. Some specific programs require a 3.0 for admission.
- b. Once admitted to ESU, students are assigned advisors and a departmental attribute with probationary status.
- c. Students satisfactorily complete a minimum of 48 total credits to apply for formal admission into the teacher education program. Students must satisfactorily meet all admission requirements for the teacher education program.

10. *Teacher Certification Center (February 5, 1992).*

- a. The Teacher Certification Center is responsible for contacting ineligible students who enroll in teacher education classes. Each student, professor and advisor receives a letter. The student is removed from the class list. He/She may be re-enrolled if his/her quality point average reaches program admission criteria. Each department has an ‘introduction type’ class that is open to all students. Major only classes are affected.

11. Teacher Education Program Organization Plan (February 26, 1992)

- a. Teacher Education Faculty:
 - i. Teach at least one teacher education class each year or supervises student teachers.
 - ii. Serve as a member of the teacher education faculty
 - iii. Select representative to Teacher Education Council (TEC)
- b. Teacher Education Council
 - i. In collaboration with departments, responsible to govern teacher education programs
 - ii. Elected representative from each major certification program
 - iii. Two student representative and (1-3) public school teachers from 2-3 school districts
 - iv. Director of Field Experiences and Partnerships
 - v. Responsible for programs, courses, and standards
 - vi. Chaired by Chief Certification Officer
 - vii. Subcommittees: Appeals and Act 48
- c. Teacher Certification Center
 - i. Central office to answer teacher certification questions and refer students to appropriate departments.
 - ii. Maintains teacher education records
 - iii. Assist in processing initial admission applications to the teacher education program through the TEC and respective departments.
 - iv. Monitor admission and exiting standards
 - v. Teacher Certification Specialist responsible to the certification officer and TEC
 - vi. Coordinate program follow-up studies
 - vii. Located in the office of the Dean of the College of Education
- d. Departments with Teacher Certification Programs
 - i. Responsible for curriculum and instructional delivery systems
 - ii. Elect TEC representatives
 - iii. Teach classes and supervise student teachers

- iv. Responsible for maintaining departmental requirements and TEC standards
 - v. The department is responsible for specific certification program
 - vi. The department chairperson, in consultation with other faculty, is responsible for recommending eligible students to the certification officer for the ESU certification recommendation to PDE
 - vii. May establish standards higher than TEC minimums
 - viii. Responsible for maintaining admission, monitoring and exiting criteria
 - ix. Review and respond to annual follow-up studies
 - x. Sponsor advisory councils of teachers in the field
- e. Office of Field Experience and Partnerships
- i. Responsible for coordinating student teaching placements
 - ii. Serve as primary contact with area school systems
 - iii. Assist in early field experience placements
 - iv. Maintain similar supervision standards and requirements for all programs
 - v. Supervisors must follow the Guidelines for University Supervisors of Student Teaching
 - vi. Coordinated by Director of Field Experience and Partnerships
 - vii. Maintain other reasonably duties as assigned by the Dean of the College of Education
- f. Office of Assessment and Accreditation
- i. Maintain and distribute TEU unit-wide assessments and program-specific assessments (e.g. Binders)
 - ii. Collect and organize performance data for analysis by the Unit
 - iii. Maintain appropriate data for PDE Major Review
 - iv. Maintain records related to student certification testing
 - v. In coordination with the Director of Field Experiences coordinate training for students, faculty, and Pk-12 partners related to assessment expectations for grading and the collection of data.
 - vi. Electronic communication center for students, faculty, and Pk-12 partners
 - vii. Conduct surveys and other data collection instruments needed for state

12. Infraction Appeal Process (Revised July 3, 2013)

a. Pennsylvania Law, Act 114 requires that all individual having contact with children in public and private schools, including student teachers, complete background clearances in order to help ensure the safety and welfare of the children and young adults they serve. These clearances must be infraction-free and valid during the entire student teaching semester(s). These clearances include Act 34 (PA State Police Report), Act 151 (PA Department of Child Welfare Child Abuse History Clearance), Federal Criminal History Report (FBI) and Act 24.

i. Appeals Committee Process:

1. In accordance with Act 114, undergraduate and graduate teacher certification programs at East Stroudsburg University require teacher certification candidates to submit acceptable clearances prior to being admitted into teacher certification programs. These clearances must remain infraction-free and valid at any time a student enters a school facility. As such, students must submit acceptable clearances prior to being admitted into teacher certification programs and maintain valid, infraction-free clearances through completion of ESU's certification programs.
2. Students who receive an infraction on their Act 34, Act 151, FBE, or Act 24 clearance(s) must report the infraction immediately to their professor, academic advisor, department chairperson, or the Director of field Experiences and Partnerships.

a. Student Responsibility:

- i. It is the responsibility of the student to contact the Director of Field Experiences and Partnerships to discuss the possibility of pursuing the Appeal Process in regard to an infraction on a clearance report. Please know that some infractions have been identified by the department of education that disqualify a candidate to teach in the Commonwealth.

ii. After discussing the infraction with the Director of Field Experiences and Partnerships and determining that an appeal is warranted, the student must complete the following:

1. Provide copies of clearances that identify the infraction
2. Submit copies of court records regarding infractions
3. Provide documentation that indicates the student's involvement in rehabilitation, community service and any other personal endeavors that reflect positively on the situation
4. Obtain three letters of testimony or recommendation from community members, employers and faculty that provide character references for the student as an individual
5. Provide a self-written letter of appeal to the appeal committee regarding the situation, highlighting areas for personal growth and/or rehabilitation
6. Inform department chair(s) of their intention to pursue the appeal process

b. Appeal Committee Responsibility:

- i. If the decision is made to allow the student to continue in a teacher certification program, the appeal committee may establish certain conditions for reinstatement. For example, if the infraction involved the use of drugs or alcohol, the student may be asked to submit documentation of his/her ongoing efforts for rehabilitation. Other infractions

may be examined in a similar manner. The student must agree to these conditions, in writing, before the appeal will be granted.

- ii. If the appeal committee grants the appeal to the student, the reasons and conditions (if any) will be clearly stated in writing. All members of the appeal committee will sign the written statement before it is submitted to the student

c. Placement for Student Teaching:

- i. Students for whom the appeal process is successful are required to sign a Statement of Disclosure for the Director of Field Experiences and Partnerships with the student's permission to share the nature of the infraction with potential school district personnel regarding placement for student teaching and/or other field placements. Disclosure with school personnel will be on a "need to know" basis only.
- ii. Should the student be allowed to continue in the program, it is understood that the Office of Field Experiences and Partnerships will contact a maximum of four (4) school district requesting placement of the student for student teaching. Should the Office of Field Experiences and Partnerships be unsuccessful finding placement in four (4) districts, the appeals committee will be notified and will inform the student that the university is unable to secure student teaching placement. At this point the student will be removed from his/her program of study leading to teacher certification and provided with assistance in

changing the major to one that does not require teacher certification.

d. Types of Offenses:

i. Students who have infractions that are identified as Summary Offenses may be eligible for teaching certification. Although summary Offenses need not be reported on the Teacher Certification Application, such offenses will prevent a student from admission into a teacher education certification program, classes involving admittance into building bound by Act 114, and student teaching, unless the Appeal Process was successful. As a result, the appeal committee, prior to admittance into a teacher certification program and semester of student teaching, must review all Summary Offenses. Students with infractions must complete all items designated in the Student Responsibility section in order to qualify for a review by the appeal committee.

ii. Misdemeanor or Felony Offenses:

1. Misdemeanor or Felony offenses are serious infraction which may result in the student being ineligible for teacher certification in the state of Pennsylvania. Students who have criminal record infractions which are identified as Misdemeanor or Felony offenses, are required to complete the following requirements prior to seeking an appeal from the appeal committee:

a. Contact the Pennsylvania Department of Education to

determine the feasibility of receiving teacher certification from the Commonwealth and to report results to the Director of Field Experiences and Partnerships.

- b. If it is determined that the student is eligible for teacher certification, then the student must complete all items designated in the Student Responsibility section in order to qualify for the appeals process.

13. Expedited Appeals Process (Revised July 3, 2012)

- a. Students who have Summary Offenses may apply for an Expedited Appeal if the following conditions are met:
 - i. The infraction is only a Summary offense
 - ii. The infraction did not involve any violence
 - iii. The infraction took place more than two years prior and had not been repeated
 - iv. The student had completed an explanation letter and has included proof of good citizenship in the form of at least three letters of recommendation. At least one letter should be from a professor from the students department.
- b. If the student chooses the Expedited Appeals Process, the Director of Field Experiences and Partnerships will forward submitted paperwork – with the student’s name omitted – to members of the Appeals Committee. The Appeals Committee for an Expedited Appeal consists of three Teacher Education unit professors only one of whom may be from the student’s major department. The members will individually review the submitted files and confer by phone or email. If all members agree that the student may continue in his/her teaching program, the decision is forwarded to the Director of Field Experiences and Partnerships who will inform the student and the chair of the student’s major

department of the decision. If the members do not agree, the student must apply for and use the full appeals process.

14. Policy for Admission to Teacher Education Programs at ESU (August 22, 2002)

- a. Undergraduate teacher education students in figuring the GPA for admission to the teacher education program, the following shall be used:
 - i. If 12 hours or less transferred courses, the ESU GPA shall be used
 - ii. If more than 12 hours transferred, the combined GPA shall be used (GPA at all other institutions combined with GPA at ESU).
 - iii. Students may appeal to request the use or non-use of transfer courses to be used in calculating the GPA for admission, but if they are used, all courses taken at other institutions must be used, not only selected ones.
- b. For program exit, the ESU GPA shall be used. Individual appeals must come before the TEC
 - i. Appeals to the TEC must include copies of all transcripts and a letter delineating reasons for the appeal.

15. Admission Requirements for Graduate Programs in Teacher Education and/or Certification (February 2, 2004)

- a. Minimum standards for admission with full graduate standing for any educator program (individual programs may have additional requirements):
 - i. Bachelor's degree from an accredited college or university
 - ii. Two letters of recommendation from persons who have taught or supervised candidate. All letters of recommendation must be sealed and bear the signature of the author.
 - iii. An overall undergraduate minimum grade point average of 3.0
 - iv. A one-page professional resume
 - v. Each program may also have additional requirements, which shall include one or more of the following: a score on the Graduate Record Exam; Millers Analogy Test; and interview; an educational goal statement; or a portfolio

- b. Conditional admission for graduate students:
 - i. If the applicant does not meet the GPA requirements listed above but has an overall undergraduate GPA of at least 2.5 he/she may request conditional admission. Continuation of Graduate Study is dependent upon satisfactory completion of stated deficiencies and the filing of an acceptable Plan of Study prior to the completion of nine (9) to twelve (12) graduate credits.
 - ii. Deficiencies are stated at the time of application to a degree program. They may be corrected by taking:
 - 1. Required undergraduate or graduate courses
 - 2. Proficiency examinations
 - 3. Auditing specific course.
 - iii. The student is required to fulfill all deficiency requirements in his/her program and to have achieved a 3.0 quality point average and a B or better in all courses in his/her graduate work by the time he/she has completed 9-12 graduate credits. At this time, Full Admission is achieved when the Plan of Study is submitted and approved.
- c. Initial Teacher Certification admission for Graduate Students
 - i. Students entering a program for initial teacher certification, either with or without the master's degree option, are required to fulfill additional requirements for entry and matriculation in the teacher education program.
 - ii. Students must be formally admitted to the teacher education program prior to or upon completion of 12 graduate credits. Admission to the teacher education program requires:
 - 1. Complete faculty interviews
 - 2. Earn a minimum overall ESU QPA as identified by PA law (3.0)
 - 3. Complete all clearances as required by PA law
 - 4. Any other specific departmental requirements.
 - 5. Be recommended by departmental faculty and approved by the Teacher Education Council

16. Student Complaint Process; TEU

- a. Student Rights (from the ESU Student Handbook)
 - i. Protection against improper academic evaluation:
 1. Students are protected against prejudice, arbitrary or capricious academic evaluation of the courses through faculty contracted responsibilities and standards of academic professional conduct. Students are responsible for maintaining standards of academic performances established for courses in which they are enrolled. Students alleging a prejudice, arbitrary or capricious academic evaluation may appeal directly to the faculty member involved. Should a mutual understanding not be reached at this level, student may then appeal to the department chair, the academic dean of their school and the Provost/Vice president for Academic Affairs, in that order. Students of a protected class alleging discrimination or sexual harassment after exhausting the remedies noted above should express their concerns to the Director of Diversity and Equal Opportunity. Students with disabilities should bring their concerns to the ADA Coordinator/Learning Disabilities Counselor.
- b. Student Complaints Process for the Teacher Education Unit:
 - i. This process shall be exactly as stated in the Handbook and given above. Students with a complaint should first address the complaint with the professor involved. If the complaint is not resolved by mutual understanding, the student should appeal to the department chair, the dean of the College of Education, and the Provost/Vice President for Academic Affairs – in that order.
 - ii. Once a complaint goes beyond the level of the professor, the appropriate personal should fill in the form below and keep a file of all meetings and other data on the situation. When the complaint is settled, all forms and supporting data should be sent to the Office of the Dean of the College of Education. The Dean's office will maintain a file of all such complaints and their resolutions

**East Stroudsburg University Teacher Education Unit
Student Complaint Form**

Date:

Name of Student:

Name of Administrator:

Title:

Complaint (Please provide a written description of your complaint, including any supporting documents you may wish to provide – You may use further pages if needed:

Resolution:

Signed

Student:

Administrator:

Guidelines for University Supervisors of Student Teachers

Listed below are the duties and responsibilities for university supervisors of ESU student Teachers:

1. Complete the Teacher Education Unit online training module for supervisors.
2. Visit each new cooperating teacher and student teacher for orientation purposes as early as possible. This visit is referred to as the “Hello Visit.” During this visit, the university supervisor should retrieve the following materials: Classroom schedule, contact information form, and any other initial information about the placement or student teacher responsibilities deemed necessary. The university supervisor should also verify with the cooperating teacher that they have access to TK20 for completion of the required assessment forms, payment card, and evaluation items.

- 3.** The first observation of each student teacher should be conducted within the first 2-3 weeks. If a “Hello visit” was not conducted (because the cooperating teacher is not new), all of the items outlined in step 2 should be conducted at this time. During each visit, the prescribed unit-wide assessments should be the focus of the observation, with the supervisor providing feedback and time for reflection on progress. The second observation should be conducted during weeks 3-5 and the final observation should be conducted during weeks 5-7. Naturally, the prescribed unit-wide assessments (see checkpoints) should be completed and submitted to TK20 by the final observation.

 - a.** Upon entering each school building, supervisors should contact school office personnel and follow the building’s normal sign-in/sign-out procedures. The university supervisor should also wear their ESU name badge and any additional identification required by the school.
 - b.** The university supervisor should discuss the results of the observations immediately following each observation with the student. The university supervisor should also meet with the cooperating teacher to review the observation and share any concerns. Student teachers who are experiencing difficulties, who need additional support, or who request more feedback should be observed more frequently. In all cases, university supervisors should provide written feedback in the form of the unit-wide assessments.
 - c.** Inform the Department Chairperson and the Director of Field Experiences and Partnerships of any student teacher who is experiencing difficulties. Any such problems that the student teacher is experiencing should be documented in writing. If an improvement contract is needed, it should be developed as early in the quarter as possible. When completing a contract, follow the guidelines for “unsuccessful Student Teaching Procedure” outlined below in this Policy Manual.
- 4.** At the completion of a student teacher’s experience at the end of each quarter, complete all evaluation forms in TK20. This includes 1) PATCEA, 2) SLO, 3) Dispositions, 4) ITA, and 5) any other department-specific assessments required.
- 5.** The university supervisor and the content supervisor should communicate to share their views on the student’s progress and to develop a schedule for their observations. When

the student transitions from their first placement to their second placement, the university supervisors should communicate with one another regarding the student's progress.

6. Keep a daily record of mileage, tool fees, and lunch costs. This information should be submitted to the Office of Field Experiences and Partnerships using the appropriate form at the end of each month. University supervisors must claim the shortest distance between the university and school or home and school.
7. At the conclusion of each semester, a university supervisor's typed recommendation regarding each student teacher should be submitted to the student and it is recommended that this letter be uploaded to TK20. In the event that two supervisors have worked with the same student, it is the responsibility of each supervisor to prepare a recommendation for the student's placement file. If two certification areas are involved, it is important that two separate recommendations be completed.
8. Throughout each placement it is also important to upload artifacts (examples are included on unit-wide assessments where appropriate) in support of grading to TK20.
9. Recommend potential cooperating teachers to the Office of Field Experiences and Partnerships.
10. Attend all Supervisor Meetings
11. Fulfill all responsibilities as described in the Collective Bargaining Agreement.

Unsuccessful Student Teaching Policy

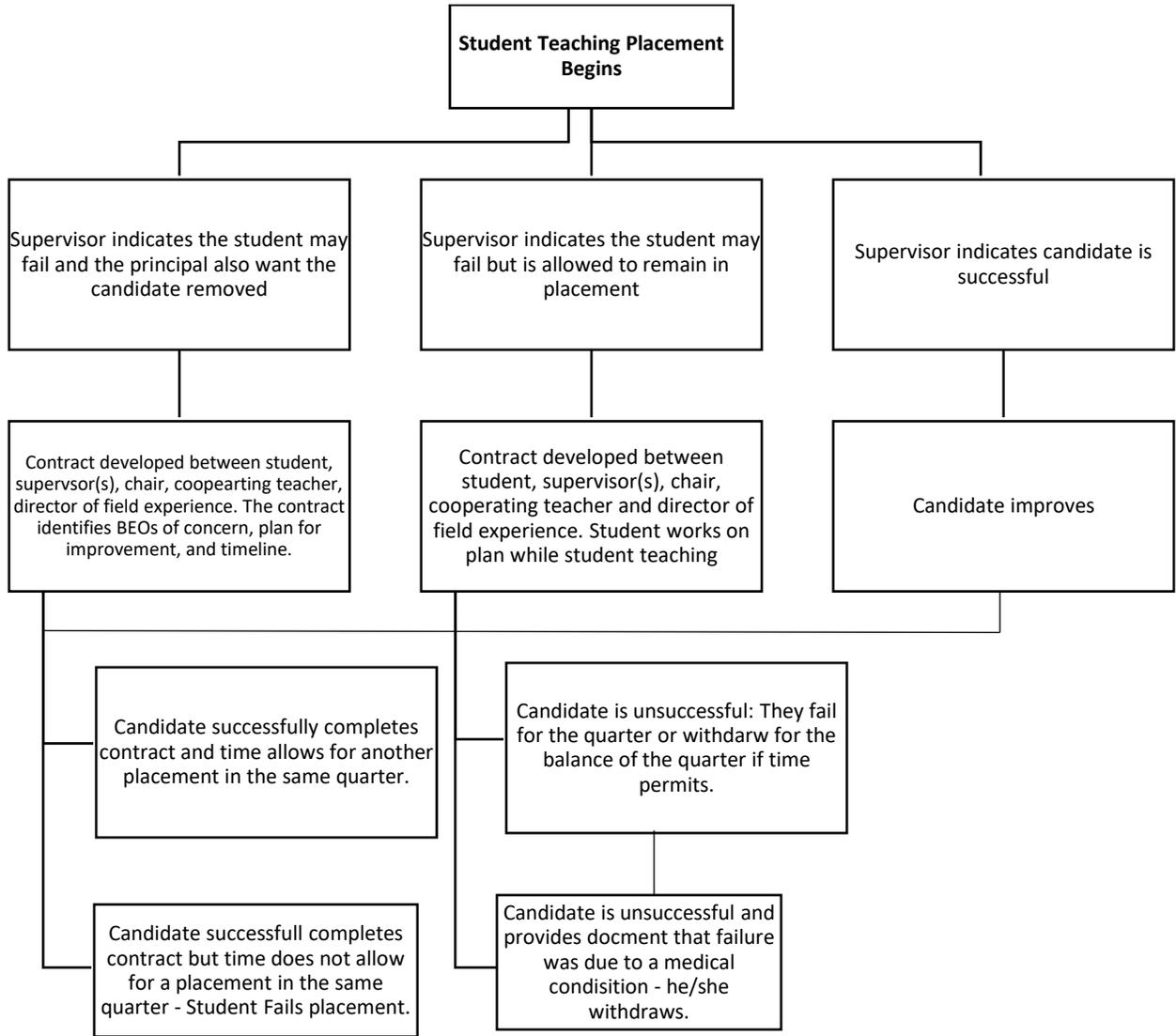
East Stroudsburg University's TEU recommends using the following documents and evidence to remove a candidate from an assigned clinical experience. The cooperating teacher and the university supervisor meet to assess and document weakness in the candidate's demonstration of each of the Beginning Educator Outcomes on the appropriate unit-wide assessment (e.g. PATCEA, SLO, ITA, Dispositions). The university supervisor and the cooperating teacher conference with the candidate on identified weaknesses and outline a schedule of learning experiences with a timeline and improvements required (i.e. Improvement Contract). The Improvement Contract should be written in collaboration with the Director of Field Experiences and Partnerships and communicated to the respective department chairperson and Dean of the College of Education respectfully. The improvement plan should be signed by the cooperating teacher, university supervisor, student, and the Director of Field Experiences and Partnerships.

School building principals may request the removal of a candidate from their school. Such requests are written and reference the candidate's violation of the University's School District Affiliation Agreement. The Director of Field Experiences and Partnerships will, in consultation with the candidate's cooperating teacher, university supervisor, design an Improvement Contract. The contract will identify areas of concern, required expectations and a timeline for improvement. It may be necessary for the Director of Field Experience and Partnerships to alter the timeline for the candidate to complete student teaching (in agreement with the supervisor).

Candidates are limited to a maximum of three opportunities to successfully complete twelve units of the clinical experience. An opportunity is defined as a half of a semester (one quarter, approximately 7.5 weeks). Candidates experiencing difficulties during the clinical experience have the following options. Candidates receiving an unsatisfactory grade may withdraw or proceed conditionally into the second opportunity by satisfying a specific three-week action plan developed by the university supervisor. Candidates who receive a failing grade for the first assignment may request a second opportunity to complete the clinical experience. The requesting candidate will need to complete an individualized improvement program during the next quarter or semester.

The Individualized Improvement Plan will include specific objectives related to the TEU's BEOs identified by the university supervisor, cooperating teacher, other ESU faculty and the Director of Field Experiences and Partnerships. Candidates will provide artifacts of evidence of improvement and change to their university supervisor for evaluation. Successful candidates will receive a formal recommendation from their university supervisor. The candidate's name and recommendation will be submitted to the Department Chair for approval to complete the clinical experience. The candidate will need to re-apply to student teach to be placed. Candidates who receive a second failing grade must withdraw from the teacher education program.

Contract Flowchart



Teaching Internship

East Stroudsburg University offers a special opportunity for individuals who have already earned a Bachelor's Degree and are considering teaching as a career. The Teaching Intern Program allows qualified graduates to teach in secondary schools of Pennsylvania prior to completing all the traditional requirements. Candidates who have secured a teaching position (as documented by a signed contract with a school district) can qualify for internship consideration.

The minimum requirements to qualify for the 3-year state Teaching Intern Certificate are:

1. Candidate must complete any academic course determined by the department in which the candidate seeks certification.
2. Candidate must successfully pass all required Praxis II tests.
3. Candidate must purchase TK20
4. Candidate must successfully complete initial graduate level education courses [PSED 516, PSED 520, PSED 5-6 Teaching of...]

The student teaching requirement is met through the Intern Program while teaching in an assigned school. Students are supervised through the university and must apply, register (Enrollment Services), and pay for student teaching. Student teaching assignments for Interns are conditional. As soon as a student accepts an Internship assignment from a school district, the Intern must notify the Office of Field Experiences and Partnerships.

Through participation in coursework and counseling, interaction with the university advisors and cooperation with employing district mentor, a continuum of support will be provided during the intern period.

Workload for Supervision of Student Teachers

The ESU administration agreed to the following workload policy for the supervision of student teachers (when budgetary conditions allow):

1. Five (5) student teachers/semester will be equivalent to one course (3 credits).
2. Content supervisors shall be the equivalent of .33/student/semester.

PDS Building Liaison Stipend Policy

To assure equity in the Building Liaison Stipend the ESU PDS Executive Council has proposed the following policy effective Spring 2017 semester.

The Building Liaison serving as “point person” for Primary I and/or Middle Level students will receive \$100 per semester regardless of the number of ESU students if no Primary II students are placed within the building.

Each Building Liaison who hosts Primary II will receive the following stipend based on the number of students for which he/she is responsible during the semester and acting as “point person” for Primary I and Middle Level students. Hosting Primary II students also requires preparing and providing 6 professional development sessions for the students. If there are more than one liaison, they need to split the stipend.

<u>Students</u>	<u>Stipend</u>
1-3	\$250
4-8	\$400
9-12	\$600
13-18	\$800

Examples:

- ABC Elementary has 4 Primary II students and 3 Primary I students. He/She receives \$400 for the number of students.
- DEF Elementary has 2 Primary II students and 4 Primary I students. He/She receives \$250 for the number of students.
- GHI Elementary has 0 Primary II students, 0 and Primary I students, and 0 middle level but there are 3 student teachers in the building. He/She receives \$0 for the number of students.
- LMN Elementary has 0 Primary II students and 2 Primary I and 4 Middle Level. He/She receives \$100 for the leadership role of “point person.”
- PQR Elementary has 14 Primary II students 10 Primary I students. He/She receives \$800 for the number of students.
- XYZ Elementary has 15 Primary II students and two building Liaisons. They split \$800 based on students they are each responsible for.