Indiana University of Pennsylvania

IUP Graduate Handbook

English 7-12 Teaching Certificate, Post-Baccalaureate English

Department of English

Handbook Updated 2023-2024

English 7-12 Teaching Certificate, Post-Baccalaureate English

Department of English

Fifth Floor Jane Leonard Hall Building

981 Grant Street

Indiana, Pennsylvania 15705

Phone (724) 357-3969 Fax (724) 357-2265

https://www.iup.edu/academics/find-your-degree/programs/engl/ug/english-7-12-teaching-certificate.html

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Introduction

Welcome to the Post-Baccalaureate in English, grades 7-12, Certification Program. We are very excited to have you here with us at IUP and hope this will be an excellent experience for you. This handbook contains essential information for all students enrolled in this program. It is necessary for registration, advising, and fulfilling all requirements for teacher certification. Keep all of your official papers together with this handbook. Please have this handbook with you each time you meet with your advisor.

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community. IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college. Almost 13,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship careers and productive lives, and developing leadership skills for effective citizenship.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community, myself, my university, the nation, and the world.

Affirmative Action

https://catalog.iup.edu/content.php?catoid=7&navoid=951

Title IX Reporting Requirement

https://catalog.iup.edu/content.php?catoid=7&navoid=959

Student Conduct and Student Rights

https://www.iup.edu/studentsupportandstandards/policies/index.html
www.iup.edu/gradcatalog

Department of English

English Education at IUP offers specialized training for students who wish to teach English at the secondary level, 7th-12th grades. The English Education certification at IUP will certify you to teach secondary English language arts in Pennsylvania and other states with certification reciprocity. IUP's reputation in English Education is recognized in Pennsylvania and nationally for excellence in preparing teachers for today's classrooms, for future graduate studies, and for a lifelong professional career.

Mission Statement and Program Objectives

The Post-Baccalaureate Certificate in Teaching English, 7-12 Program understands and recognizes recent national studies of teacher training that focus on the value of research in teaching literature, composition, and language through academic course work and supervised field experiences. Candidates will fulfill two different semesters of field experiences: (a) 95-hour internship at a local middle or high school, and (b) 15 weeks of student teaching at a local middle or high school. This program is structured for students with a B.A. in English (or its equivalent) who wish to pursue initial teacher certification through the Praxis exam and student teaching required in addition to the core courses, a total of 24 semester hours; some candidates may need to take additional course work, depending on transcript review and meeting the minimum requirements for entrance into the English Post-Bac and the Three-Step Process for Teacher Certification.

Your advisor will inform you of the total number of credits you will need when you submit a completed application to the program.

What makes our program unique?

- Award-winning, experienced, caring, and dedicated faculty
- Collaborative learning environment among peers and faculty
- Current practice with multimodal learning technology and literacy
- High rates of retention and completion
- Current theory and practice suggest that effective English teachers—
- Have a broad knowledge of and appreciation for diverse languages and literatures
- Are motivated and prepared to teach students with a wide range of cultures, abilities, languages, and identities

- Introduce and develop problem-posing and problem-solving strategies in their classroom
- Incorporate technology as a tool for improving and enhancing English Education and communications
- Model effective leadership in and outside the classroom
- Advocate and incorporate interdisciplinary studies and projects
- Create classroom environments where all students can learn by using multiple instructional strategies and adapting instruction for individual needs
- Reflect on their practice
- Take an active role in the community and invite the community into their classrooms
- Are lifelong learners and grow professionally, contributing something valuable to society

Teacher candidates will also become familiar with Standards for the English Language Arts, NCTE and IRA available at http://www.ncte.org/standards

Faculty and Staff

Dr. Brian Carpenter, Brian.Carpenter@iup.edu

Dr. Emily Wender, Emily.Wender@iup.edu*

*Post-Bac English Certification Program Coordinator

Other faculty for coursework include faculty from the English Masters in Composition and Literature program, the Department of Educational and School Psychology, and the Department of Communication Disorders, Special Education, and Disability Services.

Admission

Applications to the program are accepted for summer and fall; we recommend that applicants submit all materials by the end of March so that there is adequate time to secure a school placement. After that point, we cannot secure school placements for the following fall. We do not require GRE scores. To request information or to apply, please visit http://www.iup.edu/graduate (click on Graduate Admissions).

We base our admission decisions on the strength of the following:

- Goals statement—A short essay about why you are considering this certification and want to teach secondary English
- Official transcripts for previous colleges attended
- Two letters of recommendation
- A resume or vita (optional but recommended)
- The letters of recommendation should be recent (not older than one year) and should be from individuals who are familiar with your academic ability and potential as well as

your work with youth. Letters of recommendation that are specific and detailed tend to be the strongest.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Qualifications for Candidates

- B.A. in English or related field. Some courses may need to be added to the candidate's program of study upon transcript review and advising or prerequisites may be required. Please see the Pennsylvania Department of Education's list of required competencies below.

- Undergraduate minimum GPA 2.6 if the degree was earned in the past 5 years (2.4 minimum if degree was earned more than 5 years ago). Note: If a student has less than a 3.0 GPA at the time of application, they must pass the PAPA (Pre-service Academic Performance Assessment exam) or Praxis CORE and submit official scores to the Post-Bac Coordinator and the College of Education and Communications along with the application.

- Students may be admitted in summer or fall only; the program is 24 credits for PA certification if candidate meets the minimum entrance requirements.

- Candidates must apply and be approved for this certification program by sending a valid copy of their undergraduate degree transcript, goals statement, and two recommendation letters from former instructors to the online application process at http://www.iup.edu/english/grad/english-7-12-teaching-cert-Post-Bac/

- Once admitted, students must maintain a minimum GPA of 3.0 and earn a C or higher in all courses to complete the program and earn PA teacher certification.

- Students must also comply with the requirements from the College of Education and Communications and the Three-Step Process at www.iup.edu/teachereducation/students/Three-Step-process/

- Students must pass the Praxis II English Language Arts: Content Knowledge to earn their PA Instructional I Teaching Certificate. Students must attempt the Praxis II English Language Arts: Content Knowledge (with scores sent to IUP) in order to be cleared for student teaching.

- Option for Master's Degree: Students may opt to add credits to earn the MA in Composition and Literature.

PDE Required English Language Arts Competencies

I.A. Language / Linguistics including:
linguistic change, etymology, and processes of word formation,
variation: dialects, registers (languages used within different groups and settings),
semantics: ambiguity, euphemism, connotation, denotation, and jargon,
syntax: word order and sentence structure,
grammatical/linguistic theories and practice

I.B. Reading / Literature including:
reading independently: including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and non-fiction works ,
reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining the author's purpose,
evaluating a variety of media, including the Internet and film

I.C. Literature including:
reading, analyzing, interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial, and cultural perspectives,
historical and cultural contexts of the works and writers,
literature for adolescents and young adults,
historical and contemporary literary movements,
characteristics of literary types, forms, elements, and devices

I.D. Composition/Writing including:
regard writing as a process: prewriting, determining purpose/ audience, drafting, revising, editing, and publishing,
practice various types and modes of writing: descriptive and informational pieces, analysis and persuasion, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes,
evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions,
skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language,
understand effective word choice and usage,
apply technology to

I.E. Speaking and Listening including:
contributing to and participating in small and large group discussions and individual and group presentations,
speaking appropriately in formal situations,
listening to others for different purposes such as interviewing, extracting information, summarizing, and reflecting,
practice with audiotape and videotape

I.F. Research and Technology including:
selecting and defining research topics,

organizing, summarizing, and presenting the main ideas from research in oral and written form,
documenting and attributing sources of information, in an appropriate format style,
accessing information using traditional and emerging resources,
applying technology to enhance the study of language and literature using computers and media

Application

To apply, submit the following items to http://www.iup.edu/admissions/graduate/howto/

- Official transcripts from previous colleges or universities attended
- Two letters of recommendation
- Goals statement
- Non-refundable application fee (see Graduate Admissions website for fee amount)

We do not require a writing sample (except for the goals statement). Once your application file isreceived by Graduate Admissions in the Graduate School, they will make sure it is complete. If not, they will hold it until all items have been received. Then they will forward it to the Post-Bac Coordinator, where a faculty committee will review it and make a decision about acceptance. The decision will be relayed to the Graduate School and the Graduate School will send you a letter informing you of the decision.

NOTE: The minimum 3.0 GPA requirement while enrolled in the Post-Bac program is required by state law and is the same for all education majors at all colleges and universities in Pennsylvania.

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Financial Assistance

- https://www.iup.edu/admissions/graduate/financialaid/index.html
- Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

The program coordinator or another member of the English Education Resource Pool faculty will be assigned to advise individual Post-Bac candidates.

Academic advisors are to meet with advisees before and at the midterm points of each semester to check in with candidates and to ensure they are on track for certification through course work and the 3-step process in the College of Education.

Students are to follow the Post-Bac Program Handbook and to bring the Handbook with them to each advising meeting. Students are responsible for meeting regularly with their advisors, taking

the proper coursework, and meeting all step requirements in the College of Education for PA certification.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: https://www.iup.edu/student-billing/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ |724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration-resources/index.html

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/ to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

English Master's Programs and English Doctoral Programs

Visit https://www.iup.edu/english/grad/

State Certification

There are three steps for Post-Baccalaureate students to follow for admission to the Certification Track:

Step 1: Apply for Admission to the Teacher Education Program

To be admitted to the Educator Preparation Program, do the following—

- Apply and receive acceptance to the Post-Bac Program
- Have transcript review by Post-Bac coordinator and receive course requirement list based on transcripts.
- Meet with Post-Bac coordinator.
- Obtain all clearances by first setting up a Castle Branch account. Obtain ACT 34 Clearance, Act 151 Clearance, Act 114 Fingerprinting, Act 126 training, and Act 24.
    - ACT 34 is a check for past criminal activity and is required by Pennsylvania law for all people who work with children. It involves a record check by the State Police for Pennsylvania residents and also a fingerprint check by the FBI for out-of-state residents.
    - ACT 151 is a check for past child abuse activity and is also required by Pennsylvania law. Act 114, fingerprinting, is now required for teacher certification.
    - Act 24, report of arrest or conviction, must be printed out, signed, and placed in a sealed envelope. Schools are not permitted to allow anyone without these clearances to work in their setting.
    - Forms for these clearances are available in the Office of educator Preparation in 104 Stouffer Hall. You may register and pay for ACT 34 clearance online. An appointment for having fingerprints taken on campus can be arranged through the College of Education at the beginning of the field experience term. Your fingerprints must be registered in order for you to work in a school for both the internship and student teaching.
- You may also obtain the required forms online at the PA Department of Education website. There is a charge for each clearance check. Students who do not have clearances may not be admitted to EDUC courses until they obtain them, as required by Pennsylvania law.
- CastleBranch is an online management system that will allow you to upload, maintain, and access your clearances from any electronic device. In addition,

CastleBranch will monitor your clearance expiration dates and send individual renewal reminders.

- All candidates will be required to obtain a CastleBranch account. The information and directions for creating this account may be found on the LiveText General Forms page. Castle Branch's website is https://www.castlebranch.com/online_submission/package_code.php
- Enter Package Code **IH40**
- Should you have questions after reviewing the CastleBranch information, please contact the Educator Preparation Office in 104 Stouffer Hall:

  College of Education and Communications
  Indiana University of Pennsylvania
  724.357.2485
- Submit an EDUC 542 placement application to the Educator Preparation Program in order to secure a school placement. The Post-Bac coordinator will discuss this process with you.
- Pass a Yearly TB Screening Test. The TB test (for tuberculosis) is required by the state of Pennsylvania for all people who work in schools. The test is offered free by the Center for Health and Wellness.

IMPORTANT—A NOTE ABOUT CLEARANCES: Once you have received your clearances,

keep the original copy in a safe place (and make a copy) in case you need to present it when you enter the schools. Plan ahead; not having updated clearances can affect your placements. Each clearance may be paid with a certified check or money order; the clearances are good for one calendar year**. Please be aware, these clearances are also needed for student teaching, and should they expire before you begin your student teaching, you will need to reapply for current, up-to-date clearances.** You must have these clearances to complete both the internship Pre-Student Teaching and student teaching.

Step 2: Meet Eligibility Requirements for Student Teaching

Once you have been admitted to the Teacher Education Program in the College of Education, you must meet the following eligibility requirements to begin student teaching and proceed to Step 2 (which occurs during your spring semester).

- Have a minimum GPA of 3.0
- Completed Step 1 (above)
- Completed all courses with a grade of C or higher
- Taken the Praxis II English Language Arts exam for admission to Student Teaching (5038). The PRAXIS content exams are required by state law and minimum scores are set by the Pennsylvania Department of Education. Scores must be reported to IUP.

Please Note: If you **fail the Praxis II exam, you may move on to student teaching, but you will not be able to earn your Instructional I Certificate from the state of Pennsylvania without passing the Praxis II 5038 exam.**

- Obtained current ACT 34, ACT 151, ACT 114, Act 24 clearances, Act 126 training, & proof of student liability insurance (In Castle Branch)
- Obtained Speech and Hearing clearances
- Passed updated TB test
- Submitted Step 2 electronic Live Text portfolio review as outlined in EDUC-542, including artifacts related to ISTE standards
- Filed a student teaching application with the Educator Preparation Program the semester before you plan to do your student teaching. Be sure to check in with the Post-Bacc Program Coordinator the semester before you student teach and complete the application for student teaching.
- You will need to register for ENGL 698 002 Student Teaching (6 credits).

Results of Step 2 approval: Ability to register for Student Teaching

Step 3 - Application for Pennsylvania Teacher Certification

Eligibility Requirements:

- Successful completion of Step 2
- Successful completion of Student Teaching with grade of C or better
- Maintenance of a cumulative GPA of 3.0
- Praxis II 5038 passing score
- Final satisfactory review of the LiveText Teacher Work Sample
- Completed application for Pennsylvania Teacher Certification
- Copy of TIMS coversheet form PDE website
- Copy of IUP Marketplace receipt for certification processing
- The recommendation of your student teaching supervisor and program coordinator
- The recommendation of the IUP Teacher Certification Officer

Results of Step 3 approval: Recommendation to PA Department of Education for Teacher Certification

Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) standards, a core set of expectations for all teachers, are also an integral part of the English Education programs and are reflected in our graduates' professional portfolios.

InTASC Standards

THE LEARNER AND LEARNING

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

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

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

CONTENT KNOWLEDGE

4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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

INSTRUCTIONAL PRACTICE

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

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

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

PROFESSIONAL RESPONSIBILITIES

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

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

Courses (24 credits total)

I. Summer Admission

Summer (6 cr.)

EDSP 705 Multicultural Issues in Schools & Communities
EDEX 650 Exceptional Children & Youth

Fall (12 cr.)
EDUC 552 Teaching English & Communication
ENGL 518 Young Adult Literature
EDUC 542 Internship w/ seminar
ENGL 526 ESL Methods & Materials or ENGL 625 Introduction to TESOL

Spring (6 cr.)
EDUC 641 Student Teaching

OR

I. Fall Admission

Fall (12 cr.)
EDUC 552 Teaching English & Communication
ENGL 518 Young Adult Literature
EDUC 542 Internship w/ seminar
ENGL 526 ESL Methods & Materials or ENGL 625 Introduction to TESOL
Spring (6 cr.)
EDUC 641 Student Teaching

Summer
Summer (6 cr.)
EDSP 705 Multicultural Issues in Schools & Communities
EDEX 650 Exceptional Children & Youth

Course Description for Clinical Courses

Pre-Student Teaching Field Experience—EDUC 542

Pre-Student Teaching is required by the Pennsylvania Department of Education for secondary English teaching certification and part of the Post-Bac program at IUP. Such early experiences in schools enable the prospective teacher to connect the theories studied in on-campus courses with classroom contexts. All placements for Pre-Student Teaching are made by officials in the College of Education and Communications. During the fall semester, teacher candidates complete the required 95 hours of observation and participation in schools, create artifacts for their professional portfolios, and set goals for student teaching. The assigned supervisor will make one early contact with the mentor teacher. Later in the internship term, the assigned supervisor will observe the teacher candidate at least once during the 95-hour period. Students should not begin their placements until they have notified their supervisor.

Pre-Student Teaching Application

Accepted candidates will complete this application with the program director prior to EDUC 542.

Pre-Student Teaching Meeting

The teacher candidate must make arrangements with their mentor teacher prior to the beginning of their assignment. Mentor teachers are expecting to hear directly from you as soon as placements are made, typically over the summer. The Educator Preparation Program will send candidates an email when their placements is confirmed. Look on that email for the e-mail address of the mentor teacher, and send them an email, introducing yourself and asking if there is anything you can do to prepare over summer and when might be a good time to meet.

Student Teaching—EDUC 641

The fifteen-week student teaching experience is 6 credits at the graduate level and is the culminating experience for Pennsylvania state certification and completion of the secondary English certification at IUP. This experience complies with the Pennsylvania State, INTASC, and CAEP standards for teacher certification. Students enrolled in this course should have completed all course work requisite for the certificate in Teaching English, 7-12, have filed an application for student teaching, and have been accepted for placement in a school site with a cooperating teacher. Students doing this field experience must have current Act 34 (criminal record check), Act 151 (child abuse) clearances, Act 114 (Fingerprinting), Act 24 (report of arrest or conviction), and Act 126 training, and must have completed up to and including Step Two of the Three-Step Process for teacher certification, including passing the English specialty area exam. Students will also need to complete the Application for PA State Certification (see instructions on the College of Education website in Live Text and in the Student Teaching Handbook). Be sure to complete the necessary paperwork for student teaching. The application for student teaching can be found in the Student Teaching Handbook. Refer to the LiveText page for student teachers at https://www.livetext.com/doc/11593062.

Student Teaching Calendar

The student teaching calendar can also be found on the LiveText page for student teachers at https://www.livetext.com/doc/11593062. Please look it over carefully and plan accordingly. Student teachers are expected to be in the school whenever the school is in session. In-service participation may be required and is professionally enlightening.

Student Teaching Handbook

Before student teaching, all student teachers must download the Student Teaching Handbook on the LiveText page for student teachers at https://www.livetext.com/doc/11593062. Though some of the information included in the Student Teaching Handbook must be adapted for Post-Bac. students, the majority of the information is relevant.

Student Teaching Placement

While student teaching, you will continue working with your mentor teacher from EDUC 542 in the same placement. Your university supervisor is the professor of record for your student teaching experience and will assign the grade given. He or she will act as liaison between the school and the university. Your university supervisor may or may not be a faculty member with whom you have had classes.

Taking Courses While Student Teaching

Taking courses while student teaching is discouraged and will be by approval only. Questions regarding this policy should be discussed with the Post-Bac Program Coordinator and with the Dean's Associate for Student Teaching. A request for permission form is available in the student teaching office in Stouffer Hall.

Post-baccalaureate Student Teaching Policy for Long-term Substitute or Internship Experiences

IUP post-baccalaureate students seeking teacher certification while completing an internship certificate or as a type 01 long-term substitute **in the subject area of their certificate** may have the supervised student teaching experience incorporated into the internship or long-term substitute service **as long as** the student teaching experience satisfies the criteria established in Chapter 354, as noted below:

1. The experience must include at least 12 weeks of full-time student teaching in the certification area and under the supervision of:
    a. IUP Program faculty with knowledge and experience in the area of certification.
    b. Cooperating teachers trained by the preparation program faculty and who have the following:
        -The appropriate professional educator certification.
        -At least 3 years of satisfactory certificated teaching experience.
        -At least 1 year of certificated teaching experience in the school entity where the student teacher is placed.

2. The experience must be completed AFTER all other sequenced coursework and program requirements are finished.

3. The internship or long-term substitute placement must be located in Pennsylvania.

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Examinations

Required Exams

Students must take the Praxis II (English Language Arts Content Test 5038) before being cleared to student teach. You must pass this test before you can apply for and receive your Instructional I Certificate. It is required for PA state certification. Be sure to consult the Educator Preparation Program office as well as the ETS website for test dates and forms: https://www.ets.org/praxis/site.html.

Information is also available online from the College of Education web site. The most current information may be found under "Forms and Documents." To obtain teacher certification in Pennsylvania, English Education students at IUP must take the test as follows:

When should I take the English Praxis II test? You must take Praxis II prior to student teaching. We recommend taking the test in summer to give yourself enough time to take the test twice if needed. For further information about the Praxis II exam and to register, please go to the following link: https://www.ets.org/praxis/prepare/materials/5038

Degree Completion

Program Requirements

There will be verification of all requirements for admission to student teaching. If the requirements are not met, you will be sent an e-mail informing you that you will be un-enrolled from student teaching until the deficiencies are removed. Please see requirements for Step 2 and Step 3 above. Both Step 2 and Step 3 must be fully met in order to complete the certificate program.

Applying for Graduation

Post-Bac teacher candidates apply to graduate in May or in August. Please see the deadlines and procedures on applying for graduation here:
https://www.iup.edu/commencement/graduate/howto-apply-for-graduation/
For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact Post-Bac Program Coordinator or the School of Graduate Studies and Research.

Academic Calendar
View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog
Academic Good Standing
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy

Graduate Residency Requirement
Leave of Absence Policy
Time Limitations
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Research

www.iup.edu/gradcatalog
www.iup.edu/research/

Appendices

Appendix A: Useful Websites

- College of Education and Communications: http://www.iup.edu/education/
- IUP Teacher Education Forms: https://www.livetext.com/doc/11593062
- English Department: http://www.iup.edu/english
- English Department Post-Baccalaureate English Certification:
  - www.iup.edu/graduatestudies/catalog/certificate/english-7-12-certificate/
- InTASC Standards: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf
- ISTE Standards:http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
- IUP Office of Educator Preparation: http://www.iup.edu/teachereducatio
- National Council of Teachers of English: http://www.ncte.org
- NCTE/CAEP Program Standards: http://caepnet.org/
- PA Department of Education: http://www.education.state.pa.us
- PA Department of Education Standards Aligned System: http://www.pdesas.org
- PA State Education Association: http://www.psea.org/
- Praxis II Information: https://www.ets.org/praxis/prepare/materials/5038

Appendix B: Electronic Portfolio Step 2 Guidelines

At the end of EDUC 542 (or equivalent internship), students submit an electronic portfolio that includes evidence showing that they have met selected InTASC, NCTE, ISTE, and program standards. Evidence includes artifacts from coursework as well as particular assignments in EDUC 542. The e-portfolio also includes a home page, a teaching philosophy, and a standards page with links to artifacts. At the end of the internship, candidates meet with the supervisor, at which time the supervisor completes the e-portfolio Step 2 checkout. E-portfolios, which candidates place in Live Text, are forwarded to the Teacher Education Office in the College of Education and Communications along with final evaluations, providing evidence of candidates' completion of all internship and Step 2 requirements. The e-portfolio represents necessary components of portfolios (collection, selection, and reflection) and also serves as an assessment tool to indicate candidates' proficiencies while providing evidence for having met CAEP standards.

Appendix C: Program Objectives

I. Standards for English Language Arts

At the end of their program, Post-Bac candidates

- Have a broad knowledge of and appreciation for diverse languages and literatures
- Are motivated and prepared to teach students with a wide range of cultures, abilities, languages, and identities
- Introduce and develop problem-posing and problem-solving strategies in their classroom
- Incorporate technology as a tool for improving and enhancing English Education and communications
- Model effective leadership in and outside the classroom
- Advocate for and incorporate interdisciplinary studies and projects
- Create classroom environments where all students can learn by using multiple instructional strategies and adapting instruction for individual needs
- Reflect on their practice and make changes as a result of that reflection
- Take an active role in the community and invite the community into their classrooms
- Are lifelong learners and grow professionally, contributing something valuable to society

II. English Education Minimal Teaching Field Outcomes

At the end of their field experiences, a Post-Bac candidate

A. Engages students in the social construction of knowledge.
B. Establishes optimum conditions for learning.
C. Models effective literacy practices.
D. Demonstrates active involvement in the profession of teaching English.
E. Demonstrates understanding of literature and the ways students transact with literature to construct meaning.
F. Demonstrates understanding of the social and cognitive processes involved in reading.
G. Demonstrates understanding of language structure and its role in reading and writing.
H. Demonstrates understanding of the role of oral communication in the classroom.
I. Demonstrates appropriate use of media in the English classroom.

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____I understand my program coordinator may share this document with the School of Graduate Studies and Research.

_____
Print Name

_____
Signature

_____
Date

Submit to Post-Bac Coordinator by 9/15/23

The English Education Program will keep this signed document on file.