WCU
WEST CHESTER
UNIVERSITY

Department
of
Early and Middle Grades
Education

Undergraduate
Program Handbook

For Students Entering the
Early Grades Preparation Program
Pre-Kindergarten through Grade 4
Academic Year 2020-2021

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

Important Dates and Reminders

- ✓ Review the WCU College of Education and Social Work website regularly for information related to clearances, PDE regulations, testing, and program-related changes.
- ✓ Clearances
  - Renew your clearances once each year.
    Adhere to communications regarding specific dates.
  - Scan your clearances by the dates provided on the Candidate Services website. https://www.wcupa.edu/education-socialWork/clearances.aspx

- ✓ On D2L, complete your CESW Professional Dispositions Training in your first semester.
- ✓ See your advisor every semester BEFORE your enrollment appointment.
- ✓ Attend a Teacher Candidacy session during your first year.
- ✓ Check the bulletin board on the first floor of Recitation Hall for information regarding courses, field locations and sections, testing, and faculty office hours.
- ✓ Complete your 20 hours of pre-approved, unpaid community service before you begin your third semester.
- ✓ Complete the Basic Skills Tests during your first year (check the WCU website for all passing options, including SAT/ACT scores).
- ✓ Apply for Teacher Candidacy once you have earned 48 credits (usually by the end of the third semester) and before earning 60 credits.
- ✓ Attend a mandatory student teaching pre-registration meeting one year before student teaching [Notification sent by the Office of Clinical Experiences and Candidate Services]
- ✓ Attend a Department Certification and Career Planning Meeting one semester before student teaching. [Notification sent by EMGE Department]

Foreword

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

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

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

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

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

Revised, May 2015

Mission Statement

Department of Early and Middle Grades Education

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

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

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

Adopted: October 22, 2010

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Degree Guidance Sheet
Early Grades Preparation—Pre-Kindergarten through Grade 4
121 Credits
(Revised-May 2020)

I.   **ACADEMIC FOUNDATIONS** (19 credits)

	Course	Credits	Semester/Grade
English Composition	**WRT 120** (English Composition I)	**3**	_____
	WRT 200, 204, 205, 206, 208 or 220 (English Composition II)	**3**	_____
Mathematics	**MAT 101** (Math for Teachers of Children I)	**3**	_____
	FYE 100 (First Year Experience)	**4**	_____
Diverse Communities (J)	**LAN/ENG 382** (Teaching English Language Learners PK-12)	**3**	_____
Interdisciplinary (I)	**EDF 255** (Evolution of Schooling in the United States)	**3**	_____

II.   **DISTRIBUTIVE REQUIREMENTS** (21credits)
Sciences (6 credits):

The Carbon Cycle	**SCI 101 required**	**3**	_____
Electricity with Physical and Biological Applications	**SCI 102 required**	**3**	_____

(Transfer students who have completed two science courses in two different disciplines (BIO, ESS, PHY, CHE) before enrolling in EGP at WCU, may substitute these courses for SCI 101 and SCI 102. Transfer students who have completed one science course will be required to complete SCI 101 or SCI 102. SCB 102 and ESS 102 are considered "I" courses and will not be accepted as meeting the science requirements.)

Behavioral and Social Sciences (6 credits):

ANT, ECO, PSC, GEO, PSY, SOC	**GEO 101** (World Geography) is required	**3**	_____
	PSC 100 (US Government) is preferred	**3**	_____

Any course substituions for PSC 100 must meet general education requirements as listed in the undergraduate catalog, approved general education courses.

Humanities (6 credits):

History an American History survey course is required	**HIS 150** is preferred	**3**	_____
Literature	**LIT 219** (Literature for Young Children) **required**	**3**	_____

The Arts (3 credits):

	MDA 240 (Integrating the Arts Within the Elementary Classroom) **required**	**3**	_____

III.   **ELECTIVES** (9 credits) Elective credits may be applied toward a minor

_____	_____	_____

IV.   **WRITING EMPHASIS COURSES** (3 courses)

The following program requirements will meet the writing emphasis requirement:
EGP 220, EGP 322, EGP 402, EDR 304
Three writing emphasis courses are required for students with 0-39 transfer credits; two for students with 40-70 transfer credits; one for students with more than 70 transfer credits.

Teacher Candidacy Requirements: 48 earned college level credits; 2.8 cumulative GPA; Passing scores on Basic Skills tests (see WCU CESW website for options); 6 earned credits in college-level English composition and literature taught in English; 6 earned credits in college-level mathematics; twenty hours of preapproved, unpaid community service; Departmental approval. Apply for teacher candidacy before 60 credits.

PROFESSIONAL CORE COURSES FOR PK-4 CANDIDATES
(60 credits plus 12 credits of student teaching)

Course	Credits	Semester/Grade
MAT 102 Math for Teachers of Children II	**3**	_____
^**EGP 209** Child Development – Prebirth through 5 Years	**3**	_____
^**EGP 210** Middle Childhood and Adolescent Development	**3**	_____
EDA 103 Foundations of Special Education	**3**	_____
^**EGP 220** Theory and Field Experience in the Early Grades (EGP 210) (W)	**3**	_____
EDR 304 Teaching Language Arts PK-4 (EGP 210) (W) (SE)	**3**	_____
EDR 307 Foundations in Reading PK-4 (EGP 210)	**3**	_____
^**EGP 322** Pre-Kindergarten Methods and Field Experiences (EGP 220) (W)	**6**	_____
EGP 326 Family and Community Relations (EGP 209, EGP 210) (J)	**3**	_____
LAN/ENG 382 Teaching English Language Learners (ELLs) PK-12 (credits are listed with Academic Foundations)		
EDR 345 Literacy Development and Students in Inclusive Classrooms (EDA 103; EDR 304, 307)	**3**	_____
ERM 353 Assessment for Learning—Early Grades (EGP 220) (E)	**3**	_____
MAT 351 Methods for Teaching Children Mathematics I (MAT 101, MAT 102)	**3**	_____
+**EDA 303** Special Education: Processes & Procedures for General Educators (EDA 103)	**2**	_____
+**EDT 349** Technology Tools to Transform Teaching and Learning	**1**	_____
+**SCE 320** Science Methods for Grades PK-4 (Gen Ed MAT and Science)	**3**	_____
+**EGP 335** Teaching Social Studies and Health in Early Grades	**3**	_____
^+**EDR 317** Reading Instruction and Practicum (EGP 220, EDR 304 and 307)	**6**	_____
+**EGP 400** Classroom Management (pre or coreq. EDR 317) (*EGP 400 is the only class allowed with student teaching)	**3**	_____
+**EGP 402** Engaging Learners (EGP 322 or EDR 317) (W)	**3**	_____
^+**EGP 410 and EGP 411** Student Teaching (all professional core coursework) (SE)	**12**	_____
Candidates attend pre-registration meetings scheduled one year before student teaching.		

^ Field Clearances Required: Criminal Background, PA Child Abuse, FBI Fingerprinting, and tuberculosis test results; **Review class notes for required field times, and consult Department materials regarding placements and special conditions for field course sections.**
+ Teacher Candidacy required
W Writing Emphasis
J Diversity Course - to be completed at WCU; I Interdisciplinary Course - to be completed at WCU; E Ethics Course-to be completed at WCU; SE Speaking Emphasis Course-to be completed at WCU; ( ) Courses listed in parentheses are prerequisites

Standardized Tests Required by the Pennsylvania Department of Education (PDE)
Basic Skills tests: Complete before earning 48 credits—Recommended First Semester (see WCU CESW website for options)
PECT PK-4: Take before student teaching and pass for certification—3 modules: (8006) Child Development, Learning, and Assessment & Collaboration and Professionalism; (8007) Language and Literacy Development & Social Studies, Arts, and Humanities; (8008) Mathematics, Science, and Health

Semester	Recommended Pacing of EGP Coursework (yellow)						Other Requirements
Semester 1 16 credits	WRT 120	MAT 101	*EGP 209*	GEO 101 and HIS 150 (complete both during semesters 1 & 2)	SCI 101 and SCI 102 (complete both during semesters 1 & 2)	FYE 100 (4 credits)	Complete MAT 101, MAT 102, WRT 120, LIT 219, Basic Skills Test (3 modules) & Community Service (All complete at 48 credit mark; Basic Skills is encouraged semester 1)
Semester 2 15 or 18 credits	200 level WRT course	MAT 102	*EGP 210*			LIT 219 (complete during semester 2 or 3)	
Semester 3 15 or 18 credits	EDF 255, MDA 240, *EGP 220,* EGP 326, 2nd behavioral or social science, and an elective (complete all during semesters 3 & 4) (elective may be postponed until later in program depending on scheduling of LIT 219, *EGP 220*, EDR 304 and 307)			EDA 103			
Semester 4 15 credits				EDR 304 and EDR 307 (complete both during semesters 4 & 5)			File Teacher Candidacy paperwork (at 48 credit mark; end of semester 3)
Semester 5 15 credits							
Semester 6 15 credits	ERM 353, **SCE 320**, **MAT 351**, **EGP 335**, LAN/ENG 382, *EGP 322* (6 credits)-Take semester 5 or 6 and an elective-(complete all during semesters 5 & 6) Do not schedule *EGP 322* in the same semester as **EDR 317**			EDR 345, **EDA 303** (2 credits), **EDT 349** (1 credit), *EDR 317* (6 credits), **EGP 400**, **EGP 402**, and an elective; (complete all during semesters 6 & 7) Schedule **EGP 400** with or before *EDR 317.* PDS and Year-long candidates should schedule *EDR 317*, **EGP 400** and **EGP 402** in semester 7.			Attend mandatory student teaching pre-registration meeting one year before student teaching (i.e., Spring 2024 student teachers attend meeting Spring 2023)
Semester 7 15 credits							Complete PECT-PreK-4 Test Modules
Semester 8 12 credits	*EGP 410-411* (Student Teaching—12 credits)						Pass PECT-PreK-4 Test

The EGP Program is 121 credits and is designed to be completed in four years. The recommendations in the pacing chart above are designed to help you complete course prerequisites, Teacher Candidacy, and Basic Skills Tests and PECT PreK-4 testing in a timely manner. The recommendations are also designed to distribute field experiences throughout your program. Courses with field components are noted in *italics*; these courses require field clearances. Courses that require Teacher Candidacy are in **bold**. Unless noted, all courses are three credits. Candidates taking fewer than the recommended number of credits each semester, those choosing to complete courses during the summer, and those choosing to complete a minor, should consult an advisor to determine how these circumstances will alter the pacing of their coursework. (revised 6/2020)

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Teacher Candidacy

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

Currently, minimum criteria for Teacher Candidacy are: 48 earned credits; 2.8 GPA; passing scores on the Basic Skills tests[1]; 6 credits of college-level English composition and literature taught in English; 6 credits of college-level Mathematics; twenty hours of preapproved, unpaid community service[2]; and Department approval. Please refer to the WCU College of Education and Social Work Certification website for information regarding GPA and additional PDE mandated testing requirements.

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

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

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

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

Early Grades Preparation Field Placements

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

Teacher candidates must have their tuberculosis screening results, plus criminal background, child abuse, and FBI fingerprinting clearances for EGP 209, EGP 210, EGP 220, EGP 322, EDR 317, and EGP 410/411. Candidates must provide the originals and a copy of valid clearances when out in the field (with an issue date no earlier than one year prior to the last day the semester in which the course is taken). Receipts will not be accepted. Candidates must renew clearances annually to ensure validity. Students are required to adhere to email announcements and postings regarding scanning, or clearance procedures as they are updated each semester. Failure to scan current clearances by the deadline each semester will result in students being dropped from the roster of field courses.

Candidates complete field experiences in four levels during their program.

LEVEL I: OBSERVATION

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

- EGP 209: Child Development—Prebirth through 5 Years

- EGP 210: Middle Childhood and Adolescent Development

LEVEL II: EXPLORATION

Candidates are placed by the instructor in K-4 classrooms. Candidates assist the teacher, learn the procedures of the classroom, work with small groups of students, and teach a minimum of one lesson.

- EGP 220: Theory and Field Experiences in the Early Grades

LEVEL III: PRE STUDENT TEACHING

As an integral part of courses in pre-school teaching and literacy, candidates are placed in pre-school and Grades K-4 classrooms to instruct young children. Candidates should refer to the pacing guide for suggested sequence of courses.

- EGP 322: Pre-Kindergarten Methods and Field Experiences (6 credits)

- EDR 317: Reading Instruction and Practicum (6 credits)

LEVEL IV: STUDENT TEACHING

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

Candidates *must* file an application for student teaching. Application for student teaching must be made approximately one year prior to student teaching. **Candidates are required to attend the application meeting one year in advance**. Announcements of this meeting are posted on Department bulletin boards and sent via email.

Please review the Early and Middle Grades Education bulletin boards frequently for updated student-teaching information and contact the Office of Clinical Experiences and Candidate Services regarding the Student Teaching Pre-Registration meeting dates and times. This information is also available on the College of Education and Social Work website.

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

Policies Applicable to Student Teaching

1. Candidates who fail to meet the minimum cumulative GPA necessary for student teaching must take courses under the guidance of their advisor to achieve the required GPA.
2. All West Chester University Early Grades Preparation majors must complete the full twelve (12) credits of student teaching.
3. The Coordinator of Field Experiences will make every reasonable attempt to provide candidates with varied field placements (rural, urban, suburban).
4. Conditions under which the Department of Early and Middle Grades Education will allow students to complete their student teaching experience at another institution:
   a. Candidate must present the Coordinator with a written rationale explaining the extenuating circumstance that would warrant the request before permission will be granted to secure placement elsewhere.
   b. The Coordinator of Field Experiences will make the initial contact with the visiting university, but acceptance into their visiting student teacher program is not guaranteed. After the initial contact, the candidate will be instructed to maintain communication with the contact person at the visiting institution for details such as placement and registration.
5. Conditions under which the Department of Early and Middle Grades Education will allow candidates to take an additional course during student teaching.
   a. Minimum 3.0 GPA
   b. All professional education and specialized methods courses must be taken before student teaching. Exception: EGP 400 *Classroom Management* may be completed concurrently with student teaching.
   c. A general education or elective course is acceptable with the approval of the Department Chairperson or Coordinator of Field Experiences.
   d. A candidate may take no more than three (3) additional credits while student teaching.

Advising Information

Advisors

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

Scheduling

All majors in the Program are required to contact their advisor at least two weeks prior to their enrollment appointment each semester. Each semester, an enrollment appointment, set by the Office of the Registrar, indicates each candidate's access date for course enrollment. It may benefit candidates to see their advisors twice during the semester. Appointments can be made with advisors during their office hours.
Bring to your meeting with your advisor:
1. a current printout of your degree audit from **myWCU**,
2. your colored degree guidance sheet, and
3. your proposed schedule of courses for the next semester.
Once your advisor has seen you and has approved your schedule, they will open access to scheduling for you. You may then use **myWCU** to schedule via the computer terminals on campus or on-line through any computer with Web access at www.wcupa.edu.

Declaring a Minor

Candidates are encouraged to apply their nine credits of electives towards fulfilling the requirements for a minor. The University offers minors in many fields, such as languages, dance, creative writing, and computer science. Candidates interested in completing an education minor might consider Autism, Literacy, Early Intervention, Special Education, PK-8 Mathematics, Early Childhood Education, or Science Education. Requirements for all minors are available in the Undergraduate Catalog. The form, *Application for Minor,* is initiated through myWCU. To ensure completion of the minor, candidates should submit the application and plan their coursework no later than their fourth semester on campus.

Graduation

Graduation from West Chester University is not automatic; candidates must apply. Candidates are urged to keep current regarding the graduation procedures and timelines that are published on the Office of the Registrar's website. To graduate, EGP majors must have the minimum cumulative GPA as stipulated by West Chester University, provide evidence of taking the PDE mandated specialty tests, and have completed all requirements for graduation, with a minimum of 121 credits, including the required writing-emphasis, speaking-emphasis, interdisciplinary, diverse communities, and ethics courses, and professional requirements. Candidates must pass all PDE mandated tests for certification.

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

WCU Academic Advising Statement

University Mission Statement for Academic Advising

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

Academic Advising Description/Definition

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

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

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

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

Expected Student Learning Outcomes for the Advising Experience

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

The diagram shows a circular conceptual framework with "Mission & Vision" at the center. The inner wheel segments (Methods of Delivery) include: Teaching, Applied Practice, Research & Scholarship, Service, Local & Global Partnerships, Leadership, Innovative Practice, Ethics & Values.

The outer ring (Student Outcomes) reads: Innovators of Applied Technology - Lifelong Learners - Reflective & Skilled Practitioners - Scholars - Social Justice Advocates - Evidence-Based Decision Makers

Legend:
= Methods of Delivery
= Student Outcomes

MISSION

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

VISION

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

CONCEPTUAL FRAMEWORK

Educator Preparation Programs

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

- **Teaching**: We value excellence in our academic and instructional pursuits. We are committed to applying research and theory in practice facilitated through meaningful engagement with Candidates.

- **Research and Scholarship**: We believe in engaging Candidates in scholarly excellence and research that contributes to the field of education, schools, and communities.

- **Local and Global Partnerships**: We commit to working cooperatively in establishing meaningful partnerships with P-12 educational systems as well as university, local, and national communities to improve the educational outcomes, economic vitality, and well-being of everyone.

- **Leadership**: We believe in fostering the leadership skills of all Candidates.

- **Service**: We believe meaningful learning occurs when Candidates engage in personal and professional development in serving the needs of others.

- **Innovative Practice**: We believe in creating innovative experiences and approaches to advance new knowledge, solve problems, and improve our practice.

- **Ethics and Values**: We strive to uphold the highest ethical standards and strive for personal and professional integrity.

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

- **Lifelong Learners** who have an enduring purpose to become a better professional with high expectations for themselves and others.

- **Scholars** who actively engage with the discovery of new knowledge or broaden and deepen existing knowledge, and apply knowledge to effect improvement.

- **Evidence-Based Decision Makers** who use data-driven facts and intellectual standards to make informed decisions.

- **Reflective and Skilled Practitioners** who have the ability to analyze, assess, and revise practice in light of students' performance, learning theory, research, and constructive feedback.

- **Social Justice Advocates** who have the knowledge, skills, and dispositions to confront social inequality and promote equity within their sphere of influence (Adams, 2010).

- **Innovators of Applied Technology** who have the ability to use and leverage technology to address the needs of all learners.

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

WCU Teacher Education
Dispositional Expectations of Teacher Candidates

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

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

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

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

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

Evaluation of the Professional Dispositions of Teacher Candidates

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

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

National Association for the Education of Young Children (NAEYC) Standards for Initial Teacher Preparation *(summary)*

Standard 1. *Promoting Child Development and Learning*
Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. *Building Family and Community Relationships*
Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3. *Observing, Documenting, and Assessing to Support Young Children and Families*
Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4. *Using Developmentally Effective Approaches to Connect with Children and Families*
Candidates understand that supportive interactions are the foundation of their work with children. They know and understand effective strategies and tools for early education, they use a board repertoire of developmentally appropriate teaching and learning approaches, and they reflect on their own practice to promote positive outcomes for every child.

Standard 5. *Using Content Knowledge to Build Meaningful Curriculum*
Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for every child. They know the essential concepts, inquiry tools, and structure of content areas--including academic subjects-- and can identify resources to deepen their understanding.

Standard 6. *Becoming a Professional*
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and professional standards. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Standard 7. *Field Experiences*
Candidates participate in field experiences that are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children. They have opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8); they observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

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

I. Development, Cognition, and Learning
Candidates will be able to:
A. Curriculum: Develop, implement, assess and modify curriculum and lessons.
B. Social: Apply principles in social competence, social withdrawal, and social role.
C. Pre K – 4 education foundation, theory, and policy
D. Child development theory: Effectively apply the principles and theories of child development.
E. Early childhood theory: Implement lessons based on early childhood education foundations, theory and policy.
F. PA Early Learning Standards: Demonstrate proficiency with Pennsylvania's early childhood learning standards, which is the framework that guides young children's learning, and how these approaches influence curriculum in positive ways.
G. Classroom environment: Demonstrate understanding of the way in which classroom environments influence children's learning.
H. Behavior: Demonstrate knowledge of how to observe children and record behavior in a variety of settings in order to understand the meaning and degree of variation and exceptionality among individuals.
I. Diversity: Plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies.
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II. Subject Matter Pedagogy Content
A. Language development
1. Develop, implement, assess and modify curriculum and lessons.
2. Develop and deliver lessons for language comprehension and expression skills directly related to early literacy.
3. Develop spoken language skills.
4. Develop lessons on language comprehension and expression skills as a basis for learning to read.
5. Develop, deliver and evaluate phonological development lessons.
6. Address difficulties involving phonological awareness, memory, and retrieval.
7. Build and reinforce relationships between early spoken language and early pre-literacy abilities and consider influences of parent-child interactions in early shared storybook interactions.
8. Teach children to use tactile-kinesthetic and auditory cues in reading and writing.
9. Analyze how the language demands of textbooks, academic talk, and curriculum may stress a student's capabilities at different age and grade levels.

B. Early literacy foundations
1. Research
2. Word Level Instruction
3. Text Level Comprehension
4. Reading-Writing Connections
5. Instructional Approaches and Materials
6. Assessment of Literacy
C. Early math foundations
1. Number and Operations
2. Algebra
3. Geometry
4. Measurement
5. Instructional Approaches and Materials
6. Data Analysis and Probability
D. Science
1. Develop, implement, assess and modify curriculum and lessons
2. Standards: Apply their knowledge of established local, Pennsylvania, and national standards (e.g., those published by the National Science Education Teachers Association, the PA Academic Standards, etc.) and incorporate those standards in their teaching.
3. PA Early standards: Understand and know Pennsylvania's Pre K-4 learning standards for environment and ecology.
4. Physical sciences: Demonstrate an understanding of the nature of science by specific applications to the physical sciences.
5. Life sciences: Demonstrate an understanding the nature of science by specific applications to the life sciences.
6. Earth and space sciences investigations: Demonstrate an understanding of the nature of science, applied to earth and space sciences.
7. Science and Inquiry: Build science instruction that is based on strategies that involve first-hand exploration and investigation and inquiry/process skills.
E. Social studies
1. Develop, implement, assess and modify curriculum and lessons as evidenced by their ability to apply the standards and thematic strands of social studies as identified by the National Council for the Social Studies.
2. Principles
3. Citizenship
4. Geography
5. History
6. Economics
7. Civics and Government
F. Arts and humanities
G. Motor development and health

III. Assessment

Candidates will be able to:

A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system.

B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.

C. Effectively use systematic observations, documentation and other effective assessment strategies.

D. Establish, develop and sustain the assessment partnerships with families and other professionals.

E. Identify, define and interpret the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative and authentic.

F. Implement approaches to child assessment.

G. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level of the students being assessed, and the point and quality of instruction.

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

I. Demonstrate an understanding of the components of the IEP process.

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

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

L. Analyze and interpret formative assessment.

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

N. Systematically monitor student performance to best identify areas of need.

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

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

Q. Demonstrate an understanding of ethical practice for assessment.

R. Recognize the need to consult with multi-disciplinary team.

IV. Family and Community Collaboration Partnerships

A. Early childhood education candidates know family systems and the role of families in children's development.

B. Early childhood candidates must know strategies for becoming cross-culturally competent.

C. Candidates must know and understand strategies to partner with families.

D. Candidates will articulate strategies that link families to community resources.

V. Professionalism

Candidates understand the value of and strategies for creating a community of learners. They will be able to:

A. Establish and maintain a positive social context for learning.

B. Set developmentally, culturally, linguistically and individually appropriate expectations for children.

C. Relate to, communicate with, develop and sustain partnerships with families.

D. Develop and foster understanding of values that underpin procedures, rules and expectations.

E. Respond to children's emotional communications.

F. Respond to children's cultural context for understanding their actions and intentions.

G. Individualize behavior support including the use of prompting, environmental arrangements, scheduling, visual supports, involving families and outside resources.

H. Help children develop self and emotional regulation.

I. Communicate high learning expectations.

J. Use developmentally appropriate motivational techniques.

K. Establish and maintain fair and consistent standards for classroom behavior.

L. Create a safe physical environment that is conducive to learning.

M. Engage and re-engage children who are struggling.

N. Give attention to equitable learning opportunities for students.

O. Develop learning goals that show a recognizable sequence with curricular adaptations for individual student needs.

P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with PA learning standards.

Q. Use appropriate interactions between teacher and students and among students.

R. Apply developmentally appropriate motivational strategies.

S. Use a range of assessments of classroom environments.

T. Link classroom materials to standards.

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

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

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to Include All School Environments
A. Cognitive
B. Physical
C. Social
D. Behavioral
E. Language
F. Positive Environments for Learning for Students with Disabilities
G. Collaboration and Communication

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

D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report.
E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process.
F. Articulate differences between achievement tests, aptitude tests, and observational data.
G. Create an instructional plan using assessment information related to individual student achievement.
H. Analyze and interpret formative assessment.
I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring.
J. Systematically monitor student performance to identify areas of need.
K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions.
L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment.
M. Demonstrate an understanding of ethical practice for assessment.
N. Recognized the need to consult with multi-disciplinary team.

IV. Literacy Development and Instruction in Core and Intervention Areas
Candidates will be able to:
A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.
B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities.
C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.
D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.
E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.

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

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

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

I. Foundations
A. Language
B. Culture

II. Applications for Pre-service Candidates
A. Standards-based Instruction
B. Assessment specific to ELL
C. Professionalism

PDE Field Experience and Student Teaching Competencies

Level I and II Fields

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

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

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

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

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

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

Level III Fields

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

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

B. Classroom Environment

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

C. Instructional Delivery

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

D. Professional Conduct

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

E. Assessment

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

F. Knowledge of Diverse Learners

The candidate:

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

Level IV Fields (Student Teaching)

A. Planning and Preparation

The candidate:

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

B. Classroom Environment

The candidate:

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

C. Instructional Delivery

The candidate:

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

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

D. Professional Conduct

The candidate:

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

E. Assessment

The candidate:

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

F. Knowledge of Diverse Learners

The candidate:

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

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

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

EGP Program Outcome #1: Content and Pedagogical Content Knowledge
The teacher candidate will demonstrate the ability to integrate content, pedagogical, and professional knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all children Pre K-Grade 4. (WCU CF: Teaching and Research & Scholarship; INTASC 1, 3, 4, 7; NAEYC 4, 5; PDE I, II; CAEP 1)

EGP Program Outcome #2: Development
The teacher candidate will demonstrate knowledge, understanding, and use of the major concepts, principles, theories and research related to development of children to construct learning opportunities that support the individual child's development, acquisition of knowledge, and motivation. (WCU CF: Teaching and Research & Scholarship; INTASC 1, 4, 7; NAEYC 1, 4; PDE I; CAEP 1)

EGP Program Outcome #3: Diversity and Exceptionality
The teacher candidate, in order to meet the needs of all children Pre K-Grade 4, including those with exceptionalities and from diverse backgrounds, will (a) demonstrate knowledge of different approaches to learning, (b) demonstrate the ability to create instructional opportunities adapted to all learners, and (c) implement instruction that builds on children's prior experiences and diversities. (WCU CF: Teaching and Ethics & Values; INTASC 1, 2, 4, 7, 9; NAEYC 1, 2, 5; PDE I, II; CAEP 1)

EGP Program Outcome #4: Instructional Strategies
The teacher candidate will demonstrate the ability to plan and implement a variety of instructional strategies that promote (a) critical and creative thinking and problem solving, (b) independent and collaborative inquiry, (c) active engagement in learning, and (d) self and group motivation. (WCU CF: Teaching and Innovation & Practice; INTASC 3, 5, 7, 8; NAEYC 1, 3, 4, 5; PDE I, II; CAEP 1)

EGP Program Outcome #5: Collaboration, Information Literacy, Technology
The teacher candidate will demonstrate knowledge and use of (a) effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom and (b) educational technologies in instruction, assessment, and other professional practices. (WCU CF: Teaching and Innovation & Practice; INTASC 3, 5, 6, 8; NAEYC 4; PDE I, II, IV; CAEP 1)

EGP Program Outcome #6: Developmentally Responsive Planning and Instruction
The teacher candidate will demonstrate planning and management of instruction based on knowledge of the (a) content and curriculum standards, (b) family, and (c) community, with an understanding of the essential role of the classroom teacher in relationship to curriculum development. (WCU CF: Teaching; INTASC 1, 2, 5, 7, 8; NAEYC 1, 2, 3, 4, 5; PDE I, II, V; CAEP 1)

EGP Program Outcome #7: Assessment
The teacher candidate will demonstrate knowledge and implementation of formal and informal assessment strategies including student self-assessment for monitoring, evaluating and ensuring the continuous intellectual, social, and physical development of the learner, Pre K-Grade 4. (WCU CF: Teaching and Ethics & Values; INTASC 6, 8, 9; NAEYC 3; PDE II, III; CAEP 1)

EGP Program Outcome #8: Professionalism
The teacher candidate will demonstrate the ability to (a) identify, evaluate, and use information effectively and within ethical and legal guidelines; (b) reflect on one's own content knowledge, teaching skills and effects of each on the growth and learning of children; and (c) seek opportunities to grow professionally. (WCU CF: Leadership, Service and Ethics & Values; INTASC 9, 10; NAEYC 6; PDE IV; CAEP 1)

EGP Program Outcome #9: Family and Community
The teacher candidate will demonstrate understanding of collaboration with school colleagues, families, and agencies in the larger community, to support and advocate for the learning and well being of children. (WCU CF: Local Global Partnerships, Service and Ethics & Values; INTASC 3, 10; NAEYC 2, 4, 6; PDE III, IV; CAEP 1)