



Department
of
Early and Middle Grades
Education

Undergraduate
Program Handbook

For Students Entering the
Middle Grades Preparation Program
Grades 4 through 8
Academic Year 2020-2021

College of Education and Social Work
West Chester University
West Chester, Pennsylvania 19383
610-436-2944

Important Dates and Reminders

- ✓ Review the WCU College of Education and Social Work website regularly for information related to clearances, PDE regulations, testing, and program-related changes.
- ✓ Clearances
 - Renew your clearances once each year.
 - Adhere to communications regarding specific dates.
 - Scan your clearances by the dates provided on the Candidate Services website. <https://www.wcupa.edu/education-socialWork/clearances.aspx>
- ✓ On D2L, complete your CESW Professional Dispositions Training in your first semester.
- ✓ See your advisor every semester BEFORE your enrollment appointment.
- ✓ Attend a Teacher Candidacy session during your first year.
- ✓ Check the bulletin board on the first floor of Recitation Hall for information regarding courses, field locations and sections, testing, and faculty office hours.
- ✓ Complete your 20 hours of pre-approved, unpaid community service before you begin your third semester.
- ✓ Complete the Basic Skills Tests during your first year (check the WCU website for all passing options, including SAT/ACT scores).
- ✓ Apply for Teacher Candidacy once you have earned 48 credits (usually by the end of the third semester) and before earning 60 credits.
- ✓ Attend a mandatory student teaching pre-registration meeting one year before student teaching [Notification sent by the Office of Clinical Experiences and Candidate Services]
- ✓ Attend a Department Certification and Career Planning Meeting one semester before student teaching. [Notification sent by EMGE Department]

Foreword

Welcome to the Department of Early and Middle Grades Education. In an atmosphere of mutual respect and trust between and among faculty and candidates, the Department—in conjunction with other departments throughout the University and with area school districts and school sites—prepares candidates to be professional educators excited about teaching and committed to life-long learning.

The Department of Early and Middle Grades Education provides programs that are based on the principles of developmentally responsive practice and research-based decision making. The Department prepares teachers to serve the needs of diverse populations of children and young adolescents through the development of active, constructive, and collaborative approaches to teaching and learning. Many co-curricular clubs and service opportunities complement the Department's programs; candidates are encouraged to explore the many opportunities the campus offers.

Many graduates of the Department teach in Pennsylvania. In addition, West Chester University's graduates have obtained teaching assignments in schools across the nation and are well prepared for teaching in American schools abroad, for work with agencies such as the Peace Corps, and for rewarding careers in a variety of settings that serve the needs of children and young adolescents.

Many graduates pursue advanced degrees. They are well prepared to enter institutions with strong graduate programs in education and related fields.

We, the Faculty, offer you best wishes for a successful and rewarding undergraduate education at West Chester University in the Department of Early and Middle Grades Education.

Revised, May 2015

Mission Statement

Department of Early and Middle Grades Education

We, the faculty in the Department of Early and Middle Grades Education, support the preparation and professional development of pre-service and in-service teachers.

We are dedicated to improving educational practice, advancing educational knowledge, and supporting the knowledge, skills, and dispositions that characterize educators who are passionate in their commitment to improving the life chances of children, adolescents, and their families.

We believe that quality learning experiences are active, collaborative, constructive, and continuous processes that are responsive to context, accessible and valuable to all learners, and contribute to the development of informed citizens.

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Degree Guidance Sheet
Middle Grades Preparation—Grades 4 through 8 (124 credits)
 (Revised- May 2020)

GENERAL EDUCATION REQUIREMENTS

I. Academic Foundations (19 credits)

English Composition I WRT 120 (3)	First Year Experience Course FYE 100 (4)
English Composition II WRT 200, 204, 205, 206, 208 or 220 (3)	Diverse Communities Course ^LAN/ENG 382 (3) (J) Teaching English Language Learners (ELLs) PK-12
Mathematics MAT 101 (3)	Interdisciplinary Course ESS 102 (3), SCB 102 (3), or SCB 210 (3) Utilized for 4-8 certification science requirement.

II. General Education Distributive Requirements (21 credits)

Sciences (6 credits)	Behavioral and Social Sciences (6 credits)	Humanities (6 credits)	Arts (3 credits)
Please see reverse for options that can be utilized for 4-8 certification science requirements.	GEO 101 PSC 100 GEO 101 and PSC 100 are utilized for 4-8 certification social-studies requirements.	LIT 220 Children’s Literature HIS See reverse for HIS options for 4-8 certification social- studies requirements.	Students may choose any 3 credit approved General Education Arts class (see catalog for approved options)

III. General Education Electives (9 credits)

Nine credits of general-education electives are required for graduation. Students wishing to graduate in 123 credits, and be eligible for grades 4-8 certification, must utilize their electives to complete their chosen area(s) of concentration. See reverse.

IV. Writing Emphasis Courses

The following program requirements will meet the writing emphasis requirement: MGP220, MGP 335, EDR 306
 Three writing emphasis courses are required for students with 0-39 transfer credits; two for students with 40-70 transfer credits; one for students with more than 70 transfer credits.

PROFESSIONAL PREPARATION FOR GRADES 4-8 TEACHER CERTIFICATION

I. Teacher Candidacy and Testing Requirements

Teacher Candidacy Requirements: 48 earned college level credits; 2.8 cumulative GPA; Pass Basic Skills Tests, 6 earned credits in college-level English composition and literature taught in English; 6 earned credits in college-level mathematics; 20 hours of preapproved, unpaid community service; Departmental approval. *Submit Declaration of Concentrations with application.*

Testing Requirements:

Basic Skills Tests: Complete before earning 48 credits. 3 modules: Reading, Mathematics, & Writing (see WCU COE website for Basic Skills Test Options)

Praxis II (ETS): Take before student teaching/pass for certification.

Praxis II for all MGP students: PA Grades 4-8 Core Assessment (5152);

Praxis II tests for concentrations: PA G 4-8 SC: English Language Arts (5156); PA G 4-8 SC: Mathematics (5158); PA G 4-8 SC: Science (5159); PA G 4-8 SC: Social Studies (5157)

II. Middle Level Core--required of all students wishing to obtain grades 4-8 certification (27 credits)

EDA 103 Foundations of Special Education (3)	^+ERM 354 Assessment for Learning—Middle Grades (3) (MGP 220) E
^EDP 200 Middle Grades Cognition (3)	^+SCE 330 Science Methods for Middle Level (4-8) Education (3)
^ EDP 201 Young Adolescent/Adolescent Development and Learning Theories (3)	+EDT 349 Technology Tools to Transform Teaching and Learning (1)
^ MGP 220 Field Experiences and the Middle-Level Environment (3) (EDP 200, EDP 201) W	^+MGP 335 Teaching Social Studies in Middle Grades(3)(MGP 220)W
+EDA 303 Special Education: Processes and Procedures for General Educators (2) (EDA 103)	EDR 345 Literacy Development and Students in Inclusive Classrooms (3) (EDR 306, 308)

Key: ^course with field component, clearances needed: PA Criminal Background, PA Child Abuse, FBI Fingerprinting, and tuberculosis test results; **Review class notes for required field times, and consult Department materials regarding placements and special conditions for field course sections; Follow procedures for scanning field clearances to remain enrolled in field classes; Review course pacing guide for field sequences.** + course requires teacher candidacy; J =Diversity course; I=Interdisciplinary course; W=Writing Emphasis; () courses listed in parentheses are prerequisites; SE= Speaking emphasis; E=Ethics emphasis

III. Academic Content Area Concentrations

- Students wishing to obtain certification to teach in grades 4-8 must complete a minimum of 12 credit hours of “generalist” coursework in each of four academic content areas: Mathematics, Reading/Language Arts, Science and Social Studies.
- Students must complete a total of 30 credits of concentrated coursework in one of the four areas *or* 21 credits of concentrated coursework in two of the four areas. (The 12 credits of generalist coursework are applied towards the 21 and 30 credit options.) Students choosing two, 21-credit, concentrations must include math or science as one of the two areas.
- Students are encouraged to choose their concentration(s) based on their area(s) of interest for grades 6, 7, and 8 teaching. All degree requirements can be completed in 123 credits. **Refer to department bulletin board for additional information about course offerings.**

Reading/Language Arts

All students must complete the generalist 12 credits. See course catalog for prerequisite courses.		
12 credit generalist area	21 credit concentration	30 credit concentration
EDR 306 (3) Teaching Language Arts 4-8 W SE (EDP 201) EDR 308 (3) Foundations in Reading 4-8 (EDP 201) ^+EDR 318 (6) Reading Instruction and Practicum (MGP 220, EDR 306 & 308)	12 credit generalist area plus: EDR 420 (3) Content Area Reading +ENG 391 (3) Writing and Teaching Writing in the Middle School LIT 398 (3) Young Adult Literature (LIT 220)	21 credit concentration plus: ENG 194 (3) <i>and</i> one of the following: EDR 422 (3) or EDR 200 (3), or LIT 360 (3) <i>and</i> one of the following: EDR 321 (3) or LIN/ENG 230 (3)

Sciences

All students must complete a minimum of 12 generalist credits, nine of which are general education and “I”. Students choosing a science concentration must plan generalist credits that serve as prerequisites to upper level science classes.		
12 credit generalist area	21 credit concentration	30 credit concentration
All students must complete: ESS 102 (3), or SCB 102 (3), or SCB 210 (3) Select three courses in three of the five areas below: SCIENCE CONCENTRATORS SEE NOTE IN 21 CREDIT LIST [<i>BIO & ESS Recommended</i>] 1. ESS 101 (3) (gives access to courses in 21 cr) 2. BIO 110 (3) <i>or</i> BIO 100 (3)-see note in 21 cr. 3. CHE 107 & CRL 107 (5) <i>or</i> CHE 103 (3) & CRL 103 (1) 4. PHY 130 (4) 5. SCI 101 (3) <i>or</i> SCI 102 (3)	12 credits from generalist area plus: 9 advanced credits chosen from courses below. PREREQUISITES MUST BE COMPLETED IN ORDER TO TAKE ADVANCES COURSES 1. ESS 201, 204, 301, 307, 330, 331, 370 2. BIO 204, 214, 215, 217 (prereq. BIO 110 <i>or</i> BIO 100 with an A or A- <i>Students are encouraged to take BIO 110</i>) 3. CHE 230 <i>or</i> CHE 104 & CRL 104 4. PHY 140	12 credits from generalist area plus: PREREQUISITES MUST BE COMPLETED IN ORDER TO TAKE ADVANCES COURSES ESS 111 or PHY 105 <i>and</i> 15 advanced credits chosen from advanced courses listed under 21 credit option.

Social Studies

All students must complete a minimum of 12 credits, nine of which are general education.		
12 credit generalist area	21 credit concentration	30 credit concentration
HIS 150 (3) (soc. st concentrators -HIS 151) GEO 101 (3) PSC 100 (3) HIS 344 (3)	GEO 101, PSC 100, and HIS 344 from 12 credit generalist plus: HIS 151 HIS 152 (HIS 151) HIS 101 (GEO 101) ECO 111 (HIS 151)	21 credit concentration plus: HIS 102 (HIS 101) ANT 102 PSC 371 (PSC 100)

Mathematics

All students must complete the generalist 12 credits, three of which are general education.		
12 credit generalist area	21 credit concentration	30 credit concentration
MAT 101 (3) Math for Teachers of Children I MAT 102 (3) Math for Teachers of Children II (MAT 101) MAT 351 (3) Methods for Teaching Children Mathematics I (MAT 101 & 102) <i>plus</i> ^+MAT 352 (3) Methods for Teaching Children Mathematics II (MAT 351) <u>OR</u> ^+MAT 353 (3) Methods for Teaching Middle School Mathematics (MAT 351) [for math concentration]	12 credit generalist area plus: MAT 121 Statistics I MAT 312 Algebra for Teachers, Grade 4-8 MAT 313 Geometry for Teachers, Grade 4-8	21 credit concentration plus: MAT 115 (3) Algebra/Trig <i>and</i> MAT 145 Calculus for the Life Sciences (3) <i>or</i> MAT 131 (3) Precalculus <i>and</i> MAT 161 (4) Calculus I <i>plus</i> MAT 390 Seminar in Mathematics Education

IV. Student Teaching (12 credits) Students attend pre-registration meetings scheduled one year before student teaching.

^+MGP 410-and MGP 411 Student Teaching (12) SE Prereqs: Students must have completed all the Middle Level Core requirements listed in II above; all generalist coursework and all requirements for one, 30-credit concentration <i>or</i> two, 21-credit concentrations listed in III above; Praxis II test requirements.

West Chester University

Middle Grades Preparation (MGP) Academic Content Area Concentrations

Reading/Language Arts

All students complete 12 generalist credits:

EDR 306 Teaching Language Arts 4-8

EDR 308 Foundations in Reading 4-8

EDR 318 Reading Instruction and Practicum 4-8

Students choosing a 21-credit concentration complete:

12 generalist credits, plus

EDR 420 Content Area Reading

ENG 391 Writing and Teaching Writing in the Middle School

LIT 398 Young Adult Literature

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

ENG 194 Conventions of Reading and Writing *plus*

EDR 422 Seminar in Reading *or* LIT 360 Special Topics in Children's/Young Adult Literature *or*

EDR 200 Literacy, Diversity, and Equity in K-12 Classrooms *AND*

EDR 321 Assessment and Instructional Interventions in Reading and Language Arts *or*

LIN/ENG 230 Introduction to Linguistics

Sciences- Students who choose to concentrate in science must carefully check pre-requisites before choosing science courses

All students complete 12 generalist credits:

SCB *or* ESS 102 Humans and the Environment *or* SCB 210 The Origins of Life and the Universe

plus three courses in three of the five areas below:

1. ESS 101 Introduction to Geology

2. BIO 110 General Biology *or* BIO 100 Basic Biological Science

3. CHE 107 and CRL 107 General Chemistry (and lab) for Allied Health Sciences *or* CHE 103 and CRL 103 General Chemistry I (and lab)

4. PHY 130 General Physics I

5. SCI 101 The Carbon Cycle *or* SCI 102 Electricity with Physical and Biological Applications

If concentrating in Science, select from areas 1-4 (BIO, CHE, ESS, PHY)

Students who choose to concentrate in science must carefully check pre-requisites before choosing science courses. BIO and ESS are recommended for science concentrators.

Students choosing a 21-credit concentration complete:

12 generalist credits, plus three additional courses from the following:

ESS 201 Fundamentals of Techniques in Geology, ESS 204 Historical Geology, ESS 301 Environmental Geochemistry, ESS 307 Geology of the Solar System, ESS 330 Introduction to Oceanography, ESS 331 Introduction to Paleontology, ESS 370 Introduction to Meteorology

BIO 204 Introductory Microbiology, BIO 214 General Microbiology, BIO 215 General Botany, BIO 217 General Zoology

CHE 104 and CRL 104 General Chemistry (and lab) II *or* CHE 230 Introduction to Organic and Biological Chemistry

PHY 140 General Physics II

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

ESS 111 General Astronomy *or* PHY 105 Structure of the Universe

and 6 additional credits listed as options in 21 credit concentration

Social Studies

All students complete 12 generalist credits:

GEO 101 World Geography

PSC 100 American Government and Politics

HIS 344 History of Pennsylvania

HIS 150 The American Experience (*for students who intend to complete only the 12 credit generalist area*) OR

HIS 151: *History of United States I* (*for students concentrating in social studies*)

Students choosing a 21-credit concentration complete:

12 generalist credits, plus

HIS 152 History of United States II

HIS 101 History of Civilization I

ECO 111 Principles of Economics I

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

HIS 102 History of Civilization II

ANT 102 Introduction to Anthropology: Cultural

PSC 371 State and Local Government

Mathematics

All students complete 12 generalist credits:

MAT 101 Mathematics for Teachers of Children I

MAT 102 Mathematics for Teachers of Children II

MAT 351 Methods for Teaching Children Mathematics I

MAT 352 Methods for Teaching Children Mathematics II or MAT 353 if selecting Mathematics Concentration

Students choosing a 21-credit concentration complete:

12 generalist credits, plus

MAT 121 Statistics I

MAT 312 Algebra for Teachers in Grades 4-8

MAT 313 Geometry for Teachers in Grades 4-8

Students choosing a 30-credit concentration complete:

21 credit concentration, plus

MAT 115 Algebra, Functions and Trigonometry and MAT 145 Calculus for the Life Sciences OR

MAT 131 Precalculus and MAT 161 Calculus plus

MAT 390 Seminar in Mathematics Education

Semester	Recommended Pacing for MGP Program Coursework (blue)						Other Requirements
Semester 1 16 credits	WRT 120	MAT 101	<i>EDP 200</i> and <i>EDP 201</i> (complete both during semesters 1 and 2)	GEO 101	PSC 100	FYE 100 (4 credits)	Complete MAT 101, MAT 102, WRT 120, LIT 220, Basic Skills Tests ⁱ and Community Service (All complete at 48 credit mark; Basic Skills Tests are encouraged semester 1)
Semester 2 15 or 18 credits	200 level WRT course	MAT 102		Interdisciplinary Course (ESS 102, SCB 102, or SCB 210)	HIS course (150 or 151—depending on concentration area(s))	LIT 220 (complete during semester 2 or 3)	
Semester 3 15 or 18 credits	Course in the Arts (complete during semesters 3 or 4)	Science course from Generalist area	<i>MGP 220</i> and <i>EDA 103</i> (complete both during semesters 3 and 4)	Science course and HIS 344 from Generalist areas (complete one each semester)	EDR 306 and EDR 308 (complete both during semesters 3 and 4)	MAT 351	File Teacher Candidacy paperwork (at 48 credit mark; end of semester 3)
Semester 4 18 credits		Science course from Generalist area					
Semester 5 15 credits	Field Experience Courses—Complete all columns in semesters 6 and 7.				Complete six courses from Concentration semesters 5 and 6.	Complete EDA 303, EDR 345, LAN/ENG 382, and EDT 349 during semesters 5, 6, and 7.	Attend mandatory student teaching pre-registration meeting one year before student teaching (i.e., Spring 2024 student teachers attend meeting Spring 2023)
	ERM 354 must be taken in semester 6 or 7 concurrently with a field course: MAT 352/353, SCE 330, MGP 335 or EDR 318.						
Semester 6 15 credits	<i>SCE 330</i> (~20 field hours)	<i>MAT 352 or MAT 353</i> (depending on your concentration (~ 40 field hours)	<i>MGP 335</i> (~20 field hours)	<i>EDR 318</i> (~ 75 field hours)			
Semester 7 15 credits							Take Praxis II 4-8 Core Assessment #5152 and Concentration Tests
Semester 8 12 credits	<i>MGP 410-411</i> (Student Teaching—12 credits)						Pass Praxis II ⁱⁱ and Concentration area tests ⁱⁱⁱ

Revised 6/2020

The 124 credit MGP Program is designed to be completed in four years. The recommendations in the pacing chart are designed to help you complete course prerequisites, Teacher Candidacy, and Praxis testing in a timely manner. The recommendations are also designed to distribute field experiences throughout your program. (Courses with field experience are noted in italics.)

Candidates taking less than the recommended number of credits each semester, those choosing to complete courses during the summer or winter sessions, and those choosing to complete additional Concentration Areas, should consult an advisor to determine how these circumstances will alter the pacing of their coursework.

ⁱ See WCU College of Education and Social Work (CESW) website for Basic Skills Tests options.

ⁱⁱ Praxis II 4-8 Core Assessment #5152 (3 modules)

ⁱⁱⁱ Concentration Area Tests: PA G 4-8 English/Language Arts (5156); PA G 4-8 Mathematics (5158); PA G 4-8 Science (5159); PA G 4-8 Social Studies (5157)

Teacher Candidacy

All Early Grades Preparation (EGP) majors are designated as *probationary teacher education students* until they achieve Teacher Candidacy. All students seeking a Bachelor of Science in Education (B.S.Ed.) must apply for Teacher Candidacy. Undergraduates are strongly encouraged to apply for Teacher Candidacy upon completion of 48 credits; undergraduates **MUST** have earned Teacher Candidacy *by the time they have completed 60 semester hours of coursework*.

Currently, minimum criteria for Teacher Candidacy are: 48 earned credits; 2.8 GPA; passing scores on the Basic Skills tests¹; 6 credits of college-level English composition and literature taught in English; 6 credits of college-level Mathematics; twenty hours of preapproved, unpaid community service²; and Department approval. Please refer to the WCU College of Education and Social Work Certification website for information regarding GPA and additional PDE mandated testing requirements.

Only students achieving Teacher Candidacy will be eligible to enroll in advanced professional education coursework.

Candidates achieving Teacher Candidacy must maintain a minimum 2.8 GPA to continue enrollment in advanced professional education coursework. A candidate falling below a 2.8 GPA will be permitted to retake—in accordance with University policy—professional coursework that contributed to the fall below the minimum GPA, but will not be permitted to take additional coursework until the minimum GPA is met. (See Undergraduate Catalog, “Teaching Certification Programs”.)

¹ See WCU College of Education and Social Work website for information about the Basic Skills Tests options

² Twenty hours of preapproved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families. Students should complete community service in one setting (20 hours) or two settings (10 hours each setting). A written reflection that has been assessed as satisfactory is required. The nature of the service must provide a direct, concrete benefit to the population/s an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Middle Grades Preparation Field Placements

All field placements for MGP courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Candidates are not to solicit placements. While candidate needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual candidate.

Teacher candidates must have their tuberculosis screening results, plus criminal background, child abuse, and FBI fingerprinting clearances for EDP 200, EDP 201, MGP 220, MAT 352, MAT 353, EDR 318, SCE 330, MGP 335, and MGP 410/411. Candidates must provide the originals and a copy of valid clearances when out in the field (with an issue date no earlier than one year prior to the last day the semester in which the course is taken). Receipts will not be accepted. Candidates must renew clearances annually to ensure validity. Candidates are required to adhere to email announcements and postings regarding scanning, or clearance procedures as they are updated each semester. Failure to scan current clearances on time will result in candidates being dropped from the roster of field courses.

Candidates complete field experiences in four levels during their program.

LEVEL I: OBSERVATION

Candidates are required to complete approximately 10 observation hours in each Level I field course. Candidates are to adhere to the instructions and policies of EDP course faculty to identify appropriate observation sites.

- EDP 200: Middle Level Cognition
- EDP 201: Young Adolescent/Adolescent Development and Learning Theories

LEVEL II: EXPLORATION

Candidates are placed by the instructor in two different middle level classrooms (grades 4-6 and grades 7-8). Candidates assist the teacher, learn the procedures of the classroom, work with small groups of students, and teach a minimum of one lesson in each placement.

- MGP 220: Field Experiences in the Middle-Level Environment

LEVEL III: PRE STUDENT TEACHING

As an integral part of methods courses in the four content areas, candidates are placed in grades 4-8 classrooms to instruct middle level students. Candidates must enroll concurrently in EDP 354 with another level 3 field course. Students should refer to the pacing guide for suggested sequence of courses, and pairing of field courses.

- SCE 330: Science Methods for Middle Level Education
- ERM 354: Assessment for Learning—Middle Grades (must be taken with another level III field course)
- MAT 352: Methods for Teaching Children Mathematics or MAT 353: Methods for Teaching Middle School Mathematics
- MGP 335: Teaching Social Studies in Middle Grades
- EDR 318: Reading Instruction and Practicum (6 credits)

LEVEL IV: STUDENT TEACHING

Candidates are eligible to student teach when they have (a) achieved Teacher Candidacy; (b) met—by having earned final passing grades—all the professional preparation requirements; (c) earned at least 106 credits prior to the student teaching semester; (d) maintained the PDE mandated GPA; and (e) provided evidence of having taken PDE mandated specialty test(s). Candidates must have passing scores on all PDE mandated tests to apply for certification. Student teaching is typically scheduled for a candidate's final semester at the University.

Candidates *must* file an application for student teaching. Application for student teaching must be made approximately one year prior to student teaching. Candidates are required to attend the application meeting one year in advance. Announcements of this meeting are posted on Department bulletin boards and sent via email. Please review the Early and Middle Grades Education bulletin boards frequently for updated student-teaching information and contact the Office of Clinical Experiences and Candidate Services regarding the Student Teaching Pre-Registration meeting dates and times. This information is also available on the College of Education and Social Work website.

The Coordinator of Field Experiences, in conjunction with the Department Chairperson, makes decisions concerning approval for student teaching. Candidates *may not* make individual agreements with schools or teachers about student teaching placements.

Policies Applicable to Student Teaching

1. Candidates who fail to meet the minimum cumulative GPA necessary for student teaching must take courses under the guidance of their advisor to achieve the required GPA.
2. All West Chester University Middle Grades Preparation majors must complete the full twelve (12) credits of student teaching.
3. The Coordinator of Field Experiences will make every reasonable attempt to provide candidates with varied field placements (rural, urban, suburban).
4. Conditions under which the Department of Early and Middle Grades Education will allow students to complete their student teaching experience at another institution:
 - a. Candidate must present the Coordinator with a written rationale explaining the extenuating circumstance that would warrant the request before permission will be granted to secure placement elsewhere.
 - b. The Coordinator of Field Experiences will make the initial contact with the visiting university, but acceptance into their visiting student teacher program is not guaranteed. After the initial contact, the candidate will be instructed to maintain communication with the contact person at the visiting institution for details such as placement and registration.
5. Conditions under which the Department of Early and Middle Grades Education will allow candidates to take an additional course during student teaching.
 - a. Minimum 3.0 GPA
 - b. All professional education and specialized methods courses must be taken before student teaching. Exception: MAT 390 *Seminar in Mathematics Education*.
 - c. A general education or elective course is acceptable with the approval of the Department Chairperson or Coordinator of Field Experiences.
 - d. A candidate may take no more than three (3) additional credits while student teaching.

WCU Academic Advising Statement

University Mission Statement for Academic Advising

The West Chester University community embraces the concept that effective academic advising is a collaborative teaching and learning process between the student and the faculty advisor. Effective advising should assist the student in achieving their academic, professional and personal goals. Faculty advisors will strive to provide accurate, timely and current information, thus establishing the framework around which students will construct their academic program of study.

Academic Advising Description/Definition

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. (NACADA, 2004)

Academic advising is a collaborative process whose success or failure will be determined by the active involvement of both advisor and advisee.

Responsibilities of the Academic Advisor include:

- assisting students as they develop their academic programs of study by
 - exploring with students their individual interests, abilities, and goals;
 - aiding students in the creation of an academic plan; and
 - counseling students in the selection and sequencing of courses that meet the various degree requirements.
- identifying university resources that may be of value to students and making appropriate referrals.
- being aware of university academic policies and procedures as they relate to the needs of students.

Responsibilities of the Student in the Academic Advising relationship include:

- meeting with your advisor at appropriate times during the semester.
- being aware of important, relevant deadlines and then meeting them.
- obtaining needed signatures on forms.
- reviewing university policies and procedures as needed.
- developing and clarifying the values and goals that impact your academic decisions.
- creating an academic plan for your remaining semesters.
- understanding the requirements for the major and minors.
- understanding the general education requirement.
- having knowledge of the undergraduate catalog and the information in the Undergraduate Course Schedule.
- examining your academic record for accuracy on a regular basis.
- saving all academic advising and course registration related documents.
- being aware of prerequisites for the course you plan to take.
- providing official transcripts for courses taken at other institutions.
- recognizing the need for student resources and services on campus and using them.

Expected Student Learning Outcomes for the Advising Experience

Through the academic advising experiences in this program, students will

- demonstrate the ability to make effective decisions concerning their degree and career goals.
- develop an educational plan for successfully achieving their goals and select courses each semester to progress toward fulfilling that educational plan.
- demonstrate an understanding of the value of the general education requirement.
- utilize the resources and services on campus to assist them in achieving their academic, personal and career goals.
- make use of referrals to campus resources as needed.
- graduate in a timely and efficient manner based upon their educational plan.

Advising Information

Advisors

Candidates are assigned an advisor when they enter the Program. Advisor office hours are posted each semester. In addition, each candidate has a computerized screen of advisement comments. Candidates are encouraged to check this screen every semester—especially during the junior and senior years—when this screen may contain important information about progress towards graduation.

Scheduling

All majors in the Program are required to contact their advisor at least two weeks prior to their enrollment appointment each semester. Each semester, an enrollment appointment, set by the Office of the Registrar, indicates each candidate's access date for course enrollment. It may benefit candidates to see their advisors twice during the semester. Appointments can be made with advisors during their office hours.

Bring to your meeting with your advisor:

1. a current printout of your degree audit from **myWCU**,
2. your colored degree guidance sheet, and
3. your proposed schedule of courses for the next semester.

Once your advisor has seen you and has approved your schedule, they will open access to scheduling for you. You may then use **myWCU** to schedule via the computer terminals on campus or on-line through any computer with Web access at www.wcupa.edu.

Declaring a Minor

MGP candidates wishing to declare a minor may discuss options with their faculty advisors or with the Department Chair/Assistant Chair.

Graduation

Graduation from West Chester University is not automatic; candidates must apply. Candidates are urged to keep current regarding the graduation procedures and timelines that are published on the Office of the Registrar's website. To graduate, MGP majors must have the minimum cumulative GPA as stipulated by West Chester University, provide evidence of taking PDE mandated specialty tests, and have completed all requirements for graduation, with a minimum of 124 credits, including the required writing-emphasis, speaking-emphasis, interdisciplinary, diverse communities, and ethics courses, concentration requirements, and professional requirements. Candidates must pass all PDE mandated tests for certification.

When a candidate applies for graduation, a Graduation Analyst in the Registrar's Office reviews the academic record to ensure completion of general education requirements; candidates are notified via email and through an advisor comment posted on their Degree Progress Report. When a candidate attends a student teaching pre-registration meeting, the Department of Early and Middle Grades Education initiates a review of the academic record to ensure completion of all professional course requirements. Candidates are notified via email to pick up their completed review. It is the responsibility of each candidate to respond to the reviews of both the EMGE Department and Office of the Registrar and to complete all requirements.

Mission, Vision and Conceptual Framework



MISSION

The College of Education and Social Work (CESW) prepares highly-skilled and ethical professionals to become fair-minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthen educational, health or community systems.

VISION

The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.

CONCEPTUAL FRAMEWORK

Educator Preparation Programs

The Mission and Vision of The College of Education and Social Work provide an integrated framework for teaching, learning, and professional behaviors. The Mission, which is the core of the Conceptual Framework for each Educator Preparation Program (EPP), is accomplished through:

- **Teaching:** We value excellence in our academic and instructional pursuits. We are committed to applying research and theory in practice facilitated through meaningful engagement with Candidates.
- **Research and Scholarship:** We believe in engaging Candidates in scholarly excellence and research that contributes to the field of education, schools, and communities.
- **Local and Global Partnerships:** We commit to working cooperatively in establishing meaningful partnerships with P-12 educational systems as well as university, local, and national communities to improve the educational outcomes, economic vitality, and well-being of everyone.
- **Leadership:** We believe in fostering the leadership skills of all Candidates.
- **Service:** We believe meaningful learning occurs when Candidates engage in personal and professional development in serving the needs of others.

- **Innovative Practice:** We believe in creating innovative experiences and approaches to advance new knowledge, solve problems, and improve our practice.
- **Ethics and Values:** We strive to uphold the highest ethical standards and strive for personal and professional integrity.

This framework and methods of delivery guides the work in each EPP. In fulfilling its mission, the EPP educates Candidates who are:

- **Lifelong Learners** who have an enduring purpose to become a better professional with high expectations for themselves and others.
- **Scholars** who actively engage with the discovery of new knowledge or broaden and deepen existing knowledge, and apply knowledge to effect improvement.
- **Evidence-Based Decision Makers** who use data-driven facts and intellectual standards to make informed decisions.
- **Reflective and Skilled Practitioners** who have the ability to analyze, assess, and revise practice in light of students' performance, learning theory, research, and constructive feedback.
- **Social Justice Advocates** who have the knowledge, skills, and dispositions to confront social inequality and promote equity within their sphere of influence (Adams, 2010).
- **Innovators of Applied Technology** who have the ability to use and leverage technology to address the needs of all learners.

Developing professional behaviors is essential to the EPPs. The EPPs take pride in developing the Professional Dispositions and Requirements essential to the professional field. The EPPs are committed to Candidates. Our programs not only educate Candidates, but they monitor those behaviors and provide strategic support as Candidates matriculate through their program.

WCU Teacher Education Dispositional Expectations of Teacher Candidates

The Educator Preparation Programs at West Chester University in the College of Education and Social Work have developed professional dispositions and requirements essential for the profession. These dispositions are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Candidates have the opportunity to demonstrate dispositions in courses (assignments, interactions with others) and out in the field with mentor teachers and students in P-12 settings. The four professional dispositions (summarized below) are empathy, open-mindedness, responsibility, and communication.

Empathy Highly effective teachers are sensitive and understanding of the learner's own perspective. It involves the process of observing something from another point of view or putting oneself in another's shoes (Detert, Trevino, & Sweitzer, 2008). This requires the acceptance of varied perspectives, values, and beliefs to use the information to develop positive learning experiences.

Open-Mindedness Involves the "active perspective that allows the individual to be willing to be flexible and to consider, if not try out, new ideas" (Alawiye and Williams, 2010). It is the process of showing receptiveness to new or different ideas and willingness to accept constructive feedback. Being open-minded is one of the several components of high-level thinking essential for the teaching profession.

Responsibility Includes the ability for a teacher to be accountable and reflective on the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and takes ownership of mistakes or errors to refine personal and professional practice. Related to responsibility is having what Elder and Paul (2009) define as Intellectual Independence. It is wise to listen to others to find out their thinking, but you must take ownership of your actions and thinking that are rooted in fairness and sound judgment.

Communication Develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal. To effectively develop these relationships one should be a good listener. This includes being attentive and not dominant when communicating with others (Norton as cited by Faull, 2009). Engagement is an essential process to communication. How you engage others in this involves planning engaging learning experiences and demonstrating confidence in communication with others (Faull, 2009). Effective teachers collaborate with learners, colleagues, school leaders, family and key stakeholders within the community to better understand students and to maximize learning.

Evaluation of the Professional Dispositions of Teacher Candidates

The evaluation of Professional Dispositions of candidates is conducted through the Unit's online assessment software system Tk20. The evaluation is administered to candidates in every education course every semester. In courses where there is a field experience, the faculty member collaborates with the mentor teacher when evaluating each candidate's dispositions. The faculty member has the option to submit a dispositional concern.

The complete dispositional policy and concern process is found in the Professional Dispositions Handbook at https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/Professional_Dispositions_Handbook.pdf

Association for Middle-Level Education (AMLE) Standards

Standard 1: Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Pennsylvania Department of Education (PDE) Candidate Competencies for Grades 4-8 Education

I. Middle Level Education

Candidates will demonstrate their ability and understanding of:

- A. Philosophy of middle school education**
- B. Adolescent development**
- C. Student transition**
- D. Instructional strategies**
- E. Technology and materials**
- F. Classroom management**
- G. Professionalism**

II. Subject Matter Content and Pedagogy

A. English/Language Arts and Reading

1. Foundations in Research
2. Word Level Instruction
3. Text Level Comprehension
4. Reading-Writing Connection
5. Instructional Approaches and Materials
6. Assessment in Literacy

B. Mathematics

1. Develop, implement, assess and modify curriculum and lessons
2. Numbers and Operations, Algebra and Functions
3. Geometry and Measurement
4. Data Analysis, Statistics, and Probability
5. Calculus Concepts and Applications
6. Mathematical Modeling and Applications of Mathematical Understanding

C. Science

1. Develop, implement, assess and modify curriculum and lessons
2. Standards
3. Ecology
4. Physical sciences
5. Life sciences
6. Earth and space sciences
7. Science and inquiry

D. Social studies

1. Develop, implement, assess and modify curriculum and lessons
2. Principles
3. Standards
4. Geography and world cultures
5. Research and history
6. Economics
7. Government and citizenship

III. Assessment Skills

- A. Use assessment data to guide instruction**
- B. Monitor the results of interventions and alter instruction accordingly**
- C. Use multiple assessments that are developmentally appropriate**
- D. Implement technology in student assessment measures**
- E. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way**
- F. Design assessments that target academic standards and assessment anchors**

PDE Candidate Competencies for Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting

I. Types of Disabilities and Implications for Learning

Candidates will be able to:

- A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.
- B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
- C. Demonstrate an understanding of possible causes and implications of overrepresentation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to Include All School Environments

- A. Cognitive
- B. Physical
- C. Social
- D. Behavioral
- E. Language
- F. Positive Environments for Learning for Students with Disabilities
- G. Collaboration and Communication

III. Assessments

Candidates will be able to:

- A. Identify, administer, interpret, and plan instruction based on assessment components in a standards aligned system.
- B. Demonstrate an understanding of the types of assessments and the purpose of each assessment in a data based decision making process.
- C. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.

D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report.

E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process.

F. Articulate differences between achievement tests, aptitude tests, and observational data.

G. Create an instructional plan using assessment information related to individual student achievement.

H. Analyze and interpret formative assessment.

I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring.

J. Systematically monitor student performance to identify areas of need.

K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions.

L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment.

M. Demonstrate an understanding of ethical practice for assessment.

N. Recognized the need to consult with multi-disciplinary team.

IV. Literacy Development and Instruction in Core and Intervention Areas

Candidates will be able to:

A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.

B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities.

C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.

D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.

E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.

- F.** Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities.
- G.** Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.
- H.** Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.
- I.** Demonstrate instructional strategies to enhance comprehension of material.
- J.** Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.
- K.** Assess the readability of content area reading materials.
- L.** Demonstrate the ability to adapt content area material to the student’s instructional level.
- M.** Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities).
- N.** Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.
- O.** Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- A.** Identify effective instructional strategies to address areas of need.
- B.** Scaffold instruction to maximize instructional access to all students.
- C.** Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- D.** Provide feedback to students at all levels to increase awareness in areas of strength as well as areas of concern.
- E.** Strategically align standard based curriculum with effective instructional practices.
- F.** Identify and implement instructional adaptations based on evidence-based practices.
- G.** Analyze performance of all learners and make appropriate modifications.
- H.** Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
- I.** Use research supported methods for academic and non-academic instruction for students with disabilities.
- J.** Develop and implement universally designed instruction.
- K.** Demonstrate an understanding of the range and the appropriate use of assistive technology.
- L.** Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

PDE Candidate Competencies for Meeting the Needs of English Language Learners (ELL)

I. Foundations

- A.** Language
- B.** Culture

II. Applications for Pre-service Candidates

- A.** Standards-based Instruction
- B.** Assessment specific to ELL
- C.** Professionalism

PDE Field Experience and Student Teaching Competencies

Level I and II Fields

A. Planning and Preparation

The candidate:

1. Reflects on elements of planning and preparation from observations in educational settings.
2. Applies knowledge of PA. Pre-K-12 Academic Standards to classroom observations.
3. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning.
4. Identifies how learning goals were developed to address individual student needs.
5. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals.

B. Classroom Environment

The candidate:

1. Describes elements of effective classroom management observed in various educational settings.
2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.
3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

C. Instructional Delivery

The candidate:

1. Observes and reflects on effective verbal and non-verbal communication techniques.
2. Observes and reflects on effective questioning and discussion techniques.
3. Identifies ways in which technology is used as a teaching and learning tool.
4. Reflects on the level of active student engagement during instructional delivery.
5. Observes methods of communication of instructional goals, procedures and content.

D. Professional Conduct

The candidate:

1. Represents integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
2. Complies with school policies and procedures regarding professional dress, attendance and punctuality.

E. Assessment

The candidate:

1. Identifies and reports on various kinds of assessments used in instruction.
2. Assesses their own professional growth through focused self-reflection.

F. Knowledge of Diverse Learners

The candidate:

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Level III Fields

A. Planning and Preparation

The candidate demonstrates:

1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.
2. Adequate knowledge of Pa. Pre-K-12 Academic Standards and the ability to use them to guide instructional planning.
3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.

5. The ability to plan instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning based on their instructional goals.

B. Classroom Environment

The candidate:

1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Identifies opportunities for productive family and community contact.
6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery

The candidate:

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning and assessment.
4. Uses technology as an effective teaching and learning tool.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
8. Constructs thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Clearly communicates instructional goals, procedures and content.

D. Professional Conduct

The candidate:

1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
2. Demonstrates knowledge of and participate in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
4. Applies safety precautions and procedures
5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
6. Develops and maintain professional relationships with school colleagues.

E. Assessment

The candidate:

1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection.

F. Knowledge of Diverse Learners

The candidate:

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

Level IV Fields (Student Teaching)

A. Planning and Preparation

The candidate:

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.
3. Plans instruction that is responsive to the age and/or related characteristics of their students.
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.

B. Classroom Environment

The candidate:

1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Engages in proactive communication with families and community contacts.
6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery

The candidate:

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
4. Uses instructional technology and assesses its impact on student learning.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.

10. Clearly communicates instructional goals, procedures and content.
11. Accesses communication technologies to communicate with families regarding student progress.

D. Professional Conduct

The candidate:

1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Regulations". Professional Practice & Conduct for Educators," as well as local, state and federal laws and
4. Avoids inappropriate relationships, conduct and contact with students.
5. Applies safety precautions and procedures.
6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

E. Assessment

The candidate:

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
7. Assesses their own professional growth through focused self-reflection.

F. Knowledge of Diverse Learners

The candidate:

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
2. Promotes a positive learning environment that values and fosters respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Supports the growth and development of all students, particularly those traditionally underserved.
5. Communicates with and engages families, caregivers and the broader community.

Department of Early and Middle Grades Education
Program Outcomes for B.S. Ed. and Post-Baccalaureate Programs
Middle Grades Preparation, Grade 4 through Grade 8

These Program Outcomes are aligned with the West Chester University Conceptual Framework (WCU CF), the Interstate New Teacher Assessment and Support Consortium Principles (INTASC), the National Association for Middle Level Education Standards (AMLE), the Pennsylvania Department of Education Competencies (PDE), and the Council for the Accreditation of Educator Preparation (CAEP).

MGP Program Outcome #1: Content and Pedagogical Content Knowledge

The teacher candidate will demonstrate the ability to integrate content, pedagogical, and professional knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all children and young adolescents in Grades 4-8. (WCU CF: Teaching and Research & Scholarship; INTASC 1, 3, 4 and 7; AMLE 2, 4; PDE II, CAEP 1)

MGP Program Outcome #2: Development

The teacher candidate will demonstrate knowledge, understanding, and use of the major concepts, principles, theories and research related to development of children and young adolescents to construct learning opportunities that support the individual's development, acquisition of knowledge, and motivation. (WCU CF: Teaching and Research & Scholarship; INTASC 2; AMLE 1, 2, 3; PDE I; CAEP 1)

MGP Program Outcome #3: Diversity and Exceptionality

The teacher candidate, in order to meet the needs of all children and young adolescents Grades 4-8, including those with exceptionalities and from diverse backgrounds, will: a) demonstrate knowledge of different approaches to learning; b) demonstrate the ability to create instructional opportunities adapted to all learners, and c) implement instruction that builds on children's prior experiences and diversities. (WCU CF: Teaching and Ethics & Values; INTASC 1, 2, 4, 7 & 9; AMLE 1, 4; PDE 1; CAEP 1)

MGP Program Outcome #4: Instructional Strategies

The teacher candidate will demonstrate the ability to plan and implement a variety of instructional strategies that promote a) critical and creative thinking and problem solving, b) independent and collaborative inquiry, c) active engagement in learning, and d) self and group motivation. (WCU CF: Teaching and Innovation & Practice; INTASC 4, 5; AMLE 4; PDE I; CAEP 1)

MGP Program Outcome #5: Collaboration, Information Literacy, Technology

The teacher candidate will demonstrate knowledge and use of a) effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom, and b) educational technologies in instruction, assessment, and other professional practices. (WCU CF: Teaching and Innovation & Practice; INTASC 6; AMLE 2, 4, 5; PDE I; CAEP 1)

MGP Program Outcome #6: Developmentally Responsive Planning and Instruction

The teacher candidate will demonstrate planning and management of instruction based on a) knowledge of young adolescent learners, b) content and curriculum standards, c) the school and local community, and d) the philosophical foundations and organization of middle level education including the essential role of the classroom teacher and children and young adolescents in curriculum development. (WCU CF: Teaching; INTASC 1, 2, 5, 7 & 8; AMLE 1, 2, 3, 4, 5; PDE I, II; CAEP I)

MGP Program Outcome #7: Assessment

The teacher candidate will demonstrate knowledge and implementation of formal and informal assessment strategies, including student self-assessment, for evaluating and ensuring the continuous intellectual, academic, social, and physical development of children and young adolescent learners in Grades 4-8. (WCU CF: Teaching and Ethics & Values; INTASC 8; AMLE 1, 4; PDE III; CAEP 1)

MGP Program Outcome #8: Professionalism

The teacher candidate will demonstrate the ability to a) identify, evaluate, and use information effectively and within ethical and legal guidelines, b) reflect on one's own content knowledge, teaching skills and effects of each on the growth and learning of children and young adolescents, and c) seek opportunities to grow professionally. (WCU CF: Leadership, Service and Ethics & Values; INTASC 9; AMLE 1, 5; PDE I; CAEP1)

MGP Program Outcome #9: Family and Community

The teacher candidate will demonstrate understanding of collaboration with school colleagues, families, and agencies in the larger community, to support and advocate for the learning and well-being of children and young adolescents. (WCU CF: Local Global Partnerships, Service and Ethics & Values; INTASC 10; AMLE 3, 5; PDE I; CAEP1)