



Alvernia
University

GRADUATE EDUCATION PROGRAMS

STUDENT HANDBOOK

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WELCOME

Knowledge joined with love. This principle of Franciscan St. Bonaventure inspires and guides Alvernia's graduate programs for educators. Join us and experience the power of education in the Franciscan tradition: **compassionate, caring, and transformative.**

Our graduate programs offer multiple options for educators, from PA teaching and administrative certifications to Master of Education and Ph.D. in Leadership.

All programs are approved by the Pennsylvania Department of Education and the Middle States Commission on Higher Education.

EDUCATION DEPARTMENT MISSION

The Education Department, rooted in a proud Franciscan heritage, is dedicated to providing instruction in educational theory balanced with current classroom practices. Our education programs focus on a values-centered approach toward the preparation of caring, highly-qualified candidates uniquely prepared to address the needs of the diverse populations in today's schools.

GRADUATE PROGRAMS AT-A-GLANCE

There are three tracks of programs: Educational Leadership, Special Education, and Teaching English as a Second Language.

Each track has multiple programs and offers flexibility to add or change the program.

Educational Leadership

- Superintendent Letter of Eligibility (15 cr.)
- Principal Certification (21 cr.)
- M.Ed. with Principal Certification (39 cr.)
- M.Ed. in Educational Leadership (33 cr.)

Special Education

- Certificate in Disabilities & Inclusive Communities (12 cr.)
- Special Education (PK-12) Certification (27 cr.)
- M.Ed. with Special Education Certification (45 cr.)
- M.Ed. in Special Education (33 cr.)

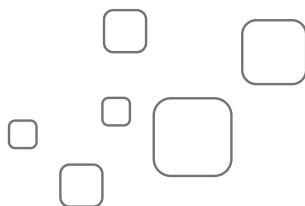
Teaching English as a Second Language

- ESL Program Specialist Certification (16 cr.)
- M.Ed. in TESOL with optional ESL Program Specialist Certification (34 cr.)

PROGRAM POLICIES

- Transfer Credit
- GPA
- Program Change
- Program Completion
- Program Re-entry
- Previous Coursework
- Program Dismissal
- Program Dismissal & Course Grade Appeals
- Field Experience
- Student Teaching/Internship
- Removal of a Student Teacher/Intern
- Act 48 Continuing Education Credits

POLICIES



Transfer Credit

Up to 6 graduate credits from an accredited higher education institution may be transferred to an AU graduate education program upon the Program Director's approval. To receive a transfer credit, a student should earn a min. Grade of B and submit a course syllabus for evaluation.

GPA

A minimum GPA of 3.0 is required for program admission and being eligible for a PDE certification upon program completion. Students are expected to maintain a minimum GPA of 3.0 as their graduation requirement. Should the GPA be lower, such a case will be addressed by the program director. The required GPA in programs without PA certification will align with the University graduation requirements for graduate programs.

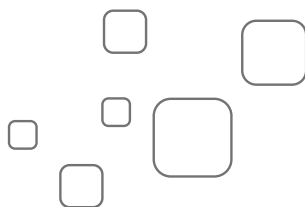
Program Change

A student may change the program by filing the Graduate Change of Major Form. A program may be changed from a non-degree certification to a degree program, degree to non-degree certification, or any other combination of graduate education programs. Changing a program within the same concentration area is recommended to maximize the benefit of completed coursework.

Program Completion

To complete the program, a student must complete the coursework and field experience, as evidenced by satisfactory course grades, observation reports, and the 360 Field Hour Forms in the Principal and Superintendent Certification Programs.

POLICIES



Program Re-entry

A student with a maximum two-year gap in attending the program may re-enter the program by filing the Graduate Program Re-Entry Form. Graduate courses taken at a different university during the gap period are not transferable when a student resumes the program at Alvernia.

If the gap in program attendance is longer than two years, a student must submit a new application.

Previous Coursework

When a student is admitted to a graduate education program, graduate credits previously earned in an Alvernia graduate education program may be applied to the new program's curriculum upon the evaluation of the transcript and approval by a respective Program Director. The minimum number of new credits required by the University is applied.

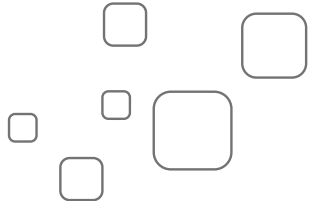
Program Dismissal

A student may be dismissed from the program if they fail to meet the University's academic standards for graduate programs and exhibit behavior that does not conform to the Alvernia core values and/or PA Code of Professional Practice and Conduct for Educators during field experience.

Program Dismissal & Course Grade Appeals

Please refer to the Graduate Catalog for the Graduate Program Dismissal and Course Grade Appeal Policies.

POLICIES



Field Experience

Field experience includes field hours are embedded in a course, practicum (special education), and student teaching or internship. A number of field hours and policies vary depending on a program. Please refer to a program section for details. To participate in field experience, a student must meet the field experience requirements at the beginning of each academic year or the semester of program entry. Appendix B specifies the clearances for field experience.

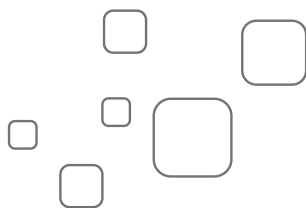
Student Teaching/Internship

A student enrolled in a certification program must satisfactorily complete student teaching or internship, as required by the Pennsylvania Department of Education. Appendix C shows the student teacher/intern evaluation forms.

Removal of a Student Teacher/Intern

The Education Department makes every effort to secure placements that will enhance the potential and capabilities of its students. In a few instances, a student teacher/intern needs to be removed from a school for serious reasons. Since personality adjustments and expectations of school personnel need time to form, it is recommended that no movement be initiated for at least two to three weeks.

POLICIES



Removal Initiated by the Cooperating Teacher or Principal

1. Contact principal, college supervisor and/or Director of Field Experiences.
2. Arrange a meeting with student teacher and supervisor.
3. Complete evaluation form for a student teacher.
4. Evaluation by supervisor.

* Department will consider a request for another placement and withdrawal from the school.

Removal Initiated by the Student Teacher

1. Write a clear statement of reason for withdrawal.
2. Contact university supervisor and/or Director of Field Experiences.
3. Supervisor will arrange a meeting with cooperating teacher and, if appropriate, the principal.

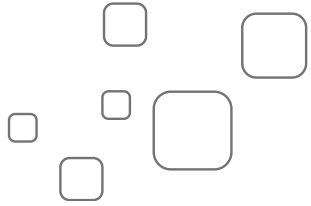
* Request another assignment and, if appropriate, remain in school until second placement is confirmed.

Removal Initiated by the Field Supervisor

1. Write a clear statement of reasons for withdrawal after two visits.
2. Contact principal and cooperating teacher.
3. Arrange a meeting with supervisors and cooperating teacher, if appropriate invite the principal and Director of Field Experiences.

In an extreme case, a student may not be placed in another school. Abusive behavior or language, demonstrated inability to manage children, drug or alcohol abuse, or inability to make clear judgments are the reasons for complete withdrawal. Exceptions to the above are by the decision of the Chair of the Education Department.

POLICIES



Act 48 Continuing Education Credits

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification (including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates) to participate in ongoing professional education.

All MED course credits are reported to the Pennsylvania Department of Education as Act 48. To have their Act 48 credits reported, a student must provide their Professional Personnel ID when applying for program admission and, if necessary, on a course registration form. In addition, a student must complete the ACT 48 Credit Reporting Request form in order for us to report ACT 48 credits to the PA Department of Education. This form is posted on myAlvernia -> Registrar's Office. This is necessary to remain in compliance with FERPA. The latter policy is effective from July 8, 2024).

EDUCATIONAL LEADERSHIP PROGRAMS

PROGRAM MISSION

PROGRAM OUTCOMES

PRINCIPAL CERTIFICATION (PK-12)

M.ED. WITH PRINCIPAL CERTIFICATION (PK-12)

M.ED. IN EDUCATIONAL LEADERSHIP

SUPERINTENDENT LETTER OF ELIGIBILITY &

PH.D. IN LEADERSHIP, EDUCATION CONCENTRATION

PROGRAM MISSION

To prepare educational leaders for transforming schools
into environments where all students thrive

PROGRAM OUTCOMES

1. Demonstrate the knowledge of education laws and regulations applicable to various areas of school and/or district operations.
2. Operate with ethical integrity and in accordance with the Pennsylvania Code of Professional Practice and Conduct for Educators.
3. Make decisions that are data-driven and compliant with relevant laws and regulations.
4. Foster the culture of inclusive, equitable, and culturally relevant and sustaining education.
5. Demonstrate the knowledge and skills to design and manage student learning that emphasizes alignment with the state academic standards, academic rigor, college and work readiness, and continuous assessment.

PRINCIPAL CERTIFICATION (PK-12) PROGRAM

The Principal Certification (PK-12) Program is for the licensed educators who seek a position as (assistant) school principal. The program prepares students to meet the requirements for the Pennsylvania Principal PK-12 (Administrative I) Certification.

The curriculum include 7 courses (21 cr.) and 360 field hours. Most courses are offered in the online format. Coursework may be applied to M.Ed. in Edu Leadership Programs.

MED 550, Introduction to Educational Administration (3 cr., 45 field hours)

MED 553, The School Administrator (3 cr., 45 field hours)

MED 610, School Law (3 cr.)

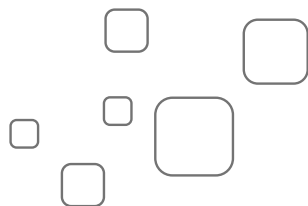
MED 611, School Finance (3 cr., 45 field hours)

MED 650, Functions of School Supervision (3 cr., 45 field hours)

MED 515/535, Special Education Course (3 cr.)

MED 685, Principal Internship (3 cr., 180 internship hours)

FIELD EXPERIENCE



360 field hours are required. 180 hours are embedded in 4 courses (45 hours per course). 180 hours are embedded in the capstone MED 685 course. Field hours must be completed during an associated course. Refer to a course syllabi for the course-specific guidelines.

Upon completing the 21-credit coursework, students must submit the 360 Field Hours Form to the Program Director (please see Appendix A).

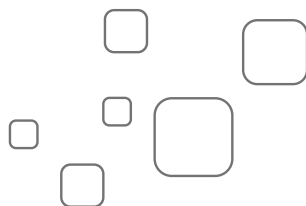
Internship

Prior to the start of internship, the student must:

- Meet the field experience requirements and receive the confirmation from the Academic Compliance Officer
- Arrange for the internship mentor on the internship site
- Provide the information about the site and mentor to the course professor, as specified in MED 685 course syllabus.

At least 50% of internship hours must align to a dedicated project approved by the site mentor and MED 685 professor.

INTERNSHIP



During internship, the intern must:

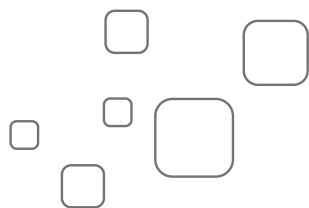
- Maintain a weekly internship log with reflection
- Meet regularly with the mentor
- Stay connected with the course professor and field supervisor

The professor/field supervisor will make three site visits to meet with the intern and their mentor. The purposes of the site visits are as follows:

- 1st site visit – to discuss the internship process and establish the shared agreement re. internship proposal
- 2nd site visit – to conference about the mid-internship evaluation
- 3rd site visit – to conference about the final evaluation

An intern's performance is evaluated by the site mentor and professor/field supervisor at least twice. An evaluation is discussed during the post-evaluation conference. Appendix C contains the Principal Intern Evaluation Form.

PDE CERTIFICATION



The Principal Certification Program completion leads to the **Principal PK–12 (Administrative I) Certification**.

The Pennsylvania Department of Education's requirements for this certification include the following:

- Complete the approved program
- Earn GPA 3.0 or higher
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character
- Earn passing score on the School Leaders Licensure Assessment (6990; qualifying score 151)
- Provide verification of three years of professional experience in an educational setting that is related to the instructional process prior to applying for certification.

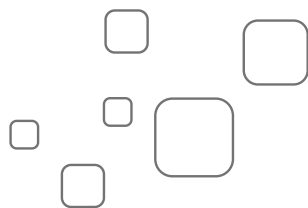
An application for the certification is submitted in the PDE Teacher Management System (TIMS).

Certification Exam

School Leaders Licensure Assessment (6990) is the exam required for obtaining the Administrative I Certification. Qualifying score is 151.

- [Access the preparation materials](#)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and, if applicable, graduate transcripts from all institutions
- Valid PA Instructional Certificate I or II
- Personal statement discussing your professional goals relevant to educational leadership (300–500 words in length)
- Resume
- Three letters of recommendation from Principal, Assistant Superintendent, other non-family member. Recommenders should discuss the applicant's qualities as an emergent educational leader.

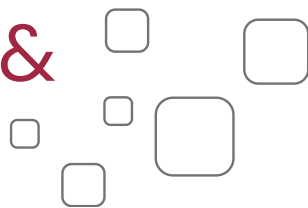
M.ED. IN EDUCATIONAL LEADERSHIP WITH PRINCIPAL CERTIFICATION (PK-12) PROGRAM

This program is for the teachers who seek to become educational leaders and obtain Principal PK-12 (Administrative I) Certification.

The curriculum include 13 courses (39 cr.) and 360 field hours. Most courses are offered in the online format.

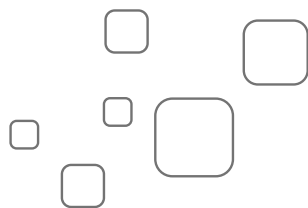
- COR 520, Ethics & Moral Leadership (3 cr.)
- MED 501, Standards-based Planning & Instruction (3 cr.)
- MED 515, Differentiated Instruction in Inclusive Classrooms/MED 535 Collaboration and Legal Issues for Special Educators (3 cr.)
- MED 518, Quantitative Research Methods (3 cr.)
- MED 520, Educators as Researchers (3 cr.)
- MED 540, Assessment of Student Learning in PK-12 Education (3 cr.)
- MED 550, Intro to Educational Administration (3 cr., 45 field hours)
- MED 553, The School Administrator (3 cr., 45 field hours)
- MED 610, School Law (3 cr.)
- MED 611, School Finance (3 cr., 45 field hours)
- MED 650, Functions of School Supervision (3 cr., 45 field hours)
- MED 680, Educational Research (3 cr.)
- MED 685, Principal Internship I & II (3 cr., 180 field hours)

FIELD EXPERIENCE & INTERNSHIP



Please see the information about the field experience, internship, certification exam, and PDE certification in the section Principal Certification (PK-12) Program.

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and, if applicable, graduate transcripts from all institutions
- Valid PA Instructional Certificate I or II
- Personal statement discussing your professional goals relevant to educational leadership (300–500 words in length)
- Resume
- Three letters of recommendation from Principal, Assistant Superintendent, other non-family member. Recommenders should discuss the applicant's qualities as an emergent educational leader.

M.ED. IN EDUCATIONAL LEADERSHIP PROGRAM

This program is for the educators who seek to become instructional leaders and/or gain an administrative position in an educational organization.

The curriculum include 11 courses (33cr.) and 135 field hours. Most courses are offered in the online format. Coursework may be applied to M.Ed. in Edu Leadership Programs.

COR 520, Ethics & Moral Leadership (3 cr.)

MED 501, Standards-based Planning & Instruction (3 cr.)

MED Elective (3 cr.)

MED 518, Quantitative Research Methods (3 cr.)

MED 520, Educators as Researchers (3 cr.)

MED 540, Assessment of Student Learning in PK-12 Education (3 cr.)

MED 550, Intro to Educational Administration (3 cr., 45 field hours)

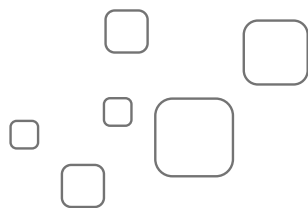
MED 610, School Law (3 cr.)

MED 611, School Finance (3 cr., 45 field hours)

MED 650, Functions of School Supervision (3 cr., 45 field hours)

MED 680, Educational Research (3 cr.)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and, if applicable, graduate transcripts from all institutions
- Personal statement discussing your professional goals relevant to educational leadership (300–500 words in length)
- Resume
- Three letters of recommendation. Recommenders should discuss the applicant's qualities as an emergent educational leader.

SUPERINTENDENT LETTER OF ELIGIBILITY PROGRAM

The Superintendent Letter of Eligibility Program prepares the PK-12 education leaders to advance their career to the school district level. The program leads to the certification required for appointment and commissioning as Superintendent PK-12..

The Program curriculum includes 5 courses (15 credits) and 360 hours of fieldwork experience. Up to 6 graduate credits from an accredited institution may be transferred. **12 credits of coursework may be applied to the Ph.D. in Leadership Program.**

PHD 731, Advanced Supervision (3 cr., 45 field hours)

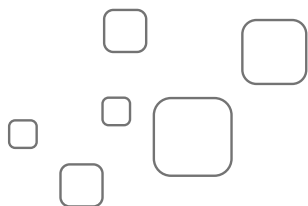
PHD 807, Curriculum, Culture and Instructional Leadership (3 cr., 45 field hours)

PHD 821, Organizational Policy/Finance (3 cr., 45 field hours)

PHD 830, Current Issues in Education (3 cr., 45 field hours)

PHD 885, Superintendent's Internship (3 cr., 180 internship hours)

FIELD EXPERIENCE



360 field hours are required. 180 hours are embedded in 4 courses (45 hours per course). 180 hours are embedded in the capstone PHD 885 course. Field hours must be completed during an associated course. Refer to a course syllabi for the course-specific guidelines.

Upon completing the 15-credit coursework, students must submit the 360 Field Hours Form to the Program Director. Appendix A includes the 360 Field Form for Superintendent Program.

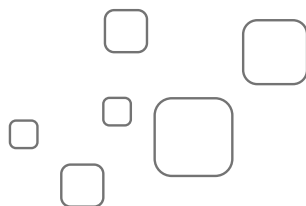
Internship

Prior to the start of internship, the student must:

- Meet the field experience requirements and receive the confirmation from the Academic Compliance Officer
- Arrange for the internship mentor on the internship site
- Provide the information about the site and mentor to the course professor, as specified in MED 685 course syllabus.

At least 50% of internship hours must align to a dedicated project approved by the site mentor and PHD 885 professor.

INTERNSHIP



During internship, the intern must:

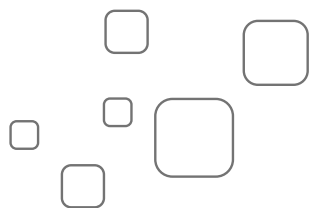
- Maintain a weekly internship log with reflection
- Meet regularly with the mentor
- Stay connected with the course professor and field supervisor

The professor/field supervisor will make three site visits to meet with the intern and their mentor. The purposes of the site visits are as follows:

- 1st site visit – to discuss the internship process and establish the shared agreement re. internship proposal
- 2nd site visit – to conference about the mid-internship evaluation
- 3rd site visit – to conference about the final evaluation

An intern's performance is evaluated by the site mentor and professor/field supervisor at least twice. An evaluation is documented the Superintendent Intern Evaluation Form and discussed during the post-evaluation conference. Appendix C contains The Superintendent Intern Evaluation Form.

PDE CERTIFICATION



The superintendent Letter of eligibility Program completion leads to the **Superintendent PK-12 Letter of Eligibility Certification.**

The Pennsylvania Department of Education's requirements for this certification include the following:

- Complete the approved program
- Earn GPA 3.0 or higher
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character
- Earn passing score on the School Leaders Licensure Assessment (6991; qualifying score 162)
- Provide verification of six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity.

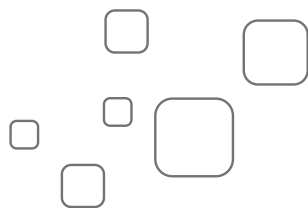
An application for the certification is submitted in the PDE Teacher Management System (TIMS).

Certification Exam

School Leaders Licensure Assessment (6991) is the exam required for obtaining the Superintendent Certification. Qualifying score is 162.

- [Access the preparation materials](#)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official graduate transcripts from all
- institutions with a cumulative GPA of 3.0 or higher
- Valid PA Instructional Certificate I or II
- Personal statement discussing your professional goals relevant to school district level leadership (300–500 words in length)
- Resume
- Three letters of recommendation that discuss the applicant's qualities as educational leader
- Interview with the Superintendent Letter of Eligibility Program Director

SPECIAL EDUCATION PROGRAMS

PROGRAM MISSION

PROGRAM OUTCOMES

GRADUATE CERTIFICATE IN DISABILITIES &
INCLUSIVE COMMUNITIES

SPECIAL EDUCATION CERTIFICATION (PK-12)

M.ED. WITH SPECIAL EDUCATION CERTIFICATION

(PK-12)

M.ED. IN SPECIAL EDUCATION

PROGRAM MISSION

The Special Education Program focuses on the high leverage practices of interdisciplinary collaboration and inclusivity within a legally and ethically responsible environment, designed to foster growth in all children and adolescents with identified learning needs in our schools today.

PROGRAM OUTCOMES

1. Demonstrate collaborative and legally compliant professional practice as defined by IDEA.
2. Individualize planning and instruction for exceptional students in Grades PK-12.
3. Collect and analyze data for measurable goal setting and specially designed instruction for students in Grades PK-12.
4. Synthesize data and develop meaningful goals during secondary transition from age 14 to postsecondary life.

GRADUATE CERTIFICATE IN DISABILITIES & INCLUSIVE COMMUNITIES PROGRAM

The Program prepares teachers and those who work with children and adults to support students with disabilities. The program also provides a better understanding of related laws and advocacy that protect the rights of children and adults with disabilities.

The program curriculum includes 4 courses (12 credits) and 10 hours of field experiences. Up to 6 graduate credits from another university may be transferred. All courses are online.

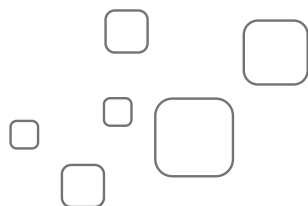
MED 505, Introduction to Individuals with Special Needs
(3 cr., 10 field hours)

MED 515, Differentiated Instruction in Inclusive
Classrooms (3 cr.)

MED 535, Collaboration and Legal Issues in Special
Education (3 cr.)

MED 545, Social Development and Behavior Support
(3 cr.)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and graduate transcripts from all institutions with a cumulative GPA of 3.0 or higher
- Personal statement discussing your professional goals relevant to the program (300–500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

SPECIAL EDUCATION (PK-12) CERTIFICATION PROGRAM

This program prepares aspiring and licensed teachers to meet the requirements for the Pennsylvania Special Education PK-12 Certification. It is designed for the educators who seek to become a special education teacher or a learning support specialist and for the licensed PK-12 teachers who seek to expand their certification area.

The curriculum includes 10 courses (27 credits), field experience, practicum, and student teaching. Up to 6 graduate credits from another university may be transferred. All courses are online.

MED 505, Introduction to Individuals with Special Needs (3 cr, 10 field hours)

MED 515, Differentiated Instruction in Inclusive Classrooms (3 cr.)

MED 522, Practicum (2 cr, 40 pre-student teaching hours)

MED 535, Collaboration and Legal Issues in Special Education (3 cr.)

MED 542, Assessment & Instruction of Students with

Developmental Disabilities (3 cr, 10 field hours)

MED 544, Transition and Instruction Secondary Education Special Needs Students (3 cr, 10 field hours)

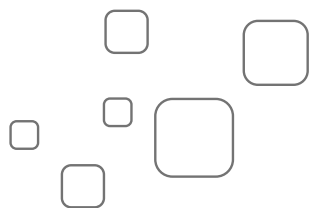
MED 545, Social Development and Behavior Support in Inclusive Classrooms (3 cr.)

MED 605, Enhancing Literacy for Special Needs Students (3 cr, 20 field hours)

MED 671, Student Teaching in Special Education Seminar (1 cr.)

MED 673, Student Teaching in Special Education (3 cr, 210 hours)

PDE CERTIFICATION



The Special Education Certification Program completion leads to the **Instructional Certification Special Education PK-12.**

The Pennsylvania Department of Education's requirements for this certification include the following:

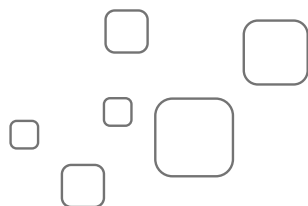
- Complete the approved program
- Earn GPA 3.0 or higher
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character
- Earn passing score on the Praxis Special Education: Foundational Knowledge (5354) Exam (passing score 145) and, if a candidate does not hold Instructional I/II Certification, Fundamental Subjects: Content Knowledge (5511; passing score 150)

An application for the certification is submitted in the PDE Teacher Management System (TIMS).

Certification Exams

1. Special Education Foundational Knowledge (5355). Qualifying score is 145.
2. Fundamental Subjects: Content Knowledge (5511) if a candidate does not hold Instructional I/II Certification. Passing score is 150.

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

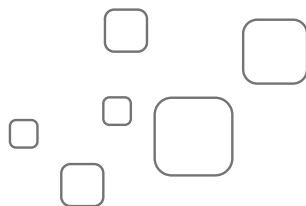
- Official undergraduate and graduate transcripts from all institutions with a cumulative GPA of 3.0 or higher
- Personal statement discussing your professional goals relevant to the program (300–500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

M.ED. WITH SPECIAL EDUCATION (PK-12) CERTIFICATION PROGRAM

The program is for special education teachers who seek to advance as an instructional leader and obtain the Pennsylvania Special Education (PK-12) certification.

Please see the information about field experience, student teaching, certification exam, and PDE certification in the section [Special Education \(PK-12\) Certification Program](#).

CURRICULUM



The program curriculum includes 16 courses (45 credits), field experience, practicum, and student teaching. Up to 6 graduate credits from another university may be transferred. All courses are online.

COR 520, Ethics & Moral Leadership (3 cr.)

MED 505, Introduction to Individuals with Special Needs (3 cr., 10 field hours)

MED 515, Differentiated Instruction in Inclusive Classrooms (3 cr.)

MED 518, Quantitative Research Methods (3 cr.)

MED 520, Educators as Researchers(3 cr.)

MED 522, Practicum (2 cr., 40 pre-student teaching hours)

MED 535, Collaboration and Legal Issues in Special Education (3 cr.)

MED 542, Assessment & Instruction of Students with Developmental Disabilities (3 cr., 10 field hours)

MED 544, Transition and Instruction Secondary Education Special Needs Students (3 cr., 10 field hours)

MED 545, Social Development and Behavior Support in Inclusive Classrooms (3 cr.)

MED 605, Enhancing Literacy for Special Needs Students (3 cr., 20 field hours)

MED 610, School Law (3 cr.)

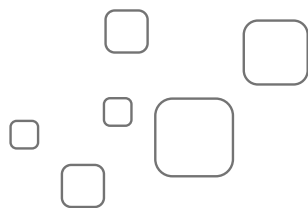
MED Elective (3 cr.)

MED 671, Student Teaching in Special Education Seminar (1 cr.)

MED 673, Student Teaching in Special Education (3 cr., 210 hours)

MED 680, Educational Research (3 cr.)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and graduate transcripts from all institutions with a cumulative GPA of 3.0 or higher
- Valid Instructional I/II Certificate (if available)
- Personal statement discussing your professional goals relevant to the program (300–500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

M.ED. IN SPECIAL EDUCATION PROGRAM

The program is for the special education teachers who seek to advance as an instructional leader.

The program curriculum includes 11 courses (33 credits) and 40 hours of field experiences. Up to 6 graduate credits from another university may be transferred. All courses are online.

COR 520, Ethics & Moral Leadership (3 cr.)

MED 505, Introduction to Individuals with Special Needs (3 cr., 10 field hours)

MED 515, Differentiated Instruction in Inclusive Classrooms (3 cr.)

MED 518, Quantitative Research Methods (3 cr.)

MED 520, Educators as Researchers (3 cr.)

MED 535, Collaboration and Legal Issues in Special Education (3 cr.)

MED 542, Assessment & Instruction of Students with Developmental Disabilities (3 cr., 10 field hours)

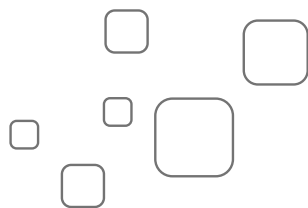
MED 605, Enhancing Literacy for Special Needs Students (3 cr., 20 field hours)

MED 610, School Law (3 cr.)

MED Elective (3 cr.)

MED 680, Educational Research (3 cr.)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and graduate transcripts from all institutions with a cumulative GPA of 3.0 or higher
- Valid Instructional I/II Certificate (if available)
- Personal statement discussing your professional goals relevant to the program (300–500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

TEACHING ENGLISH AS A SECOND LANGUAGE (TESOL) PROGRAMS

PROGRAM MISSION

PROGRAM OUTCOMES

ESL PROGRAM SPECIALIST (PK-12)

M.ED. IN TESOL WITH (OPTIONAL) ESL PROGRAM

SPECIALIST (PK-12)

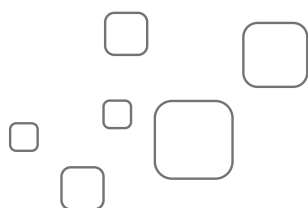
PROGRAM MISSION

Guided by the Alvernia University's principles of rigor, care and inclusiveness, we strive to prepare educators who have the knowledge, skills, and dispositions to effectively and ethically teach English learning students. We aim to develop reflective practitioners committed to ongoing professional development who serve as agents of change in their educational contexts in order to empower diverse families and communities.

PROGRAM OUTCOMES

1. Design, implement, and advocate for equitable, quality education for English learners, compliant with federal and state laws and regulations. The essential elements of such education include culturally and linguistically responsive teaching, focus on promoting the English language development, high expectations, academic rigor, and alignment with state academic and English language proficiency standards.
2. Apply knowledge of second language acquisition processes to identify the affective, linguistic, and cognitive needs of English learners at varying levels of English proficiency and address such needs through research-based instructional strategies that effectively promote learners' English language development and recognize learners' native languages as a resource for English language and literacy development.
3. Apply knowledge of the English language structures, functions, forms, patterns, and conventions to identify aspects of English challenging for English learners of diverse native language backgrounds. Implement research-based instruction to effectively promote learners' development of communicative competence in English.

PROGRAM OUTCOMES



4. Advocate for and provide culturally responsive education to English learners, as well as communication with and engagement of parents from diverse cultural and linguistic backgrounds.
5. Conduct assessment of English language development and academic progress of English learners and interpret the data to inform instruction. This includes conducting the state-mandated English language proficiency assessments, utilizing proper modifications for English learners on academic assessment, and implementing formative assessment to monitor the English language development and academic progress of English learners.

ESL PROGRAM SPECIALIST (PK-12) CERTIFICATION PROGRAM

This program prepares PK-12 educators to teach English learners and linguistically and culturally diverse students. The ESL Program Specialist Certification enables an educator to work as an ESL-certified general education or subject area teacher, ESL Program specialist, and to teach English in private organizations in the U.S. and abroad.

The curriculum includes 5 courses (16 credits), 20 hours of fieldwork, and 40 hours of internship. Up to 6 graduate credits from another university may be transferred. Coursework may be applied to M.Ed. in Teaching English as a Second Language Program.

All courses are online.

MED 574, Foundations of Teaching English as a Second Language (3 cr, 10 field hours)

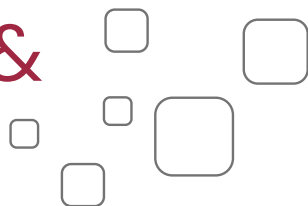
MED 576, Structure of American English for Educators (3 cr.)

MED 578, Cultural Aspects of Teaching English as a Second Language (3 cr, 5 field hours)

MED 682, Second Language Acquisition (3 cr, 5 field hours)

MED 684, Instruction and Assessment for English Language Learners (4 cr, 40 internship hours)

FIELD EXPERIENCE & INTERNSHIP



60 field hours, including a 40-hour internship, are required. Experience is embedded in courses. Field hours must be completed during an associated course. Refer to a course syllabi for the course-specific guidelines.

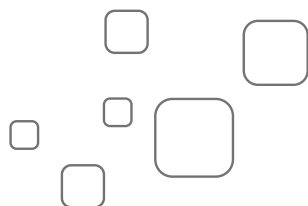
Internship

Prior to the start of internship, the student must:

- Meet the field experience requirements and receive the confirmation from the Academic Compliance Officer
- Arrange for the internship mentor on the internship site

Provide the information about the site and mentor to the course professor, as specified in MED 684 course syllabus. Appendix C contains the ESL Certification Intern Observation Protocol.

PDE CERTIFICATION



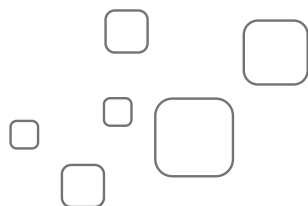
The ESL Certification Program completion leads to the **Pennsylvania ESL Program Specialist (PK-12) Certification.**

The Pennsylvania Department of Education's requirements for this certification include the following:

- Complete the approved program
- Earn GPA 3.0 or higher
- Have a valid Instructional I/II Certificate
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character

An application for the certification is submitted in the PDE Teacher Management System (TIMS).

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and graduate transcripts from all
- institutions with a cumulative GPA of 3.0 or higher
- Valid PA Instructional Certificate I or II
- Personal statement discussing your professional goals relevant to teaching English as a second language (300–500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

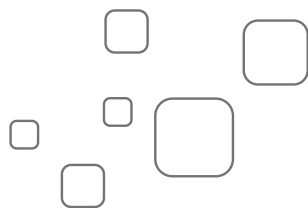
M.ED. IN TESOL PROGRAM

The M.Ed. in Teaching English as a Second Language (TESOL) Program is designed to prepare professionals to teach English as a second language in a broad range of educational contexts, both in the U.S. and abroad.

The program has two tracks:

- **With ESL Program Specialist (PK-12) certification.** This track is for teachers who seek to obtain the Pennsylvania ESL Program Specialist certification.
- **Without ESL Program Specialist (PK-12) certification.** This track is for the individuals who seek teaching ESL in higher education institutions, nonpublic educational agencies, and abroad.

CURRICULUM



The curriculum includes 11 courses (34 credits), 20 hours of fieldwork, and 40 hours of internship. Up to 6 graduate credits from another university may be transferred. All courses are online.

COR 520, Ethics & Moral Leadership (3 cr.)

MED 516, Differentiated Instruction for English Language Learners (3 cr.)

MED 516, Quantitative Research Methods (3 cr.)

MED 520, Educators as Researchers (3 cr.)

MED 574, Foundations of Teaching English as a Second Language (3 cr., 10 field hours)

MED 576, Structure of American English for Educators (3 cr.)

MED 578, Cultural Aspects of Teaching English as a Second Language (3 cr., 5 field hours)

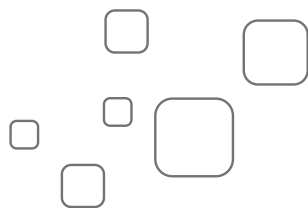
MED 610, School Law (3 cr.)

MED 680, Educational Research (3 cr.)

MED 682, Second Language Acquisition (3 cr., 5 field hours)

MED 684, Instruction and Assessment for English Language Learners (4 cr., 40 internship hours)

APPLICATION PROCESS



The program may be started in any semester.

To begin the admissions process, please complete the online application, pay a non-refundable \$50 application fee (may be waived), and submit the following:

- Official undergraduate and graduate transcripts from all
- institutions with a cumulative GPA of 3.0 or higher
- Valid PA Instructional Certificate I or II – required for the applicants with the ESL Program Specialist (PK-12) Certification
- Personal statement discussing your professional goals relevant to teaching English as a second language (300-500 words in length)
- Resume
- Three letters of recommendation
- For international applicants: Foreign transcript evaluation and evidence of English language proficiency

PENNSYLVANIA CERTIFICATIONS FOR EDUCATORS

Our graduate programs are approved by the Pennsylvania Department of Education (PDE) as the foundation for the following certifications:

- Superintendent PK-12 (1150/School Admin)
- Principal PK-12 (1115)
- English as a Second Language PK-12 (4499/Program Specialist)
- Special Education PK-12 (9231/Instructional)

Read comprehensive information about PDE certifications and links to TIMS.

UNIVERSITY INFORMATION & POLICIES

View the University information and policies, including the policies specific for graduate program in the following:

- [myAlvernia Portal](#)
- [Graduate Catalog](#)
- [Canvas](#)
- [Student Handbook](#)
- [Student Financial Services](#)
- [Textbooks](#)

APPENDIX A

PROGRAM CURRICULUM SHEETS

360-HOUR FIELD FORMS

FOR

PRINCIPAL CERTIFICATION (PK-12)

&

SUPERINTENDENT LETTER OF ELIGIBILITY

(PK-12) PROGRAMS



Student

Other last names

LAST, FIRST NAME

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Program started	
Program completed	
GPA earned	
Field hour log submitted	
Exam passed	
TIMS appl. reviewed	

COURSES (21 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
MED 550 (3 cr.; 45 field hours) Introduction to Educational Administration			
MED 553 (3 cr.; 45 field hours) The School Administrator			
Special Education Course (3 cr.) (MED 515 or MED 535)			
MED 610 (3 cr.) School Law & Advocacy			
MED 611 (3 cr.; 45 field hours) School Finance			
MED 650 (3 cr.; 45 field hours) Functions of School Supervision			
MED 685 (3 cr.; 180 internship hours) Principal Internship I & II			All courses should be completed prior to MED 685

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Principal Certification requirements include: Complete the certification coursework including field experiences and internship; earn GPA 3.0 or higher; satisfy the requirements set forth in 24 P.S. §12-1209 relating to good moral character; earn passing score on the School Leaders Licensure Assessment (6990; qualifying score 151); provide verification of three years of professional experience in an educational setting that is related to the instructional process prior to applying for certification.



Student [NAME]

Other last names

Academic advisor **Dr. Elena Lawrick**
elena.lawrick@alvernia.edu

Dear Candidate for the Principal Certification,

completing 360 hours of field experience is an important requirement of the Principal Certification program. This form documents meeting the field experience requirement. Along with your transcript and School Leaders Licensure Assessment (6990) score, this form will be used during the review of your TIMS application for Principal Licensure. The Education Department's approval of your application depends on whether the three requirements have been satisfied.

After completing the program's coursework, please fill in, sign, date, and email the form to elena.lawrick@alvernia.edu.

COURSES	Required hours	Completed hours	When completed (Month, Year)
MED 550 (3 cr.; 45 field hours) Introduction to Educational Administration	45		
MED 553 (3 cr.; 45 field hours) The School Administrator	45		
MED 611 (3 cr.; 45 field hours) School Finance	45		
MED 650 (3 cr.; 45 field hours) Functions of School Supervision	45		
MED 685 (3 cr.; 180 internship hours) Principal Internship I & II	180		
Total field hours completed	Total 360 hours		

Student Signature /Date.....



Student

LAST, FIRST NAME

Other last names

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Program started	
Program completed	
Principal Cert completed	
GPA earned	
TIMS application reviewed	
Graduation appl. reviewed	

COURSES (39 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
COR 520 (3 cr.) Ethics & Moral Leadership			Should be completed prior to MED 6XX courses
MED 501 (3 cr.) Standards-based Planning & Instruction			
MED 540 (3 cr.) Assessment & Evaluation in Today's Schools			
MED 550 (3 cr.; 45 field hours) Introduction to Educational Administration			
MED 553 (3 cr.; 45 field hours) The School Administrator			
MED 518 (3 cr.) Quantitative Research Methods			
MED 520 (3 cr.) Educators as Researchers			
Special Education Course (3 cr.) (MED 515 or MED 535)			
MED 610 (3 cr.) School Law			
MED 611 (3 cr.; 45 field hours) School Finance			
MED 650 (3 cr.; 45 field hours) Functions of School Supervision			
MED 680 (3 cr.) Educational Research			Pre-requisite: MED 520
MED 685 (3 cr.; 180 internship hours. Principal Internship I & II			All Principal Cert courses should be completed prior to MED 685.

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Principal Certification requirements include: Complete the certification coursework including field experiences and internship; earn GPA 3.0 or higher; satisfy the requirements set forth in 24 P.S. §12-1209 relating to good moral character; earn passing score on the School Leaders Licensure Assessment (6990); provide verification of three years of professional experience in an educational setting that is related to the instructional process prior to applying for certification.



Student

Other last names

LAST, FIRST NAME

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Program started	
Program completed	
GPA earned	
Application for graduation reviewed (Name, Date)	

COURSES (33 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
COR 520 (3 cr.) Ethics & Moral Leadership			Should be completed prior to MED 6XX courses
MED 501 (3 cr.) Standards-based Planning & Instruction			
MED 540 (3 cr.) Assessment & Evaluation in Today's Schools			
MED 550 (3 cr.; 45 field hours) Introduction to Educational Administration			
MED 518 (3 cr.) Quantitative Research Methods			
MED 520 (3 cr.) Educators as Researchers			
Elective (3 cr.) (MED 515, MED 535, MED 516, MED 574, MED 578)			Special ed: MED 515 & MED 535; English learners: MED 516, 574 & 578.
MED 610 (3 cr.) School Law			
MED 611 (3 cr.; 45 field hours) School Finance			
MED 650 (3 cr.; 45 field hours) Functions of School Supervision			
MED 680 (3 cr.) Educational Research			Pre-requisite: MED 520

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Program completion requirements include: Complete the coursework including field experiences; earn GPA 3.0 or higher.



Student

Other last names

LAST, FIRST NAME

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Superintendent Cert program started	
Superintendent Cert program completed	
GPA earned	
Field hour log submitted	
Exam passed	
TIMS appl. reviewed	

COURSES (15 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
PHD 731 (3 cr.; 45 field hours) Advanced Supervision			
PHD 807 (3 cr.; 45 field hours) Curriculum, Culture and Instructional Leadership			
PHD 821 (3 cr.; 45 field hours) Organizational Policy/Finance			
PHD 830 (3 cr.; 45 field hours) Current Issues in Education			
PHD 885 (3 cr.; 180 internship hours) Superintendent's Internship			All prior courses must be completed before the internship

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Superintendent Letter of Eligibility requirements include: Complete the certification coursework including field experiences and internship; earn GPA 3.0 or higher; satisfy the requirements set forth in 24 P.S. §12-1209 relating to good moral character; earn passing score on the School Superintendent Assessment (6991; qualifying score 162); provide verification of six years of professional experience in an educational setting of which at least three must be in a supervisory or administrative capacity prior to applying for certification.



Student [NAME]

Other last names

Academic advisor **Dr. Elena Lawrick**
elena.lawrick@alvernia.edu

Dear Candidate for the Superintendent Letter of Eligibility,

completing 360 hours of field experience is an important requirement of the Superintendent Certification program. This form documents meeting the field experience requirement. Along with your transcript and School Superintendent Assessment (6991) score, this form will be used during the review of your TIMS application for the certification. The Education Department's approval of your application depends on whether the three requirements have been satisfied.

After completing the program's coursework, please fill in, sign, date, and email the form to elena.lawrick@alvernia.edu.

COURSES	Required hours	Completed hours	When completed (Month, Year)
PHD 731 (3 cr.) Advanced Supervision	45		
PHD 807 (3 cr.) Curriculum, Culture and Instructional Leadership	45		
PHD 821 (3 cr.) Organizational Policy/Finance	45		
PHD 830 (3 cr.) Current Issues in Education	45		
PHD 885 (3 cr.) Superintendent's Internship	180		
Total field hours completed	Total 360 hours		

Student Signature /Date.....



Student

LAST, FIRST

Other last names

Program started	
Program completed	
GPA earned	

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

COURSES (12 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
MED 505 (3 cr.; 5 field hours) Introduction to Individuals with Special Needs			The first course
MED 515 (3 cr.; 5 field hours) Differentiated Instruction in Inclusive classrooms			Pre-requisite: MED 505
MED 535 (3 cr.) Collaboration and Legal Issues in Special education			Pre-requisite: MED 515
MED 545 (3 cr.) Social Development & Behavior Support			

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>



Student

Other last names

LAST, FIRST NAME

Academic advisor

Lucinda Schaeffer

Lucinda.schaeffer@alvernia.edu

Program started	
Program completed	
GPA earned	
TIMS application reviewed	

COURSES (27 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
MED 505 (3 cr.; 5 field hours) Introduction to Special Education			
MED 515 (3 cr.; 5 field hours) Differentiated Instruction in the Inclusive Classroom			Pre-requisite: MED 505
MED 535 (3 cr.) Collaboration & Legal Issues for Special Education			Pre-requisite: MED 515
MED 522 (2 cr.; 40 pre-student teaching hours) Practicum in Special Education			
MED 542 (3 cr.; 10 field hours) Assessment & Instruction of Students with Developmental Disabilities			
MED 544 (3 cr.; 10 field hours) Transition & Instruction Special Education Needs Students			
MED 545 (3 cr.) Social Development and Behavior Support in Inclusive Classrooms			
MED 605 (3 cr.; 20 field hours) Enhancing Literacy for the Special Needs Students			
MED 671 (1 cr.) Student Teaching in Special Education Seminar			Co-requisite: MED 673
MED 673 (3 cr.; 210 student teaching hours) Student Teaching in Special Education			Co-requisite: MED 671

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Special Education (PK-12) Certification requirements include: Complete the certification coursework including field experiences and student teaching; earn GPA 3.0 or higher; satisfy the requirements set forth in 24 P.S. §12-1209 relating to good moral character; earn a passing score on the Praxis Special Education (PK-12) certification exam.



Student

LAST, FIRST

Other last names

Academic advisor

Name

Name.Name@alvernia.edu

Program started	
Program completed	
Special Ed Cert completed	
GPA earned	
TIMS application reviewed	
Graduation appl. reviewed	

COURSES (45 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
COR 520 (3 cr.) Ethics & Moral Leadership			Should be completed prior to MED 6XX courses
MED 505 (3 cr.; 5 field hours) Introduction to Special Education			
MED 515 (3 cr.; 5 field hours) Differentiated Instruction in the Inclusive Classroom			Pre-requisite: MED 505
MED 535 (3 cr.) Collaboration & Legal Issues for Special Education			Pre-requisite: MED 515
MED 522 (2 cr.; 40 pre-student teaching hours) Practicum in Special Education			
MED 542 (3 cr.; 10 field hours) Assessment & Instruction of Students with Developmental Disabilities			
MED 544 (3 cr.; 10 field hours) Transition & Instruction Special Education Needs Students			
MED 545 (3 cr.) Social Development and Behavior Support in Inclusive Classrooms			
Elective (3 cr.) Follow the advisor's recommendation			
MED 605 (3 cr.; 20 field hours) Enhancing Literacy for the Special Needs Students			
MED 671 (1 cr.) Student Teaching in Special Education Seminar			Co-requisite: MED 673
MED 673 (3 cr.; 210 student teaching hours) Student Teaching in Special Education			Co-requisite: MED 671
MED 518 (3 cr.) Quantitative Research Methods			
MED 520 (3 cr.) Educators as Researchers			
MED 610 (3 cr.) School Law			
MED 680 (3 cr.) Educational Research			Pre-requisites: MED 520

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Special Education (PK-12) Certification requirements include: Complete the certification coursework including field experiences and student teaching; earn GPA 3.0 or higher; satisfy the requirements set forth in 24 P.S. §12-1209 relating to good moral character; earn a passing score on the Praxis Special Education (PK-12) certification exam.



Student

Other last names

FIRST, LAST NAME

Academic advisor

Name

Name.Name@alvernia.edu

Program started	
Program completed	
GPA earned	
Application for graduation reviewed (Name, Date)	

COURSES (33 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
COR 520 (3 cr.) Ethics & Moral Leadership			Should be completed prior to MED 6XX courses
MED 505 (3 cr.; 5 field hours) Introduction to Special Education			
MED 515 (3 cr.; 5 field hours) Differentiated Instruction in the Inclusive Classroom			
MED 535 (3 cr.) Collaboration & Legal Issues for Special Education			
MED 542 (3 cr.; 10 field hours) Assessment & Instruction of Students with Developmental Disabilities			
Elective (3 cr.) Follow the advisor's recommendation			
MED 605 (3 cr.; 20 field hours) Enhancing Literacy for the Special Needs Students			
MED 518 (3 cr.) Quantitative Research Methods			
MED 520 (3 cr.) Educators as Researchers			
MED 610 (3 cr.) School Law			
MED 680 (3 cr.) Educational Research			Pre-requisite: MED 520

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>.
- Program completion requirements include: Complete the coursework including field experiences; earn GPA 3.0 or higher.



Student

Other last names

LAST, FIRST NAME

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Cert. program started	
Cert. program completed	
GPA earned	
TIMS appl. reviewed	
Change of major to M.Ed./TESOL	

COURSES (16 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
MED 574 (3 cr.; 10 field hours) Foundations of Teaching English as a Second Language			
MED 576 (3 cr.) Structure of American English for Educators			
MED 578 (3 cr.; 5 field hours) Cultural Aspects of Teaching English as a Second Language			
MED 682 (3 cr.; 5 field hours) Second Language Acquisition			
MED 684 (4 cr.; 40 internship hours) Instruction and Assessment for English Language Learners			All courses should be completed prior to MED 684.

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>
- Please note that in Pennsylvania, the ESL Program Specialist certification is added to the instructional certificate. Therefore, prepared candidates for the ESL Program Specialist Certification should hold Instructional I/II or out-of-state ESL Certificate in order to receive their PA ESL Program Specialist Certificate.

**MASTER OF EDUCATION
IN TEACHING ENGLISH AS A SECOND LANGUAGE
WITH (OPTIONAL) ESL SPECIALIST (PK-12)
CERTIFICATION**

CURRICULUM SHEET (34 credits)



Student

NAME

Other last names

Academic advisor

Dr. Elena Lawrick

elena.lawrick@alvernia.edu

Program started	
Program completed	
ESL Specialist Cert completed	
GPA earned	
TIMS application reviewed	
Graduation appl. reviewed	

COURSES (34 CREDITS)	SEMESTER	GRADE	ADVISOR'S COMMENTS
MED 574 (3 cr.; 10 field hours) Foundations of Teaching English as a Second Language			Recommended first course
MED 576 (3 cr.) Structure of American English for Educators			May be taken prior or concurrently with MED 682.
MED 578 (3 cr.; 5 field hours) Cultural Aspects of Teaching English as a Second Language			
MED 682 (3 cr.; 5 field hours) Second Language Acquisition			
MED 684 (4 cr.; 40 internship hours) Instruction and Assessment for English Language Learners			Capstone in the TESOL coursework. MED 574, 576, 578, & 682 should be completed prior to MED 684.
<i>Note: Once the above courses are completed, the certification track students may submit their applications for the Pennsylvania ESL Program Specialist (PK-12) in TIMS.</i>			
COR 520 (3 cr.) Ethics & Moral Leadership			Should be completed prior to MED 6XX courses
MED 518 (3 cr.) Quantitative Research Methods			
MED 520 (3 cr.) Educators as Researchers			
MED 516 (3 cr.) Differentiated Instruction for English Language Learners			
MED 610 (3 cr.) School Law			
MED 680 (3 cr.) Educational Research			Pre-requisites: MED 518 & MED 520

Important notes

- Requirements for Field Experiences must be met **at the beginning of each academic year of studies**. For details, please refer to <https://rb.gy/82y59>.
- Program completion requirements include: Complete the certification coursework including field experiences and internship; earn GPA 3.0 or higher.
- Please note that because in Pennsylvania the ESL Program Specialist certification is added to the instructional certificate, the certification track students should hold Instructional I/II or out-of-state ESL Certificate to receive their certification.

APPENDIX B

FIELD EXPERIENCE REQUIREMENTS

Field Experience Requirements

Field experience is integrated into several graded assignments. To engage in fieldwork, a student must first ensure their compliance with the Field Experience Requirement Policy described below.

Please prioritize meeting the field experience requirements before or immediately after the course start date to avoid delaying your field experience.

Graduate education students are required to submit the documents listed below at the start of their graduate program and resubmit at the beginning of each consecutive academic year of graduate studies. This will cover all MED courses with field experience you may take in fall, spring, and summer semesters.

1. E-mail the following to the Academic Compliance Coordinator:
 - Copies of the Pennsylvania state clearances for teachers incl. PA Criminal Record Check (Act 34), PA Child Abuse Clearance (Act 151), and FBI Clearance (Act 114) - 1KG6RT. Note that your clearances must be valid for 2 years from the application date and throughout your educational field hours/MED courses taken in the academic year.
 - Certificate of completed training titled "Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania (Act 31)". Note that this certificate needs to be submitted only one time during your graduate studies.
 - Waiver and Release from Liability Form.

To check your compliance status and ask questions, contact:

Linda S. Maslar, Academic Compliance Coordinator

- Linda.Maslar@alvernia.edu
- 610.796.8258
- Academic Compliance Office
- Bernardine Hall, Office 113
- Academic.Compliance@alvernia.edu

2. Upload to [the Student Health Portal](#) the following:

- TB screening
- Electronic signature on documents
- Letter from your employer's Human Resource Department on the letterhead with the following phrasing:

Date

To: Alvernia University

The following [insert the district] employee, who is enrolled in the [Insert the program's title] has fulfilled all the health requirements of the [insert the district].

Employee's full name.

If you have any questions, please do not hesitate to contact me.

Signature

Name Human Resources Specialist [insert]

School District

Phone # and/or e-mail

[Read more about field experience requirements here.](#)

Alvernia University
400 St. Bernardine St., Reading, PA 19607

WAIVER AND RELEASE FROM LIABILITY

On behalf of myself, or in my capacity as the parent/guardian of the participating minor, and INTENDING TO BE LEGALLY BOUND, the undersigned hereby releases Alvernia University, its agents, officers and employees from all responsibility and any liability for any injuries, illness and/or loss which may result from or arise out of, or be connected with any participation in the University's program known as:

_____ (course or program)
for the academic year(s) of _____.

This Release extends and applies to, and also covers and includes, all unknown, unforeseen, unanticipated, and unsuspected injuries, damages, loss and liability, and the consequences thereof. The provisions of any State, Federal, Local or Territorial law or statute providing in substance that releases shall not extend to claims, demands which are unknown or unsuspected to exist at the time, to the person executing such release, are hereby expressly waived.

In signing this release I acknowledge that any travel may be dangerous and may result in harm to me and my property. I voluntarily accept and assume these risks and dangers and release Alvernia University from all responsibility and any liability for any injuries and/or damages which may result from my decision to participate in this program,

I further promise, covenant and agree not to bring, commence, prosecute or maintain, or cause or permit to be brought, commenced, prosecuted or maintained, any suit or action, either at law or in equity, in any court in the United States, or in any State thereof, or elsewhere, against Alvernia University, Its agents, officers and/or employees for personal injury, property damage or any other type of loss, arising out of, or In any way connected with my participation in said program.

I also agree to indemnify and hold harmless Alvernia University, its agents, officers and employees from all liability, claims, demands and damage or cost, arising out of my participation in said program.

I authorize university personnel or representatives to approve emergency medical treatment for myself in the event of injury or illness during my participation in the program. I represent and warrant that I am and will be covered throughout the program by a policy of comprehensive health and accident insurance which provides coverage for injuries and illnesses I sustain or experience while in the program and, more specifically, in the countries in which I will be living and/or traveling while on the program.

I understand and agree that this release is binding on me and my heirs, executors, administrators, personal representatives and next-of-kin. My signature denotes my understanding of and agreement with this statement and its implications.

I agree that this document shall be interpreted and governed by the laws of the Commonwealth of Pennsylvania.

I agree that if any provision of this document shall for any reason be held invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this document.

IN WITNESS WHEREOF, intending to be legally bound, I have hereunto set my hand this ____ day of _____, 20____.

Witnessed By

Signature of Program Participant or Parent/Guardian of minor

Print Name of Minor Participant

Printed Name of Participant or Parent/Guardian of minor

Emergency Information

(Who to Contact in Case of Emergency)

(Relationship)

(City and State)

(Phone Number)

APPENDIX C

STUDENT TEACHING & INTERNSHIP EVALUATION FORMS

Educational Leadership Program Mission

To prepare educational leaders for transforming schools into environments where *all students* thrive

SUPERINTENDENT INTERN EVALUATION

Intern:

Mentor:

During the 180-hour superintendent internship, an intern will be evaluated twice, in the middle and end of the internship. Each evaluation is documented in the form below and supported with a conference between the intern, mentor, and field supervisor.

Rate the internship experience for the candidate on each of the following Educational Leadership Policy Standards. Support your evaluation with a well-developed comment.

ISLLC STANDARD 1: VISION

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- PIL Core Standards 1, 2, & 3

Standard 1: Vision	Met	Developing	Needs improvement	Not observed
A. Collaboratively develop & implement a shared vision and mission.				
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
C. Create and implement plans to achieve goals.				
D. Promote continuous and sustainable improvement.				
E. Monitor and evaluate progress and revise plans.				
Comments:				

ISLLC STANDARD 2: SCHOOL LEARNING CULTURE

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- PIL Corollary Standard 2

Standard 2: School Learning Culture	Met	Developing	Needs improvement	Not observed
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
B. Create a comprehensive, rigorous, and coherent curricular program.				
C. Create a personalized and motivating learning environment for students.				
D. Supervise instruction.				
E. Develop assessment and accountability systems to monitor student progress.				
F. Develop the instructional and leadership capacity of staff.				
G. Maximize time spent on quality instruction.				
H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitor and evaluate the impact of the instructional program.				
Comments:				

ISLLC STANDARD 3: MANAGEMENT

An education leader promotes the success of every student by ensuring the management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- PIL Core Standard 3, PIL Corollary Standard 2

Standard III: Management	Met	Developing	Needs improvement	Not observed
A. Monitor and evaluate the management and operational systems.				
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.				
C. Promote and protect the welfare and safety of students and staff.				
D. Build and sustain productive relationships with community partners.				
E. Ensure teacher and organizational time is focused on supporting quality instruction and student learning.				
Comments:				

ISLLC STANDARD 4: SCHOOL AND COMMUNITY

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- PIL Corollary Standard 3

Standard IV: School & Community	Met	Developing	Needs improvement	Not observed
A. Collect and analyze data and information pertinent to the educational environment.				
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.				
C. Build and sustain positive relationships with families and caregivers.				
D. Build and sustain productive relationships with community partners.				
Comments:				

ISLLC STANDARD 5: INTEGRITY, FAIRNESS, & ETHICAL MANNER

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- PIL Corollary Standard 4

Standard V: Integrity, Fairness, & Ethical Manner	Met	Developing	Needs improvement	Not observed
A. Ensure a system of accountability for every student's academic and social success.				
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.				
C. Safeguard the values of democracy, equity and diversity.				
D. Consider and evaluate the potential moral and legal consequences of decision-making.				
E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
Comments:				

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

- PIL Corollary Standard 5

Standard VI: Wider Contexts	Met	Developing	Needs improvement	Not observed
A. Advocate for children, families, and caregivers.				
B. Act to influence local, district, state, and national decisions affecting student learning.				
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Comments:				

Mentor's Signature

Date

Intern's Signature

Date

PRINCIPAL INTERN EVALUATION**Intern:****Mentor:**

During the 180-hour principal internship, an intern will be evaluated twice, in the middle and end of the internship. Each evaluation is documented in the form below and supported with a conference between the intern, mentor, and field supervisor.

Please rate the internship experience for the candidate on each of the following Educational Leadership Policy Standards. Support your evaluation with a well-developed comment.

ISLLC STANDARD 1: VISION

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- PIL Core Standards 1, 2, & 3

Standard 1: Vision	Met	Developing	Needs improvement	Not observed
A. Collaboratively develop & implement a shared vision and mission.				
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
C. Create and implement plans to achieve goals.				
D. Promote continuous and sustainable improvement.				
E. Monitor and evaluate progress and revise plans.				
Comments:				

ISLLC STANDARD 2: SCHOOL LEARNING CULTURE

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- PIL Corollary Standard 2

Standard 2: School Learning Culture	Met	Developing	Needs improvement	Not observed
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
B. Create a comprehensive, rigorous, and coherent curricular program.				
C. Create a personalized and motivating learning environment for students.				
D. Supervise instruction.				
E. Develop assessment and accountability systems to monitor student progress.				
F. Develop the instructional and leadership capacity of staff.				
G. Maximize time spent on quality instruction.				
H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitor and evaluate the impact of the instructional program.				
Comments:				

ISLLC STANDARD 3: MANAGEMENT

An education leader promotes the success of every student by ensuring the management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- PIL Core Standard 3, PIL Corollary Standard 2

Standard III: Management	Met	Developing	Needs improvement	Not observed
A. Monitor and evaluate the management and operational systems.				
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.				
C. Promote and protect the welfare and safety of students and staff.				
D. Build and sustain productive relationships with community partners.				
E. Ensure teacher and organizational time is focused on supporting quality instruction and student learning.				
Comments:				

ISLLC STANDARD 4: SCHOOL AND COMMUNITY

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- PIL Corollary Standard 3

Standard IV: School & Community	Met	Developing	Needs improvement	Not observed
A. Collect and analyze data and information pertinent to the educational environment.				
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C. Build and sustain positive relationships with families and caregivers.				
D. Build and sustain productive relationships with community partners.				
Comments:				

ISLLC STANDARD 5: INTEGRITY, FAIRNESS, & ETHICAL MANNER

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Standard V: Integrity, Fairness, & Ethical Manner	Met	Developing	Needs improvement	Not observed
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C. Safeguard the values of democracy, equity and diversity.				
D. Consider and evaluate the potential moral and legal consequences of decision-making.				
E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
Comments:				

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

- PIL Corollary Standard 5

Standard VI: Wider Contexts	Met	Developing	Needs improvement	Not observed
A. Advocate for children, families, and caregivers.				
B. Act to influence local, district, state, and national decisions affecting student learning.				
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Comments:				

Mentor's Signature

Date

Intern's Signature

Date



400 Saint Bernardine Street • Reading, PA 19607
Alvernia.edu • 1-888-ALVERNIA

Field Experience Lesson Evaluation

Name:		Date:		Time:	
Subject/Grade:			Cooperating Teacher:		
School District:					
AU Supervisor:					

Category	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Emerging (2 pts)	Does Not Meet Expectations (0 pts)	Not Applicable (NA)
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	Item not applicable or necessary in this setting or lesson.

Planning and Preparation: (PA standards, Objectives, Knowledge of content, Lesson plans, Differentiation, Technology, Assessment of learning, Level of instruction)

Danielson Components	Observed Evidence
<ul style="list-style-type: none"> Applying Knowledge of Content and Pedagogy Knowing and Valuing Students Setting Instructional Outcomes Using Resources Effectively Planning Coherent Instruction Designing and Analyzing Assessments 	
	Rating:

Classroom Management: (Physical environment, behavior management, Interactions, Routines and procedures, Rapport, Focus, Engagement rate)

Danielson Components	Observed Evidence	
<ul style="list-style-type: none"> • Cultivating Respectful and Affirming Environments • Fostering a Culture for Learning • Maintaining Purposeful Environments • Supporting Positive Student Behavior • Organizing Spaces for Learning 		
	Rating:	

Instructional Delivery: (Congruence, Communication, Strategies & Techniques, Content, Engagement, Transitions, Questioning, Pacing, Feedback, Assessment, Integration, Reinforcement, Higher-order thinking)

Danielson Components	Observed Evidence	
<ul style="list-style-type: none"> • Communication About Purpose and Content • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment for Learning • Responding Flexibly to Student Needs 		
	Rating:	

Professionalism: (Integrity, Judgement, Respect, Peer interaction & and communication, Reflectivity, Procedures, Participation, Commitment)

Danielson Components	Observed Evidence	
Engaging in Reflective Practice Documenting Student Progress Engaging Families and Communities Contributing to School Community and Culture Growing and Developing Professionally Acting in Service of Students		
	Rating:	

Additional Comments:

Observation Protocol

This observation protocol assists an observation of an ESL intern seeking the Pennsylvania ESL Program Specialist Certification. The observation aims to promote the intern's growth as a prospective ESL-certified educator and to evaluate their ability to effectively teach English learning students by promoting their English language development and content learning.

* Required

1. ESL Intern's Name - Observer's Name *

2. Date of Observation *

Example: January 7, 2019

3. Any useful information about the observed lesson *

Focus
on the
lesson

The questions in this section pertain to lesson preparation, classroom management and atmosphere, and participation of English learning students in the observed lesson. At the end of the section, the observer will be asked to provide a comment with recommendations.

4. LESSON PREPARATION: The lesson planning provides evidence that the ELD needs of English learners are considered. Lesson materials and learning activities are appropriately differentiated for the students' ELD levels. *

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

5. CLASS ATMOSPHERE: Atmosphere is positive and promotes engagement of EL students. Learning environment is non-threatening and conducive to their active learning. Teacher encourages participation of EL students. Teacher is sensitive to EL students' abilities and responds in an informed manner that demonstrates teacher's knowledge of second language acquisition and strategies for effective teaching EL students. *

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

6. CLASSROOM MANAGEMENT: EL students respond well to class routines and signals and appear to be familiar with them. Whole-class, group, pair, and individual activities are used effectively to achieve the content and language objectives. Appropriate time is allotted for activities. In small group/pair activities, students are grouped in the manner that promotes active participation of EL students. Teacher facilitates EL students' engagement in activities by adjusting techniques to their English language development levels. *

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

7. EL STUDENTS' PARTICIPATION AND USE OF ENGLISH: EL students actively participate in the lesson. They use English appropriately to their language development stages. They appear comfortable with the teacher and peers. *

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

8. Please type a comment re. your evaluation of the section entitled "Focus on the Lesson." Highlight the observed strengths and make recommendations for growth. *

Focus on
the
Teacher's
Lesson
Delivery

The questions in this section pertain to the lesson delivery. At the end of the section, the observer will be asked to provide a comment with recommendations.

9. **EFFECTIVENESS OF INSTRUCTION:** Lesson's opening and closing promote EL students' learning of target content and language. Lesson is well-paced and logically sequenced. ELs' prior knowledge and interest are purposefully activated. Teacher uses a variety of strategies to create sufficient opportunities to learn social and academic English in the context of content learning. Teacher is able to adapt to unanticipated situations involving English learners. *

Mark only one oval.

- ☐ Exceeds expectations
☐ Meets expectations
☐ Needs some improvement
☐ Needs significant improvement

10. **DELIVERY OF INSTRUCTION:** Target vocabulary and language structures are pre-taught and consistently highlighted during the lesson. ELs practice target language under varying conditions. Teacher models, appropriately uses various scaffolding techniques to facilitate ELs' comprehension of instructional language. Teacher's directions are clear and appropriately modeled. *

Mark only one oval.

- ☐ Exceeds expectations
☐ Meets expectations
☐ Needs some improvement
☐ Needs significant improvement

11. TEACHER'S USE OF ENGLISH: Teacher's use of English is adapted to the levels *
of English proficiency of EL students. Whenever necessary, EL students' home language is used. The characteristics of desired teacher's speech include: slower yet natural pace and volume, respectful tone, clear articulation, frequent pauses, increased wait time, direct sentence structures, scant amount of idiomatic and figurative language.

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

12. CHECKING FOR EL STUDENTS' UNDERSTANDING & FEEDBACK: Teacher *
regularly employs comprehension checks. Teacher's comprehension checks are adjusted to the English proficiency levels of individual EL students. Teacher is patient when eliciting EL students' responses, allows for sufficient wait time, varies techniques depending on the students' English proficiency level. Teacher's corrective feedback is appropriate to the purpose of situation.

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

13. MONITORING & ASSESSMENT: Teacher monitors EL students' participation in activities and use of English. Meaningful assessment is integrated into various stages of the lesson and/or concludes the lesson. *

Mark only one oval.

- ☐ Exceeds expectations
- ☐ Meets expectations
- ☐ Needs some improvement
- ☐ Needs significant improvement

14. Please comment on your evaluations in the section entitled "Focus on the Teacher's Lesson Delivery." Highlight the observed strengths and make recommendations for growth. *

Thank you for observing the ESL intern and submitting this observation report. Shortly after your observation, please discuss your evaluation with the intern to promote growth of their teaching excellence as a prospective ESL-certified educator.

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Google Forms

APPENDIX D

PENNSYLVANIA CODE OF PROFESSIONAL PRACTICE & CONDUCT FOR EDUCATORS

**PENNSYLVANIA'S CODE OF
PROFESSIONAL PRACTICE
AND CONDUCT FOR
EDUCATORS**

§ 235.1. Mission.

The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

(c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

(d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone,

computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

(a) The primary professional obligation of educators is to the students they serve.

(b) In fulfillment of the commitment to students, educators:

(1) Shall exercise their rights and powers in good faith and for the benefit of the student.

(2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.

(3) Shall not sexually harass students or engage in sexual misconduct.

(4) Shall exert reasonable effort to protect students from harm.

(5) Shall not intentionally expose a student to disparagement.

(6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.

(7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.

(8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.

(9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.

(10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

(11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

(12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

(13) Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes

communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

- (i) the nature, purpose, timing and amount/extent of the communication;
- (ii) the subject matter of the communication; and
- (iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

- (1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Shall not knowingly and intentionally distort evaluations of colleagues.
- (3) Shall not sexually harass a colleague.
- (4) Shall not unlawfully discriminate against colleagues.
- (5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(6) Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.

(7) Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

(8) Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

- (1) Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
- (2) Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
- (3) Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
- (4) Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
- (5) Shall not falsify records or direct or coerce others to do so.

(6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.

(7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.

(8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.

(9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.

(11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.5c.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

APPENDIX E

PENNSYLVANIA LEADERSHIP STANDARDS

PENNSYLVANIA LEADERSHIP STANDARDS

Core Standard I: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

- A. Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy. Able to research the curriculum, learning and skill needs for students in the changing world and incorporate findings into school vision.
- B. Understands how to lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement. Able to lead the development of a consensus vision and strategies that are focused on student achievement.
- C. Understands the process of change in order to improve student achievement. Able to plan and execute a change process designed to improve student learning.
- D. Understands the concepts of vision, mission, and strategy. Able to clearly define and incorporate vision, mission and strategies into improvement efforts.
- E. Understands the conceptual framework for thinking strategically. Able to analyze the economic, social, and political context of a school to determine strategic framework for planning.

Core Standard II: The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

- A. Understands historical and contemporary issues in the development of national, state and local PK-12 academic standards. Able to interpret external effects related to local academic standards.
- B. Understands current Federal, state and district standards and requirements for demonstrating and reporting student performance data. Able to accurately report student performance data.
- C. Understands standards-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students: • Clear standards (content vs. performance) • Fair assessments (formative and summative) • Curriculum and instruction • Resources & materials for instruction. Able to describe how each element of the standards-based education system relates to the other elements.
- D. Understands the implications of communicating assessment results to students, teachers, parents, government and the community-at-large. Able to effectively communicate assessment results to various audiences.
- E. Understands current research and strategies on school reform and school design models. Able to apply research-based information and strategies.
- F. Understands the importance of a coherent curriculum and effective instruction as key strategies for improving student performance. Able to adjust curriculum and instruction strategies to improve student performance.

Core Standard III: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

- A. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning. Able to use data to inform decision making.
- B. Understands available technologies that can be used to gather and maintain data systems. Able to effectively apply technologies to access and use data.
- C. Understands how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives. Able to make data informed decisions to make long-term, strategic decisions.
- D. Understands how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources. Able to access and use student achievement data to inform curriculum and instruction decisions.
- E. Understands how to use data from many sources reported in multiple formats to improve student achievement. Examples of various data categories would include demographics, student achievement and learning, school processes, perceptions. Able to report on the use of multiple measures of data, discuss implications for student achievement; and make recommendations for changes in classroom practices and/or curricular changes, and/or a school professional development plan.

Corollary Standard I: The leader creates a culture of teaching and learning with an emphasis on learning.

- A. Understands current research in teaching and learning. Able to model for others in order to create a culture that is conducive to successful teaching and learning.
- B. Understands the importance of taking responsibility as lead learner in his/her school environment. Able to model the attributes of a continuous learner and the expectation for others.
- C. Understand the culture for learning that includes and engages families to be involved in the learning process. Able to engage families in a learning culture.
- D. Understands how to develop teacher leaders. Able to develop leadership skills in teachers.

Corollary Standard II: The leader manages resources for effective results.

- A. Understands wide variety of resources available (time, space, facilities, financial, human, organizational, both internal/external) and how to make informed decisions using appropriate analyses (e.g., cost-benefit). Able to effectively employ available resources to maximize benefits.
- B. Knows how to create a well-organized, effective, and safe learning environment linked to strategic plan and research-based practice. Able to plan and implement an effective learning environment.
- C. Knows how to assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs, and research-based practice. Able to assemble and maintain an effective staffing plan.

Corollary Standard III: The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.

- A. Understands and accepts the role of the leader in creating and maintaining an effective learning culture. Able to engage stakeholders in effective improvement efforts.
- B. Knows how to effectively communicate including writing, speaking, listening and possesses cultural literacy to communicate across groups. Able to communicate effectively with all stakeholders.
- C. Understands empowerment and how the formal and informal governance structures relate to satisfaction, performance, and engagement. Able to effectively engage stakeholders in the school governance process.

Corollary Standard IV: The leader operates in a fair and equitable manner with personal and professional integrity.

- A. Understands the power and importance of modeling and demonstrating trustworthiness and integrity in all decisions and actions. Able to display impartial and reasoned judgment in all decisions and actions.
- B. Knows code of conduct for his/her position. Able to display high quality personal and professional ethics at all times.
- C. Understands, and respects diverse student and staff populations and the impact on individuals, school and community. Able to embrace and utilize diversity to improve performance and learning.

Corollary Standard V: The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.

- A. Knows how to promote success of students by working within laws, policies, and regulations. Able to accurately interpret and apply laws, policies and regulations to promote the success of students.
- B. Understands how to communicate with and educate all decision makers inside and outside the school community in order to operate schools on behalf of students and families. Able to engage governmental and political leaders to effectively help resolve school issues.
- C. Advocates for all students. Able to promote a continuous focus on children and their learning.

Corollary Standard VI: The leader supports professional growth of self and others through practice and inquiry.

- A. Understands the process of aligning professional development activities with student performance goals. Able to construct staff development activities to address student performance results.
- B. Understands the importance of continuous learning within the context of a learning organization. Able to engage staff and Board members in relevant professional development activities.
- C. Understands the importance of motivating, mentoring and modeling to improve professional practice. Able to generate professional growth plans based on district vision, goals, and individual professional learning needs.

Special Education Competencies for School Leaders

Over-Representation of Diverse Students in Special Education

Candidates will be able to:

- Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
- Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- Demonstrate ability to interact and meet effectively with families.
- Distinguish between the culture of the family and the economic situation of the family and how poverty affects families. ♣ Identify how the family's culture and values affects how they view disabilities.
- Celebrate heritages and cultures and link directly to learning.
- Incorporate stories and resources from many cultural and ethnic traditions.
- Build on students' strengths when teaching literacy skills to language minority students.
- Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
- Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group

Prevention and Early Intervening

Candidates will be able to:

- Connect general education curriculum, compensatory and special education in providing high quality standards-based instruction/intervention that is matched to students' academic, social emotional and behavioral needs.
- Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
- Implement universal screening of all students with periodic monitoring of students' progress in the curriculum
- Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
- Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
- Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
- Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.
- Participate in school wide approaches to intervention and effective instruction.
- Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.

Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- Identify effective instructional strategies to address areas of need. ♣ Scaffold instruction to maximize instructional access to all students.
- Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
- Strategically align standard based curriculum with effective instructional practices.
- Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
- Analyze performance of all learners and make appropriate modifications. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
- Use research supported methods for academic and non-academic instruction for students with disabilities.
- Develop and implement universally designed instruction.
- Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.