

CLARION UNIVERSITY OF PENNSYLVANIA
COLLEGE OF ARTS, EDUCATION AND SCIENCES
SCHOOL OF EDUCATION

Teacher Candidate Program
Overview

**CLARION UNIVERSITY OF PENNSYLVANIA
SCHOOL OF EDUCATION**

Teacher Candidate Manual

Please read this information carefully. This manual is designed as a guide for teacher candidates as they progress from their entry level courses through graduation and certification. It will help you move smoothly through your program and into your teaching profession. It is designed to help you understand important information about:

- Your program organization.
- Your program performance evaluation.
- Your field experience requirements as a future teacher.

The manual is divided into three sections:

1. Program organization and assessment information.
2. PDE requirements for teacher certification.
3. Legal requirement information.

The professional teacher candidate program is housed in the School of Education within the College of Arts, Education and Sciences. Faculty and staff members in the following departments are here to help you. Their websites are identified below:

- Department of Education, <http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/education.html>
-
- Department of Special Education, <http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/special-education.html>
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If you have questions about the information in this document, please ask an appropriate advisor or the department chair within your program. Contact information is located on the department websites listed above.

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Introduction

Since 1867, Clarion University has been a leader in the certification of teachers for both our Commonwealth and the nation's schools. In 1954 Clarion's teacher preparation programs were among the first accredited by the organization that has evolved into the National Council for Accreditation of Teacher Education (NCATE). Today, all professional education programs in our School of Education are accredited by NCATE and approved by the Pennsylvania Department of Education (PDE).

Additional national program accreditations include:

- American Library Association
- Association for Childhood Education International
- Council for Exceptional Children
- Council on Academic Accreditation of the American Speech-Language-Hearing Association
- International Reading Association
- Middle States Commission on Colleges and Schools
- National Association for the Education of Young Children
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- National Council for Social Studies
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National League for Nursing Accrediting Commission
- National Science Teachers Association

You are an important part of the Clarion University tradition. In the School of Education we know that our influence can shape the nation. Our graduates hold teaching positions in all fifty states. We make a significant difference in the quality of schools and teachers nationwide. In turn, these educational professionals influence the happiness, success, and growth of children and youth numbering in the hundreds of thousands every year. We want the very best for them, and for you. It will not be easy, but when you complete your program you will be a professional teacher ready to take your place among our distinguished alumni.

Understanding Your Program

Your program has two main components. You will complete (1) general education courses along with (2) your professional education sequence. In order to move through your program in the most efficient manner, you must do the following:

- Seek advising from *your assigned advisor* each semester for scheduling as well as any time that you have questions or concerns.
- Plan ahead.
- Maintain good personal records.
- Achieve and maintain a strong grade point average (GPA) of 3.0+ with minimum of a 3.0 upon graduation.

Carefully review the Office of Field Services web page at <http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/office-of-field-services/index.html>

Knowing the courses and experiences is only part of understanding how the teacher preparation program is organized. Just like the curriculum you will develop as a teacher, the preparation program is organized around key standards. They answer two important questions:

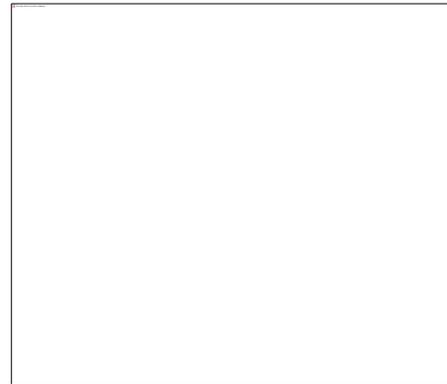
- What do you need to know?
- What do you need to do?

Conceptual Framework of Your Program Structure

School of Education teacher education students, the **Candidates**, are at the center of the Conceptual Framework. This framework identifies you as the Candidate who is the active participant in developing your professional knowledge, skills, and dispositions. You will do this as you move through coursework by applying new understandings and skills to authentic situations. As the Candidate, you are surrounded by three triangles depicting your development as you acquire knowledge, skills, and dispositions within the:

- **Contexts** of individuals, personal differences, diversity, and societal influences and the
- **Processes** of knowledge development, learning interactions, and assessment to facilitate the
- **Outcomes** of professional decision making, and life-long learning.

As the Candidate you will demonstrate performance of your knowledge, skills, and dispositions in each of your program courses. There are nine components in our School's Conceptual Framework. They are described below within the areas of Contexts, Processes, and Outcomes.



- The first triangle of the model is **Contexts**. Candidates develop within the context of individual variations, diversity, and societal influences. These contextual influences impact the ways in which you process and develop knowledge and experience.
- The second triangle identifies the **Processes** of knowledge development, assessment, and learning interactions. As a Candidate, you will use these processes to promote growth and development within yourself as a future professional.
- The third triangle reflects the Candidate's **Outcomes**. The School's programs act as a guide and help you develop professionalism, decision making skills, and become a life-long learner.

A successful teacher celebrates diversity in schools and communities. You will learn how to prepare students for active participation in society by nurturing critical thinking and problem solving skills.

Student Advising

This section provides a basic overview of academic advising and identifies assistance available to you.

Teacher certification programs consist of three interrelated components.

- The first is the general education sequence. Courses intended to develop basic academic knowledge and skills needed to be a well-rounded professional.
- The second component is your academic major. Major courses are taught in specific disciplines, i.e. mathematics, social studies, economics, English, etc.
- The third component is the professional education sequence, courses to prepare you to become a professional teacher. They include teaching methods, assessment, educational technology, reading/literacy, multicultural education, human development, and learning strategies.

Clarion Transitions Program for Advising Support

Clarion Transitions is a four-year student success program that includes several components:

- Exploration (credit-bearing co-curricular programming during the freshman year)
- Sophomore Focus (career experiences during the sophomore year)
- Professional Development (career preparation during the junior and senior years)

Basic University advising concerns can be addressed through the University Advising Services Center at <http://www.clarion.edu/academics/academic-support/advising-services-center/>. Specific teacher certification majors are assigned an advisor. For assistance, ask the department secretary. The majors and their supporting departments are listed below:

-  PreK-4, Middle Level 4-8, all Secondary Education Majors : Department of Education, <http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/education.html>
-  Special Education (SPED), Integrated Middle Level w/SPED, Intervention Specialist (SPED) w/Reading and Math, : Department of Special Education, <http://www.clarion.edu/academics/colleges-and-schools/college-of-arts-education-and-sciences/school-of-education/special-education.html>
- For other departments see the Clarion homepage www.clarion.edu

Assessing Your Knowledge and Skills for Teaching

The School's teacher preparation programs use performance-based assessment. The National Council of Accreditation for Teacher Education (NCATE/CAEP), one of our major accrediting agencies, requires that we demonstrate what we've taught AND what you can do. In other words, this is how we guarantee that every prospective teacher has mastered the necessary knowledge and skills.

These skills and knowledge are assessed in many ways:

- Grades in general education courses,
- Grades in professional education courses,
- Scores on teacher required tests (PAPA, CORE, PECT, PRAXIS)
- Successful completion of the field experience stages – observation, exploration, and pre-student teaching field experiences,
- Student teaching evaluations.

Program Organization and Assessments

The School of Education offers teacher certification in the following programs:

PreK-4 (early childhood) Education - Single Certificate @ 120 Credits

PreK-4 with Special Education (K-8) - Dual Certification @ 126 Credits

Integrated Middle-Level with Special Education – Dual Degrees and Certificates (B.S. in Middle-Level, M.Ed. in Special Education) give K-8 certification @ 150 credits (5 year program).

Special Education Intervention Specialist – Dual Degrees and Certificates (B.S. in Special Education with M.Ed. in Reading Specialist with Mathematics Endorsement) gives K-12 certification @ 150 credits (5 year program).

Middle Level Education - Single Certificate @ 120 Credits. Four degree specializations:

- Middle Level with English/Language Arts Concentration (120 credits)
- Middle Level with Mathematics Concentration (120 credits)
- Middle Level with Science Concentration (120 credits)
- Middle Level with Social Studies Concentration (120 credits)

Middle Level (4-8) with Special Education (K-8) - Dual Certification with Dual Degrees (Bachelor's degree and Master's degree) @ 150 Credits

Secondary Certifications (7-12) - Single Certificate @ 120-123 Credits

- Biology
- Chemistry
- Earth and Space Science
- English
- General Science
- Math
- Physics
- Social Studies

Grades K-12 Certification - Single Certificate @ 120 Credits

- Spanish
- Library Science
- Speech Pathology

Each program has a specific course sequence and an approved course check sheet as well as an electronic audit. These identify the required courses that must be completed successfully to receive

your degree and teacher certification. Please refer to the Education and Special Education Office to view your check sheet. Program check sheets are approved by the School of Education prior to the beginning of each academic year. Make sure you are working with the correct year check sheet from the beginning of your program. This will ensure that you move through your program in the most efficient manner.

***For the following teacher certification programs, follow the check sheet provided by the Education and Special Education Office or your Advisor.**

PreK-4 Certification Program

The PreK-4 program provides teacher certification for those who want to teach children from birth through grade four. Many states also refer to this as early childhood education. It is possible to complete this 120-credit program in 4 years.

PreK-4/Special Education K-8 Dual Certification Program

The PreK-4/Special Education K-8 program provides two teacher certifications. PreK-4 provides certification from birth through grade 4, and special education certification from kindergarten through grade 8. This dual certificate program can be completed in 126 credits and within four years if you follow the check sheet provided through the Education Office or your advisor.

Integrated Middle-Level with Special Education

Integrated Middle-Level with Special Education – Dual Degrees and Certificates (B.S. in Middle-Level, M.Ed. in Special Education) give K-8 certification @ 150 credits (5 year program). The checksheet can be discussed with your advisor or the department chairs in Special Education (102 Special Education Center/Stevens Hall) and Education (123 Stevens Hall).

Middle Level Grades 4-8 Programs

The Middle Level Grades 4-8 program provides teacher certification in one of four specialization areas for middle school teachers or for grades four through eight. Each certificate program can be completed in 120 credits and within four years if you follow the check sheets provided. If you choose to complete more than one area of specialization, you will need to take the specified major courses for the additional specialization. This will extend the completion time beyond four years and add credits to the original program. Programs include Mid-Level Social Studies, Math, English, and Science.

Secondary Education Programs

Our School offers eight secondary education teacher certification programs. Each one can be completed in four years. The credit requirements vary between 120 and 123 credits. The extra three credits result in some of the science programs where there are 4-credit courses as well as one-credit labs. The programs are Biology, Chemistry, Earth and Space Science, English, General Science, Mathematics, Physics, and Social Studies.

K- 12 Programs

Our School offers two K - 12 teacher certification programs. Each can be completed in four years. The credit requirements are 120 credits per degree. These two programs are Spanish and Library Science.

Knowledge & Skill Assessment in Your Certification Program

Each completed course will be used to determine the depth and breadth of your knowledge and skill progress towards completion of the teacher certification program. Along with each course completed, there are other points of evaluation. This section is designed to help determine within the first two years of the program, whether or not you will be able to achieve program admission by the time you are beginning the “block courses”.

Program Admission Requirements

Teacher Certification Programs in the School of Education are clinical programs with levels of requirements to be met prior to completion. You will not be permitted to progress to block classes until you have met these requirements. To meet these requirements, you must follow this sequence.

First Year:

- Fall semester complete all clearances – Act 33/151, Act 24/34, FBI. Submit them to the Office of Field Services
- Complete the physical exam and TB (Mantoux) Test through Keeling Health Center.
- Spring semester complete at least one (1) professional education course with a grade of C or higher.

Second Year:

- Complete a second professional education course with a grade of C or higher.
- Earn a cumulative grade point average of 3.0 or higher by the end of the second year before beginning “block courses.”

By following the above sequence, you will be ready to gain official admission into your Teacher Certification Program. To complete the official admission process, you must:

- Complete all PAPA or CORE tests (Reading, Writing, Math) and submit your passing scores to the Office of Field Services for electronic recording. Suggested to be taken in your Freshman year. If your admission SAT scores were a total of 1550 or higher you are exempt from the basic skills tests.

- Achieved a cumulative GPA of 3.0 or higher before beginning block courses.
- Complete the Speech & Hearing Screenings through the Speech and Hearing Clinic in the Keeling Center.
- Submit all clearances (Act 33/151, Act 34/24, and FBI) to the Office of Field Services for electronic recording.

What Are Professional Education Courses?

Professional education courses refer to those courses that have an ED prefix in front of the course number. The number of professional courses varies by teacher certification requirements. These courses are listed on the right-hand side of the check sheet.

What Are Major Course Requirements?

Major course requirements are those courses listed on your program check sheet with letters that match your major. For example, EDML refers to courses that meet major requirements for the Middle-Level programs, SPED refers to special education courses, and so on. The major courses are also listed on the right-hand side of your check sheet. If you have any questions about this, make sure that you speak to your advisor.

Grade Point Average & Your Degree Audit

Upon entry of your first schedule into the University system, your online degree audit can be reviewed any time to identify the grade point average (GPA), completed courses and courses that need to be taken for your program. You can access your degree audit through School Services on MyClarion. This online degree audit evaluates completed course work and currently registered courses against a set of degree requirements to determine progress toward obtaining your degree. You can model new degree requirements (or a new major), and print a degree audit using MyClarion.

The degree audit is a powerful advisement tool. Functions include:

- The ability to determine which degree requirements are met and which requirements are remaining,
- The power to request "what-if" scenarios for a new major and determining how completed courses will apply to another major,
- Tracking major(s) GPA.

Please remember that the degree audit is provided to help with advisement. It is not an official record. If you see problems, please report them to your advisor. If you need further assistance, please contact your department secretary and or chairperson.

PAPA/ETS Tests

As a teacher candidate you will be required to pass tests in both the PAPA/CORE and Praxis II/PECT categories. Clarion University is an official testing site with a testing lab located in the Special

Education Department. Tests not offered at Clarion can be registered online and taken at other locations across the country.

The PAPA/CORE tests in reading, writing, and mathematics must be passed before beginning block courses. These requirements evaluate learning prior to beginning the University program. Required Mathematics and English courses will help improve capabilities in these areas. You are encouraged to take these tests as soon as possible during your freshman year.

All certifications are required to take basic skills tests, PAPA (from Pearson) 8001 (math), 8002 (reading), 8003 (writing), or you may take the CORE basic skills from ETS. If your SATS scores submitted upon your admission to Clarion was a 1550 or higher you are exempt from the basic skills tests. All certifications also require a second set of test as follows:

The website for the Pearson testing service is www.pa.nesinc.com. At this website you can click on the links to gain information on the tests you need to take.

ECH PreK-4 (Test Numbers)	Cut Score
PreK-4 – 8006, 8007, 8008.....	220 each
SPED PreK-8	
SPED PreK-8 – 8011, 8012.....	220 each
SPED 7-12	
SPED 7-12 – 8015, 8016.....	220 each

The website for Praxis II or CORE tests is www.ets.org. At this website, you should click on the word, “Praxis” or “CORE” to move into the Praxis test information section. Here you can register for all tests, view the free test preparation help, and review the test topics. To register for all Praxis Tests, you need to go to their specific registration link on their website.

Middle Level Content Areas	Test Numbers
1. PA Grades 4-8 Core Assessment-5153, 5154, 5155 (ETS)	
▪All 3: 5152	
▪Passing Scores: 5153-162, 5154-152, 5155-164	
2. Subject Concentration Test.....	Passing Score
▪PA Grades 4-8 English-5156.....	156
▪PA Grades 4-8 Math-5158.....	173
▪PA Grades 4-8 Science-5159.....	156
▪PA Grades 4-8 Social Studies-5157.....	150

Secondary Education 7-12
Secondary Education Praxis II Content Area

K-12 Certification
1. Fundamental Subjects: Content Knowledge-0511

2. Content Knowledge Area Test

Test scores are your personal property, which means a complete and detailed score report will automatically be sent to you. When you register to take any test, you should identify Clarion University as the higher education institution where the scores are to be sent. If you do this, the score report will be electronically uploaded to Clarion's computer system. Be sure to print and keep a copy of your scores for yourself.

PDE Requirements & Your Program

Grade Point Average (GPA) for Teacher Certification

The Pennsylvania Department of Education (PDE) requires at least a 3.0 GPA upon program admission to teacher certification programs. Program admission will be done before you enter "block classes." If your GPA is less than a 3.0 at graduation, you will not receive your PDE teaching certificate.

Testing Requirements

PDE has identified specific tests that must be passed to meet certification requirements. It is very important to know which tests are required for your certification(s). These tests change periodically. If you take the wrong test(s), the scores will not meet certification requirements. Always and frequently check the ETS website for the Pennsylvania-approved tests.

Just like the other components in your program requirements, taking the test(s) is your responsibility. When registering for the test(s), you need to identify the test site where you plan to take the test(s) as well as where your scores are to be sent. PAPA tests are available on the Clarion campus.

It is also your responsibility to make sure that your test scores are submitted to the Office of Field Services in 102 Stevens Hall. It is to your advantage to check with the Office of Field Services to make sure the scores were received. If they have not been received, bring in a copy to be recorded.

Field Experience Requirements

One of the most important components of your teacher certification program is field experience. PDE has identified a specific structure for completion of all field experience requirements. These requirements take place during each of the four years as four stages. Each stage has a minimum number of hours that must be completed and documented with official verification by our School.

The PDE field experience requirements encompass a total of 190 hours of field experience before student teaching and then an additional semester of student teaching. These hours are divided into 4 stages:

- Stages 1 and 2 include observation and exploration and require a total of 40 hours.
- Stage 3 requires 150 hours and is the pre-student teaching stage.
- Stage 4 is the student teaching stage and is to be a full semester in length. Clarion University requires a full semester to meet degree requirements.

Stage	Activities that help the candidate acquire Knowledge and/or skill in this stage.
Stage One: (First & Second Years) Observation 20 hrs. minimum	Observation of classroom teachers and students in action. Specifically, observe areas the teacher candidate is considering as potential major(s). Observations can take place outside the structured classroom but must be educationally related, i.e. camp or workshop activities, weekend programs.
Stage Two: (First & Second Years) Exploration 20 hrs. minimum	Participating in classroom activities with classroom teachers and their students. These activities can range from one activity within a specific lesson to many activities. Activities can be outside as well as inside a regular classroom environment.
Stage Three: (Third & Fourth Years) Pre-Student Teaching 150 hrs. minimum	Teacher candidate will work with a teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, parents and supervisors.
Stage Four: (Fourth Year) Student Teaching	Ability to successfully use knowledge, skills, and dispositions gained in stages one through three as a teacher candidate.

Please notice that each field experience identifies a minimum number of hours required. You are encouraged to go beyond that minimum number of hours because the more you observe, explore, and pre-teach in a school environment, the more you will learn about teaching in a school environment. The old adage, “practice makes perfect,” definitely applies here. Also keep in mind that the more classroom teachers observed, the more teaching and learning you will understand. It is just as important to know what you don’t want to do as it is to know what you want to do, so log those hours, take advantage of these opportunities, and learn!

Student Teaching Paperwork Information

The final cut-off date is:

Jan 15th for Student Teaching in the following Fall Semester

June 30th for Student Teaching in the following Spring Semester

All of the following information must be updated and on file in the Office of Field Services before you are able to student teach.

1. Yearly physical and TB test (every other year)
2. Clearances Act 24, 33, 34, 151 – Get these in Freshmen and Senior year
3. Liability Insurance (\$1,000,000)
4. Praxis II/ Pearson test taken or confirmation showing that you are registered for the needed test before student teaching.

**** If any of these informational items are not current or in the Office of Field Services by the given dates you will need to complete your student teaching experience the following semester.**

Policy for Praxis II Tests and Student Teaching

The teacher certification programs require successful passing of the appropriate ETS Praxis II or Pearson PECT exam(s). The exam(s) should be completed before or during the student teaching field placement. The specifics of this policy are:

- All candidates must take the required Praxis II or PECT exam(s) or present a copy of the exam registration to the Office of Field Services before beginning their student teaching semester.
- If an exam(s) is not passed, the candidate must register to take the exam(s) again during the student teaching semester.
- Once the candidate has passed the exam(s), he or she must report the passing scores to the Office of Field Services.
- In the case of failure at the end of the second student teaching course, these options will be available to the student:
 - Receipt of the BSE degree may be delayed for one academic semester to allow the candidate additional time to pass the appropriate exam.
 - The student who is not eligible for the BSE degree may apply for the BS Liberal Studies with Concentration in Education degree.

Policy: Withdrawal, Reassignment and/or Termination of a Field Experience

Clarion University collaborates with a large number of school districts and agencies each year to provide field experiences for majors. The University requires these field experiences and so do many of the licensing boards that govern the specialty areas of many Clarion graduates.

Our School is able to place teacher candidates as guests of the school district or agency. Accordingly, the candidates must recognize that the University has been given the privilege to place them at field sites. Therefore, the overriding factor is that the candidate is at all times a guest of that school district or agency.

The candidates must abide by the University's Student Rights, Regulations and Procedures Online Handbook. Copies of this handbook are available in the Office of Judicial Affairs and Mediation, 204 Egbert. This handbook is available online at <http://www.clarion.edu/student-life/student-affairs/conduct-policies-and-judicial-services/Student-Rights-Handbook.pdf>

The University has regulations, procedures, institutional practices, and professional expectations which apply when they are assigned to school districts. It is your responsibility to know the expectations (qualifications and conditions), rules, and the code of conduct at the University.

It is the underlying premise of Clarion University that every student will need to meet the qualifications and conditions for field experiences regardless if the student must do so with or without an assistive device. If the student, as a field candidate, cannot meet the qualifications and conditions field experience, then he or she should contact the Director of Field Services. Should a student at any time believe that he or she needs to be accommodated due to a disability, then that student should contact not only the Director of Field Services but also the Coordinator of Disabilities Support

Services (DSS). The website for this office is <http://www.clarion.edu/academics/academic-support/disability-support/>

A candidate may be removed from a field experience for either unsatisfactory academic performance, not meeting requirements of the profession, or due to unacceptable behavior. If at any time, the candidate demonstrates the problem is due to a disability-related issue, the candidate should make the Director of Field Services aware of this matter in writing. As soon as the Director of Field Services is aware of such issue, the Director will consult with the Coordinator of the Disability Support Services. It should also be noted that, since each student's situation is different, each case that falls under this policy would be determined on a case-by-case basis.

The complete University policy for withdrawal, reassignment and/or termination of a field placement can be reviewed online in the Student Rights, Regulations and Procedures Handbook.

Your Professional Disposition (Behaviors) Assessment

Assessing Your Professional Dispositions

Teachers must have the attitudes, ethics and values that make them successful, caring professionals. This involves much more than caring for children. Teachers must have the ability to develop positive relationships with students, parents, colleagues, and administrators. They serve as models of mature adulthood to the students in their charge. They need to work effectively in a collaborative school environment with students and adults from diverse backgrounds.

These professional dispositions include such characteristics as:

- Adherence to professional ethics – accepts, models and enforces professional ethics.
- Collaboration - works effectively with professional colleagues and other adults
- Commitment to diversity - values multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
- Commitment to teaching - values the profession of teaching; enthusiastic attitude regarding schools, teaching, students, and parents.
- Emotional maturity - resolves frustration appropriately, poised and professional in demeanor.
- Initiative - independence, going beyond what is given, seeking knowledge and professional development, actively seeking solutions to problems.
- Responsibility - attendance, promptness, notification of emergencies, reliability when making commitments.
- Responsiveness to professional feedback - receptiveness and appropriate responsiveness to professional feedback.
- Self-reflection - reflects on and evaluates one's own experience and work, is willing to recognize difficulties or deficiencies in one's teaching and willing to effect a change.
- Student focus - focuses professional decision-making around student needs rather than personal preference, respects students as valued human beings.

The three key sources of assessment information regarding professional dispositions are:

- 1) Observations from professors,
- 2) Observations from cooperating teachers in whose classrooms you participate in field experiences activities,
- 3) Observations from your cooperating teacher(s) and university supervisor(s) during student teaching.

You will also be asked to self-evaluate your professional dispositions. This information should help you identify areas in which you need to work toward professionalism as well as documenting your progress.

Fieldwork Experience Professional Dispositions Agreement

During my fieldwork experience, I am a guest at the school, agency, or other community setting. I understand that my task is to learn so that I can become an effective professional. In order to do this, I agree with the following expectations:

1. I understand that I need to have completed all of the Office of Field Services' requirements, including my current physical/TB, Act 24, 33, 34, 151 clearances, and liability insurance to begin my placement. I will have these requirements completed prior to the start of my placement.
2. I will abide by the specific institutional values and policies as well as the highest standards of professionalism at all times.
3. I will maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children/clients, families, and school/agency personnel and protect the confidentiality of personal information that I encounter.
4. I will be dependable and timely in attendance. I will be on site when and where I am expected. In the event that I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.
5. I will maintain a professional demeanor and appearance, in accordance with the standards of the dress code of the site where I am placed and demonstrate appropriate personal hygiene.
6. I will demonstrate a positive, eager to learn attitude.
7. I will complete my assigned tasks, duties, and responsibilities in a quality and timely manner.
8. I will be pleasant to be around. I will smile.
9. I will interact and communicate verbally and in writing in a courteous, positive, respectful, and professional manner with students/clients, peers, placement personnel, university personnel, and others. I will avoid bias, prejudice, or lack of fairness toward individuals or groups of people.

10. I will show initiative. When an assignment is completed, I will seek more work.
11. I will act in a safe and responsible manner, avoiding any action that might put students/clients at physical or emotional risk. I will report any accidents or incidents that cause harm to myself, others, or property by submitting Clarion's "Accident/Incident Report" to the university supervisor in a timely manner.
12. I will remain committed to improving my professional skills and abilities. I will remain flexible and open to feedback from others. I will accept constructive feedback in a mature and professional manner.
13. I will demonstrate commitment to my field of study and my future profession. If I am employed, my field experience duties and responsibilities will receive top priority.

DISCIPLINARY UNDERSTANDING

- I understand that my performance reflects positively or negatively upon the placement school/agency and Clarion University and that any unacceptable behavior will result in disciplinary action.
- I understand that failure to comply with this agreement will result in the execution of a dispositions assessment form.
- I understand that the professional dispositions presented in this agreement are important requirements for successful completion of my fieldwork experience. Failure to follow these expectations will result in at best, a negative performance evaluation, and at worst, expulsion from the placement, termination of the experience with a failing grade and possible involvement with the University Judicial & Mediation Services.

Student: _____

Date: _____

Signature implies that I have read and understand the expected professional dispositions and the disciplinary consequences if I do not adhere to them.

Signature of the University Supervisor

Date

Teachers and the Law

Teachers have many legal responsibilities. Understanding your legal responsibilities will be important for your career and for the well being of students in your charge. The Family Educational Rights and Privacy Act (FERPA) is designed to protect students' privacy. Parents and eligible students have the right to review educational records and to be protected from unauthorized disclosure of family information.

Civil/Criminal Conviction Issue Information

Admission and continued enrollment in the teacher preparation programs requires submission of clearances with regard to your criminal history. The following offenses have been enumerated by the Pennsylvania Department of Education (PDE) as examples that may prevent certification or at least require administrative review by PDE.

1. Any felony conviction
2. Criminal sexual conduct in the fourth degree or an attempt to commit that crime.
3. Child abuse in the third or fourth degree or an attempt to commit that crime.
4. A misdemeanor involving cruelty, torture, or indecent exposure involving children.
5. A misdemeanor violation of distributing marijuana on school property,
6. A violation of any section from the Pennsylvania Penal Code in the following areas: breaking and entering, presence of minor under 17 in places where liquor is sold, lewd and lascivious behavior, contributing to the neglect or delinquency of a minor, removing items from a vacant dwelling.
7. A misdemeanor violation from the Pennsylvania Penal Code in the following areas: assault and battery, domestic violence, selling or furnishing alcoholic liquor to a person less than 21 years of age.
8. More than two: Driving Under the Influence (DUI) or Operating Under the Influence of Liquor (OUIL).
9. A violation of a substantially similar law of another state, of a political subdivision of this state or another state, or of the United States.
10. More than one minor in possession conviction.
11. More than one misdemeanor of any kind.

Please be advised that teacher candidates with civil/criminal convictions issues are not guaranteed certification even if they successfully complete a teacher preparation program. The decision to certify a teacher is made by the Pennsylvania Department of Education (PDE). The PDE can decide not to certify candidates with civil/criminal conviction issues regardless of their academic performance.

As a teacher candidate, you are recommended for certification once you complete all program requirements. If you have any enumerated offense, your application will undergo administrative

review with PDE. Administrative review takes at least 90 days. A teacher candidate with an enumerated offense is not eligible for a certification letter until after the review is complete, and it is determined that the teacher candidate is eligible for certification.