English Education Program Handbook 2022-2023

English Education Handbook

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

English Education at IUP
IUP's reputation in English Education is recognized in Pennsylvania and nationally for excellence in preparing teachers for today's classrooms, for future graduate studies, and for a lifelong professional career. The English Education major at IUP will certify you to teach secondary English language arts in Pennsylvania and at least 45 other states. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state on the College of Education web page.

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

Philosophy of the Program
Current theory and practice suggest that effective English teachers—

- Have a broad knowledge and understanding of multicultural language and literature and are prepared to teach in schools with diverse populations
- Introduce and develop problem-posing and problem-solving strategies in their classrooms
- Know how to incorporate technology and use technology as a tool for improving and enhancing English Education and communications
- Are leaders and model effective leadership in and outside the classroom
- Advocate and incorporate interdisciplinary studies and projects
- Create classroom environments where all students can learn by using multiple instructional strategies and adapting instruction for individual needs
- Are reflective practitioners
- Take an active role in the community and invite the community into their classrooms

- Are lifelong learners and grow professionally, contributing something valuable to society

Teacher candidates will become familiar with *Standards for the English Language Arts*, developed by NCTE and IRA and available at https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf.

The Interstate Teacher Assessment and Support Consortium (InTASC) standards, a core set of expectations for all teachers, are also an integral part of the English Education program and are reflected in graduates' professional portfolios. These standards can be found at http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html.

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

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

More Step 1 information is here: https://docs.google.com/document/d/1pTPnd5UhuHhG0xiIPP_BdzrUunuEV_QKWV8QY8y2oSo/edit?usp=sharing

1. First, make sure you are eligible.

- Complete at least 48 semester hours, including the following courses with a C or higher:
    - ENGL 101
    - ENGL 122 (**not** ENGL 121)*
    - EDSP 102
    - ETIT 103
    - Six credits of Math, 101-level or higher

    You should take these courses over your first three semesters (through the first semester of your sophomore year). Refer to the **Eight-Semester Sequence** later in this handbook for suggested semesters during which to take these courses.

- Have a minimum **3.0 GPA.** Transfer students with sufficient credits must complete one semester (12 credits minimum) at IUP to establish a GPA. The

English Education Program director must sign off on any transfer credits from another state.

- Write a 200 word explanation of why you want to be an English teacher.

- All teacher candidates must purchase a CastleBranch account for uploading and storing clearances. Start and complete your Castle Branch account.
    - https://www.castlebranch.com/online_submission/package_code.php
    - *Under Package Code, enter code **IH40**.*

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

    - Act 34 Clearance (criminal history check)
    - Act 151 Clearance (child abuse check)
    - Act 114 Clearance (fingerprinting)
    - Act 24 Clearance (Arrest or Conviction Report, signed)
    - Act 126 Mandated Reporter Training Certificate: PA Act 126 mandates
    that all teachers and teacher candidates complete mandated reporter training. This training is available online and takes approximately three hours to complete. Upon completion of training, a certificate will be issued. This certificate should be uploaded to CastleBranch. As with clearances and health screenings, students may not enroll in EDUC courses if proof of training is not provided. The training can be accessed at: www.reportabusepa.pitt.edu.

- TB Screening Test: The TB test (for tuberculosis) is required by the state of Pennsylvania for all people who work in schools. The test is offered free by the Center for Health and Well Being in the Suites on Maple East. Check the Teacher Education web page for for dates. (Teacher candidates must undergo the TB screening test each year.)

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

- **Please note: PDE has suspended the Basic Skills requirement from July 8, 2022 through July 8, 2025. This applies to all students who enter**

preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

See the following link for more Basic Skills information:
https://www.iup.edu/teachereducation/students/basic-skills-testing-requirements/

- Step 1 Electronic Portfolio: Step 1 e-portfolios are created and evaluated in ETIT 103 and must be satisfactorily completed to pass the course.

2. Then, email your advisor and/or the program coordinator (Dr. Wender) to set up a meeting.

3. Next, fill out the Step 1 application. (Go down to Applications and Forms, Step 1, and see attached application)

4. Then, meet with your advisor or program coordinator (Dr. Wender). Share your Castle Branch account, your Step 1 application, and your essay.

5. After your advisor reviews your materials and signs off, send your signed Step 1 application to Ms. Lynette Colton, lcolton@iup.edu.

Step 1 Links

Frequently Asked Questions about Step 1
https://www.iup.edu/teachereducation/students/faq/faq-about-step-one/

Step 1, College of Education Application
https://www.livetext.com/doc/11593062

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

Castle Branch
https://www.castlebranch.com/online_submission/package_code.php
Under Package Code, enter code IH40.

STEPS 2 and 3 Leading to Certification
Step 2: Meet eligibility requirements for student teaching

After admission to the Educator Preparation Program in the College of Education, the following requirement must be met prior to student teaching:
- Minimum 3.0 GPA
- Completed Step 1 as outlined above
- Completed all major, methods, and Liberal Studies courses with a grade of C or higher
- Taken and passed the Praxis II exam (English Language Arts: Content Knowledge)
- Current Acts 24, 34, 114, and 151 clearances
- Mandated reporter training certificate
- Speech and hearing test
- Current TB test screening
- Proof of liability insurance
- Step 2 electronic portfolio (submitted in LiveText as a requirement for EDUC 342/CHSS 343)

Step 3: Apply for state certification.

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

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

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

Apply for graduation the semester prior to student teaching.

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

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

IUP's Three-Step Process for Teacher Certification can be found at:
http://www.iup.edu/teachereducation/students/three-step-process/

Pre-Service Academic Performance (PAPA), *PRAXIS* **CORE &** *PRAXIS* **Exams**

Please note: PDE has suspended the Basic Skills requirement from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

The most current information may be found at:
http://www.iup.edu/teachereducation/students/all-about-state-testing-requirements/

To obtain teacher certification in Pennsylvania, English Education majors must meet the Basic Skills requirement and pass the Praxis II English Language Arts Content Knowledge.

- Pre-service Academic Performance Assessment (PAPA) **or** Praxis Core* (or meet Basic Skills requirements through SAT scores or course alternatives)
- PRAXIS II (English Language Arts: Content Knowledge 5038).

The Pre-Service Academic Performance Assessment (PAPA) includes 3 modules: Reading, Mathematics, and Writing. Selected- response items and constructed response assignments:
- Reading: 36 selected response items
- Mathematics: 36 selected response items
- Writing: 36 selected response items, 2 sentence correction assignments, and 1 extended-response item

Time: Reading: 45 minutes, Mathematics: 75 minutes, Writing: 75 minutes. Examinees will also have 15 minutes for a computer-based testing tutorial, and test takers who take all three modules in one sitting will have a 15-minute break between modules.

Praxis Core tests include objective response questions, such as single-selection multiple-choice questions; multiple-selection multiple-choice questions; and numeric entry questions. The *Praxis* Core Writing Test also includes two essay sections:

- Reading: 56 questions
- Mathematics: 56 questions
- Writing: 40 questions and 2 essays

Time: Reading: 85 minutes, Mathematics: 85 minutes, Writing: 40 minutes, Essays: 60 minutes.

The Basic Skills test is part of the eligibility requirements for enrolling in the professional education sequence. Step 1 of IUP's Three Step Process for Teacher Education indicates in part that "...each exam may only be taken twice." Students who are not successful in two attempts may complete and file an appeal to the Teacher Education Office for special consideration. The Three Step Process is available at: https://www.iup.edu/teachereducation/students/three-step-process/

The Basic Skills test appeals form is available at: https://www.iup.edu/teachereducation/students/all-about-state-testing-requirements/

PRAXIS II (English Specialty Area Test, 5038)

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

This test has multiple-choice questions and lasts for two hours. **You must pass the Praxis II before student teaching.** There is no limit on the number of times you may take the test, but you must wait the required time period between each attempt.

Advising
The first step in advising is for you and your faculty advisor to know each other. If you do not have an advisor, ask the English Department secretary (506M HSS) to assign you to an English Education faculty member for advising and then make an appointment to talk with your advisor as soon as possible. A directory of faculty names, phone numbers, office locations, and email addresses appears at the end of this handbook.

Student Responsibilities
It is your responsibility to contact the English Department office and find out the name, office location, and office hours of your advisor. University policy requires that every student have an advisor. This means that if the department does not yet have you on its list, then you should ask to be assigned an advisor. You may use email, or telephone to contact your advisor for an appointment.

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

Remember that it is ultimately your responsibility to know and to meet the requirements and procedures for graduating with a Bachelor of Science degree in English Education. This handbook and your advisor are here to help you to achieve your goals.

Advisor Responsibilities

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

What to do if . . .

If you are a transfer student—contact the English Department in 506M HSS to find out who your advisor is. If you do not have one, ask the secretary to be assigned an advisor. Then make an appointment with your advisor and ask for information about the admission process (see Admission section). Also, ask your advisor to confirm the transfer of your credits. It is very important that you confirm transferred credits and keep a record of them.

If you are having trouble contacting your advisor – take action. It is imperative that you meet with your advisor on a regular basis, so if you cannot make contact with him or her then something must be done to correct the problem. Begin by finding out his or her office hours and email address by asking the secretary in the English Department office. If you still have no luck, ask the secretary for your advisor's teaching schedule and try to speak to him or her right before or after a class to set up an appointment. It is important that you meet regularly with your advisor. You can always reach out to the English Education Coordinator at ewender@iup.edu.

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

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

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

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

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

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

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

If you decide you don't want to teach English at the secondary level—take a deep breath and talk with your advisor about your options. If you decide that you don't want to teach at the secondary level, you should switch to another program or major as soon as possible. Your advisor or the director of the English Education program can explore these options with you.

If you decide to change your major from B.A. English to B.S. English Education—then you will need to then you will need to fulfill the requirements listed for the B.S. of Education in English Education, which appear under the section entitled "Courses Required for English Education" in this handbook. Email the coordinator, ewender@iup.edu, to get started.

If you decide to switch from English Education to the English B.A. program—then you will need to take the courses listed in the B.A. Program, which appear under "English B.A. Degree Course Requirements" in this handbook. You may also obtain a copy of these requirements from the English Department secretary.

For both changes, go to MyIUP to change your major.

Professional Activities

Part of your professional training to become an English teacher includes involvement in student activities and organizations. A hallmark of IUP's English Education program is the number and variety of long-established clubs and activities. Becoming involved in these organizations is not only a way to have fun; it is also your link to program

information, deadlines, jobs, strong letters of recommendation, and ideas that help to round-out your preparation. Check with the English Department secretary for the names of faculty advisors for these organizations,

NCTE-IUP IUP has an active student chapter of the National Council of Teachers of English, the primary professional organization for English teachers in the United States. Members meet multiple times a semester and provide services to the community around literacy, helping judge student writing for neighboring schools and helping lead NCTE's National Day on Writing at IUP.

Sigma Tau Delta This honorary society for English majors is focused on community service. Recently, members led a fund-raising drive, "Read for the Cure," for breast cancer research and helped the Indiana Free Library with a community literacy project. Any English major or minor may join the local chapter and participate in all activities; national membership requires a minimum grade point average and other requirements.

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

Job Searching

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

Career and Professional Development Center:
302 Pratt Hall/ http://www.iup.edu/career/

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

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

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

Pre-Student Teaching applications become available each semester when designated by the Office of Educator Preparation: http://www.iup.edu/teachereducation/forms/

A**ll placements for pre-student teaching are made by the Director of Clinical Support Services in the Office of Educator Preparation.** Course instructors will review observation requirements and course assignments related to readings and school site observations.

Professional Development in Schools (PDS)

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

Program of Study

Courses Required for English Education Majors for the Bachelor of Science Degree in Education

These are the required courses, listed by category. Please see "English Education—An Eight Semester Sequence" elsewhere in this handbook to determine when these courses should be taken.

Your Name: _____

Banner ID Number: _____

Advisor's Name: _____

Advisor's Telephone Number: _____

Advisor's Email Address: _____

Liberal Studies Courses
Humanities *(18 credits required)*

ENGL 101 English Composition I	3	_____
ENGL 122 Intro to English Studies*	3	_____
ENGL 202 English Composition II	3	_____
_____ Humanities: Philosophy/Religion	3	_____
HIST 196, 197 or 198 Humanities: History	3	_____
THTR 101 Intro to Theater or ARHI 101 or DANC 102 or MUHI 101	3	_____

Mathematics *(6 credits and a grade of C or higher)***

MATH ____ (101 or higher)	3	_____
MATH ____ (101 or higher, typically 217)	3	_____

Note: If you take Math 101 and Math 217 at IUP and earn a B or higher, you do NOT need to take your Basic Skills Math test.

Professional Education Courses for 1st and 2nd Year Students

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

Natural Sciences *(C or higher required)*
Students may take either 2 lab sciences OR 1 lab science and 1 non-lab science.

_____ First Lab Science   4 _____
  _____ Second Lab Science   4 _____
                         or
 _____ Lab Science   4 _____
 _____ Non-Lab Science   3 _____

Social Sciences *(9 credits required; do not use the same course prefix twice.)*
PSYC 101 General Psychology   3 _____
_____ Elective   3 _____
_____ Elective (GMA)   3 _____

Foreign Language *Intermediate Level required*
[Language I] _____   0-4 _____
If you need to take the beginner's level foreign language, then list here; otherwise, skip.
_____ Language *(e.g. SPAN 102),*   3 or 4 _____
_____ Language *(SPAN 201)*   3 or 4 _____

Note: some languages require one semester of intermediate level (Spanish); some require two. Check with your advisor and the undergraduate catalog. if you received an exemption for your foreign language courses, then you will need to take those credits as approved free electives.

Dimensions of Wellness *(3 credits required)*
COSC 143 Cyber Wellness   3 _____
HPED 143 Physical Well Being/Wellness Through Strength Training   3_____
FDNT 143 Current Issues in Nutrition and Wellness   3_____
NURS 143 Healthy People – Promoting Wellness   3 _____
ECON 103 Financial Wellness   3 _____
FCSE 143 Financial Wellness   3 _____
KHSS 143 Physical Well Being – Contemporary Women's Wellness   3 _____
KHSS 143 Physical Well Being – Wellness Through Strength Training   3 _____

Global and Multicultural Awareness
_____ Elective *(may be met by course social science course above)*   3 _____

Professional Education Courses After Step 1 admission

EDEX 301 Education of Students...   2 _____

EDSP 477 Assessment of Student Learning*   3 _____

EDUC 442 School Law*   1 _____

EDUC 242 Clinical Experience I* (*spring only*)   1 _____

EDUC 342 Clinical Experience II **& ARHU 343*** (*fall only, take fall semester before student teaching; co-requisite courses*)   2 _____

EDUC 452 Teaching of English (*fall only, take with EDUC 342/ARHU 343*) 3 _____

EDUC 441 Student Teaching*   12_____

Required Major Courses

ENGL 212 American Literature or ENGL 346 Topics in Am. Lit.   3 _____

ENGL 220 Advanced Composition or ENGL 421 Digital Writing   3 _____

ENGL 310 Public Speaking or ENGL 314 Speech and Communication 3 _____

ENGL 323 Teaching Reading and Literature (*spring only*)   3 _____

ENGL 324 Teaching and Evaluating Writing (*spring only*)   3 _____

ENGL 415 English Language Studies for Teachers   3 _____

ENGL 418 Young Adult Literature (*fall only*)   3 _____

ENGL 426 ESL Methods and Materials (*fall only*)   3 _____

ENGL 434 Shakespeare (*fall only*)   3 _____

_____ Brit. Lit. Survey (210 or 211)   3 _____

_____ Choose one Film Studies course   3 _____

_____ Choose one Literature Studies course   3 _____

_____ Choose one course from the following Lit. Studies Courses   3 _____

       ENGL 213 British/American Literature 1900 – Present

       ENGL 225 Introduction to Women's Literature

       ENGL 226 Survey of Global Literature

       ENGL 344 Ethnic-American Literature

       ENGL 348 African American Literature

       ENGL 350 Gender/Sexual Orientation in Lit., Theory & Film

       ENGL 385 Advanced Studies in Women's Literature

       ENGL 396 Literature of Emerging Nations

       ENGL 398 Global Genres

       ENGL 437 Major Global Authors

       ENGL 463 Topics in Global Literature & Film

_____ General English Elective (one course in any track– see list)   3 _____

Four Year Frame

Because some courses need to be taken in a sequence and may only be offered in fall or spring only, the table below explains the courses that need to be taken at a certain time.

Fall 1st Year	Spring 1st Year
	ENGL 122 *or take Fall 1st or 2nd year* EDSP 102 *or take Fall 1st or 2nd year* ETIT 103 *or take Fall 1st or 2nd year*
Fall 2nd Year	**Spring 2nd Year** EDUC 242 (1) *or take Spring 3rd year*
Fall 3rd Year ENGL 426 ESL Methods & Materials *or take Fall 4th year* ENGL 415 English Language Grammar for Teachers *or take Fall 4th year* ENGL 434 Shakespeare *Or take Fall 4th year*	**Spring 3rd Year** ENGL 324 Teaching of Writing (3) ENGL 323 Teaching of Reading (3)
Fall 4th Year EDUC 452 Teaching of English (3) EDUC 342 and ARHU 343 Pre-Service Clinical II (2) ENGL 418 Young Adult Literature (3)	**Spring 4th Year** EDUC 441 Student Teaching (12)

<h1>Course Recommendations</h1>

IMPORTANT: Note that some courses are offered in the fall or spring only, so be sure to plan accordingly. To help you visualize an efficient sequence of courses, we show beginning on the next page an eight-semester sequence. This is just one example of how your courses could be planned.

First Year Course Options
Liberal Studies courses
Step 1 requirements

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

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

- American literature course options (3)
- British literature course options (3)
- ENGL 310 Public Speaking or ENGL 314 Speech and Communication (3)
- ENGL 220 Advanced Composition (3)
- ENGL 208 Film Studies (3)
- EDUC 242 Pre-service Clinical I (spring only, after Step 1) (1)

Third Year Course Options
All courses listed above, *and*
More majors courses and professional education courses

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

Fourth Year Course Options
All courses listed above, *and*
More majors courses and professional education courses

- EDUC 342 Pre-Service Clinical II (1) and ARHU 343 (1) (fall only)
- EDUC 452 Teaching English and Communication (3) (fall only)
- ENGL 418 Young Adult Literature (3) (fall only)
- EDUC 441 Student Teaching (12)

Adding English as a Second Language Certification

Why add ESL certification?

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

How?

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

Course Requirements and Schedule
15 credits total
Fall (to be taken junior **or** senior year)

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

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

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

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

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

- ENGL 493, Internship (3)* Fall Only *Must be approved by coordinator, Dr. Brian Carpenter, to register..* A minimum of 30 hours in the classroom must be

completed in fall. 30 remaining hours in approved community settings may be continued into winter if the full 60 are not completed in the classroom in fall.

Appendix A: Content Standards

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

The PDE content standards are below.

I.A. Language/Linguistics including:
Linguistic change, etymology, and processes of word formation
Variation: dialects, registers (language used within different groups and settings)
Semantics: ambiguity, euphemism, connotation, denotation, and jargon
Grammatical/linguistic theories and practices

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

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

I.D. Composition/Writing including:
Regard writing as a process: prewriting, determining purpose/audience, drafting, revising, editing, and publishing
Practice various types and modes of writing: descriptive and informational pieces, analysis and persuasive pieces, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes
Evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions
Skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language
Understand effective word choice and usage

Apply technology to composition
Writing workshop

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

I.F. Research and Technology, including
Selecting and defining research topics
Organizing, summarizing, and presenting the main ideas from research in oral and written form
Documenting and attributing sources of information in an appropriate format and style
Accessing information using traditional and emerging resources
Apply technology to enhance the study of language and literature using computers and media

Appendix B: Websites

College of Education and Communications: http://www.iup.edu/education/

English Department: http://www.iup.edu/english

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf

ISTE Standards: http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx

IUP Office of Educator Preparation: http://www.iup.edu/teachereducation

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

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

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

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

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

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

Appendix C: PDE Basic Skills Testing Policy

Note: PDE has temporarily suspended Basic Skills testing requirements in Fall 2022.

22 Pa. Code 49.18 (Assessment) requires an assessment of basic skills, professional knowledge and practice, and subject matter knowledge. The basic skills assessment is comprised of three individual tests covering reading, writing, and mathematics.

Basic Skills Assessment Policy Changes (as of March 2016)
- Candidates may combine individual tests from different vendors to meet the basic skills requirement.
- The GPA-Scaled Score Chart does not apply to the basic skills assessments.
- PDE provides a composite score for the PAPA and Praxis CORE assessments.
- Candidates electing to use tests from different vendors cannot use a composite score. They must meet the qualifying score for each individual test.
- A separate ACT writing score has been added to reflect the change in ACT score reporting effective September 2015.
- The 1550 SAT composite score has been eliminated to provide an equitable score for those completing the entire SAT vendor's tests and those mixing different vendors' tests.

Approved Basic Skills Assessments
- The Pre-Service Academic Performance Assessment (PAPA) modules in reading, writing, and mathematics
- Visit www.pa.nesinc.com to register for test code PA701.
  - Scores must be electronically submitted directly to PDE, Bureau of School Leadership and Teacher Quality, from the test vendor.
  - A minimum score of 220 is required for the reading and writing modules. A minimum score of 193 is required for the math module. A composite scoring option is available.
- The Core Academic Skills for Educators (CORE) modules in reading, writing, and mathematics
  - Visit www.ets.org/praxis/pa to register for test codes 5712, 5722, and 5732.
  - Scores must be electronically submitted directly to PDE, Bureau of School Leadership and Teacher Quality, from the test vendor.

- ○ Minimum scores of 156 (Reading), 162 (Writing), and 142 (Mathematics) are required. A composite scoring option is available.
- The Scholastic Achievement Test (SAT) score of 500 or higher for each individual section—Critical Reading, Writing, and Mathematics. There is no composite scoring option.
    - ○ Submit official test scores in vendor-sealed envelope and a TIMS application cover sheet to PDE, Bureau of School Leadership and Teacher Quality. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS or (2) sent directly from the high school to the Bureau.
- The American College Test (ACT) Plus Writing.
    - ○ Tests taken prior to September 2015 require a composite score of 23 accompanied by a combined English/Writing score of 22 or higher and a Mathematics score of 21 or higher.
    - ○ Tests taken after September 2015 require separate scores of: Reading – 22; Mathematics – 21, and Writing – 21.
    - ○ Submit official test scores and a TIMS application cover sheet to PDE, Bureau of School Leadership and Teacher Quality, in an envelope sealed by the test vendor. Scores may also be verified from an official score report by (1) the Pennsylvania Approved Preparation Programs through TIMS or (2) sent directly from the high school to the Bureau.
    - ○ Earning a B or higher in Math 101 and Math 217 at IUP meets the Math Basic Skills.

Older basic skills tests, such as the PPST Reading, Writing, and Mathematics, are accepted if taken at the time they were required in Pennsylvania.

PDE Basic Skills Mix and Match Minimum Scores

SAT
Critical Reading, 500   (after February 2016: **27**)
Writing & Language, 500   (after February 2016: **28**)
Mathematics, 500   (after February 2016**: 26**)

Minimum composite score after February 2016: **81**
ACT (after September 2015)

Reading, 22
Writing, 21
Mathematics, 21

ACT (prior September 2015)
ACT – Composite, 23
Reading, 22
Writing, 22
Mathematics, 21

PAPA
All modules, 220

Praxis CORE
Reading, 156
Writing, 162
Mathematics, 150

IUP Courses
Math 101 & Math 217, B or higher
ENGL 202 (Reading & Writing), B or higher