* EDUCATION*
- A CALLING TO SCHOLARSHIP -
AND
- SERVICE -

EDUCATION
DEPARTMENT
HANDBOOK

2007-2008

* EDUCATION*
- A SEARCH FOR TRUTH -
- A PROFESSION FOR ALL TIME -
INTRODUCTION

To: Education Department Students

The Education Department Handbook specifies the policies and procedures of the Grove City College Department of Education. We hope the handbook will be of help in planning your course of study, in clarifying the rules and regulations of the department, and in preparing you for the certification requirements of the Pennsylvania Department of Education.

Please review the information carefully. Each teacher candidate is responsible for adhering to the policies of the College and Department in completing the degree and credential requirements.

Congratulations on choosing the high calling of teaching! We are here to assist and guide you as you grow to meet the challenges and opportunities of the worthy profession of education.

Faculty and Staff
Department of Education
Grove City College

Revised: August, 2007
# GCC Education Department Handbook

## Table of Contents

- **Introduction** .................................................................................................................. 2
- **Goals of Grove City College and the Department of Education** .................................... 5
- **Program Policies and General Information** ................................................................. 9
  - Application, Admission and Retention ......................................................................... 11
  - Advisement .................................................................................................................. 18
  - Transfer and Certification Only Students .................................................................. 19
  - Non-Traditional Students ......................................................................................... 22
- **Curriculum Library** ..................................................................................................... 23
- **Attendance Policies** ..................................................................................................... 24
- **Testing and Legal Considerations** ............................................................................. 25
- **Field Experience Procedures, Policies and Evaluation** ............................................. 28
- **Student Teaching Policies, Responsibilities, Procedures and Evaluation Forms** ........ 33
- **Education Career Services** .......................................................................................... 42
- **Programs of Studies** .................................................................................................. 43
- **Appendix** ................................................................................................................... 44
  - Daily Lesson Plan Format
  - Checklist for Planning and Evaluating Lessons
  - Unit Plan Format
  - Timetable for Education Certification Candidates
  - PA Code of Professional Practice and Conduct for Educators
<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE  (724)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Constance E. Nichols</td>
<td>Department Chair</td>
<td>458-3892</td>
</tr>
<tr>
<td>Dr. Phyllis P. Genareo</td>
<td>Associate Dept. Chair</td>
<td>458-3347</td>
</tr>
<tr>
<td>Mr. William S. Foster</td>
<td>Certification Officer/Field Experience</td>
<td>458-2166</td>
</tr>
<tr>
<td>Dr. Linda D. Culbertson</td>
<td>Director of Elem. Student Teaching</td>
<td>458-2021</td>
</tr>
<tr>
<td>Dr. Lois L. Johnson</td>
<td>Director of Early Childhood</td>
<td>458-2022</td>
</tr>
<tr>
<td>Dr. Roger W. Mackey</td>
<td>Professor, Supervisor</td>
<td>458-3897</td>
</tr>
<tr>
<td>Dr. John H. Stephens</td>
<td>Professor, Supervisor</td>
<td>458-2197</td>
</tr>
<tr>
<td>Mrs. Kathryn A. Van Til</td>
<td>Professor, Supervisor</td>
<td>458-3880</td>
</tr>
<tr>
<td>Dr. Jason R. Edwards</td>
<td>Ass’t. Professor of Education</td>
<td>458-3346</td>
</tr>
<tr>
<td>Dr. Patricia Scheffler</td>
<td>Ass’t. Professor of Education</td>
<td>458-2023</td>
</tr>
<tr>
<td>Mrs. Evelyn J. Fields</td>
<td>Administrative Assistant</td>
<td>458-2400</td>
</tr>
<tr>
<td>Dr. Fred Jenny</td>
<td>Professor of Computer &amp; Educ.Tech.</td>
<td>458-2071</td>
</tr>
<tr>
<td>Mrs. Deborah Snyder</td>
<td>Assoc. Dir. of Career Services</td>
<td>458-3397</td>
</tr>
</tbody>
</table>

Associated Professors, Adjunct Professors, and Associated Staff

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE  (724)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Edwin P. Arnold</td>
<td>Music Dept. Chair/Supervisor</td>
<td>458-2084</td>
</tr>
<tr>
<td>Mrs. Patricia A. Tinkey</td>
<td>Languages Supervisor</td>
<td>458-3378</td>
</tr>
<tr>
<td>Dr. Gary L. Thompson</td>
<td>Mathematics Supervisor</td>
<td>458-2039</td>
</tr>
<tr>
<td>Mrs. M. Carol Yeager</td>
<td>Science Supervisor</td>
<td>458-2987</td>
</tr>
<tr>
<td>Mrs. Carolyn M. Patterson</td>
<td>Director of Early Education Ctr.</td>
<td>458-2600</td>
</tr>
<tr>
<td>Mrs. Debbie Mincey</td>
<td>Early Education Ctr. Teacher</td>
<td>458-2600</td>
</tr>
<tr>
<td>Dr. Lawrence R. Connelly, Jr.</td>
<td>Secondary Science</td>
<td>home: 979-4291</td>
</tr>
<tr>
<td>Mrs. Amy Bodamer</td>
<td>Secondary Mathematics</td>
<td>school: 355-1559</td>
</tr>
<tr>
<td>Mr. David Shaffer</td>
<td>Student Teacher Supervisor</td>
<td>home: 588-1471</td>
</tr>
<tr>
<td>&amp; Secondary Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Stanley Schubel</td>
<td>Student Teacher Supervisor</td>
<td>home: 475-4780</td>
</tr>
<tr>
<td>Mrs. Sarah Potter</td>
<td>Student Teacher Supervisor</td>
<td>home: 450-5167</td>
</tr>
<tr>
<td>Mrs. Sue Dreves</td>
<td>Student Teacher Supervisor</td>
<td>home: 458-4999</td>
</tr>
<tr>
<td>&amp; Elementary Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE PURPOSE AND IDENTITY OF GROVE CITY COLLEGE

Since its founding in 1876, Grove City College, committed to Christian principles, has striven to be equal in academic quality to the finest four-year colleges. It seeks to provide liberal and professional education of the highest excellence in the reach of families with modest means who desire a college which will strengthen their children’s spiritual and moral character.

When the College was chartered, a broad, Christian-based cultural consensus prevailed in America. By charter, the doors of the College were open to qualified students “without regard to religious test or belief”. The founders of Grove City College, consciously avoiding narrow sectarianism, held a vision of Christian society transcending denomination, creeds, and confessions. They were committed to the advancement of free enterprise, civil and religious liberty, representative government, arts and letters, and science and technology. Believing that the fruits of civilization would be destroyed if the religious and ethical roots were allowed to wither, the founders intended that the claims of Christ as God and Savior and of inspired Scripture be presented to all. They hoped that through its program of intellectual, moral and spiritual education, Grove City College would produce young leaders, whatever their creed or confession, capable of pushing civilization forward on every frontier.

Grove City College remains true to the vision of its founders. Rejecting relativism and secularism, it fosters intellectual, moral, spiritual, and social development consistent with a commitment to Christian truth, morals, and freedom. Rather than political, ideological, or philosophical agendas, objective truth continues as the goal of liberal learning. The core of curriculum, particularly in the humanities, consists of books, thinkers, and ideas proven across the ages to be of value in the quest of knowledge. Intellectual inquiry remains open to the questions religion raises and affirms the answers Christianity offers. The ethical absolutes of the Ten Commandments and Christ’s moral teaching guide the effort to develop intellect and character in the classroom, chapel, and co-curricular activities. And while many points of view are examined, the College unapologetically advocates preservation of America’s religious, political, and economic heritage of individual freedom and responsibility.
IN PURSUIT OF ITS MISSION, GROVE CITY COLLEGE SEEKS TO ACHIEVE THE FOLLOWING GOALS AND OBJECTIVES:

GOALS OF GROVE CITY COLLEGE

To provide a quality education in a college which seeks to be thoroughly Christian and evangelical in character.

To seek a Christian perspective of life which integrates all fields of learning by communicating the significance of the Word of God for all of life in all disciplines.

To keep the door of educational opportunity open to all by maintaining low charges and minimizing financial burdens on families.

COLLEGE OBJECTIVES

Pursue and impart knowledge with the conviction, grounded in Christian principles, that objective truth is the goal of intellectual inquiry. Offer a curriculum that is carefully reviewed and revised, avoiding educational philosophies that deny the possibility of truth or meaning, assert the relativity of values, or emphasize contemporary perspectives to the neglect of what has proved itself across the ages to be of value for human life. Foster by example and the content of what is taught. Christian values, general and specialized knowledge, and commitment to lifelong learning required for successful living in our ever-changing society.

PROMOTE SPIRITUAL AND MORAL DEVELOPMENT

Increase understanding of Christian precepts within the context of Christian fellowship and worship in order to help develop leadership abilities and application of Christian truth. To provide a solid platform for decisions in life. Prepare students for life in an increasingly diverse society and interrelated global community by promoting a Christian vision of humanity and community which transcends cultural differences. Promote a sense of personal responsibility and love of freedom.

PROMOTE SOCIAL AND EMOTIONAL DEVELOPMENT

Provide opportunities for students to interact with faculty, staff and peers and encourage students to take responsible leadership roles in student activities. Also
make available effective counseling and counseling referrals for personal, career and academic concerns.

**PROMOTE PHYSICAL DEVELOPMENT**

Provide intramural and intercollegiate recreational opportunities for men and women and encourage individuals to participate in activities that will promote lifelong fitness.

**PROMOTE A SENSE OF RESPONSIBILITY TO LARGER COMMUNITY AND SOCIETY**

Provide services to the broader community academically, spiritually, socially, and culturally and support traditional American rights, freedoms, and responsibilities. By actively encouraging applications from qualified students and staff of all races, ethnicity, gender, and class, hold open the door of equal educational and employment opportunity.

**ADMINISTRATIVE**

Under the oversight and direction of the trustees and by a careful stewardship of resources, engage a qualified faculty, support a quality academic program, provide beautiful, efficient facilities maintain full enrollment, continue a debt-free, independent status, and focus and coordinate all activities and operations so that the College will achieve its goals and objective.
Grove City College is an independent Christian College of liberal arts and sciences with enrollment limited to approximately 2400 students. From its founding days it has been coeducational. Although affiliated with the United Presbyterian Church, U.S.A., Grove City College is not narrowly denominational. The College simply aims to give American youth the best in liberal arts and scientific education in a beautiful Christian environment. It is fully accredited by the Middle States Association of Colleges and Universities.

Throughout its hundred year history, Grove City College has had as one of its major commitments the preparation of public school teaching personnel. First approved by the Pennsylvania Department of Public Instruction in 1921 for training teachers for Provisional Certification, the College is now authorized by the Department of Education to recommend candidates for certification in the following areas:

- Early Childhood
- Early Childhood/Elementary Education
- Elementary Education
- English
- English/Communication
- Environmental Education
- Foreign Languages
  - French
  - Spanish
- Mathematics
- Music
- Sciences--
  - Biology
  - Chemistry
  - General Science
  - Physics
- Social Studies
DEPARTMENT OF EDUCATION GOALS/OUTCOMES

GROVE CITY COLLEGE

DEPARTMENT OF EDUCATION:
MISSION AND OUTCOMES

(12-9-05)

MISSION:

The Education Department of GCC embraces the mission, goals, and objectives of the college and joins in its effort to produce capable Christian leaders in the fields of teaching and learning.

Recognizing a responsibility to generations of students yet to come, department members through example and course content seek to equip GCC students with both the specialized knowledge and the spiritual fortitude (under girding) necessary to excel in the field of education.

In order to support a wide variety of callings, the Education Department consciously and consistently develops a strong historical, philosophical, and theological understanding of education and seeks to instill a mastery of, and an appreciation for, the art and science of teaching in each of its students.

GOALS and OUTCOMES:

1. The Grove City College Education major conscientiously executes his/her responsibilities based upon knowledge of pedagogy, subject matter, students, parents, the community, and curriculum goals.

2. The GCC Education major recognizes the value and sanctity of life and applies a Christian perspective of human nature to build disciplined classroom environments which support and empower learners. Furthermore, the GCC Education major establishes a Christian climate of respect through effective communication in all relationships: students, staff, administration, parents, and community.

3. As a reflective practitioner the GCC Education major understands and can articulate the historic and Biblical basis for teaching a Christian perspective. Furthermore, he/she recognizes educational philosophies embedded within school practices, policies, curriculum, and teaching strategies. These philosophies include but are not limited to Christianity, Romanticism, Materialism, Platonism, Behaviorism, Naturalism, Secular Humanism, and Postmodernism.

4. As a lifelong learner, the GCC Education major critically reads research and understands curriculum and policy within the framework of objective truth.

5. The GCC Education major demonstrates knowledge of effective communication skills–writing, speaking, reading, listening, visual representation, and technology–in pedagogy and professional responsibilities.

6. The GCC Education major understands the holistic development of learners and utilizes a variety of assessment strategies to determine the learner’s cognitive, social, emotional, physical, and spiritual development. This enables the pre-service educator to design and implement instructional opportunities that are tailored to the needs of individual learners.

7. The GCC Education major is equipped to educate students in a wide variety of formats including but not limited to public, private, and home schools. In addition, the student will be well prepared to take up leadership positions in American schools and qualified for continued study and graduate school.

8. The GCC Education major demonstrates superior subject area competence specific to their field of study as measured by the Praxis certification tests. Test scores will place GCC majors who take this exam, on average, in the top quartile in comparison to pass rates at other institutions.
POLICIES AND GENERAL INFORMATION
Admission Policies

POLICIES AND PROCEDURES FOR APPLICATION, ADMISSION
AND RETENTION IN THE CREDENTIAL PROGRAM

Please read the following teacher education program policies and procedures before you complete
and submit the application for the teacher certification program. Also, monitor these policies and
your status each year so that you are aware of the necessary requirements adopted by the Grove
City College Education Department and the state of Pennsylvania for admission and retention in
the credential program. After your acceptance into the certification program, the Education
Department conducts a semester-by-semester audit of your status and informs you if your
advancement is in jeopardy. If you have any questions, please discuss them with a member of the
Education Department faculty.

Admission to the Grove City College Teacher Certification Program

(1) Candidates who intend to enter the teacher education program to obtain a Pennsylvania
teaching certificate must make formal application to the Education Department of the
College. (This is required even if you were admitted to the College or are currently
enrolled as an education major.)

Application is due by November 1 of the Sophomore year. Upper class members new to
the Department should apply during the semester after they have declared education as a
major. Admission to the program leading to teacher certification will be at the discretion of
the Department as described below.

If a candidate is not fully admitted (when an application is rejected or when a candidate is
merely granted probationary status), s/he is responsible for making reapplication when
satisfactory admission conditions are met.

(2) Candidacy for admission to the teacher certification program will be evaluated by
consideration of the following:

a) The Teacher Certification Program Application information. This form will be made
available to all sophomore majors and upper level transfer students during the fall
semester.

b) A recommendation from a faculty member in your major area. The recommendation
forms for secondary and K-12 certification majors will be sent directly to the major area
department chair, and the recommendation form for Elementary/Early Childhood
majors will be sent to their ELES/EACH advisor.

c) Your academic record to date at Grove City College. To be awarded Full Acceptance
into the certification program, you must meet the grade point averages stipulated by the
state of Pennsylvania and the Grove City College Education Department for
certification. Thus, Full Acceptance requires a minimum of 3.0 CQPA and 2.75 MQPA.
In addition Secondary Education Majors must have a 2.50 in their EDUC QPA. To be
awarded Provisional Acceptance into the certification program, the student must have
attained a sufficient grade point average to allow successful completion of the program with some increase in cumulative QPA and/or major QPA. Provisional Acceptance requires a 2.60-2.99 CQPA and/or a minimum of 2.65 MQPA.

d) Any testing or additional QPA requirements imposed by present and future Pennsylvania Department of Education requirements.

e) Necessary medical, criminal history, and child abuse background clearances as required by the Pennsylvania Department of Education. Refer to the section on Clearances for further detail. Any incident that would jeopardize a student from receiving these clearances will result in the student being removed from the certification program.

f) This complete application will be referred to the Associate Chair of the Education Department for processing and review. No Teacher Education Candidate will be referred for participation in the Certification Program unless they are fully qualified and continue to display the behaviors necessary for the issuance of clearances. [Candidates will be informed in writing concerning the status of their candidacy following the first semester after the application is received. As a result of their standings, students will also be informed of any restrictions imposed on the courses that they will be permitted to take in the Education Department.

Retention in the Teacher Certification Program

Retention in the Teacher Certification program will be based upon a review of the above standards for Admission. The status of each Teacher Education Candidate will be reviewed by the Associate Chair of the Education Department. No Candidate will be retained for participation in the Certification Program unless they are qualified and continue to display the behaviors necessary for the issuance of clearances. Teacher Education Candidates will be informed of their status in writing from the Education Department following each semester (January and Summer) if they do not meet the criteria for retention. Additionally, they will be informed of any course restrictions imposed upon them as a result of their standing. The decision for retention shall include a review of the following:

a) Endorsements by the Office of Student Life & Learning as appropriate.
b) Recommendation by the members of the Education Department.
c) Transcript review indicating that grade point requirements are being met. (See Grade Point Average Requirements below in Section 3.)
d) Any testing or additional QPA requirements imposed by present and future Pennsylvania Department of Education Regulations.
e) Clearance review indicating that all required Clearances are current and that the student has not been involved in any event that would jeopardize the issuance of such Clearances. Refer to the section on Clearances for further details.
3. Grade Point Average Requirements

Current policy in the Education Department requires that all education majors maintain a sufficient cumulative grade point average (CQPA) and major grade point average (MQPA) for full eligibility in the Certification Program. The requirements are explained below:

3a. **Elementary Education and Early Childhood Grade Point Average Requirements:**

**Suspension:** Freshmen earning less than a 2.30 CQPA by the end of their freshman year will be suspended from the Elementary/Early Childhood major. Sophomores earning less than 2.60 CQPA by the end of their sophomore year will be suspended from the teacher certification program. Juniors earning less than a 2.90 CQPA by the end of their junior year and 2.75 MQPA before their student teaching semester will be suspended from the teacher certification program. **Students under suspension will not be permitted to take education classes.**

**Probation:** Freshmen achieving a CQPA within the 2.30 to 2.99 range and/or less than a 2.75 in their MQPA will be placed on probation. Sophomores achieving a CQPA within the 2.60 to 2.99 range and/or less than a 2.75 in their MQPA will be placed on probation. Juniors achieving a CQPA within the 2.90 to 2.99 range and less than a 2.75 MQPA will be placed on probation. **Students who are on probation may continue to take education courses, but must have attained at least a 2.90 CQPA and a 2.75 MQPA before they can student teach.**

All teacher candidates are required to have attained at least a 3.0 CQPA and a 2.75 MQPA before they are approved to apply for a Pennsylvania teaching certificate.

**Summary of Elementary/Early Childhood Education Dept. QPA and MQPA Requirements by Year**

<table>
<thead>
<tr>
<th>Action</th>
<th>QPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Warning (January)</td>
<td>Less than 3.0 CQPA</td>
</tr>
<tr>
<td>Freshman Suspension From ELES/EACH Major (June)</td>
<td>Less than 2.30 CQPA</td>
</tr>
<tr>
<td>Freshman Probation in ELES/EACH Major. (June)</td>
<td>2.30-2.99 CQPA</td>
</tr>
<tr>
<td>Sophomore Full Acceptance into Certification Program (January)</td>
<td>A minimum of 3.00 CQPA and 2.75 MQPA</td>
</tr>
<tr>
<td>Sophomore Suspension From ELES/EACH major (Jan. and June)</td>
<td>Less than 2.60 CQPA</td>
</tr>
<tr>
<td>Sophomore Probation (and Provisional Status into Certification Program) (January &amp; June)</td>
<td>2.60-2.99 CQPA</td>
</tr>
<tr>
<td>Junior Suspension (January &amp; June)</td>
<td>Less than 2.90 CQPA</td>
</tr>
<tr>
<td>Junior Probation</td>
<td>2.90-2.99 CQPA</td>
</tr>
</tbody>
</table>
3. b. All Secondary Education, Music, Foreign Language, and Environmental Education
   Majors Grade Point Average Requirements:

   **Freshmen** receive *letters of warning* if their CQPA is below 3.00 and/or their MQPA is below 2.75 and/or their Education Department QPA is below 2.50.

   **Sophomores** once admitted to the Certification Program, are notified if the following problems in status occur:
   - **Suspension:** Sophomores earning less than a 2.60 in their CQPA and/or less than a 2.65 in their MQPA are suspended from the Certification Program, *are not permitted to take any education courses other than EDUC 201 or EDUC 202 without special permission from the Associate Chair*, and are counseled to discuss other options with their advisor.
   - **Probation:** Sophomores earning between a 2.60 and 2.99 in their CQPA and/or between a 2.65 and 2.74 in their MQPA are placed on probation and permitted to continue to take education courses. They are, however, reminded of the QPA requirements for student teaching and certification, which are listed in later sections of this chapter.
   - **EDUC Problems:** Candidates with less than a 2.50 Education Department QPA *must receive approval from the Associate Chair in order to continue participation in Education Department course work*. They are also reminded that a 2.75 EDUC QPA is required for student teaching. (All courses with an EDUC prefix are used to determine this calculation.)

   **Juniors** once admitted to the Certification Program are notified if the following problems in status occur:
   - **Suspension:** Juniors earning less than a 2.90 in their CQPA and/or less than 2.65 in their MQPA are suspended from the Certification Program, *are not permitted to take any education courses other than EDUC 201 or EDUC 202, without special permission from the Associate Chair* and are counseled to discuss other options with their advisor.
   - **Probation:** Juniors earning between a 2.90 and 2.99 in their CQPA and/or between a 2.65 and 2.74 in their MQPA are placed on probation and permitted to continue to take education courses. They are, however, reminded of the QPA requirements for student teaching and certification, which are listed in later sections of this chapter.
   - **EDUC Problems:** Candidates with less than a 2.50 Education Department QPA *must receive approval from the Associate Chair in order to continue participation in education department course work*. They are also reminded that a 2.75 EDUC QPA is required for student teaching. (All courses with an EDUC prefix are used to determine this calculation.)
IMPORTANT NOTES:
No Secondary/K-12 certification area Education candidate will be permitted to student teach who has not achieved at least a 2.90 CQPA and 2.75 MQPA and 2.75 Ed QPA.

All candidates are required to have a 3.0 CQPA and a 2.75 MQPA before they are approved to apply for their Pennsylvania teaching certification.

**Summary of Secondary and K-12 Education Education Dept. QPA and MQPA Requirements by Year**

<table>
<thead>
<tr>
<th>Action</th>
<th>QPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Warning*</td>
<td>Less than 3.00 CQPA</td>
</tr>
<tr>
<td></td>
<td>Less than 2.75 MQPA</td>
</tr>
<tr>
<td>Full Acceptance*</td>
<td>3.0 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.75 MQPA</td>
</tr>
<tr>
<td>Provisional Status</td>
<td>2.60-2.99 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.65-2.74 MQPA</td>
</tr>
<tr>
<td>Sophomore Suspension*</td>
<td>Less than 2.60 CQPA</td>
</tr>
<tr>
<td></td>
<td>Less than 2.65 MQPA</td>
</tr>
<tr>
<td>Sophomore Probation (and Provisional Status)</td>
<td>2.60-2.99 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.65-2.74 MQPA</td>
</tr>
<tr>
<td>Junior Suspension*</td>
<td>Less than 2.90 CQPA</td>
</tr>
<tr>
<td></td>
<td>Less than 2.65 MQPA</td>
</tr>
<tr>
<td>Junior Probation (Provisional Status)</td>
<td>2.90-2.99 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.65-2.74 MQPA</td>
</tr>
<tr>
<td>Student Teaching**</td>
<td>2.90 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.75 MQPA</td>
</tr>
<tr>
<td>Certification State Requirements</td>
<td>3.0 CQPA</td>
</tr>
<tr>
<td></td>
<td>2.75 MQPA</td>
</tr>
</tbody>
</table>

* All students with less than a 2.50 Education Department QPA must receive approval to continue taking Education Dept. coursework.

** All students must have a 2.75 Education Department QPA in order to student teach.

**Student Teaching Requirements:**

4. Student Teaching for Elementary, Early Childhood, K-12 Music, Foreign Language and Environmental Education and Secondary Education majors will be permitted when the conditions below have been met:

a) A Grade Point average is attained which is high enough so that a Pennsylvania teaching certificate may be obtained upon graduation.

\[
\text{CQPA} = 2.90 \text{ or higher, and} \\
\text{MQPA} = 2.75 \text{ or higher, and} \\
\text{Education Dept. QPA} = 2.75 \text{ QPA (applies only to Secondary/K-12)}
\]
b) A candidate must meet all standards and have completed all prerequisite course work by the semester prior to student teaching unless the Education Department determines that there are extenuating circumstances.

c) Candidates must make written application to student teach. Secondary/K-12 Education students must complete this written application by October 30, of the year prior to student teaching. Elementary and Early Childhood majors must complete the written application by December 1, of the year prior to their student teaching, unless otherwise directed by the Associate Chair.

d) Any testing or additional QPA requirements imposed by the Pennsylvania Department of Education also apply.

e) Necessary current criminal history and child abuse background clearances required by the Pennsylvania Department of Education also apply.

State Teacher Certification Program

5.) The candidate is responsible for submitting an application through the Education Department of Grove City College to the Commonwealth of Pennsylvania for teacher certification. This application may be submitted when the following conditions have been met:

a) All courses set down in the appropriate status sheets have been successfully completed.

b) All professional requirements have been completed. These would include:

1) Student teaching completed with acceptable performance (Student must earn a grade of **C or better** in student teaching.)

2) Acceptable scores obtained in Praxis Examinations for PPST I general tests and in all desired certification areas, and acceptable scores for PDE 430 ratings.

3) Candidate has demonstrated the competencies and standards as outlined by the Grove City College Education Department as written in this document and the standards imposed by the state of Pennsylvania in approving the Grove City College Education programs.

4) Candidate has achieved the CQPA requirement(s) required by the Pennsylvania Department of Education for Certification. Currently, students must have achieved a CQPA of 3.00 for certification.

c) The Education Department has recommended certification. It is to be noted that the Department may recommend credits for student teaching toward the candidate’s degree but may determine the work did not warrant a recommendation for certification. **It is possible to graduate from the College and not receive certification from the Commonwealth of Pennsylvania.**
d) Any testing or additional QPA requirements imposed by present and future Pennsylvania Department of Education regulations also apply.

e) Necessary criminal history, FBI, and child abuse clearances required by the Pennsylvania Department of Education also apply.

6. Students with special concerns regarding these admission policies should direct their questions to the Associate Chair of the Education Department.

**Appeal Procedure:**

Candidates failing to meet the minimum CQPA and MQPA requirements for student teaching or Pennsylvania Teacher Certification may write a letter of appeal to the Dean of Arts and Letters with a copy of the letter sent to the Education Department Chairman. The appeal process should be discussed with the Associate Chair of the Education Department prior to the initiation of the appeal letter.
Advising

ADVISEMENT

Each candidate who is admitted to the teacher education major is appointed an advisor in the Department of Education. For elementary education or early childhood majors, a member of the Faculty of the Education Department serves as the advisor. For secondary or k-12 education major, each candidate will have an advisor in the major subject area, but candidates are also encouraged to seek advisement from the Associate Chair of the Education Department and the Credential Officer.

It is critical that candidates be registered in the Registrar's Office records as an Education Major. For Secondary/K-12 candidates, this means that you should list Education as your second major (e.g., Physics/Secondary Educ., Literature/Sec. Educ., etc.). Elementary education or Early Childhood education candidates are listed as such.

Candidates are urged to seek help in planning a course of study which will fulfill all requirements for certification. Each candidate is given a study checklist when matriculated. Although the advisor keeps a copy of this course of study, candidates must be responsible for keeping accurate records of his/her work. Each semester or year should be carefully planned, especially if exceptions to the recommended course of study are proposed or summer coursework is completed.
POLICY GOVERNING COURSE REQUIREMENTS FOR
GROVE CITY COLLEGE STUDENTS WISHING TO APPLY
FOR A CHANGE OF MAJOR INTO THE EDUCATION DEPARTMENT

I. Grove City College students who seek to change their major to acquire an Education Certificate or degree are advised of the following:

1. Students seeking to add or change to a Secondary or Foreign Language or Music certification/major should discuss this with their current academic advisor and the department chair of the discipline in which they wish to become certified. The Associate Chair of the Education Department is also available to assist these students in evaluating their decision to add or change to a Secondary or Foreign Language or Music certification/major.

2. Students seeking to add or change to an Elementary and/or Early Childhood Education major should make an appointment to discuss this request with the Associate Chair of the Education Department.

3. All students seeking to add or change majors into education should be aware of the QPA requirements for certification as discussed in the Education Department handbook. No student should make this change to an Education certification/major, unless they are likely to be able to achieve the required 3.0 CQPA and 2.75 MQPA upon graduation. Further, the sequential nature of courses within the education program is an important factor for consideration in this process, particularly for elementary/early childhood majors.

All requests for change of majors into education, for Physics/General Science, Chemistry/General Science, or Chemistry secondary or Elementary, Elementary/Early Childhood, must be approved by the Associate Chair of the Education Department. Requests will be evaluated on the basis of QPA status, sequencing of courses, and enrollment sizes for the major requested.
Transfer and Certification only Students

POLICY GOVERNING COURSE REQUIREMENTS FOR
CERTIFICATION ONLY AND TRANSFER TEACHER CANDIDATES

I. For those teacher candidates who are ALREADY CERTIFIED in some area AND SEEK CERTIFICATION AT GROVE CITY COLLEGE IN AN ADDITIONAL AREA, the following guidelines are to be followed:

1. Candidates who have ALREADY TAKEN COURSES IN THE AREA IN WHICH THEY SEEK CERTIFICATION must take at least 50% of the courses required for this certification at Grove City College.

2. Candidates who start with NO HOURS IN THE ADDITIONAL AREA OF CERTIFICATION may only transfer six hours to Grove City College without special advance permission from the department head in their new area of certification.

II. For candidates who have NO CERTIFICATION BUT HAVE A DEGREE from a regionally accredited college or university these guidelines are to be followed:

1. * Candidates who have had the required hours in their major (as shown on their status sheet) but require education courses for certification must take all of their education courses at Grove City College. (Under certain conditions up to six hours may be taken elsewhere with prior approval.) Candidates who have the required hours in their major may, however, be required to take up to 15 additional hours in their subject area at the discretion of their subject area advisor.

2. *Candidates who have had their hours in education (as shown on their status sheet) but have not had the required subject area courses must take all of their subject area courses at Grove City College. Under certain conditions up to six hours may be taken elsewhere with prior approval.

3. Candidates who have not had the required education and subject area courses will follow both of the above guidelines.

4. Candidates must have completed the teacher education core curriculum courses.

5. Candidates must have accrued adequate QPA status in their previous institution(s)’s coursework in order to meet the requirements set forth for Certification by the Pennsylvania Department of Education.

III. UNDERGRADUATE TRANSFERS to Grove City College must complete at least 50% of their subject area as well as 50% of their professional education courses at Grove City College.

IV. At the discretion of the appropriate advisor, candidates may be required to repeat courses.
The College reserves the right to require these non-traditional and transfer students to repeat courses listed as the Major Requirements, the Major-Related Requirements and/or Professional Requirements as required by the specific major.

All transfer students, including those students seeking Certification only, are to fully comply with the requirements for certification addressed elsewhere in this Handbook. Such candidates are reminded of the need for compliance with QPA requirements, passing scores on the appropriate portions of the Praxis examinations, and necessary Tine Testing/Security Clearances.
Non-traditional Students

NON-TRADITIONAL STUDENTS

Non-traditional teacher candidates are welcome to enter Grove City College to pursue an education in any major including in particular Education and the Teacher Certification Program. Prospective candidates in this status must meet the same College and Departmental entrance requirements as fulltime traditional candidates. It is important to note that if a non-traditional candidate elects to pursue a program on a part-time basis, special attention should be paid to program planning.

Advisement for non-traditional candidates is available through the Office of Student Life and Learning, the Education Department and the department in which the candidate will major. Upon entrance to the College, each candidate is assigned a faculty advisor. The candidate is encouraged to meet with his/her advisor for the purpose of program planning and scheduling.

Serious consideration will be given to accommodating the special needs of non-traditional candidates.

The Education Department stands ready to assist the non-traditional candidate to make the adjustment to the College. Please see a member of the Department if you have a question or a problem.
The Education Department of Grove City College provides a Curriculum Library as a resource center for the use of preservice teachers. Teacher candidates are encouraged to work and study in the Curriculum Library. Part of professional growth is the ability to work with colleagues and exchange ideas for the ultimate good of the profession. It is hoped that the Curriculum Library will be an initial step in professional networking.

**Materials**
The materials which are available to candidates in the Curriculum Library are:

1. a variety of reference books in the field of education.
2. educational textbooks with accompanying teacher manuals, tests, activities, and other materials for all levels of instruction and all areas certified by the College.
3. an assortment of small items and equipment to assist in teaching on-campus demonstration lessons.
4. materials such as maps, globes, videos, software, films, filmstrips, games, manipulatives, etc., to assist in adding variety to planning of learning sequences.
5. audio-visual equipment, such as filmstrip projectors, overhead projectors, letter-cutting machine, laminator, poster-maker, etc.

Circulation of materials is at the discretion of the Education Department and Buhl Library and is so noted in the Center. Overdue items will be fined at the same rate as the College library.

**Supervision**
The supervision of the facility is the responsibility of the Curriculum Library Director. The Director is responsible to the Department Chair. A limited number of students are employed each academic year to assist with the operation of the facility. The student assistants are responsible to the Curriculum Center Coordinator.

**Service**
Volunteer service hours are encouraged of all education candidates.
ATTENDANCE POLICIES

The Education Department seeks to promote habits which are exemplary of the behaviors that responsible teachers should exhibit. Candidates have the duty of being well prepared to learn in class, just as they will be expected to be well prepared to teach. Candidates are expected to attend every class with preparations for that class completed.

In accordance with the policies of the college, the following attendance rules and regulations are enforced by the faculty of the Department of Education.

One absence will be permitted for each credit hour of a course.

1. Excused absences:
   a. Are permitted if required work is completed in advance or within a reasonable time following the absence.
   b. In the event of a prolonged absence, "reasonable time" will be defined by student-professor agreement.
   c. In absences of one or two days, "reasonable time" means within one week of a candidate's return to class.

2. Unexcused absences:
   a. On an announced test day will result in an "F" for that day.
   b. Each excessive unexcused absence will result in an "F" for the day's work.
   c. Excessive unexcused absences will be referred to the Dean of the college.
   d. Professors may reserve the right to disallow unexcused absences during internships. (student teaching, field experiences, etc.)

3. Tardiness will be recorded as unexcused absence in the following ratio: three tardies equal one absence in a three-credit course; two tardies equal one absence in a two-credit course.
Testing/Legal

TESTING AND LEGAL CONSIDERATIONS

National Teacher's Examination

All candidates who apply for Pennsylvania certification must pass the appropriate sections to the Praxis (National Teachers Examination) Examinations. These examinations (a Core Battery or Praxis I and a Specialty Area Test or Praxis II) will be administered nationally in the fall and spring semesters and during the summer each year. Three of the Praxis I tests are currently available in computerized form at certain Sylvan (Prometric) Testing/Learning Centers.

Students are responsible for getting the information packet and registering for the appropriate examination before the deadlines. All test booklets and information on testing dates are available in the Education Office.

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

As of September 1, 2003, the Principles of Teaching and Learning Praxis Series Test will no longer be required for graduates of a Pennsylvania teacher education program, provided they have entered student teaching during and/or after fall 2003. This test is still required in other states, however.

Candidates completing their student teaching experience are required to complete their certification requirement using a statewide performance evaluation and inventory based on Pennsylvania Department of Education student teaching guidelines and requirements. This form, known as PDE-430, is completed by the College Supervisor and is based upon actual classroom performance. Requirements include:

1. Each teacher candidate must be evaluated using the PDE-430 (see appendix) a minimum on two times during their student teaching experience--once at the midpoint and once at the end.

2. All evaluations using the PDE-430 are formative with the exception of the final one, which is summative. Formative assessments are used to give the teacher candidate an opportunity to correct or improve deficiencies. A minimum total of at least 4 points must be achieved on the final summative rating to favorably complete the overall assessment. All categories (Planning and Preparation; Classroom Environment; Instructional Delivery; and Professionalism) must have a satisfactory rating for certification. A score of (1) is considered satisfactory.

3. Sources of evidence to document the teacher candidate’s progress are key to the performance evaluation.

4. The PDE-430 is kept in the teacher candidate’s permanent college file, but will not be provided to outside agencies, prospective employers, or other individuals.
CLEARANCES/TESTING/LEGAL CONSIDERATIONS
Clearances Testing/Legal

Information below details the clearances required by the Grove City College Education Department. Students should be aware that particular schools and agencies may require more stringent and repeated testing than listed in this section as each school district interprets these legal requirements somewhat differently.

Tuberculin (PPD) Mantoux Skin Testing

The Pennsylvania Department of Health (Title 28 PA CODE CH. 23) stipulates that all individuals who work in public schools be tested for tuberculosis. This ruling includes any personnel who have contact with students in schools, and, therefore, includes student observers and student teachers.

You must be tested for tuberculosis before starting any of your field experiences in the public schools. Tuberculin (PPD) Mantoux skin testing is done at Zerbe Health Center each year. Grove City College Education majors are required to have a card issued by Zerbe which states that they have received a clearance as a result of this PPD testing. Students will be asked to show this card each year as part of their clearance requirements. At present, unless a student suspects contact with an active case of tuberculosis (which is a situation which mandates repeated testing), the tuberculin PPD skin test is required once upon entry to the program and again after student teaching when students apply for PA certification. Please watch for announcements regarding dates for the testing at Zerbe.

Student Teaching Insurance

Although the classroom teacher is legally responsible for the classroom in which you observe and student teach, it may be advisable for you to carry liability insurance while in the public school. Additionally, you may find that the schools in which you wish to observe may deny your request unless you are covered with some type of liability insurance. If this is the case, check with that school as to the type of insurance appropriate for their needs. The Department of Education will make available information as to sources for this insurance, but it does not endorse or require students to purchase insurance from the organization. Students are encouraged to discuss the matter of insurance with their parents, as many may be covered on parents’ insurance policies.

Act # 34 and Act #33(151) and Act #114 Background Clearances

The state of Pennsylvania sets forth the required clearances for teachers, student teachers, those doing field experiences, or anyone working with students in PA schools. Consequently, the Education Department of Grove City College requires all students within the department to have and maintain the following current clearances:

- Act 34 State Criminal Record Clearance (Currently $10. Renew on a yearly basis.)
- Act 33/151 Child Abuse Clearance (Currently $10. Renew on a yearly basis.
- Act 114 FBI Fingerprint Clearance (Currently $40. According to current policy, this clearance only needs to be completed once, as long as you remain a student at Grove City College. If you have a semester or longer when you are not a student at Grove
City College, you must renew Act 114 FBI Fingerprint Clearance as well. Be advised, however, that some schools may require that this be renewed more frequently.

Listed below are the stipulations for these clearances as established by the Grove City College Education Department:

**Freshmen:** Must have the tuberculin ppd clearance and all three current Act 33/151, Act 34, and Act 114 clearances to do any classroom observations and field experiences in the state of PA.

**Sophomores:** Will be asked to show current Act 33/151 and Act 34 clearances and existing Act 114 and PPD tuberculin clearances when they make application to the certification process. Additionally clearances will be checked for classroom observations and field experiences.

**Juniors:** Must have current Act 33/151 and Act 34 clearances and existing Act 114 and ppd tuberculin clearances to do any classroom observations and field experiences in the state of PA.

**Seniors:** Must have current Act 33/151 and Act 34 clearances and existing Act 114 and ppd tuberculin clearances to do any classroom observations, field experiences, and student teaching in the state of PA.

**Transfers** into the major are expected to comply with these requirements accordingly.

Act 34 (Criminal History Check) may be obtained online from the Pennsylvania State Police at: [https://epatch.state.pa.us/Home.jsp](https://epatch.state.pa.us/Home.jsp). This form may be completed online, paid for with credit card, and obtained immediately.

An Act 33/151 (Child Abuse History Check) clearance and instructions may be obtained at [http://www.dpw.state.pa.us/general/formspub/003671038.htm](http://www.dpw.state.pa.us/general/formspub/003671038.htm). This form must be downloaded, completed, and mailed with a $10.00 money order. No other payment method will be accepted. Do not send a personal check or cash; doing so will result in a return of your application. This form takes approximately 4-6 weeks to process.

To complete Act 114, you register on line (cost $40) and then take documentation with you to the fingerprinting location, which are designated sites within the state of Pennsylvania. (There is a fingerprinting site located at Midwestern Intermediate Unit 4 within walking distance in Grove City.) Detailed instructions are available on line at [https://www.pa.cogentid.com/index.html](https://www.pa.cogentid.com/index.html). The form for registration for fingerprinting is available at [http://www.pa.cogentid.com/](http://www.pa.cogentid.com/). There is a delay time between fingerprinting and the actual delivery of your clearance. Be sure to retain the proof of your fingerprinting that is given to you at the time of fingerprinting, as this will serve as your clearance for a temporary time period.

Your clearances are important documents. Keep them current (according to Department specifications) and in a safe place. You establish yourself as a professional candidate for certification by maintaining current clearances as required by the Education Department. **Your compliance with these responsibilities speaks to both your maturity and professional commitment. You are expected to take personal responsibility for keeping your clearances current. Failing to do so can result in lowered grades and the loss of student teacher/field experience privileges.**
FIELD EXPERIENCES
Field Experience

FIELD EXPERIENCE, EDUCATION 371-375 and 381-386
PROCEDURES, POLICIES AND EVALUATION

Guidelines

Field Experience is designed to permit students enrolled in the elementary, early childhood and secondary education programs of the College to engage in an individualized field-based experience in selected school districts other than the one which they attended or to which they will be assigned for their student teaching experience. Grove City College seeks to provide the proven benefits of early and varied experience in a variety of educational settings for career exploration prior to student teaching.

The purpose of observation and/or active involvement in a field experience assignment is to help the candidate focus on those aspects of instruction which are necessary and desirable to facilitate maximum learning. This also serves as an introduction to self-analysis, assisting the candidate to project and/or try-out his or her ideas for conducting a class effectively.

The Department encourages field experiences in school settings which have student populations containing a cross section of individuals from various socioeconomic, racial, and ethnic backgrounds. Special attention is given to the opportunity for candidates to acquire direct experience with exceptional students.

Relation to Coursework

Class meetings are held to explain the purpose and procedures for observation. For the introductory field experience, a working text is used to help guide the development of observation skills and to help the observer identify the important processes which are taking place in the classroom on a daily basis. The text is available in the bookstore.

Some field experiences are designed to relate specifically to coursework (e.g., Ed. 323, 326, Teaching Elementary Reading and Language Arts; Ed. 305, Curriculum & Instruction). These field experiences are scheduled concurrently with courses (see schedule of classes). Each section is one hour credit. Some elementary education and early childhood courses also include supervised field experiences as course requirements. These experiences provide the students with the opportunity to apply methodology in a regular school setting and are arranged within the schedule of class hours.

Early Education Center

Early Childhood credential candidates are required to enroll in Education 384 and receive credit for participation in the Early Education Center on campus. Dual certification students (Elem./Early Child.) are also required to take Education 384. Candidates may also choose to add additional field experiences in the Early Education Center.
Field Experience

PROCEDURES

Each candidate is responsible for making appropriate and timely arrangements with a host school or with the professor in charge of tutoring for field experience. Approval for independent field experiences must be obtained from the school administrator in charge of student teachers/observers. Assistance with obtaining such approval will be provided by the College faculty when necessary.

After making preliminary contact for approval from a school administrator, candidates must file an Application and Contract for Enrollment in Education 371-375 or 381-386, which is available in the Education Office. The school will be officially notified of your field experience by the Education Department. Any changes regarding the location or nature of the field experience must be approved by the professor of the course. Transportation is the responsibility of the student.

One credit for field experience may be obtained for each of the following time commitments:

1. Full-time for one week during the break between semesters. [Recommended for all EDUC 371 and 381 first level fields.]

   For Fall field experience, over Christmas Break. For Spring semester, over Spring Break or Easter Break. Completing a field experience in May is not advised but will be considered if the school system is in session well into the month of June.

2. One morning or afternoon each week for either the Fall or Spring semester. The tutoring program established with the local public schools may fulfill this category. Contact the course instructor for information.

3. Any approved activity constituting the number of hours normally engaged in for one college credit. Candidates are encouraged to submit proposals for fulfilling any type of field experience or independent study in the schools.

EVALUATION

Each professor will designate the criteria for evaluation of field experiences at the beginning of the semester. The field experience and the accompanying assignments must be completed no later than study day of the next semester after you are enrolled in the field experience………i.e. enrolled in fall semester, must be completed by study day of spring semester.
SOME GUIDELINES TO BEING A GOOD OBSERVER

- Dress appropriately. Treat this experience as you would a job interview.

- Take your original paperwork and copies of your Act 34 Clearance and Act 33/151 Clearance with you to present at the school, if asked.

- Report to the front office when visiting a school and introduce yourself.

- Never visit a classroom uninvited or unannounced. Be polite and act like a visitor—the school is not obligated to accommodate you.

- Arrive promptly and stay until the class is completed.

- Be as unobtrusive as possible.

- Sit where you can see as much of the room as possible.

- Do not interrupt the teacher when s/he is teaching.

- Use the observation text as a guide but try to note other characteristics of the classroom, students, and teacher.

- Offer your services to help a teacher whenever possible, but don't let it interfere with the observation process. Plan to be as involved as the teacher indicates is appropriate.

- Be pleasant and supportive. Your task is not to find fault with the teaching process, but to analyze the elements of effective teaching and think in terms of developing your own methods and style. Discuss the class you observe with the cooperating teacher; apply the theory you have learned about the subject to the instruction you see.

- Thank the teacher for allowing you to observe her/his class. Allow time for him/her to explain what happened instructionally, from her/his point of view.

- At all times, Be Tactful.

- Send a "thank you" note to the Principal and Cooperating Teacher expressing your appreciation for providing you with the opportunity to grow as a teacher.

THINK HOW IT WILL BE WHEN YOU ARE THE TEACHER!
FIELD EXPERIENCE PARTICIPATION ACTIVITIES

The following field experience activities are some that may help prepare you for student teaching. If appropriate, volunteer to do some of these activities during your field experience.

- Prepare a bulletin board or audio-visual display.
- Operate technology equipment (VCR, computers, film projector, slide projector).
- Operate duplicating equipment (copiers, scanners).
- Prepare a set of student worksheets.
- Correct a set of student papers.
- Participate in some aspect of classroom management (taking roll, handling absence slips, distributing materials).
- Prepare a learning center or individualized activity.
- Work one-on-one with students in a tutoring situation.
- Prepare a lesson for small group instruction.
- Prepare a lesson for the whole class.
STUDENT TEACHING RESPONSIBILITIES,
PROCEDURES, AND EVALUATIONS
Student Teaching

STUDENT TEACHING RESPONSIBILITIES, PROCEDURES, AND EVALUATION
(See Student Teacher Manual for more details)

Goals

Student teaching is a rigorous internship in early childhood, primary, intermediate, junior and senior high classrooms. As the learning candidate observes experienced mentor teachers and implements planning, teaching and management strategies, s/he will learn the requirements for becoming a competent teacher. Please note that competent does not mean perfect. The student teaching experience will also afford prospective teachers with the opportunity to test their talent and abilities for working with school age children.

The student teaching seminar will meet weekly so that problems and issues dealing with student teaching and with other professional questions can be explored.

Attendance

While student teaching, excused absences for illness or special circumstances should be cleared with the cooperating teacher and the college supervisor prior to the absence. There will be no unexcused absences. There is also a no-cut policy for the student teaching seminar. Requisite hours for student teaching are established by the State Department of Education. If extended illness or other emergencies cause excessive loss of hours, arrangements will be made by the cooperating teacher and supervisor to make up the hours.

Recommendation for Certification

Upon successful completion of the student teaching assignment(s), recommendation for Pennsylvania state certification will be made by the College.

Grading

Letter grades for each student teaching experience will be assigned by the college supervisors after consultation with the cooperating teachers.

A letter grade of "A" denotes student teachers who can competently step into teaching situations and with minimal help from superiors, discharge their duties very capably and independently. The letter grade of "B" denotes student teachers who can competently handle teaching assignments with some help from school supervisors or mentor teachers. A letter grade of "C" denotes student teachers who can perform adequately with guidance and regular supervision from school personnel. The letter grade of "D" would indicate inadequate teaching proficiency. A student teacher receiving a letter grade of "D" would be judged to be incompetent to teach and would not be recommended for certification. The grade of "F" would reflect a failure to discharge the responsibilities of a student teacher.
Reimbursement

At the time of billing, all students who are paying for their room and board in the College residence halls will be issued a credit for lunches which they will not be eating on campus due to student teaching. This credited amount includes all Monday-Friday lunches during a student teaching semester.

Students will be responsible for paying for their own lunches at the public schools. No responsibility will be accepted by Grove City College for amounts in excess of the reimbursement amount. Please plan accordingly, budgeting the amount which you saved in your room and board charges to permit you to purchase lunches at the school in which you will be doing your student teaching.
GROVE CITY COLLEGE  DEPT. OF EDUCATION  CLASSROOM OBSERVATION FORM

REPORT OF STUDENT TEACHING PERFORMANCE

<table>
<thead>
<tr>
<th>School</th>
<th>Subject/grade</th>
<th>Time/Period</th>
<th>Completed by</th>
</tr>
</thead>
</table>

Performance Scale:
- 4: Competency equal to that of a beginning teacher, functions independently
- 3: Competency is well developed, needs minimal direction
- 2: Competency is somewhat developed; needs direction
- 1: Competency is beginning to be developed; needs constant supervision
- 0: Competency is NOT demonstrated at this time.

CATEGORY I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation; student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(I), (B), (C), (G), (H)

4 3 2 1 0

CATEGORY II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i), (E), (B)

4 3 2 1 0

CATEGORY III: Knowledge of Content/Teaching Strategies – Student teacher, through knowledge of content and their pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D), (F), (G)

4 3 2 1 0

CATEGORY IV: Professional Responsibilities - Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I), (J)

4 3 2 1 0

ADDITIONAL COMMENTS:

PERFORMANCE CRITERIA FOR EACH OF THE ABOVE CATEGORIES ON BACK OF SHEET.

Revised 8/29/03 Compliance PDE-430 Wkly Eval: EDU/St/FORMS:ejf
CATEGORY I  PLANNING AND PREPARATION

Student Teacher’s performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania’s K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals.

CATEGORY II  CLASSROOM ENVIRONMENT/MANAGEMENT

Student Teacher’s performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

CATEGORY III  KNOWLEDGE OF CONTENT/TEACHING STRATEGIES

Student Teacher’s performance appropriately demonstrates:

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

CATEGORY IV  PROFESSIONAL RESPONSIBILITIES

Student Teacher’s performance appropriate demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Revised 8/25/03 Compliance PDE-430 Wkly Eval: EDU/St/FORMS.ejf
# Report of Student Teaching Performance

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
<th>Date/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Age Level</th>
<th>Time/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Report completed

Refer to Appropriate Practice Guidelines by NAEYC

## Attention to the Physical, Social, and Emotional Needs

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

## Appropriate Age Level Interaction

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

## Appropriate Curriculum Materials

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

## Presentation Skills

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

## Professional Responsibility and Deportment

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

## Additional Comments

38
<table>
<thead>
<tr>
<th>Planning and Preparation:</th>
<th>Student Teacher’s performance appropriately demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of content.</td>
<td><strong>◆◆◆◆</strong></td>
</tr>
<tr>
<td>Knowledge of Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Pennsylvania’s K-12 Academic Standards</td>
<td></td>
</tr>
<tr>
<td>Knowledge of students and how to use this knowledge to impart instruction.</td>
<td></td>
</tr>
<tr>
<td>Use of resources, materials, or technology available through the school of district.</td>
<td></td>
</tr>
<tr>
<td>Instructional goals that show a recognizable sequence with adaptations for individual student needs.</td>
<td></td>
</tr>
<tr>
<td>Assessments of student learning aligned to the instructional goals and adapted as required for student needs.</td>
<td></td>
</tr>
<tr>
<td>Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Environment:</th>
<th>Student Teacher’s performance appropriately demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations for student achievement with value placed on the quality of student work.</td>
<td><strong>◆◆◆◆</strong></td>
</tr>
<tr>
<td>Attention to equitable learning opportunities for students.</td>
<td></td>
</tr>
<tr>
<td>Appropriate interactions between teacher and students and among students.</td>
<td></td>
</tr>
<tr>
<td>Effective classroom routines and procedures resulting in little or no loss of instructional time.</td>
<td></td>
</tr>
<tr>
<td>Clear standards of conduct and effective management of student behavior.</td>
<td></td>
</tr>
<tr>
<td>Appropriate attention given to safety in the classroom to the extent that is under the control of the student teacher.</td>
<td></td>
</tr>
<tr>
<td>Ability to establish and maintain rapport with students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Content/Teaching Strategies:</th>
<th>Student Teacher’s performance appropriately demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of content and pedagogical theory through their instructional delivery.</td>
<td><strong>◆◆◆◆</strong></td>
</tr>
<tr>
<td>Instructional goals reflecting Pennsylvania’s K-12 standards.</td>
<td></td>
</tr>
<tr>
<td>Communications of procedures and clear explanations of content.</td>
<td></td>
</tr>
<tr>
<td>Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs.</td>
<td></td>
</tr>
<tr>
<td>Use of questioning and discussion strategies that encourage many students to participate.</td>
<td></td>
</tr>
<tr>
<td>Engagement of students in learning and adequate pacing of instruction.</td>
<td></td>
</tr>
<tr>
<td>Feedback to students on their learning.</td>
<td></td>
</tr>
<tr>
<td>Use of informal and formal assessments to meet learning goals and to monitor student learning.</td>
<td></td>
</tr>
<tr>
<td>Flexibility and responsiveness in meeting the learning needs of students.</td>
<td></td>
</tr>
<tr>
<td>Integration of disciplines within the educational curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibilities:</th>
<th>Student Teacher’s performance appropriately demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of school and district procedures and regulations related to attendance, punctuality and the like.</td>
<td><strong>◆◆◆◆</strong></td>
</tr>
<tr>
<td>Knowledge of school or district requirements for maintaining accurate records and communicating with families.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of school and/or district events.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of district or college’s professional growth and development opportunities.</td>
<td></td>
</tr>
<tr>
<td>Integrity and ethical behavior, professional conduct and stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, federal laws, and regulations.</td>
<td></td>
</tr>
<tr>
<td>Effective communication, both oral/written with students, colleagues, paraprofessionals, related service personnel, and administrators.</td>
<td></td>
</tr>
<tr>
<td>Ability to cultivate professional relationships with school colleagues.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Commonwealth requirements for continuing professional development and licensure.</td>
<td></td>
</tr>
</tbody>
</table>
Narrative Evaluation and Recommendation:

Provide explanation or illumination of ratings on the front of this evaluation. Describe the student teacher’s unique capabilities and area(s) of improvement, especially those not addressed on the front of this form. Please type, as this will become part of the student’s permanent file.

Cooperating Teacher OR College Supervisor’s Signature

I have read and understood the contents of this evaluation.

Student Teacher’s Signature
Education Career Services: More than job preparation

The broad field of teaching and learning presents many unique opportunities for students studying in the field of education. Grove City College is fortunate to have a career services office tailored specifically for the needs of students pursuing the teaching profession and related career areas. To outline how to effectively utilize Education Career Services (ECS), here are some answers to FAQs:

1) **Where is Education Career Services located?**
   Stop by HAL 100-C, located in the suite of offices which includes the Department Chair, Department Administrative Assistant and the Certification Officer.

2) **How can ECS assist me?**
   Within the Education Department, all career-related issues are handled by the Associate Director of Education Career Services. This includes topics such as: identifying and articulating one’s strengths; exploring options for developing skills and experience; preparing for the job search (e.g. help with resumes, cover letters, interview preparation); and identifying potential employers (e.g. via directories, job postings and on-line resources).

3) **Are there issues related to professional development that ECS doesn’t handle?**
   Yes—there are a few specializations that are handled by individuals with whom the Associate Director of ECS collaborates: a) The Certification Officer, along with the Department Administrative Assistant manage Praxis information, the teacher certification process, and individual state requirements; b) GCC Career Services Office (CSO) provides comprehensive services to all majors outside of the education department. However, the Associate Director of Education Career Services cooperates with CSO on several services, particularly when it is helpful to streamline resources, i.e. graduate school programs. However, in most cases, the point of contact for education majors is the Associate Director of Education Career Services.

4) **When should I begin using ECS?**
   Now! Don’t wait until your last semester to consider issues related to your professional career. Meet with the Associate Director of ECS throughout your GCC experience. This comprehensive approach will help you understand yourself and your profession so that you are better prepared to pursue field experiences, engage in student teaching, and transition into your first teaching position. Integrating career planning with your academic experience will enrich your overall college experience and prepare you to transition well from GCC. For more information, contact:

Deborah R. Snyder, M.S.
Associate Director, Education Career Services
HAL 100-C
724-458-3397
drsnyder@gcc.edu
PROGRAMS OF STUDY
(Status Sheets)

Please refer to the Status Sheets online
through the Registrar’s Office (My GCC. page)
under “Advising Guides”

The following areas of certification apply to students in the Education Department:
(All certifications, except those noted, are 7-12)

B.S. in Biology with General Science/Secondary Education
B.S. in Biology with General Science Secondary Education and
   Environmental Education (K-12 certification)
B.S. in Chemistry Secondary Education
B.S. in Chemistry with General Science Secondary Education
B.S. in Early Childhood Education (Birth-8)
B.S. in Elementary Education (K-6)
B.A. in English with certification in English and Communication
B.A. in English with Secondary Certification in English
B.A. in French with Secondary Education (K-12 certification)
B.S. in Mathematics with Secondary Education
   B.M. in Music/Education (K-12 certification)
B.S. in Applied Physics with Secondary Education
B.S. in Physics/General Science/Secondary Education
B.A. in Spanish with Secondary Education (K-12 certification)
B.A. in History with certification in Social Studies
APPENDIX

1. DAILY LESSON PLAN FORMAT
2. CHECKLIST FOR PLANNING AND EVALUATING LESSONS
3. UNIT PLAN FORMAT
4. TIMETABLE FOR EDUCATION CERTIFICATION CANDIDATE
5. PENNSYLVANIA‘s CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS
GROVE CITY COLLEGE DEPARTMENT OF EDUCATION

DAILY LESSON PLAN FORMAT

(Name/Subject/Date)

I. TOPIC:
Identify area or topic to be addressed, providing the general goal of the lesson.
If appropriate, include concepts and/or vocabulary to be developed.

II. OBJECTIVES/STANDARDS:
State behaviorally specific lesson objective(s) and their connection to the state standards.

III. TEACHING PROCEDURES:
Remember: Every learning experience provided during the lesson is for the purpose of
developing or evaluating the stated objectives.
Describe the step-by-step series of input procedures. Plans for a teacher-directed
lesson should generally follow the sequence:
1) Introduction (Anticipatory Set) - Focus student attention on the lesson
2) Development - input procedures such as modeling, describing, giving examples, checking
   for understanding, etc.
3) Guided and Independent Practice/Assessment
4) Closure - Draw attention to the end of the lesson by consolidating and reinforcing major
   objectives.
Note: Time allotments for major segments of the lesson are to be noted in the left hand
   margin.
   If applicable, include page numbers and assignments.

IV. MATERIALS:
List the instructional materials to be used during the lesson. Briefly describe
teacher-made or commercially produced instructional materials (i.e. Xeroxed
sheets, transparencies, manipulative materials, pictures, internet sites, videos, etc.).
Include name(s) of the texts or workbooks as appropriate.

V. ADAPTATIONS/PLAN MODIFICATIONS:
Describe adaptations made for your students with special needs.

VI. EVALUATION:
1) Write an assessment of the students’ performance and mastery in terms of each stated
   objective.
2) Write a general self-evaluation including explanation for success or lack of it.
   Discuss: what changes might have produced better results and could be used in
   subsequent lessons?

NOTE: Both evaluation questions are to be answered on the college supervisor's copy of the lesson plan
before subsequent lessons in this subject are taught.
I. OBJECTIVE (PURPOSE)

A. Is the general objective clear?

B. Is the objective tied to the PA Standards?

C. Is the objective important to the student?

D. Is the objective appropriate for the level of understanding of the student?

E. Is the behavioral objective clearly stated?
   1. Is it apparent what the students are to learn from reading the objective?
   2. Is it clear what overt behavior will be evaluated to see if the objective has been reached?

II. ANTICIPATORY SET (Introduction, Motivation)

A. Is there a review of the last lesson?

B. Is the new lesson related to past learning?

C. Is there provision for getting students' attention and/or focusing attention on what is to be learned?

D. Is there a provision to share the purpose of the lesson/objective with the students?

III. INPUT (Teaching Procedures)

A. Is there a step-by-step procedure which will make sense to students?

B. Is there appropriate input for each objective?
   1. Do the explanations make sense?
   2. Is information relevant and necessary?
   3. Are examples provided to support the explanations?

C. Are modeling and demonstrations clear and relevant?

D. Are the teacher's thought processes modeled for the students?

E. Is there provision for a variety of input modalities (visual, auditory, kinesthetic, etc.)?
IV. CHECKING FOR UNDERSTANDING

A. Is there provision for overt responses throughout the teaching process to check for understanding?
   1. Is there evidence of questioning and response opportunities?
   2. Is there provision to adjust teaching processes, pace, scope, and technique based on students' responses?

V. PRACTICE (Guided, Independent)

A. Is there guided practice in the lesson plan?
   1. Is there provision for monitoring progress?
   2. Is there opportunity for closure/summary after guided practice?

B. Is there provision for some independent practice which can be evaluated/monitored?
   1. Is the out-of-class assignment stated?

VI. CLOSURE

A. Is there time in the plan for students to summarize what they have learned?

B. Is there provision for showing students how mastering the lesson objectives apply to broader objectives and future learning?

C. Is the significance of the learning apparent to the student?

VII. ADAPTATIONS /PLAN MODIFICATIONS:

A. Are adaptations described to meet the needs of students requiring modifications for learning?

VIII. EVALUATION

A. Can the teacher determine if the students met the lesson objective?

B. Can the teacher determine if students can apply the learning in broader understanding and applications?
GROVE CITY COLLEGE DEPARTMENT OF EDUCATION
UNIT PLAN FORMAT

I. Introduction
   A. Title - describes unit topic
   B. Grade Level - describe students/class who are the target population for this unit
   C. Duration - length in days
   D. Context - when does this unit occur in the year/long range plan?

II. Content
   A. Goals - describe the general instructional goals and purposes of the unit. Why is this unit important to the students' development?
   B. Concepts - what are the concepts to be developed by the unit?
   C. Vocabulary - list vocabulary to be developed
   D. Skills - what are the skills students will display?

III. Objectives

Behavorially stated unit objectives should reflect all areas (cognitive, affective, psychomotor) and levels (knowledge, comprehension, application, analysis, synthesis, evaluation) of Bloom's taxonomy.

IV. Learning Experiences
   A. Lesson One - should include introductory activities, diagnostic/pretest assessment of students
   B. Central Lessons - logical sequence of lesson, following the Departmental Lesson format.
   C. Final Lesson - culmination of unit which defines methods of evaluation, tests, oral reports, projects, etc.

V. Evaluation Instrument and Methods

A description of both formative and summative evaluation should be included. Formative methods throughout unit, as well as culminating tests, expressionial activity, checklist, rating scale, questionnaire, etc.
VI. Evaluation of Objectives

Indicate how you will evaluate the effectiveness of the unit, achievement of objectives and your teaching skill.

VII. Evaluation of Daily Lessons

Should be included for each day, including remarks on lesson effectiveness, necessary adaptations, etc.

VIII. Resources

A. Bibliography
   1. Textbooks
   2. Trade books (fiction, nonfiction)
   3. Reference books

B. Community Resources
   Speakers, consultants, organizations

C. AV/Sensory Aids
   1. Films, filmstrips, TV, videotape, slides, tapes, records
   2. Pictures, charts, diagrams
   3. Models, exhibits, globes, maps
   4. Songs, dances, games

IX. Appendix

A. Study guides

B. Contracts

C. Room arrangement; learning center descriptions and materials

D. Sketches: bulletin boards, transparencies, murals, table layouts, time lines, charts, etc.
**TIME TABLE FOR EDUCATION CERTIFICATION CANDIDATES**

**FRESHMAN YEAR AND TRANSFER STUDENTS***

*Transfer Students should review the entire timeline to ensure completion of ALL requirements.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Pre-registration for fall--Candidates plan programs of study which will lead to candidacy in the Education Certification Program.</td>
</tr>
<tr>
<td>September/October</td>
<td>Candidates get copy of Education Department Handbook at The Fall Departmental Meetings. Candidates should read Handbook to familiarize themselves with policies and QPA/MQPA/EdQPA standards. Apply for PA Criminal History Report (Act 34) and PA Child Abuse History (Act 33/151) and FBI Fingerprinting (Act 114) clearances as specified on page 25 in this manual. Receive PPD Mantoux tuberculin clearance card from Zerbe Health Center as directed by Department. Keep current on Education Career Service’s programs, resources and website.</td>
</tr>
<tr>
<td>November</td>
<td>Pre-registration for spring--Candidates review their academic status and their programs with faculty advisor and pre-register for spring semester classes according to the appropriate status sheets for their program.</td>
</tr>
<tr>
<td>March</td>
<td>Pre-registration for fall--Candidates review their academic status (QPA/MQPA/Ed QPA) with faculty advisor and pre-register for sophomore level classes according to the appropriate status sheets for their program.</td>
</tr>
</tbody>
</table>

Please note: Pre-registration process as outlined above is repeated each semester throughout college career.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Add data to working portfolios which document experiences and professional growth.</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Clearances (Act 33/151, 34, 114 and PPD Tuberculin) must be on file for application and admission to the Teacher Certification Program, and for completion of Education course work. <strong>Act 33 and 34 must be renewed yearly to remain current.</strong> Refer to page 24 in this manual for details.</td>
</tr>
<tr>
<td>Time Table</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>Investigate certification requirements in states in which you may plan to teach (i.e. special courses, special tests, etc.) in order that you have time to adjust your schedule as needed. See Certification Officer for assistance as needed.</td>
<td></td>
</tr>
<tr>
<td>Keep current on Education Career Service’s programs, resources and website.</td>
<td></td>
</tr>
<tr>
<td><strong>November 1</strong></td>
<td></td>
</tr>
<tr>
<td>Candidates make formal application to Teacher Education Program [for Certification] by completing and submitting the application form. This is the program which will award PA certification for teaching upon completion of the program. (Any student who does not receive notification of this process should contact the Associate Chair of Education.) Candidates must have current clearances (PPD Tuberculin, Act 33/151, 34, and 114) on file before applications are approved in January. Remember Act 33/151 and Act 34 must be renewed yearly. (See page 25 for details on clearances.)</td>
<td></td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>Candidates for admission to Teacher Education Program [for Certification] will be notified of their status or acceptance into the Teacher Education Program. (If candidate does not meet acceptance standards, s/he should reapply when QPA/MQPA/EdQPA minimum requirement is met.)</td>
<td></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td></td>
</tr>
<tr>
<td>Add data to portfolio which documents experiences and professional growth.</td>
<td></td>
</tr>
<tr>
<td><strong>JUNIOR YEAR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
</tr>
<tr>
<td>Clearances (Act 33/151, 34, 114 and PPD Tuberculin) must be current for field experiences and observations. <strong>Act 33 and 34 must be renewed yearly to remain current.</strong> Refer to page 25 in this manual for details.</td>
<td></td>
</tr>
<tr>
<td>Keep current on Education Career Service’s programs, resources and website.</td>
<td></td>
</tr>
<tr>
<td>Investigate certification requirements in states in which you may plan to teach (i.e. special courses, special tests, etc.) in order that you have time to adjust your schedule as needed. See Certification Officer for assistance as needed.</td>
<td></td>
</tr>
<tr>
<td><strong>October 15</strong></td>
<td></td>
</tr>
<tr>
<td>Secondary candidates (including Music, Foreign Language, Environmental Ed.) register for student teaching by</td>
<td></td>
</tr>
</tbody>
</table>
Time Table

completing Student Teacher Registration Form and
Student Teacher Data Sheet. Candidate’s status in the
Teacher Education [Certification] Program is reviewed.

Fall/Spring

MUSIC EDUCATION MAJORS ONLY: are required to
have successfully taken the PPST I Praxis tests prior to
student teaching. Please refer to the information given to you
by the Music Dept.

December 1

Elementary and Early Childhood candidates register for
student teaching by completing Student Teacher
Registration Form and Student Teacher Data Sheet.
Candidate’s status in the Certification Program is reviewed.

April

Add data to the working portfolio that document
experiences and professional growth.

March-June

Candidates may choose to schedule sections of the Praxis
examinations for the summer between their junior and senior
year.

June

Candidates will be reviewed for retention in the Teacher
Education Program [for Certification] with approval to
student teach.

SENIOR YEAR

Summer:

Check for current required Pennsylvania clearances.
Candidates are required to have current Act 33/151 PA Child
Abuse, Act 34 Criminal History, Act 114 Federal
Fingerprinting, and PPD Tuberculin screening card for senior
coursework and student teaching. Remember Act 33/151 and
Act 34 must be renewed yearly to remain current. Refer to
page 25 for details.

Keep current on Education Career Service’s programs,
resources and website.

September 1

Schedule Praxis exams, if not previously taken.

Investigate certification requirements in states in which you
may plan to teach (i.e. special courses, special tests, etc.) in
order that you have time to adjust your schedule as needed.
See Certification Officer for assistance as needed.

Collect documents for the application process (i.e. letters of
recommendation, develop resume, prepare for interviews.)
<table>
<thead>
<tr>
<th>Time Table</th>
<th>For more information, refer to the Senior Timeline in Teacher Career Transition Handbook available through the Education Career Services Office.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept.-April</td>
<td>Determine and comply with certification requirements of other states where you desire to be certified by sending inquiries to the state department of teacher certification/licensing and working with the GCC Certification Officer.</td>
</tr>
<tr>
<td>October</td>
<td>Obtain certification information from the GCC Certifying Officer.</td>
</tr>
<tr>
<td>November 15 (Deadline)</td>
<td>Submit application for PA State Certification (Fall Grad deadline) (Instructional I) to Grove City College Education Department Certifying Officer in the Education Office.</td>
</tr>
<tr>
<td>January</td>
<td>Complete any requirements for the Praxis exams not previously taken.</td>
</tr>
<tr>
<td>April</td>
<td>Assemble showcase portfolio.</td>
</tr>
<tr>
<td>April 15 (Deadline)</td>
<td>Submit application for PA State Certification (Instructional I) to Grove City College Education Department Certifying Officer in Education Office.</td>
</tr>
<tr>
<td>May</td>
<td>Provide Certification Officer/Education Department Administrative Assistant with your summer address/email address, and contact information.</td>
</tr>
</tbody>
</table>

**AFTER GRADUATION**

- Continue to refer to Education Career Service’s website and resources.
- Write to the Registrar (with $3.00 remittance) when you need an **Official** Transcript of grades.
- Notify Administrative Assistant of the Department and Education Career Service Associate Director:
  - When you have obtained a position.
  - When you change your name and/or contact information.
- When you are applying for certification in another state, any verification forms
Time Table

for certification in that state should be sent to the Certification Officer for processing. Most states also require an Official Transcript to accompany the verification form or certification application.

- Districts and employing agencies to which you are applying for positions will very likely require you to submit current clearances. Outdated clearances can cost you a position. **Keep your clearances updated as necessary.**

- The physical exam that the school district will require when you are hired by a school system is not the same as the physical for your PA Certification App. The school district physical is more extensive and will be **your** financial responsibility.