

English Education Program Handbook
2024-2025

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About this Handbook

This handbook contains essential information for all English Education majors. It is necessary for course registration, advising, and fulfilling all requirements for teacher certification and graduation. Keep all of your official papers (copies of health screenings, clearances, etc.) together with this handbook in a folder or binder.

English Education at IUP

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. The English Education specialization at IUP will certify you to teach secondary English language arts in Pennsylvania and most other states, which have reciprocal certifications. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state.

The English Education specialization at IUP offers specialized training for students who wish to teach English at the secondary level. It is a challenging major for students who love English and who desire a career teaching English to young people. The career focus of this specialization creates a strong bond among undergraduate majors and faculty. The professors who teach English Education courses have taught English in secondary schools and remain active in the profession through research and service at the state and national levels

Philosophy of the Program

Current theory and practice suggest that effective English teachers—

- Have a broad knowledge and understanding of multicultural language and literature and are prepared to teach in schools with diverse populations
- Introduce and develop problem-posing and problem-solving strategies in their classrooms
- Know how to incorporate technology and use technology as a tool for improving and enhancing English Education and communications
- Are leaders and 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
- Are reflective practitioners
- 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 become familiar with *Standards for the English Language Arts*, developed by NCTE and IRA and available at

https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf.

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 program and are reflected in graduates' professional portfolios. These standards can be found at

[http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html).

Degree

Students beginning in **Fall 2023** will earn a BA in English as well as a Secondary English Education Certificate. Both programs must be completed together. Together, they lead to certification to teach English Language Arts in 7th-12th grade from the state of Pennsylvania. Please note that with this certification, you can teach 6th grade English in a middle school. The major code for this program is ENGS (English Studies) + SENG (Secondary English Education Certificate).

If you started **before Fall 2023**, you are earning a BS in English Education. This program leads to certification to teach English Language Arts in 7th-12th grade from the state of Pennsylvania. Please note that with this certification, you can teach 6th grade English in a middle school. The major code for this program is ENGEAH (English Education).

Both degree programs cover the same competencies required by the Pennsylvania Department of Education.

Applying to Teacher Education in the College of Education, STEP 1

You are officially accepted to IUP's Educator Preparation Program after you apply to Step 1. You can apply to Step 1 when you reach 48 semester hours with the required minimum GPA of 3.0 and have met the course requirements listed below.

What: Step 1 is the first of IUP's three step process in educator preparation. When education majors apply and are accepted to Step 1, they are formally admitted into IUP's Educator Preparation Program.

When: English Education majors typically apply to Step 1 spring of sophomore year.

Eligibility:

- Courses: Complete at least 48 semester hours, including ENGL 101, ENGL 121/122, EDSP 102, ETIT 103, and 6 credits of Math (101 or higher), all a C or higher
- GPA: Have a minimum 3.0 GPA
- Clearances: Start and complete your Castle Branch account (all clearances, TB testing, etc.)
- Essay: Complete the required Professional Development Assignment in ENGL 122 and submit to your advisor. (Note: if you are a change of major or transfer student and have already taken ENGL 121 instead, write a 200-300 word description of an impactful English teacher and how that has shaped your desire to be an English teacher.)

Step 1 Courses: The following 5 courses are required in order to apply for Step 1. Students should take them during the first three semesters. Must earn C or higher. If these are transferred in from another institution, contact Dr. Wender about verifying grades earned were a C or higher.

- ENGL 101 Composition I
- ENGL 122 Introduction to English Studies (not ENGL 121)
- EDSP 102 Educational Psychology
- ETIT 103 Digital Instructional Technology (required electronic portfolio)
- Math 101 Foundations of Mathematics
- Math 217 Probability and Statistics

Required Clearances in Castle Branch: <https://discover.castlebranch.com/>

- Go to *Place Order*. Under *Package Code*, enter code IH40.
- Every clearance and requirement is explained on IUP EPP's page. Go to Clearances and also Castle Branch: <https://www.livetext.com/doc/11593062#page-51215833>
- Clearances, TB testing, and fingerprinting take time. Give yourself 2-4 months to work on these.
- You are not ready to apply to Step 1 until everything in Castle Branch says "complete."

How to Apply: <https://www.livetext.com/doc/11593062>

- Go down to Applications and Forms, Step 1. Then download the attached application.

- Fill out the top portion.
- Email your advisor. Attach your Step 1 application and your essay (see above). Let them know that your Castle Branch is complete, you have a 3.0 GPA and will have finished at least 48 credits and all Step 1 courses with a C or higher by the end of the semester. Politely ask when you could meet.
- Meet with your advisor. Show them your Castle Branch portal.
- After your advisor reviews your materials and signs off, send your signed Step 1 application to Ms. Lynette Colton, lcolton@iup.edu
- Please wait for Ms. Colton to process your application. This can take 2-3 weeks.

More on Clearances

Clearances must be current and in the applicant's CastleBranch account for the Step 1 application to be considered complete. The Castle Branch account will include health clearances (TB), proof of liability insurance (obtained through student membership in PSEA), and the following:

- Act 34 Clearance (criminal history check)
- Act 151 Clearance (child abuse check)
- Act 114 Clearance (fingerprinting)
- Act 24 Clearance (Arrest or Conviction Report, signed)
- Act 126 Mandated Reporter Training Certificate: PA Act 126 mandates that all teachers and teacher candidates complete mandated reporter training. This training is available online and takes approximately three hours to complete. Upon completion of training, a certificate will be issued. This certificate should be uploaded to CastleBranch. As with clearances and health screenings, students may not enroll in EDUC courses if proof of training is not provided. The training can be accessed at: www.reportabusepa.pitt.edu.
- 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 Well Being in the Suites on Maple East. Check the Teacher Education web page for dates. (Teacher candidates must undergo the TB screening test each year.)

Important: Students who do not have all required clearances will not be admitted to education courses until they are obtained, as required by Pennsylvania law.

Step 1 Links

Frequently Asked Questions about Step 1

<https://www.iup.edu/teachereducation/students/faq/faq-about-step-one.html>

Step 1, College of Education Application

<https://www.livetext.com/doc/11593062>

Go down to Applications and Forms, Step 1. Then see the attached application.

Castle Branch

Go to *Place Order*. Under *Package Code*, enter code IH40.

STEPS 2 and 3 Leading to Certification

Step 2: Meet eligibility requirements for student teaching

After admission to the Educator Preparation Program in the College of Education, the following requirement must be met prior to student teaching:

- Minimum 3.0 GPA
- Completed Step 1 as outlined above
- Completed all major, methods, and Liberal Studies courses with a grade of C or higher
- Taken the Praxis II exam 5038 (English Language Arts: Content Knowledge)
- Current Acts 24, 34, 114, and 151 clearances
- Mandated reporter training certificate
- Current TB test screening
- Proof of liability insurance
- Step 2 electronic portfolio (submitted in LiveText as a requirement for EDUC 342/CHSS 343)

Step 3: Apply for state certification.

The Pennsylvania Department of Education requires that all credentials be completed and submitted through the Teacher Information Management System (TIMS). For information about how to submit your application using TIMS, go to:

www.portal.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2

In order for IUP to recommend you your application for certification, by the end of student teaching, you must have—

- Completed Steps 1 and 2 as outlined above
- Completed EDUC 441 Student Teaching with a grade of C or higher
- The minimum GPA of 3.0 or higher
- Submitted the Step 3 electronic portfolio (during EDUC 441)
- Passed the Praxis II 5038 exam
- Completed application for Pennsylvania Teacher Certification
- A review and recommendation by (1) your advisor or the English Education Program Director and (2) the IUP Teacher Certification Officer indicating that you have completed all requirements.

Apply for graduation the semester prior to student teaching.

It is recommended that you complete all required courses before student teaching, as taking courses after student teaching will delay graduating on time and obtaining teacher certification.

Students are not permitted to take courses while student teaching unless there are extenuating circumstances. If it is necessary to take a course during student teaching, permission must be granted by the Dean's Associate for Educator Preparation.

IUP Three Step Process for Teacher Education Checklists

You can find the description of the Three Step Process below on IUP's LiveText page: <https://www.livetext.com/doc/11593062>

Step 1: Application for Teacher Education Candidacy Eligibility requirements for enrolling in the professional education sequence:

Deadlines

- Fall, November 1
 - Spring, April 1
- A minimum of 48 earned credits and a 3.0 cumulative GPA.
 - Successful completion of the following Basic Skills Requirements(scores can be mixed and matched): The Pre-Professional Academic Performance Assessment (PAPA). Praxis Core, SAT, and/ or ACT exams with the minimum passing scores established by the Pennsylvania Department of Education or approved course equivalencies passed with a "B" or better. (Waived until July 2025)
 - Completion of the following courses with a minimum grade of "C":
 - ENGL 101

- ENGL 122
- EDSP 102
- ETIT 103 (includes satisfactory evaluation of Step 1 LiveText portfolio)
- 6 credits in Mathematics (level 101 or higher)
- Act 34 Criminal Background Check (Must be renewed annually).
- Act 151 Child Abuse Clearances (Must be renewed annually).
- Act 24 (PDE-6004) Arrest or Conviction Report (Must be renewed annually)
- Act 114 FBI Fingerprinting (Continuing enrollment in IUP Teacher Preparation Program is required for fingerprinting results to remain valid; some districts/sites require an updated Act 114 within the year).
- Certificate of completion for ACT 126 Training. (Must be renewed annually)
- TB Test;some districts/sites require a two-step TB; (Must be renewed annually)
- Speech and hearing test (recommended, not required)
- Proof of Liability Insurance; (Renew annually or join multiple years) – PSEA membership or private liability insurance (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance).
- Satisfactorily completed essay (from ENGL 122)
- Advisor's recommendation and signature.
- All required clearance documents must be current and uploaded to a CastleBranch account.

Results of Step 1 approval: Ability to register for: EDUC 242 Pre-Student Teaching I, EDUC 442 School Law, and Professional Education courses

Step 2: Application for Student Teaching Eligibility
Requirements for Student Teaching Placement:

- Successful completion of Step 1.
- Maintenance of a cumulative GPA of 3.0 or higher.
- Renewed Act 34 Clearance
- Renewed Act 151 Clearance
- Renewed Act 24 (PDE-6004) Arrest or Conviction Report
- Renewed certificate of completion of ACT 126 Training
- Renewed TB Test Current ACT 114 Clearance
- Proof o f Liability Insurance (Renew annually or join multiple years)
- All required clearance documents must be current and uploaded to a Castle Branch account

- Attempt **Praxis 5038** (Pennsylvania Educator Certification Tests).
- All required certification tests must be passed in order to receive certification through PDE.
- Completion of all major courses, methods courses, and required liberal studies science courses with a minimum grade of "C".
- Updated satisfactory review of LiveText Step 2 portfolio with program specific requirements and artifacts.
- Recommendation of advisor and program coordinator

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

Step 3: Applications for Graduation and 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.
- **If needed verification of sliding scale **Praxis II 5038** results based on final postedGPA.
- Final satisfactory review of the LiveText Teacher Work Sample and Step 3 portfolio (program specific).
- Completed application for graduation.
- 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 Rev 7/23

Please note, students can graduate from IUP with their degree after meeting all program requirements, but will NOT be recommended for certification by PDE until all required certification tests have been passed.

PRAXIS Exams

PRAXIS II (English Specialty Area Test, 5038)

The second and last of the tests is English Language Arts Content Knowledge (5038).

This test has multiple-choice questions and lasts for two hours. **You must take the Praxis II before student teaching. You must pass the Praxis II 5038 exam before you can apply for state certification.**

There is no limit on the number of times you may take the test, but you must wait the required time period between each attempt.

Advising

The first step in advising is for you and your faculty advisor to meet each other.

Student Responsibilities

Use email to contact your advisor for an appointment. Please email with plenty of time to arrange an appointment time that works for both of you. Expect to meet with your advisor during registration season (the middle of each semester).

If you cannot make contact with your advisor, contact the chair of the English department and the English Education Coordinator.

Remember that it is ultimately your responsibility to know and to meet the requirements and procedures for graduating. This handbook and your advisor are here to help you to achieve your goals.

Advisor Responsibilities

It is your faculty advisor's responsibility to meet with you to discuss academic requirements and to check on your progress. To do this, your advisor will need to have a copy of your Program of Study checklist (included with this handbook). If you have classes during all of your advisor's scheduled office hours, your advisor will meet with you at another time. It is also your advisor's responsibility to direct advisees to the English Education Program Director for advising when he/she is on sabbatical or has an extended absence.

What to do if . . .

If you are a transfer student—contact the English department in Jane Leonard Hall to find out who your advisor is. Reach out to the English Education coordinator as well.

Once you have been assigned an advisor, ask your advisor to confirm the transfer of your credits. You can also reach out directly to the Transfer Office to inquire about your transferred credits. It is very important that you confirm transferred credits and keep a record of them.

If you are having trouble contacting your advisor – take action. It is imperative that you meet with your advisor on a regular basis, so if you cannot make contact with him or her then something must be done to correct the problem. Begin by finding out his or her office hours and email address. If you do not hear from your advisor within a week, you can contact the chair and assistant chair of the department.

If you do not pass your TB test—contact the Center for Health and Well Being. Someone will advise you in the event that your test result is positive and explain to you what this means. Be sure to keep a statement and/or verification of your status in the folder kept by your advisor. *Don't delay having this test.*

If you do not meet the minimum grade requirement to enter the program—you will need to raise your grade point average in order to apply and be considered for admission. In the meantime, you should explore other majors.

If you receive a D or E in any course that requires a C or higher, you must re-take the course until you receive a grade of C or higher. But before you attempt this, contact your advisor for advice on how to replace the grade. Don't delay.

If you want to register for classes—you will need to obtain a Personal Identification Number (PIN). Your advisor has your PIN, and you will need to meet with him/her to obtain it. If your advisor does not have your PIN, contact the English Department secretary.

If you want to register for English classes (besides ENGL 100, 101, or 202) – English must be your declared major. Go to MyIUP to change your major.

If you are unable to register for an English class because it is closed—and you are declared as an English Education major, consult with your advisor.

If your GPA drops below 3.0—you will have one semester to raise your GPA or you will be dismissed from the Educator Preparation Program in the College of Education. Note that all education majors, including English Education, must maintain a 3.0 to meet the state of Pennsylvania's requirement for certification. These are also the minimum GPA requirements for graduation.

If you decide you don't want to teach English at the secondary level—take a deep breath and talk with your advisor about your options. If you decide that you don't want to teach at the secondary level, you should switch to another program or major as soon as possible. Your advisor or the director of the English Education program can explore these options with you. There are other specializations within the English Studies major, including Literature and Culture, Writing Studies, and New Media Literacy.

Professional Activities

Part of your professional training to become an English teacher includes involvement in student activities and organizations. A hallmark of IUP's English Education program is the number and variety of long-established clubs and activities. Becoming involved in these organizations is not only a way to have fun; it is also your link to program information, deadlines, jobs, strong letters of recommendation, and ideas that help to round-out your preparation. Check with the English Department secretary for the names of faculty advisors for these organizations,

Sigma Tau Delta This honorary society for English majors is focused on community service. Any English major or minor may join the local chapter and participate in all activities; national membership requires a minimum grade point average and other requirements.

Kappa Delta Pi A national honor society for education majors, Kappa Delta Pi is open to all IUP students who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship. IUP's Kappa Delta Pi chapter endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring and encouraging outstanding achievement in educational work.

PSEA Student Pennsylvania State Education Association is open to all IUP education majors at any level. Great connections to PSEA throughout the state and to education majors throughout the university.

Job Searching

A successful job search begins with good grades in your courses, professional growth and involvement, a solid performance in student teaching, strong letters of recommendation, and a good teaching portfolio. Networking with other students about where the jobs are, what questions are being asked in interviews, and how to create resumes are also important. The Writing Center and the Career and Professional Development Center provide assistance with creating resumes and writing cover letters.

Career and Professional Development Center:

<http://www.iup.edu/career/>

EDUC 242 and EDUC 342/CHSS 342: Pre-Student Teaching I & II

Pre-student teaching field experiences, which are required by the Pennsylvania Department of Education for secondary English teaching certification, are a part of the program of studies in English Education at IUP. Such early experiences in schools enable the prospective teacher to connect the theories studied in on-campus courses with classroom contexts.

Pre-student teaching consists of two courses (EDUC 242 and EDUC 342/CHSS 343) with two school-site placements involving observation and participation in basic education classrooms under the supervision and mentorship of a cooperating teacher. **By the designated due date prior to the semester during which students will take EDUC 242 or 342/343, they are asked to complete and submit the Pre- Student Teaching application. Please watch the English Ed listserv announcements regarding these application deadlines.**

- November 1 = Fall
- April 1= Spring

Pre-Student Teaching applications become available each semester when designated by the Office of Educator Preparation: <http://www.iup.edu/teachereducation/forms/>
All placements for pre-student teaching are made by the Director of Clinical Support Services in the Office of Educator Preparation. Course instructors will review observation requirements and course assignments related to readings and school site observations.

Professional Development in Schools (PDS)

Our program uses a PDS model for a teacher residency final year. During fall of your 4th year, you will take EDUC 342 and ARHU 343 as your pre-service clinical courses. In those linked courses, you complete a minimum of 60 hours in a school placement. Those 60 hours include observing, leading classroom activities, teaching, grading, and getting to know your mentor teacher. In spring, you remain in your placement to student teach, leading to a yearlong in-depth experience in this school placement. PDS models allow you to see an entire school year, to jump right into student teaching, and to ultimately spend more hours teaching, planning, and assessing students.

English Education List of Courses

Liberal Studies Courses

Humanities (18 credits required)

ENGL 101 English Composition I	3 _____
ENGL 122 Intro to English Studies*	3 _____
ENGL 202 English Composition II	3 _____
_____ Humanities: Philosophy/Religion	3 _____
HIST 196, 197 or 198 Humanities: History	3 _____
THTR 101 Intro to Theater or ARHI 101 or DANC 102 or MUHI 101	3 _____
Mathematics (6 credits and a grade of C or higher, 101 or higher)**	
MATH 101	3 _____
MATH 217	3 _____

Professional Education Courses for 1st and 2nd Year Students

EDSP 102 Educational Psychology (take first or second year)	3 _____
ETIT 103 Instructional Media (take first or second year)*	3 _____

* part of Secondary English Education Certificate

Natural Sciences (C or higher required)

Students may take either 2 lab sciences OR 1 lab science and 1 non-lab science.

_____ Lab Science	4 _____
_____ Non-Lab Science	3 _____

Social Sciences (9 credits required; do not use the same course prefix twice.)

PSYC 101 General Psychology	3 _____
_____ Elective	3 _____
_____ Elective (GMA)	3 _____

Foreign Language (6 credits)

Language Course 1	3 _____
Language Course 2	3 _____

Dimensions of Wellness (3 credits required)

_____ Wellness course option	3 _____
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Required Major Courses

No courses can count for two categories. (No double dipping.)

American Literature (pick one)	
ENGL 212, 213, 344, 348, 436	3 _____
British Literature (pick one)	
ENGL 210, 211, 213	3 _____
Global Literature (pick one)	
ENGL 226, 337, 349, 361, 396, 398, 437, 463	3 _____
New Media Literacy (pick one)	
ENGL 208, 256, 332, 350, 440, 450, 460	3 _____
Writing (pick one)	
ENGL 220, 421, any English writing course (not 324)	3 _____
Language and Pedagogy Choices:	
ENGL 314 Speech (<i>spring only, soph yr, starting Spring 2025</i>)	
<i>If you took ENGL 310 prior to Spring 2025, that will substitute for this. Starting in Spring 2025, take ENGL 314.</i>	
Genres and Theories:	
ENGL 418 Young Adult Literature (<i>fall only, sr yr</i>)	3 _____
Literature or Genres and Theories Elective (pick one)	3 _____
Any Literature or Genres and Theories course not already used	
210, 211, 212, 213, 225, 226, 256, 265, 308, 332, 335, 337, 340, 341, 342, 343, 344, 348, 349, 350, 354, 361, 385, 396, 398, 418, 434, 436, 437, 463, or 466	
English Education Specialization Required Courses	
ENGL 323 Teaching Reading and Literature (<i>spring only, jr yr</i>)	3 _____
ENGL 324 Teaching and Evaluating Writing (<i>spring only, jr yr</i>)	3 _____
ENGL 415 English Language Studies for Teachers (<i>fall only, jr or sr yr</i>)	3 _____
ENGL 434 Shakespeare (<i>fall only, jr or sr yr</i>)	3 _____
ENGL 426 ESL Methods and Materials* (<i>fall only, jr or sr yr</i>)	3 _____
<i>*This course is part of the Secondary English Education Certificate</i>	

Professional Education Courses After Step 1 admission

Secondary English Education Certificate (remaining courses)	
EDEX 301 Education of Students...	2 _____
EDSP 477 Assessment of Student Learning*	3 _____
EDUC 442 School Law*	1 _____
EDUC 242 Clinical Experience I* (<i>spring 2025 and then fall only</i>)	1 _____
EDUC 342 Clinical Experience II & ARHU 343* (<i>fall only, take fall semester before student teaching; co-requisite courses</i>)	2 _____
EDUC 452 Teaching of English (<i>fall only, take with EDUC 342/ARHU 343</i>)	3 _____
EDUC 441 Student Teaching*	12 _____
Free Electives	2 _____

English Education Specialization Four Year Frame

Below are course suggestions for Step 1 courses, education core courses, and specific major requirements. You can use the template as a way to start a four year plan.

<p>Fall 1st Year</p> <p>Math 101 or take <i>Spring 1st year or Fall 2nd year</i></p>	<p>Spring 1st Year</p> <p>EDSP 102 or take <i>Fall 1st or 2nd year</i> ENGL 122 or take <i>Fall 2nd year</i> ETIT 103 or take <i>Fall 1st or 2nd year</i> Math 217 or take <i>Fall 1st or 2nd year</i></p>
<p>Fall 2nd Year</p> <p>ENGL 202 Composition II or take <i>Spring 2nd year or Fall 3rd year</i></p>	<p>Spring 2nd Year</p> <p>ENGL 314 Speech and Communication, spring only EDUC 242 (1), spring 2025, then fall only</p>
<p>Fall 3rd Year</p> <p>EDUC 242 (1), fall only starting Fall 2025 ENGL 415 English Language Grammar for Teachers or take <i>Fall 4th year, fall only</i> ENGL 426 ESL Methods & Materials or take <i>Fall 4th year, fall only</i> ENGL 434 Shakespeare or take <i>Fall 4th year, fall only</i></p>	<p>Spring 3rd Year</p> <p>ENGL 323 Teaching of Reading (3) <i>spring only</i> ENGL 324 Teaching of Writing (3) <i>spring only</i></p>
<p>Fall 4th Year</p> <p>EDUC 342 and ARHU 343 Pre-Service Clinical II (2), <i>fall only</i> EDUC 452 Teaching of English (3), <i>fall only</i> ENGL 418 Young Adult Literature (3), <i>fall only</i></p>	<p>Spring 4th Year</p> <p>EDUC 441 Student Teaching (12)</p> <p><i>No other courses can be taken while student teaching.</i></p>

EDSP 477 Assessment of Student Learning (if haven't already taken)	
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English Education Specialization Course Recommendations

IMPORTANT: Note that some courses are offered in the fall or spring only, so be sure to plan accordingly.

First Year Course Options: Liberal Studies courses and Step 1 requirements

- EDSP 102 Educational Psychology (3)
- ENGL 101 Composition (3)
- ENGL 122 Introduction to English Studies (3)
- ETIT 103 Instructional Technology (3)
- Fine Arts Course (3)
- HIST 196 Explorations in U.S. History, HIST 197 Explorations in European History, or HIST 198 Explorations in Global History (3)
- Lab Science Course (4) & Non-lab Science Course (3)
- Language Course 1 & 2 (3)
- Math 101 Foundations of Mathematics (3)
- Math 217 Probability and Statistics (3)
- Philosophy/Religious Studies Course (3)
- Psychology 101 (3)
- Social Science electives (9) - one GMA
- Wellness Course (3)

Second Year Course Options: All courses listed above, majors courses, and professional education courses

- EDUC 242 Pre-service Clinical I (*spring only*, after Step 1) (1)
- ENGL 314 Speech and Communication, *spring only* (3)
- ENGL: American literature course (3)
- ENGL: British literature course (3)
- ENGL: Global literature course (3)
- ENGL 202 Composition II (3)
- ENGL 220 Advanced Composition or Writing course (3)
- ENGL: New Media Literacy course options (3)
- ENGL elective (choose additional course from Literature Studies or Genres & Theories)

Third Year Course Options: All courses listed above, more majors courses, and professional education courses

- EDEX 301 Education of Exceptional Children, after Step 1 (2)
- EDSP 477 Assessment of Student Learning, Step 1 (3)
- EDUC 442 School Law, Step 1 (1)
- ENGL 323 Teaching of Reading (spring only) (3)
- ENGL 324 Teaching Writing (spring only) (3)
- ENGL 415 English Language Grammar for Teachers (fall only) (3)
- ENGL 426 ESL Methods and Materials (fall only) (3)
- ENGL 434 Shakespeare (fall only) (3)

Fourth Year Course Options: All courses listed above and more majors courses and professional education courses

- EDUC 342 Pre-Service Clinical II (1) and ARHU 343 (1) (fall only)
- EDUC 452 Teaching English and Communication (3) (fall only)
- ENGL 418 Young Adult Literature (3) (fall only)
- EDUC 441 Student Teaching (12) (spring, all other courses must be completed)

Adding English as a Second Language Certification

Why add ESL certification?

- English Language Acquisition is listed as a nationwide teacher shortage area by the US Department of Education. Schools are in need of well-prepared teachers to teach multilingual students.
- All content area teachers are required to teach multilingual students effectively. Adding on this certification enhances a teacher's ability to teach their subject matter to all students.
- English Education students can add ESL certification with just three additional courses.

How?

- Complete ESL certification along with a primary certification program.
- The program includes four courses + practicum/internship (during students' year-long residency year).
- Courses will usually have an online option. The field experience course is always face to face.
- Because these courses are 400 level courses, students should be juniors when enrolled.
- Each course is offered either fall or spring semester **only**.

Course Requirements and Schedule

15 credits total

Fall (to be taken junior **or** senior year)

- ENGL 415, English Language Study for Teachers (3, required English Education course)
- ENGL 426, ESL Methods and Materials (3, required English Education course)

*Students can split courses up or take them together. If students split courses, **take ENGL 415 FIRST.***

Spring (to be taken junior year, or senior year if student teaching in fall)

- ENGL 424, Second Language Acquisition (3)
- ENGL 442, Cross Cultural Communication (3)

Junior or Senior Year, after ENGL 426 or while taking ENGL 426

- ENGL 493, Internship (3)* Fall Only **Must be approved by coordinator, Dr. Brian Carpenter, to register.* A minimum of 30 hours in the classroom must be completed in fall. 30 remaining hours in approved community settings may be continued into winter if the full 60 are not completed in the classroom in fall.

Appendix A: English Studies Advising Checksheet

Version 10: Fall 2024

Always consult the current Undergraduate Catalog and your advisor when using this checklist.

Student Name:

Banner ID:

Email:

Phone:

Track Option(s):

Advisor:

ENGLISH STUDIES SPECIALIZATIONS

Select One Specialization:

___ Literature & Culture Specialization

The Literature & Culture Specialization enables students to design a course of study in the history, meaning, function, and aesthetics of texts of all kinds. A student who completes this specialization will be able to identify the unique aesthetic, formal, material, and symbolic qualities of literary and other texts.

___ New Media Literacy Specialization

The New Media Literacy Specialization allows students to design a course of study with a particular focus on the study of interactive digital writing, media, and film. A student who completes this specialization will be able to identify the unique aesthetic, formal, material, and symbolic qualities of new media and digital texts.

___ Writing Studies Specialization

The Writing Studies Specialization enables students to design a course of study in the theory and practice of writing in a variety of genres. A student who completes this specialization will be able to demonstrate skills in the analysis, writing, and presentation of texts.

___ English Education Specialization

The Secondary English Education Certificate is designed for students interested in earning Pennsylvania state certification to teach English Language Arts for 7th-12th grades. A student who completes this certificate will gain a broad and solid foundation in English Studies, including pedagogy, literature, language, composition, and literacy. This is the only specialization that leads to Pennsylvania Teacher Certification. This specialization must be completed in conjunction with the Secondary English Education Certificate.

LIBERAL STUDIES (46-47 credits)

The following requirements must be met as outlined in the online IUP Undergraduate Catalog.

Learning Skills (9 credits)

English Composition

___ ENGL 101 Composition I (3 credits)

___ ENGL 202 Composition II (3 credits)

Mathematics

___ MATH 101, 105, 107, 108, 121, 125, 151, or 217 (3 credits)

Humanities (9 credits)

Literature

___ ENGL 122: Introduction to English Studies (3 credits; Fulfills Humanities Literature requirement)

History

___ HIST 196, 197, or 198 (3 credits)

Philosophy or Religious Studies

___ PHIL 100, 101, 122, 130, 223 or 240; or RLST 100, 110, or 120 (3 credits)

Fine Art (3 credits)

___ ARHI 101, DANC 102, FIAR 101, MUHI 101, MUHI 102, THTR 101, or THTR 161 (3 credits)

Natural Science (7 or 8 credits)

(See catalog for courses.)

___ Option 1 Lab and Non-Lab Combination (7 credits):

___ First Science Course (3 credit course)

___ First Corresponding Laboratory Course (1 credit corresponding lab course)

___ Second Science Course (3 credit non-lab course)

___ Option 2 Two Courses with 2 Laboratories (8 credits):

___ First Science Course (3 credit course)

___ First Laboratory Course (1 credit corresponding lab course)

___ Second Science Course (3 credit course)

___ Second Laboratory Course (1 credit corresponding lab course)

Social Science (9 credits)

(See catalog for courses. No prefix can be used more than once. Some fulfill Global and Multicultural Awareness [GMA] requirement.)

For Students in the Literature & Culture, New Media Literacy, OR Writing Studies Specializations

For Students in the English Education Specialization

____ PSYC 101: General Psychology (3 credits)
____ (GMA)

Dimensions of Wellness (3 credits)

(See catalog for courses. You can also fulfill this with MLSC 101 and 102, MLSC 203 and 204, or Basic Training in any US Armed Service.)

____ COMM 143, COSC 143, ECON 143, FCSE 143, FDNT 143, FIN 143, KHSS 143, or NURS 143

Liberal Studies Electives (6 credits)

For Students in the Literature & Culture, New Media Literacy, OR Writing Studies Specializations

____ Any 6 credits that do not have the prefix ENGL (6 credits)

For Students in the English Education Specialization

____ EDSP 102: Educational Psychology (3 credits)
____ MATH 217: Probability and Statistics (3 credits)

Global and Multicultural Awareness (3 credits)

See catalog for courses. Many Social Science and Liberal Studies Electives fulfill this requirement.

____ (3 credits)

FOREIGN LANGUAGE (6 credits)

____ Any 6 credits of CHIN, CRLG, FRNC, GRMN, JAPN, KORE, SPAN, or EDHL 115 or EDHL 215 (6 credits)

ENGLISH STUDIES (36 credits)

English Core Courses (21 credits)

Literary Studies — American (3 credits)

Choose one course:

- ENGL 212 American Literature: Beginnings to 1900 (3 credits)
- ENGL 213 British and American Literature Since 1900 (3 credits)
- ENGL 344 Ethnic American Literature (3 credits)
- ENGL 348 African American Literature (3 credits)
- ENGL 436 Major American Authors (3 credits)

Literary Studies — British (3 credits)

Choose one course:

- ENGL 210 British Literature to 1660 (3 credits)
- ENGL 211 British Literature 1660-1900 (3 credits)
- ENGL 213 British and American Literature Since 1900 (3 credits)
- ENGL 434 Shakespeare (3 credits; *English Education Specialization students must take ENGL 434 as part of their specialization. They must choose a different literature course for this requirement.*)

Literary Studies — Global (3 credits)

Choose one course:

- ENGL 226 Survey of Global Literature since 1900 (3 credits)
- ENGL 337 Myth (3 credits)
- ENGL 349 Bible as Literature (3 credits)
- ENGL 361 Environmental Literature (3 credits)
- ENGL 396 Postcolonial Literature (3 credits)
- ENGL 398 Global Genres (3 credits)
- ENGL 437 Major Global Authors (3 credits)
- ENGL 463 Topics in Global Literature & Film (3 credits)

Genres and Theories (3 credits)

Choose one course:

- ENGL 225 Introduction to Literature by Women (3 credits)
- ENGL 256 Video Games and Digital Literature (3 credits)
- ENGL 265 Law and Literature (3 credits)
- ENGL 308 Critical Theory (3 credits)
- ENGL 332 Film Genres (3 credits)
- ENGL 335 Literary Nonfiction (3 credits)

- ENGL 337 Myth (3 credits)
- ENGL 340 The Novel (3 credits)
- ENGL 341 Poetry (3 credits)
- ENGL 342 Short Fiction (3 credits)
- ENGL 343 Drama (3 credits)
- ENGL 349 Bible as Literature (3 credits)
- ENGL 350 LGBTQ Literature, Theory, and Film (3 credits)
- ENGL 354 Classical Literature in Translation (3 credits)
- ENGL 361 Environmental Literature (3 credits)
- ENGL 385 Advanced Women's Literature (3 credits)
- ENGL 418 Young Adult Literature (3 credits; *English Education Specialization students must take ENGL 418 as their Genres and Theories requirement in Fall of Senior Year.*)
- ENGL 466 Topics in Theory (3 credits)

New Media Literacy (3 credits)

Choose one course:

- ENGL 208 Introduction to Film Studies (3 credits)
- ENGL 256 Video Games and Digital Literature (3 credits)
- ENGL 332 Film Genres (3 credits)
- ENGL 350 LGBTQ Literature, Theory, and Film (3 credits)
- ENGL 421 Digital Writing (3 credits; *not permitted for English Education Specialization students for their New Media Literacy requirement*)
- ENGL 450 Film Theory (3 credits)
- ENGL 460 Topics in Film (3 credits)
- ENGL 463 Topics in Global Literature and Film (3 credits)

Pedagogy and Language: (3 credits)

For Students in the Literature & Culture, New Media Literacy, OR Writing Studies Specializations

Choose one course:

- ENGL 203 Introduction to Language Studies (3 credits)
- ENGL 310 Public Speaking (3 credits)
- ENGL 313 Rhetorical Trends and Traditions (3 credits)
- ENGL 314 Speech and Communication in the Secondary Classroom (3 credits)
- ENGL 323 Teaching Literature and Reading in the Secondary School (3 credits)
- ENGL 324 Teaching and Evaluating Writing (3 credits)
- ENGL 336 Language, Gender, and Society (3 credits)
- ENGL 415 English Language Studies for Teachers (3 credits)
- ENGL 418 Young Adult Literature (3 credits)

- ENGL 424 Second Language Acquisition (3 credits)
- ENGL 426 ESL Methods and Materials (3 credits)
- ENGL 442 Cross Cultural Communication (3 credits)

For Students in the English Education Specialization

Take the course below. *(Additional Pedagogy and Language requirements for the English Education Specialization are fulfilled in other categories.)*

- ENGL 314 Speech and Communication in the Secondary Classroom (3 credits)

Writing (3 credits)

Choose one course:

- ENGL 220 Advanced Composition (3 credits)
- ENGL 221 Creative Writing (3 credits)
- ENGL 222 Technical Writing (3 credits)
- ENGL 227 Introduction to Legal Writing (3 credits)
- ENGL 325 Writing Poetry (3 credits)
- ENGL 326 Writing Fiction (3 credits)
- ENGL 327 Writing Creative Nonfiction (3 credits)
- ENGL 347 Playwriting (3 credits)
- ENGL 360 Editing and Publishing (3 credits)
- ENGL 420 Writer's Studio (3 credits)
- ENGL 421 Digital Writing (3 credits)

English Capstone (3)

For Students in the Literature & Culture, New Media Literacy, OR Writing Studies Specializations

- ENGL 484 Topics in English Studies (3 credits)

For Students in the English Education Specialization

Not required. Capstone course is met in the Secondary English Education Certificate.

English Specialization (12-15 credits)

Follow requirements for the Specialization you have chosen with your advisor. Courses must not be double counted.

Literature & Culture Specialization (12 credits)

- Choose 3 additional courses from Literary Studies-American, Literary Studies-British, Literary Studies-Global, or Genres and Theories categories (9 credits)

___ Choose 1 additional course from any English Core category, ENGL 281/481 Special Topics, or ENGL 493 Internship (3 credits)

New Media Literacy Specialization (12 credits)

___ Choose 3 additional courses from New Media Literacy category (9 credits)

___ Choose 1 additional course from any English Core category, ENGL 281/481 Special Topics, or ENGL 493 Internship (3 credits)

Writing Studies Specialization (12 credits)

Choose any 2 additional Writing Courses:

___ ENGL 220 Advanced Composition (3 credits)

___ ENGL 221 Creative Writing (3 credits)

___ ENGL 222 Technical Writing (3 credits)

___ ENGL 227 Legal Writing (3 credits)

___ ENGL 325 Writing Poetry (3 credits)

___ ENGL 326 Writing Fiction (3 credits)

___ ENGL 327 Writing Creative Nonfiction (3 credits)

___ ENGL 347 Playwriting (3 credits)

___ ENGL 281/481 Special Topics (3 credits; *if Special Topic is writing*)

Choose any 2 additional Professional Courses:

___ ENGL 360 Editing and Publishing (3 credits)

___ ENGL 420 Writer's Studio (3 credits)

___ ENGL 421 Digital Writing (3 credits)

___ ENGL 493 Internship (3 credits)

English Education Specialization & Secondary English Education Certificate (45 credits total)

English Education Specialization (15 credits)

Complete 4 required courses:

___ ENGL 323 Teaching of Literature and Reading in the Secondary Schools (3 credits)

___ ENGL 324 Teaching and Evaluating Writing credits (3 credits)

___ ENGL 415 English Language Studies for Teachers credits (3 credits)

___ ENGL 434 Shakespeare credits (3 credits)

Choose one elective course:

___ Choose one additional course from Literary Studies-American, Literary Studies-British, Literary Studies-Global, or Genres and Theories categories (3 credits)

Secondary English Education Certificate (30 credits)

This Certificate must be completed in conjunction with the English Education Specialization.

Education Courses

Complete 3 required courses:

- ___ ETIT 103 Digital Instructional Technology (3 credits)
- ___ EDEX 301 Education of Students with Disabilities (2 credits)
- ___ ENGL 426 ESL Methods and Materials credits: (3 credits)

Step 1

- ___ Apply to Step 1. See English Education Advising Addendum for additional details.

Professional Education Courses

After achieving Step 1 Status, complete all these required courses:

- ___ EDUC 242 Pre-Service Clinical 1 (1 credit)
- ___ EDSP 477 Assessment of Student Learning (3 credits)
- ___ EDUC 342 Pre-Service Clinical II (1 credit, co-requisite ARHU 343)
- ___ ARHU 343 Applied Practice in Secondary English Language Arts (1 credit, co-requisite EDUC 342)
- ___ EDUC 442 School Law credit (1 credit)
- ___ EDUC 452 Teaching of English and Communication (3 credits)
- ___ EDUC 441 Student Teaching (12 credits)

FREE ELECTIVES (2 to 38 credits)

(Use for a double major, a minor, dual English Studies tracks, Pre-Law interdisciplinary courses, etc.)

For Students in the Literature & Culture, New Media Literacy, OR Writing Studies Specializations

- ___ Enough courses to complete all remaining credits needed to reach 120 total credits for graduation (30-41 credits)

For Students in the English Education Specialization

- ___ Any 2 credits if needed to reach 120 total credits for graduation (up to 2 credits)

Appendix B: IUP English Education Lesson Plan Outline

Rationale: Why are you teaching this lesson? Explain your overarching goals, why this lesson fits into the unit you are teaching, and how the lesson is important for your students. This should be a paragraph.

Materials Needed: List all materials and equipment needed to teach this lesson. This list serves as a reminder to ensure that such resources are available during the lesson presentation.

for students:

for teacher:

Student Objective(s): What will the students be able to do as a result of this lesson? Use [verbs](#) from Bloom's Taxonomy.

Students will be able to . . .

Standards: Use your objectives to determine the standards. Use the PA Academic Standards for ELA Grades 6-12:

<http://static.pdesas.org/content/documents/PACCSS%20ELA%206-12%20January%202013.pdf>

Procedures (lesson/activity): This is a step-by-step, detailed procedure of how the lesson will go: what will you say, what will students do, and how will you organize the process. Include directions, key questions, time estimates, classroom arrangement (individual or group), and any texts you plan to use (this includes images and video clips).

MUST INCLUDE TIME ESTIMATES. This should be the bulk of your plan.

Assessment: How will you know if students met the objectives you had for the lesson? How will you evaluate their knowledge and experience? What evidence will you collect to help you determine where to start the next lesson? Include which pieces of student work during class you will be collecting and using as a formative assessment. What will you be looking for?

Adaptations: How will you adapt this lesson to students with special needs or English Language Learners? Any other specific adjustments you can make to support individual learners?

Appendix C: IUP English Education Lesson Plan Outline Sample Lesson Plan with the novel *Monster*

Rationale:

This lesson is designed to help students become more aware of language and metaphors throughout a whole text. It's also designed to develop their ability to visualize while they read and to reflect on what their visualizations help tell us about texts. *Monster* works especially well with these dual goals because the themes of seeing and being a monster are developed throughout the book while its form (screenplay/journal) asks us to imagine what we're reading, like we're watching a film. Using sketching helps students think about the text and makes their visualizations visible (Bomer 129).

Materials Needed:

for students: books (*Monster* by Walter Dean Myers), paper for sketching, pencils/pens

for teacher: book (*Monster* by Walter Dean Myers) , paper for sketching, pencil/pen, model sketches

Student Objective(s):

Students will be able to:

- Identify when and how they use visualization while reading
- Understand how visualizing enhances their understanding of a text
- Analyze specific aspects of texts that build to an overarching metaphor or theme

Standards: Use the PA Academic Standards for ELA Grades 6-12: (9-10 grades)

1.3 A: *Determine theme/central idea and analyze its development.*

1.3 B: *Cite strong and thorough textual evidence . . .*

1.3 C: *Analyze how complex characters develop. . .*

1.3 F: *Analyze how words and phrases shape meaning and tone*

Lesson/Activity:

5 minutes	Share my sketches: Share my own sketches with students. Describe how much I had to visualize as I read this book. Share two of my sample sketches. Explain why I felt like I had to "see" in my head and explain what I wanted to show about what I read in these sketches. Show all the people I imagined sitting in the
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	courtroom and how nervous Steve must have felt elevated on the stand.
5 minutes	After I've talked through my sketches which are projected, have students go back to the books and find moments when they really had to visualize in order to understand what they were reading. <i>What were you picturing in this moment? What did you see?</i>
10 minutes	Sketch Time: Hand out blank paper. Get out colored pencils. Ask students to represent one of the moments they visualized. Like my examples, theirs should include a key quotation.
2-3 minutes	Share sketches in pairs.
5 min	Brief Discussion: <i>Why do readers have to visualize so much as they read this book? Any theories?</i> (screenplay structure, use of "vision" metaphors, use of image)
5-8 min	Explain visualization. <i>"Seeing" is a big strategy readers need as they read, but it's also a major theme of this book. When we think of a "monster," we imagine something whose looks alone would scare us. Steve is scared all the time about what people see when they see him, and he isn't sure what he sees, either.</i> Reread the last few sentences of the book.
10 min	Exit Ticket We will end with a brief writing assignment. Students will be asked to pick out a moment in the text where the theme of "seeing" comes up. <i>Look through the novel to find a quotation that discusses "seeing" or "sight" in some way. Choose a quotation to represent this part in the text. Write the quotation on the top of your paper, and then</i>

	<i>discuss why it's important to the text and how it relates to the themes of sight and being a monster.</i>
--	--

Assessment:

- picking out relevant quotations on their own during class and in their writing (exit ticket writing)
- their understanding of those quotations in their writing and their drawing (sketches and exit ticket)
- their ability to think metaphorically about the text's thematic use of "seeing" and "sight" (exit ticket)

Adaptations:

- Multilingual students will receive a word bank of key words to look for that might help them. These words are also words they can use in their writing. Other students may use this word bank as needed.
- Students who struggle to think deeply about the text may need to pick out and discuss a more literal quotation about sight or being a monster. These students will receive a list of page numbers. Teacher visits these students first.

Appendix D: Standards

The Step 2 e-portfolio requires that students show that they have meet 100 percent of content standards, including PDE, NCTE-IRA, and NCTE/CAEP standards.

The PDE content standards are below.

I.A. Language/Linguistics including:

Linguistic change, etymology, and processes of word formation

Variation: dialects, registers (language used within different groups and settings)

Semantics: ambiguity, euphemism, connotation, denotation, and jargon

Grammatical/linguistic theories and practices

I.B. Reading/Literature including:

Reading independently, including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and nonfiction works

Reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining author's purpose

Evaluating a variety of media, including the Internet and film

I.C. Literature including:

Reading, analyzing, and 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 styles

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 persuasive pieces, 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 composition
Writing workshop

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 and style
Accessing information using traditional and emerging resources
Apply technology to enhance the study of language and literature using computers and media

Appendix E: Websites

College of Education and Human Services: <http://www.iup.edu/education/>

Department of Language, Literature, and Writing:
<https://www.iup.edu/language/literature/writing/index.html>

InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf](http://www.ccsso.org/Documents/2011/InTASC%2011%20Standards%20At%20A%20Glance.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/teachereducation>

National Council of Teachers of English: <http://www.ncte.org>

NCTE/CAEP Program Standards:
https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf

Pa. Department of Education: <http://www.education.state.pa.us>

Pa. Department of Education Standards Aligned System: <http://www.pdesas.org>

Pa. Educator Certification Tests: <http://www.pa.nesinc.com/>

Pa. State Education Association: <http://www.psea.org/>

Appendix F: Professionalism in Teaching Guidelines from IUP's Pre-Student Teaching Handbook

Professionalism encompasses many different aspects in the school setting. It can be reflected in your attire, as well as your interactions with and behavior around students, other teachers, administrators, and parents. Although school districts may vary in some of their expectations for professionalism, teacher candidates representing IUP are expected to present themselves in a professional manner at all times during their field experiences. You have devoted a great deal of time and effort to becoming excellent educators. Making wise choices in the area of professionalism can have an impact on your future.

Professionalism in Dress and Appearance: As participants in field experiences, teacher candidates are guests in the school districts as well as representatives of IUP. As such, you should use good judgment in selecting attire for the classroom. Please follow your mentor teacher's dress guidelines. Teacher candidates should remember that jeans and sneakers or athletic shoes are not considered professional by many school districts and will be deemed unacceptable for any field placement (unless you are in an HPED placement, or it is the day of an outdoor field trip and your mentor teacher has recommended casual attire). Candidates should know that it is generally not acceptable to show up in school without wearing socks. All teacher candidates need to be aware that although some attire may be perfectly appropriate for other occasions, it may still be unacceptable for schools, which tend to be more conservative than the university setting to which you have become accustomed. When in doubt about your clothing choice, it is wise to err on the side of caution and choose a different outfit.

Professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and teacher candidates should be neat and well-groomed. Visible body piercings and tattoos may be a statement of your individuality and style, but they may also be considered a distraction in the classroom by many school districts. Teacher candidates should bear in mind that school personnel (including your mentor teachers and school administrators) can expect you to be more conservative and ask you to remove or cover any such adornments. Failure to do so can result in the school requesting that your placement be terminated due to non-compliance with the school dress code. Teacher candidates need to consider these professional recommendations before their first visit to the school and attempt to maintain a professional image throughout each experience.

Professionalism in Language: Throughout the educator preparation program at IUP, you have been encouraged to think carefully about your language choices with different

audiences and serve as a model for the learners you will teach. The school district will expect you to maintain appropriate habits of speech at all times. This expectation also extends to any written documents you may present to students, parents, other teachers, administrators, and/or your university supervisor.

Professionalism in Behavior: Your behavior says a great deal about you not only as an educator, but also as an individual. Your students, their parents, other teachers, and school personnel will form opinions about you based not only on the way you dress and speak but also on the manner in which you conduct yourself in all situations. As prospective educators, you need to consider your actions/conduct so that you can offer appropriate and mature behavior that your students can model.

Candidates participating in pre-student teaching field experiences should know that any electronic communication with students can only be conducted through the school network and for purposes related to teaching and learning that are approved by the school administration. Candidates are reminded of the clear ethical boundaries that govern teacher-student relationships, and they should not engage in inappropriate and unprofessional relationships.

Appendix G: IUP's Three Step Process for Teacher Education

Step 1 - Application for Teacher Education Candidacy Due November 15th for Spring eligibility and April 15th for Fall eligibility

- 48 credits and a 3.0 cumulative GPA
- Completion of the following courses with a minimum grade of “C”:
 - ENGL 101 or ENGL 103
 - ENGL 121; FNLG 121; ENGL 225; ENGL 256; ARHU 122; or ARUH 123
(Exceptions: ENGL 122 for English Education and MUHI 102 for Music Education)
 - EDSP 102
 - ETIT 103; MUSC 240 (Music); or EDEX 103 (ECSP)
 - 6 credits in MATH 101 or higher
- Current clearances dated within one year uploaded in Castle Branch
 - Act 34 Criminal Background Check (Must be renewed annually)
 - Act 151 Child Abuse Clearance (Must be renewed Annually)
 - Act 24 (PDE-6004) Arrest or Conviction Report (Must be renewed Annually)
 - Act 114 FBI Fingerprinting from Department of Education (Valid for 5 years as long as continuously enrolled at IUP; noted that some districts may require more recent clearance)
 - Act 126 Training Certificate (Must be renewed Annually)
 - TB Test; some districts require 2-step TB Test (Must be renewed Annually)
 - Proof of Liability Insurance through PSEA (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance)
- Early Field Experience and essay (Spanish and Science Education majors complete independently; all others are embedded in early coursework)
- Advisor's recommendation and signature

Results of Step 1 approval: Teacher Education attribute is applied allowing the ability to register for:

- EDUC 242 Pre-Student Teaching I
- EDUC 442 School Law
- Professional Education courses

**Pre-Student Teaching Applications (EDUC 242, 342, 493, etc.):
Due November 1st for spring placement and April 1st for fall placement**

Clearances must be updated by first day of the semester in which the field experience takes place.

**Step 2 - Application for Student Teaching
Due September 25th for Spring eligibility and February 25th for Fall eligibility**

- Successful completion of Step 1 requirements
- 3.0 cumulative GPA
- Clearances current for entire semester of student teaching uploaded in Castle Branch by January 1st for spring semester and August 1st for fall semester
 - Act 34 Criminal Background Check (Must be renewed annually)
 - Act 151 Child Abuse Clearance (Must be renewed Annually)
 - Act 24 (PDE-6004) Arrest or Conviction Report (Must be renewed Annually)
 - Act 114 FBI Fingerprinting from Department of Education (Valid for 5 years as long as continuously enrolled at IUP; noted that some districts may require more recent clearance)
 - Act 126 Training Certificate (Must be renewed Annually)
 - TB Test; some districts require 2-step TB Test (Must be renewed Annually) o Proof of Liability Insurance through PSEA (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance)
- *Attempt of all required PRAXIS II or PECT certification exams (program specific) by January 1st for spring semester and August 1st for fall semester
- Completion of all required major courses, methods courses, and liberal studies science courses with a “C” or better
- Updated satisfactory review of portfolio (program specific)
- Recommendation of advisor and program coordinator

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

Step 3 - Applications for Graduation and Pennsylvania Teacher Certification

- Successful completion of student teaching with a “C” or better
- 3.0 cumulative GPA
- Final satisfactory review of Teacher Work Sample and Portfolio (program specific)

- Completed application for graduation through MyIUP
- Completed application for Pennsylvania Teacher Certification through TIMS
- Copy of IUP Marketplace receipt sent to Educator Preparation Program office for certification processing
- Recommendation of your student teaching supervisor and program coordinator
- Recommendation of IUP Teacher Certification Officer

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

*Please note, students can graduate from IUP with their degree after meeting all program requirements, but will NOT be recommended for certification by PDE until all required certification tests have been passed.