

HANDBOOK OF THE LEADING TEACHER PROGRAM (LTP)
DUQUESNE UNIVERSITY, SCHOOL OF EDUCATION
STUDENT EDITION
2004-2005

FOREWARD

The Leading Teacher Program was designed from its inception in the spirit of collegiality and mutual respect. This program was created through a collaborative effort of School of Education faculty, school district personnel and other community partners. The program design for implementation is one of collaboration and teamwork, allowing each participant to grow professionally both as a team member and a leader in their own right.

Purpose

The purpose of the Handbook of The Leading Teacher Program is to inform teacher candidates of the policies, procedures, and requirements for the Leading Teacher Program, academic policies and advisement procedures, the requirements for the Bachelor of Science in Education degree and the requirements for the Instructional I Certificate in the state of Pennsylvania. **Teacher candidates are responsible for knowing program, degree, and certification requirements.** In addition to the descriptions in this Handbook, teacher candidates should be familiar with the University Catalog, University Student Handbook, the Schedule of Classes, and similar official University documents.

The Handbook of The Leading Teacher Program

The Handbook of the Leading Teacher Program is an official publication of the School of Education. The contents of the handbook follow the policies, guidelines and regulations as outlined by the University Catalog. Specific policies of the School of Education, curricular requirements, certification track requirements and criteria for student teaching are stipulated in the handbook. Teacher candidates are responsible for knowing its contents.

Organization of the School of Education

The Dean is the chief executive officer of the School of Education. There are three academic departments in the School: Foundations and Leadership, Counseling, Psychology and Special Education and Instruction and Leadership in Education. The three academic departments house degree and certification programs (Foundations, Counseling, Psychology and Special Education, and DILE). Each of these three departments is administered by a Chair who reports to the Dean. Either a Program Coordinator or the Department Chair coordinates each program within a department. Degrees and certification programs are housed within the departments. The departments

and the programs housed in those departments are listed on the next page.

Department of Foundations and Leadership

- Educational Studies (M.S.Ed)
- Elementary and Secondary School Administration (certification, M.S.Ed)
- IDPEL (Superintendent's Letter of Eligibility, Ed.D)
- Supervision (Elementary, Reading, Special Education, Secondary Cognates, Guidance Services, Music, certification, M.S.Ed)
- Undergraduate Teacher Education Core
- Leadership Institute
- The Center for Advancing the Study of Teaching and Learning (CASTL)
- Multicultural Computer Academy/Camp
- Program Evaluation (certificate, M.S.Ed)

Department of Counseling, Psychology, and Special Education

- Elementary School Counseling (certification)
- Secondary School Counseling (certification)
- Community Counseling Services (M.S.Ed. degree)
- Marriage and Family Therapy (M.S.Ed.degree)
- Pastoral Counseling (M.S.Ed. degree)
- School Counseling (M.S. Ed. degree)
- School Psychology (certification, M.S. Ed. degree, C.A.G.S. diploma Ph.D.)
- Special Education (certification, M.S.Ed. degrees)
- Counselor Education and Supervision (Ed.D. degree)

Department of Instruction and Leadership in Education

- Early Childhood (certification, B.S.Ed. and M.S.Ed. degrees)
- Elementary (certification, B.S.Ed. and M.S.Ed. degrees)
- Reading and Language Arts (certification, Reading Specialist K-12, M.S.Ed. degree)
- Secondary Communication (certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary English (certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Modern and Classical Languages (certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Mathematics (certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Citizenship (certification, B.S.Ed. and M.S.Ed. Degrees)
- Instructional Technology (certificate, M.S.Ed.)
- Instructional Leadership: Excellence at Duquesne (ILEAD) (Ed.D.)
- Dual Degree Programs
 - Elementary/Athletic Training (certification, M.S.Ed.)

- General Science/Athletic Training (certification, B.S. , M.S.Ed.)
- Biology/Athletic Training (certification, B.S. , M.S.Ed.)
- Biology (certification, B.S.Ed. and B.A.)
- Chemistry (certification, B.S.Ed. and B.S.)
- Latin (certification, B.S.Ed. and B.S.)
- Mathematics (certification, B.S.Ed. and B.A.)
- Physics (certification, B.S.Ed. and B.S.)
- Modern Languages (certification, B.A. And B.S.Ed.)

Student and Academic Services

Student and Academic Services provides a range of support to students from recruitment to advisement to alumni relations, as well as to the academic programs within the School of Education. A wide-ranging staff is responsible for each of the functions of this department housed within the Office of the Dean.

Recruitment & Admissions Internships and Practica
 Undergraduate Advisement Professional Development Schools
 Pre-Student Teaching Field Experiences Career Services
 Student Teaching Graduate Admissions

Directory of the School of Education

Administration

- Rick R. McCown, Ph.D., Professor and Interim Dean
- Rick A. Myer, Ph.D., Associate Professor and Associate Dean
- William P. Barone, Ph.D., Professor and Chair, Department of Instruction and Leadership in Education
- Rodney Hopson, Ph.D., Associate Professor and Interim Chair, Department of Foundations and Leadership in Education
- Susan M. Munson, Ph.D., Associate Professor and Chair, Department of Counseling, Psychology, and Special Education, Program Coordinator, Special Education

Department of Counseling, Psychology and Special Education

- Paul Bernstein, Ph.D., Associate Professor
- Kimberly A. Blair, Ph.D., Assistant Professor
- William J. Casile, Ph.D., Associate Professor
- Laura Crothers, Ph.D., Assistant Professor
- Debra Wrenn Cunningham, Clinical Instructor
- David Delmonico, Ph.D., Associate Professor
- Beverley Evans, Ph.D., Associate Professor
- Fr. Jocelyn Gregoire, C.S.Sp., Ed.D., Assistant Professor

- Nicholas J. Hanna, Ph.D., Professor
- Tammy Hughes, Ph.D., Assistant Professor
- Maura Krushinski, M.S.Ed., Instructor
- Joseph C. Kush, Ph.D., Associate Professor
- Anita LaLumere, Ph.D., Assistant Professor
- Mildred Lane, Ed.D., NCC, Assistant Professor
- Linda Lengyel, Ph.D., Assistant Professor
- Lisa Lopez Levers, Ph.D., Associate Professor
- Joseph F. Maola, Ph.D., Professor
- Jeff Miller, Ph.D., Associate Professor
- Emma Mosley, Ph.D., Assistant Professor
- Carol Webb, Ph.D., Assistant Professor

Department of Foundations and Leadership

- Launcelot Brown, Ph.D., Assistant Professor
- Robert L. Furman, Ed.D., Assistant Professor
- Kathleen Gosnell, Ed.D., Assistant Professor, Coordinator, Freshman Experience
- Sr. Mary Frances Grasinger, C.S.J., Ph.D., Professor
- James E. Henderson, Ed.D., Professor, Director, IDPEL
- Rodney Hopson, Ph.D., Associate Professor
- Gibbs Kanyongo, Ph.D., Assistant Professor
- Connie Moss, Ed.D., Associate Professor
- Carol Parke, Ph.D., Assistant Professor
- Sarah Peterson, Ph.D., Associate Professor, Director, Graduate Study
- James Schreiber, Ph.D., Assistant Professor
- Gary D. Shank, Ph.D., Associate Professor
- Helen Sobehart, D.A., Director, Leadership Institute
- George J. Szymanski, Ph.D., Assistant Professor, Coordinator, Student and State Issues

Department of Instruction and Leadership in Education

- V. Robert Agostino, Ed.D., Professor , Director, ILEAD
- Ruth Biro, Ph.D., Associate Professor
- David D. Carbonara, Ed.D., Assistant Professor
- Janine Certo, Ph.D., Assistant Professor
- Margaret I. Ford, Ph.D., Associate Professor, Coordinator, International Studies
- Kim Hyatt, Ed.D., Assistant Professor

- Karen Levitt, Ed.D., Associate Professor, Director, Leading Teacher Program
- Barbara Manner, Ph.D., Associate Professor
- Rose Mary Mautino, Ph.D., Assistant Professor
- Elizabeth Moll, Assistant Professor
- Timothy Rusnak, Ph.D., President, Vincentian Academy-Duquesne University
- Derek Whordley, Ph.D., Professor
- Julia Williams, M.S. Assistant Professor, Coordinator, Early Childhood Education
- Linda C. Wojnar, Ed.D., Assistant Professor

Student and Academic Services

- Judy Black, Manager of Records and Registration
- Susan Bosco, Assistant for Field Placements
- Helen Henke, Ed.D., Head of Student Advisement
- Denise Higby, Assistant for Certification
- Kathy Rebholz, Undergraduate Advisor

Dean's Office

- Sue Brookhart, Ph.D., Coordinator, Assessment and Evaluation
- Father Naos McCool, Assistant Dean for Student Formation
- Jake McElligott, Coordinator, Career Services and Alumni Affairs
- Scott Rhodes, Assistant to the Dean for Enrollment Management
- George Szymanski, Ph.D., Coordinator, Student and State Issues

CHAPTER I

CONCEPTUAL BASE/THEORETICAL FRAMEWORK

Introduction

The Leading Teacher Program is built upon the Mission and Beliefs of the School of Education, a school that aspires to become *Home of the Nation's Leading Teachers*. The Mission and belief statements of the School of Education reflect a view of the teaching-learning process that emphasizes the importance of social negotiation in the construction of knowledge. Learning is assumed to occur when the ideas of one person co-mingle with the ideas of another (this can be true even when one person is alone, contemplating the ideas of an author or the comments of a colleague). The socially negotiated understanding is a view that is represented not only in the content of the Leading Teacher Program (LTP), but also in the learning environments of the LTP.

The implication of the view that knowledge is constructed through social

negotiation is that everyone involved in the educational process is engaged in both aspects of the process, that of teaching and learning. The National Commission on Teaching and America's Future's report entitled *What matters most: Teaching for America's future* provided the central message that "success of society's quest for higher standards of learning is likely to be dependent on...teacher learning." (Darling-Hammond, 1996). The Leading Teacher Program supports this notion by emphasizing life-long learning and self-reflection as integral components of the program.

The Leading Teacher Program (LTP) is based on a curricular infusion model that provides **all** education majors with significant preparation in adapting instruction to meet the needs of students with learning and behavior challenges. This model reflects best practice in collaborative partnerships and the knowledge and competencies necessary for educating students with disabilities in the nations' schools. This preparation is transcribed as special education course credits (EDLTD) throughout the Leading Teacher Program. Teacher candidates interested in adding certification in special education may enroll in a one-year Master of Education LTP in Special Education if they are graduates of the Duquesne University baccalaureate LTP program in Early Childhood, Elementary, or Secondary Education and hold an Instructional I teaching certificate.

Mission Statements

University Mission Statement

Duquesne University of the Holy Ghost is a Catholic university founded by members of the congregation of the Holy Ghost, the Spiritans and is sustained through a partnership of laity and religious. Duquesne serves God by serving students - through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the church, the community, the nation and the world.

School of Education Mission Statement

Within the ecumenical environment of Duquesne University, the mission of the School of Education is to prepare professional educators for leadership and distinction in teaching, scholarship, and service in the world's communities.

The following statements are beliefs in support of the Mission Statement.

1. We believe that graduates of the School of Education -- because they perform as role models for the education profession and the students they serve -- will demonstrate qualities of intellect, academic and professional excellence, as well as ethical, spiritual, and moral behavior.

2. We believe that partnerships among University faculty, school practitioners, community leaders, national and international colleagues, and the learners promote a more dynamic, and relevant learning environment for those learners -- the teachers and other educational professionals in School of Education programs.
3. We believe that teachers and other educational professionals being prepared at the School of Education must become skilled in the use of extant and emerging technologies, media, and community services to support the learning of their students.
4. We believe that instruction for all learners is best delivered in a variety of formats and innovative scheduling patterns.
5. We believe the combination of action and reflection best facilitates the integration of theory and practice.
6. We believe that higher order thinking skills; critical analysis, problem solving, collaboration and teamwork are critical skills and form the basis of enhancing growth and change in education.
7. We believe the need exists for life-long learning and ongoing professional development.
8. We believe that outcome-based approaches are most appropriate in adult learning environments because a positive relationship exists between academic preparation and future professional behavior.
9. We believe that the School of Education faculty serves as humane role models for teachers and other educational professionals in training in the areas of teaching, scholarship, and service.
10. We believe that the School of Education is committed to meeting the needs of all the students and constituents from the diverse communities that it serves.

Themes and Domains of the Leading Teacher Program

Themes

The learning experiences reflect the themes of leadership, diversity, and technology and are infused throughout the Leading Teacher Program.

Leadership: A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.

Diversity: A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology: A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Domains and Competencies

Domain I: Learning Theorist

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Learning Theorist Competencies

1. A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.
2. A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.
3. A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

Domain II: Curriculum Designer

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Curriculum Designer Competencies

1. A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).
2. A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.

3. A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.
4. A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

Domain III: Expert In School Context

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

School Context Competencies

1. A leading teacher understands and demonstrates the knowledge of subject matter, students' needs, the community, and curriculum goals.
2. A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

Domain IV: Master Practitioner

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

Master Practitioner Competencies

1. A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills
2. A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development
3. A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.

4. A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.
5. A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

Domain V: Instructional Leader

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

Instructional Leader Competencies

1. A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.
2. A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.
3. A leading teacher understands the concepts and processes of change agency and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.

CHAPTER II

PROGRAM STRUCTURE AND GENERAL INFORMATION

Program Structure

Four major curriculum components comprise the Leading Teacher Program: (1) General Education Core, (2) Foundations of the Leading Teacher Program, (3) Academic Cognate (Early Childhood and Elementary)/Academic Area (Secondary), and (4) the Professional Educator Certification Track. In general, courses in the General Education Core and Foundations are completed in the first four semesters of the program. Courses in the Academic cognate for Elementary and Early Childhood teacher candidates or the certification subject area for Secondary teacher candidates are completed primarily while enrolled in semesters five through eight during the Professional Educator Certification Track. Scheduling and semester course load determine the actual completion of courses.

Teacher candidates in the School of Education must also comply with all Pennsylvania Department of Education requirements for certification. State regulations may change from time to time and have precedence over University catalogs and School of Education

Handbooks for minimum requirements. The State Board of Education, the Secretary of Education and/or the state legislature determine the modifications regarding certification programs of study. Teacher candidates should discuss program requirements with the Undergraduate Advisors and Program Coordinators.

Cohort Mentoring

The cohort mentoring experience has three facets: Spiritual, Professional Development and Student Assistance. The purpose of the mentoring program is to support candidates in their growth as leading teachers in the areas of leadership, scholarship, and service. Members of the faculty and staff of the School of Education and other educational professionals will be available to interact with candidates and to promote the goal of becoming "Home of the Nation's Leading Teachers". The Mentoring Program will be introduced during the first year of the cohort experience.

Semesters One through Four

General Education Core

The University and the School of Education require completion of general education courses in humanities, social sciences, natural and behavioral sciences and theology. As a rule, thirty-nine credits of general education are completed during the first two years of study for Early Childhood and Elementary majors. There are slight variations in Secondary Education depending on the specific academic area. Teacher candidates must consult their advisor for program specific requirements. General Education Core courses include: Thinking and Writing, Imaginative Literature and Critical Writing, English electives, Problem Solving, Statistics, Society/Politics/Economic Systems, Shaping of the Modern World, Arts and the Human Experience, Historical Geography, Core Chemistry, Core Physics, Core Earth Science, Basic Philosophical Questions and Core Theology or their approved substitutes.

Foundations of The Leading Teacher Program

Teacher candidates are introduced to the Leading Teacher Program and the teaching profession through learning experiences built around the three themes and the five domains. One-credit courses in Special Education and Technology are infused into the Foundations of the Leading Teacher Program. The course content for special education and technology is taught concurrently with the Foundations courses in an integrated fashion. At the conclusion of the Foundations portion of the Leading Teacher Program, aspiring teachers must demonstrate their readiness to be accepted into one of the Professional Educator Certification Tracks (Early Childhood, Elementary, Early Childhood/Elementary or Secondary).

Academic Courses

The following course of study in Foundations of the Leading Teacher Program is required of all education majors during their first four semesters. General Core courses complete the student's course load in semesters one through four.

Semester 1

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
EDLTF101	Orientation to the LTP	2
EDLTT 101	Instructional Technology I	1
EDLTF 181	Cohort Experience	0

Semester 2

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
EDLTF 102	Context of the Teaching Profession	3
EDLTT 102	Instructional Technology II	1
EDLTD 102	Historical & Legal Foundations of Special Education	1
EDLTF 192	Field Experience	1
EDLTF 182	Cohort Experience	0

Semester 3

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
EDLTF 201W	Educational Psychology I - Learning Development & Motivations	3
EDLTD 201	Characteristics of Persons with Disabilities	1
EDLTF 291	Field Experience	1
EDLTF 281	Cohort Experience	0

Semester 4

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>
EDLTF 202W	Ed Psych II: Classroom Leadership, Assessment & Evaluation	3
EDLTD 202	Critical Issues in Special Education	1
EDLTF 292	Field Experience	1
EDLTF 282	Cohort Experience	0

Academic Cognate (Early Childhood and Elementary)

An academic cognate is an articulated sequence of courses, usually from an academic program within an academic department. Teacher candidates enrolled in the Early Childhood or Elementary Education programs are required to pursue a 15 credit academic cognate to enhance their knowledge base and competency in a particular academic area. These courses become a cognate by linking to each other in terms of content, chronology, increased complexity, sophistication, themes, topics, and other elements. A cognate is not a collection of unrelated courses, no matter how interesting. Cognates are available in several academic disciplines. Teacher candidates begin coursework in their academic

cognate during their second year. Students can read the cognate descriptions available from the Academic Advisors in the Undergraduate Office, 213 Canevin Hall.

Certification Subject Area (Secondary)

Teacher candidates enrolled in a Secondary certification program build the academic concentration required for certification in the Commonwealth of Pennsylvania. The academic component includes at least 36 credits in the specific content area. Secondary teacher candidates enrolled in dual-degree programs in the liberal arts earn an academic major. Secondary teacher candidates in science are enrolled in the Bayer School of Natural and Environmental Sciences for the academic portion of their degree. Particular requirements for each secondary academic certification area are found in the program sheets available from the Academic Advisors in the Undergraduate Office, 213 Canevin Hall.

Semesters Five through Eight

Professional Educator Certification Track

Teacher candidates must apply for acceptance to the Professional Educator Certification Track before scheduling coursework for their fifth semester. Specialized courses connected to focused field placements provide preparation in teaching techniques and methods required for specific fields of concentration--Early Childhood, Elementary, or Secondary Education. The courses in the Professional Educator Certification Track require teacher candidates to apply the knowledge learned from the Foundations of the Leading Teacher Program to practical experiences with students in pre-Kindergarten through twelfth grade, so that all students learn. To provide teacher candidates with the most relevant professional training, curriculum requirements and/or prerequisite requirements are subject to change by the Pennsylvania Department of Education or the faculty at any time. Changes may affect teacher candidates' programs of study.

Professional preparation in the LTP is built upon five domains of *becoming*. All course work and experiences are designed so that candidates for certification develop beginning expertise in these critical aspects of becoming a leading teacher by –

- ***Becoming a Learning Theorist***
- ***Becoming a Curriculum Designer***
- ***Becoming an Expert in School Context***
- ***Becoming a Master Practitioner***
- ***Becoming an Instructional Leader***

The themes of Leadership, Diversity, and Technology permeate every aspect of Professional Educator Certification Track.

Leadership. Candidates for certification will be encouraged to develop the skills of reflection and critical judgment about their own teaching practice and the curriculum; develop positions on teaching and curricular issues that are reflections of best practice;

demonstrate the ability to communicate their positions effectively so that children, parents, colleagues, and administrators understand and value their professional contributions; develop confidence about their role as a teacher; and engage in lifelong learning.

Diversity. Courses and experiences are designed to reflect the belief that all children have the right to learn and that it is the teacher's responsibility to facilitate that learning. Candidates for certification will have experiences with peers, faculty, teachers, and school children from diverse backgrounds and with diverse needs. Candidates will explore ways to create a learning environment that gives all children the right to learn and will demonstrate specific teaching methods that provide the opportunity for all children to learn.

Technology. Candidates for certification will use technologies as a means of communicating their own learning as well as a means of facilitating the learning of children in their classrooms.

Admission to the Professional Educator Certification Track

Candidates are admitted to the School of Education through the University Office of Admissions. During the first two years of study, the curriculum in the Leading Teacher Program is devoted to broad learning in general and professional education. Teacher candidates are expected to demonstrate personal and professional characteristics, attitudes, and competencies that will qualify them as worthy candidates for the teaching profession. Candidates are formally admitted to the Professional Educator Certification Track after completion of four semesters of full-time or full-time equivalent (60 credits) of college level study. The criteria for admission to the Professional Educator Certification Track include:

- A minimum overall grade point average of 3.0 on a 4.0 scale.
- Successful completion of the Praxis Pre-professional Skills tests in Reading, Writing and Mathematics. Teacher candidates seeking certification in Early Childhood and/or Elementary Education or any K-12 content area certifications must also obtain a qualifying score on Fundamental Subjects: Content Knowledge.

Student Teaching

Student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a given group of students over a period of consecutive weeks. It is the most significant professional field experience in teacher preparation programs. It represents the bridge between professional preparation and professional practice.

To apply for student teaching, teacher candidates must attend the Orientation and Application Meeting held once a year in January. Completed applications for student teaching are due the last week in February for student teaching in either the Fall semester or Spring semester. There are no summer student teaching placements. A detailed list of the requirements for student teaching will be made available to teacher candidates. A handbook of all information relating to student teaching is on the website for Educational Services (www.education.duq.edu/edservices/). The Office of Student and Academic Services located in 213 Canevin Hall handles all placements.

International Field Placements

Early Childhood, Elementary, and Secondary teacher candidates in the LTP may elect to participate in an international experience. During some of the experiences, teacher candidates visit several schools to observe and interact with children for limited periods of time. In other experiences, teacher candidates work intensively for two to five week periods as an assistant to the teacher. In the lengthier placements, students may team teach with an experienced teacher and may be asked to plan and teach various lessons. Student teaching experiences in international field sites are also available. The content of the international field placement is connected to coursework for the LTP. School of Education faculty accompany teacher candidates to the International Field Placements.

Teacher candidates should explore study abroad possibilities by visiting the International programs web page and by talking to faculty, mentors, advisors, and other students who have participated in Study Abroad programs.

Throughout the Leading Teacher Program

Field Experiences

A significant feature of the Leading Teacher Program is early participation in field experiences. Teacher candidates participate in field based experiences starting semester two extending through the student teaching experience. Field experiences are a critical component in preparing professional educators for leadership and distinction in teaching, scholarship and service in the world's communities. NCATE (2002) defines field experiences as "a variety of early and ongoing field-based experiences in which teacher candidates may observe, assist, tutor, instruct, and/or conduct research. Many of the pre-student teaching field experiences take place in Professional Development Schools (see below) and partner schools. Field experiences may occur in off-campus settings, such as community centers or homeless shelters." It is in these field experiences that the teacher candidate participates in the integration of theory and practice. These experiences also provide teacher candidates with study and practice opportunities in a variety of settings, with students of different ages, and with culturally diverse and exceptional populations. See Chapter IV, Field Experiences for the Leading Teacher Program.

Participation in Professional Development Schools

A Professional Development School (PDS) is a collaboration between a university and a K-12 or pre-K school that has the interrelated goals of improved pre-service teacher education, ongoing faculty development, enhanced student learning, and continuous inquiry directed at the improvement of practice. A collaboration is not considered a professional development school without the simultaneous inclusion of all of these goals. Duquesne University is developing such partnerships with schools in several local districts. In each PDS, the reality of complex educational systems is constantly addressed and examined, and attempts at organizational improvement and enhanced learning are supported. Conceptually, PDS's have professional preparation and research as their mission, view this mission in the context of providing quality service to their respective clients, and sit at the confluence of theory and practice. PDS's seek to bring the best available knowledge and the most effective practice to those they serve. Enhanced communication between the school site and the university deepens the understanding of each other's mission and purpose. The resultant learning community that is fostered benefits all involved. Teacher candidates in the Leading Teacher Program have the opportunity to learn and grow within the schools that are part of the PDS Collaborative.

Checkpoints and Gateways

The Leading Teacher Program provides teacher candidates with checkpoints and gateways to insure their success in meeting program requirements for graduation and state requirements for teacher certification. Checkpoints are formative in nature and are provided to assist teacher candidates in assessing their progress toward completion of the program. Gateways are summative in nature, include checkpoint requirements, and must be achieved in order to register for coursework and progress to the next stage of the program. Successful completion of the Praxis examinations is an essential gateway within the LTP as it is an integral part of obtaining teacher certification. See Chapter III for a full description of the Gateways and Checkpoints.

Praxis Examinations

As of July 1, 1990 the Praxis series of assessment was adopted by the Pennsylvania Department of Education as the official testing instrument for teacher certification. The State Department of Education, not the University, determines the tests required and the qualifying scores for each area of certification. The Praxis consists of a core battery of PreProfessional Skills tests (Reading, Writing, and Mathematics); Fundamental Subjects: Content Knowledge for N-3 Early Childhood and K-6 Elementary majors and all K-12 areas of certification, and Specialty Area Subject Assessments (see Appendix D for a complete listing of the scope of each certification area). Teacher candidates must take all of the tests designated for their field of study to complete the requirements for certification. Registration booklets and information guides are available in the Office of Educational Services. A more detailed explanation of Praxis Examinations is provided in Chapter III.

The Maureen Sullivan Curriculum Center is designed for education majors and faculty. Located in the Gumberg Library, the Center is coordinated by a School of Education staff member. The center houses a vast collection of curriculum and instructional materials for teacher candidates to use in the preparation of course projects. Computers with practice materials for the Praxis exams are also available in the Curriculum Center.

Faculty Participation in the Leading Teacher Program

Rationale for Full Faculty Participation

During the development phase of the Leading Teacher Program (LTP), the Instructional Certification Quality Circle (ICQC) based their design on several assumptions. A constructivist approach to teaching and learning was selected as the guiding philosophy and a curricular model was designed based on five domains and three themes. The role of the School of Education faculty in implementing the LTP was identified as critical to the success of the new program. A major assumption under which the ICQC operated in the design of a teacher education program for the 21st century was that of full faculty participation, i.e. all School of Education Faculty will have an identified role and function in the LTP program. Participation of the full faculty adds to the richness of the LTP with each faculty member sharing their professional expertise with teacher candidates and with their colleagues.

Full faculty participation benefits all involved, teacher candidates and faculty alike. Teacher candidates have the opportunity to work with faculty from undergraduate as well as graduate programs. While teacher candidates will obviously become knowledgeable regarding the role of Elementary, Early Childhood and Secondary educators, they also will be introduced to a wide range of professional educators who are critical members of school faculties – reading specialists, instructional technology specialists, school psychologists, counselors, program and curriculum supervisors, principals, and superintendents. Additionally, teacher candidates in the LTP will have a tremendous opportunity to investigate career-enhancing programs at the graduate level and make informed decisions regarding master's and doctoral level study.

Roles of School of Education Faculty in the LTP

The design of the LTP includes numerous and differentiated roles for faculty. Some faculty will be involved directly in delivering the courses and experiences; others will be involved in a more indirect, supporting role. Essential roles of faculty in implementing the LTP include:

1. Teaching
2. Supervision in Professional Development Schools
 - a. Field Experiences Supervisor/Liaison
 - b. Student Teaching Supervision
3. Cohort/Mentoring

4. Program Coordination
5. Recruitment and Academic Advisement
6. Research
7. Collaboration with Arts and Sciences Faculty

Teaching in the LTP

The curricular infusion design of the LTP requires significant collaborative planning of all aspects of the delivery of the learning experiences. For many of the courses throughout the LTP, a team teaching model will be implemented. For example, in semester two of the freshman year, the content of the EDLTF 102, Context of the Teaching Profession, and EDLTD 102, Historical and Legal Foundations in Special Education are integrated so that the two courses are co-taught by a faculty member from Foundations and Leadership and a faculty member from the Special Education Program. This model holds true for the professional preparation and special education content in the focused semesters 5, 6, and 7.

Evaluation of student learning in the LTP is based on carefully developed rubrics that use common designations for levels of student performance (distinguished, proficient, basic, and unsatisfactory). Syllabi also detail requirements for submission of projects as well as the system for assigning grades based on performance evaluations. Faculty incorporate a variety of performance-based assessments to determine each student's level of competence as required by the certification and accreditation standards to which the School of Education must adhere.

Grade inflation in education courses has been identified as a serious concern in the field of education. All faculty teaching in the LTP use evaluation rubrics and grading schemes as published in the syllabi. Students in the LTP will use expected to perform in the "proficient" range understanding that the level of "distinguished" is clearly performance that exceed the proficient range. Concerns regarding grading should first be addressed with the instructor and then through the Student Appeals process (see Chapter III for a description of the appeals process).

The attendance policy for each LTP course will be detailed in the syllabus as well. Since all students in the LTP are aspiring teachers, they must demonstrate their development of dispositions consistent with the expectations of the profession through participation in all class sessions. Class participation is a critical element in the learning process for students and instructors alike. Thus, class attendance in all LTP class sessions is mandatory. Students who are absent from class are unable to participate effectively in the learning community. Absence from classes prevents the teacher candidate from active participation in the learning process and will therefore negatively impact the grade assigned for the course.

Supervision in Professional Development Schools

Instructors in all levels of the LTP will have significant responsibilities in field experiences as liaisons, supervisors, and Professional Development School site liaisons. A faculty member serves as coordinator of Professional Development Schools. Field experiences in each semester will be designed so as to link the course content with the field-based tasks. These tasks will be clearly described in the syllabus. The coordinator of Professional Development Schools schedules assignments in the schools and communicates expectations with site administrators and teachers, working collaboratively with faculty liaisons. Some faculty will be involved in the role of supervisor by visiting school sites and observing student performance and gaining feedback from site teachers. In semesters five through seven, Early Childhood and Elementary instructors in the focused semesters (Numeracy, Literacy and Educated Citizenry) and PDS K-12 faculty collaboratively design the learning experiences for the fieldwork and work with students on-site. See Chapter IV for a more detailed discussion on field experiences in the professional development school sites.

Cohort Mentoring

Each semester, teacher candidates in the LTP will participate in a series of professional development seminars. The purpose of these activities is to enhance the professional development of aspiring teachers and to promote the goal of becoming “Home of the Nation’s Leading Teachers.” These seminars provide an opportunity for teacher candidates to interact not only with course instructors but also with faculty representing many different disciplines and those from graduate programs. Also, educators from professional development schools will make presentations on a variety of professional issues in the cohort seminars.

During the first two years, the membership of cohort groups is heterogeneous; that is, teacher candidates in groups will reflect a combination of those who aspire to become early childhood, elementary, and secondary teachers. In years three and four, the cohort groups are homogeneous, based on the student’s certification major. Also, as successive freshman classes are enrolled, LTP teacher candidates will be called upon to serve as peer mentors to their more junior classmates. These teacher candidates will collaborate with faculty cohort mentors to develop mentoring skills to work with other aspiring teachers.

Recruitment and Advisement

Each student will be assigned to an Academic Advisor when he/she enters the School of Education. The advisor will meet with the student each semester to advise the student regarding required courses for registration and completion of degree and certification requirements. A Program Advisement form will be completed for each student outlining the requirements and sequence of courses. The same advisor will advise teacher candidates throughout their undergraduate program.

The School of Education also has a staff member who is responsible for the recruitment of new teacher candidates. Teacher candidates enrolled in the LTP may be

called upon to assist in efforts to seek and recruit new students interested in becoming education majors at Duquesne. This would afford the LTP teacher candidates the opportunity to collaborate with School of Education faculty and administrators. These activities include but are not limited to participating in campus visitation days for prospective students and their families and in orientation activities as new students enter the program.

Faculty Research Roles in the LTP

One major role required of all university faculty is to conduct research and to publish the findings in refereed professional journals and to make presentations at professional conferences. Many faculty involved in teaching in the LTP will also function as “Practitioner Scholars.” A Practitioner Scholar is one who seeks to excel in the use of creative teaching strategies or instructional materials. These individuals will conduct action research in LTP university classes or in the Professional Development Schools. Given that the design of LTP is state-of-the-art, faculty scholarly endeavors through publications and professional presentations will heighten the nation’s awareness of the “Home of the Nation’s Leading Teachers.” The LTP will create a culture for sharing and partnering in research projects. Research teams will conduct systematic study of the various elements of the LTP and will work collaboratively to design, implement, and publish the results of such investigations.

Teacher candidates in the LTP may be asked to consent to participation in the research studies. They may also elect to assist faculty who are directing the various research projects. This might include activities such as conducting literature reviews, serving as a data collector, and assisting in the preparation of manuscripts and presentations. Opportunities for teacher candidates who desire to further develop their research skills would allow the student to work closely with a faculty member of choice to conduct a research project of his/her own design.

Collaboration with Arts and Sciences Faculty

A critical element of the design of the LTP is that each Early Childhood and Elementary teacher candidate must select and complete an Academic cognate of 15 credits. This requirement created the need for a collaborative relationship between faculty of the School of Education and the Arts and Sciences. In order to forge the initial collaborative relationship, a Core and Cognate Coordinating Council was established. This group includes the department chair from each of the cognate areas and a School of Education liaison assigned to a cognate area.

The role of the Arts and Sciences Department Chairs (Department Specialists) is to guide the school liaison in the selection of courses appropriate for an Early Childhood or Elementary teacher candidate. The Department Specialists and the School of Education Liaison participate in ongoing monitoring of student performance in the cognate courses, enrollment statistics, changes in schedules and courses and make adjustments in course selections as needed. The Department Specialist and School of Education Liaison may

also develop promotional materials such as brochures and information for the website.

Faculty Participation in Services and Activities

Student Organizations

A number of student organizations are available on campus for LTP teacher candidates to enhance their professional skills and to demonstrate leadership qualities. School of Education faculty are involved with the organizations in the role of advisor. This provides an excellent opportunity for teacher candidates to collaborate with faculty on a variety of professional development issues outside of the classroom.

The current organizations include Duquesne University Chapters of:

- Kappa Delta Epsilon
- Phi Delta Kappa
- Phi Kappa Phi
- Pi Lambda Theta
- Student Council for Exceptional Children
- Duquesne University Student Education Association

CHAPTER III TEACHER CANDIDATES IN THE LEADING TEACHER PROGRAM

Aspiring Teachers

The School of Education at Duquesne University aspires to become “Home of the Nation’s Leading Teachers.” The Leading Teacher Program meets the standards of excellence for the practice of teaching in the 21st century. It is expected that the teacher candidates in the School of Education are aspiring teachers who desire to be challenged throughout the Leading Teacher Program to develop beginning expertise in the critical aspects of becoming a leading teacher and to pursue continuous improvement in the three themes and five domains that form the foundation of the program.

This chapter describes the information necessary for teacher candidate success as they progress from initial enrollment at Duquesne through application for graduation and certification.

Academic Advisement

Upon admission to the University, each freshman is assigned an Academic Advisor. The advisor will help each student determine an appropriate academic schedule. Teacher candidates are responsible for knowing program requirements, requirements for the degree, and requirements for certification. They must demonstrate initiative in planning for course registrations and other academic matters.

In the School of Education, the advisor will advise teacher candidates on a continuing basis. Teacher candidates are encouraged to make appointments throughout each year to discuss course registrations and academic progress. The approval of the Academic Advisor is required for registration. Dropping, adding, or withdrawing from classes also requires the approval of the Academic Advisor. Teacher candidates are encouraged to maintain close contact with the Advisor, particularly those teacher candidates who are on probation or are experiencing academic or other difficulties.

Advisement and Registration Procedures

Teacher candidates are expected to maintain personal and academic records, i.e. grade reports, advisement sheets, and suggested sequence sheets. Each semester, a Schedule of Classes booklet, which identifies every course that will be offered at Duquesne University, will be available in the Office of Student and Academic Services.

Teacher candidates are required to adhere to the following procedure for advisement and registration.

1. Check the “undergraduate advisement” link on the School of Education homepage for registration information, for appointment sign-ups, official deadlines and dates, etc.
2. Based upon the most current information, the Academic Advisor and the student will complete a schedule for the appropriate term(s). Students will come in for their registration appointment with a prepared schedule to present to the advisor.
3. Student who have not yet earned 30 credits and ESL students must meet with their academic advisor to register.
4. Generally, students in good academic standing who have earned at least 30 credits can take advantage of on-line registration.
5. On-line registration provides the convenience of being able to register for courses 7 days a week, 24 hours a day.
6. Specific dates and procedures for on-line registration can be found on the WebAdvisor site www.webadvisor.duq.edu and the advisement link on the School of Education homepage.

Academic Load

All teacher candidates are limited to 18 credits in the first semester of matriculation. While a 12-credit schedule in a regular semester is considered full-time study, teacher candidates with a 3.25 cumulative QPA may carry a maximum of 21 credits with Dean’s approval. Teacher candidates with a 2.5 cumulative QPA may register for 19-20 credits with Dean’s approval. Teacher candidates with a QPA below 2.5 may not take more than 15 credits. If a student is on probation with less than a 2.0 QPA, the maximum course load allowed is 13 credits.

Summer Courses

Summer School Registration at Duquesne University

Teacher candidates may register for the summer term at the same time they register for the fall semester. Final registration procedures and dates are detailed in the Summer Schedule of Classes Booklet.

Registering for Summer Courses at another Institution

Teacher candidates who wish to take summer courses at another institution must receive approval from their Academic Advisor before taking the courses. Applications for Temporary Transfer Approval are available in the Advisors' office, 214 Canevin Hall. The completed form, signed by the Advisor, must be on file before courses are taken. Teacher candidates who have completed 60 credits may transfer credits from a four-year college or university only. Teacher candidates must earn their last 30 credits at Duquesne to fulfill the University residency requirements.

Cross-Registration

Cross-Registration of Courses

Each full-time Duquesne student is eligible to cross-register at one of the following PCHE (Pittsburgh Council of Higher Education) institutions for the fall or spring semesters:

Allegheny County Community College
Carlow College
Carnegie-Mellon University
Chatham College
LaRoche College
Pittsburgh Theological Seminary
Point Park College
Robert Morris University
University of Pittsburgh

Guidelines for Cross-Registration

1. Each qualified student may normally cross-register for no more than one course in any one term or semester under this program.

2. Each college or university accepts registration from the other institutions; however, first priority in registration is given to students of the host college and not all departments or schools in all institutions are able to participate in this program.
3. The approval of the Dean or a designated individual from the home college or university must be obtained prior to registration.
4. The student must meet all eligibility requirements for the course in which he/she intends to enroll. There may be prerequisites.
5. If the student is successful, he/she will receive full credit and the grade will be transferred; the academic regulations of the host institution will prevail.
6. The academic honesty code and other rules of conduct of the host institution apply with respect to its courses and behavior on its campus. That institution also determines whether its rules have or have not been violated. The student's own institution will impose such penalties as it considers proper when violations are reported to it.
7. Cross-registrants do not acquire the status of students in the institutions in which they are receiving instruction, e.g., for purposes of participation in student activities, insurance programs, etc. They do receive library privileges at the host institution and may purchase course texts at the host bookstores.
8. Duquesne University students who are participating in this program are charged tuition and university fees in accordance with the current rates of Duquesne University. Cross-registrants are responsible for paying any course or laboratory fees to the host institution.
9. This cross-registration program does not apply to Summer sessions at any of the institutions. However, taking courses at other institutions during those terms is facilitated by "temporary transfer student" procedures separately agreed to by the PCHE colleges and universities. (Refer to the University Catalog.)
10. Duquesne students who have acquired 60 credits **may not cross register** for courses at Community College of Allegheny County and may not transfer credits from any other junior college or community college. (See page 38 in the Student Handbook and Code of Student Rights, Responsibilities, and Conduct.

Procedure for Cross-Registration

The student obtains the cross-registration form from his/her advisor. If the course is approved, the advisor signs the form and sends it to the Registrar's Office where it is countersigned and sent to the host school. The host school will notify the Registrar and the student if the application has been approved. The course then becomes part of the student's registration at Duquesne and is included in the student's tuition. Class schedules at the PCHE institutions are available for review in the Registrar's Office.

Change of Schedule

Change of Schedule Procedures (Drop/Add Courses)

The calendar in the Schedule of Classes booklet identifies critical time periods during which students may drop or add classes, withdraw from the University, and receive prorated refunds. The deadline dates are firm. Fees or failing grades are attached to some of these class/grade changes if they are outside of the change of schedule period.

During Change of Schedule Period

The Registrar will accept a Change of Schedule form during Registration, although the change of schedule period is usually the first week of the semester.

1. The student obtains a Request for Change of Student's Schedule (Drop/Add form) from the Office of Student and Academic Services.
2. The student discusses the proposed change with the Advisor and completes the form, inserting full numbers and titles of courses to be dropped and/or added. The Advisor signs the form.
3. The student obtains the signature of the instructor or chairperson or his/her designee in the departments in which the classes are offered. For School of Education classes, the Academic Advisor must sign the form.
4. The student takes all copies of the form to the Advisor for processing.

Withdrawal From a Class After the Change of Schedule Period.

1. The student meets with the course instructor to discuss the advisability of withdrawing from the course.
2. The student obtains a Duquesne University Course Withdrawal Form from the Office of Student and Academic Services.
3. The student completes the form and signs it.
4. The student discusses the proposed withdrawal with the Academic Advisor. If approved, the Advisor signs the form.
5. The student obtains the instructor's signature.
6. The student returns the form to the Advisor.
7. A first semester freshman may withdraw from a class through the last day of classes.
8. A student who is withdrawing from laboratory courses must check out of the laboratory before starting the withdrawal process. Written clearance, signed by the Chairperson or his/her designee, is required.
9. Approval for withdrawing from a class after the final date for "W" grade withdrawal is granted only when there are extenuating circumstances beyond the student's control which would make it impossible for the student to complete the course. A student may request such approval by submitting a letter (with appropriate documentation) to the Committee on Student Standing through the Academic Advisor. If the request is approved, the above procedure is followed.

Note: Before withdrawing from a course, the student should discuss how this decision would affect his/her financial aid status with personnel in the Financial Aid Office and/or the Advisor.

Athletes must check with the Athletic Department to determine if the withdrawal will affect athletic eligibility.

Student Status within the University

Hiatus

Students who plan to be away from the campus for a semester for health/medical reasons or attendance at another university in a schedule approved by the advisor prior to registration for courses, must apply to the Committee on Student Standing for hiatus status. To avoid having to reapply for admission to the University, a student must be registered each consecutive fall and spring semester. If this occurs, the student should register for the appropriate hiatus code which carries 0 credits.

The registration form (SR1) must be processed showing the appropriate number for continuous registration in the class schedule part of the form. If this registration has been duly processed, the re-admission procedure need not be followed. If more than one semester of absence is involved, the student must reapply for admission to the University.

Complete Withdrawal from the University

If a student finds it necessary to withdraw from all courses before the close of the semester, the student should contact the Academic Advisor to initiate the process. Deadline dates are listed in the Schedule of Classes each semester. "Complete Withdrawal" forms are filled out by the student and approved by the Associate Dean. Grades of "W" will be assigned. Failure to follow the prescribed process will result in F's for all courses. A student who is registered for a laboratory course must receive clearance from the department offering the course before the withdrawal may be processed.

Readmission to the University

A student who has not been registered for one full semester, excluding summer, and has not followed the continuing registration procedure, must apply for re-admission. The student must complete an "Application for Re-Admission" and submit it with the fee to the University Office of Admissions. The re-admission form is forwarded to the Office of Student and Academic Services for review by the School of Education Committee on Student Standing.

The student must be re-admitted by both the academic and student services areas. Therefore, the student must also be given clearance by the Office of Student Life. All "holds" are checked through the Registrar's Office so that no student is re-admitted without permission from those areas that placed the hold, e.g. Cashier's Office, Library.

A student who was originally enrolled at Duquesne, transferred to another school, and is seeking re-admission, is processed by the University Office of Admissions as a transfer student.

Schedule of Classes Reference Notes

Many courses require Special Course Enrollment Permits, prerequisites, and other special items. These items are referenced in the Schedule of Classes.

Students should pay particular attention to the references listed below:

- A This course is graded Pass/Non-Passing only.
- B This course will utilize a computer-writing lab.
- C Students must also register for a lab.
- E Special permission course; see school office for approval and Special Course Enrollment Permit.
- F Special permission course; see department office for approval and Special Course Enrollment Permit.
- G Majors must register for this section.
- H All professional courses are restricted to professional majors.
- J See catalog for prerequisites. Additional information can be obtained from the department/school office.
- K Special course enrollment permit required for all non-School of Music students.
- L This course has an assigned laboratory.
- M This course has a course fee equal to one graduate credit.
- N Open to non-majors.
- Q This course fulfills an elective requirement only.
- R Freshmen students are not permitted to register for this course.
- S This course is offered to both eligible upper-division undergraduate and graduate students.
- T This course is restricted to nursing students only.
- U This course is listed under more than one department or school.
- V This course is a mini-course. Check with the department/school for specific dates and times.
- W Reserved for Junior and Senior students only.
- Y Special Course Enrollment Permit required for all non-School of Education students.

NOTE: Some courses may have more than one reference.

Academic Policies

University Catalog

The Undergraduate Catalog is an official publication of the University. The student should refer to the catalog as well as the Handbook of The Leading Teacher Program for information. Students are responsible for knowing the contents of these documents and retaining them for reference. State regulations supercede University material for establishing minimum requirements. It is possible that the requirements for graduation, the degree, and certification may change during the student's tenure at the University. The state policies adopted by the Pennsylvania Department of Education, the Secretary of Education or the state legislature at the time of graduation are the requirements that must be met.

The Handbook of The Leading Teacher Program

The Handbook of The Leading Teacher Program is an official publication of the School of Education. The contents of the handbook follow the policies, guidelines and regulations as outlined by the University Catalog. Specific policies of the School of Education, curricular requirements, certification track requirements and criteria for student teaching are stipulated in the handbook. Teacher candidates are responsible for knowing its contents.

Assistance for Students with Special Needs

Students who experience difficulty with the coursework in the School of Education should consider requesting assistance from the Learning Skills Center, located in the Ground Floor, Administration Building. Tutoring may be available to assist with the studies.

Students who require additional support or accommodations to succeed in classes should contact the Office of Freshman Development and Special Student Services, Room 309 Duquesne Union, (412) 396-6658

University Grading Policy

The following is the officially recognized method of rating academic performance of undergraduate students at the University. Faculty have the option of using the plus/minus system and of deciding how final grades will be determined. A class begun with plus/minus grading may not change to non-plus/minus grading and vice versa.

Grade	Explanation	Quality Points per Grade
A	Superior	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3.0
B-	Above Average	2.7
C+	Satisfactory	2.3
C	Average (Minimum General Average for Graduation)	2.0
D	Lowest Passing Scale Grade	1.0

F Failure 0.0
S Satisfactory: Pass/Fail Elective Course
P Pass: Pass/Fail Only Course
U Unsatisfactory-Failure: Pass/Fail Elective Course
N Not Passing: Pass/Fail Only Course
I Incomplete (See Explanation Below)
W Withdrawal (See Explanation Below)

Note: Courses graded F, U, N, I, and W do not earn credit and if required for graduation must be repeated and passed.

Courses graded S, P, U, N, I, and W are independent of the grade point system.

Explanation of I, W & NG Grades

I (Incomplete) - This is a temporary grade given by an instructor when neither a passing nor a failing grade can be determined because of incomplete course work. Unless a satisfactory explanation of extenuating circumstances is accepted by the instructor, and the missing examination or required assignment is made up by the date specified in the Schedule of Classes booklet, the "I" becomes a permanent "F" grade.

Students must have completed 80% of the work for a course in order for an "I" grade to be assigned. The student should inform the instructor of the circumstances preventing his/her completion of the assigned course work and request an "I" grade as soon as possible during the term.

W (Official Withdrawal) - This grade is used on a student's permanent record to indicate termination of attendance in courses under conditions of official withdrawal. See the sections entitled Complete Withdrawal and Withdrawal From a Class.

NG (No Grade reported) - Used by the Registrar's Office on grade reports to students only.

Procedure for the Removal of I Grades

The student purchases the "Duquesne University Student Application for Removal of Temporary Grade I" from the Registrar. The student fills out the student's part of the form, including an explanation of why the work was not completed. The student gives this form to the instructor.

When the work has been completed, the instructor inserts the final grade, signs the form, and sends it to the Office of Student and Academic Services, 213 Canevin Hall.

School of Education Grading Scale

A Distinguished: Demonstrates all required elements at a mastery level beyond stated expectations.
B Proficient: Demonstrates all required elements with success with need for minimal improvement.
C Basic: Demonstrates required elements with limited success with significant improvement needed.
D Unsatisfactory: Limited demonstration of concepts and inadequate application of skills.
F No response / No understanding of concepts and skills.

See Chapter II, Teaching in the LTP, for a description of assessment and evaluation processes in the Leading Teacher Program.

Pass/Fail Courses

A student may take one regular elective course on a Pass/Fail (S/U) basis in each of the junior and senior semesters. With the exception of Student Teaching, the combination of all courses taken on a Pass/Fail (S/U) basis may not exceed 12 credits. The Pass/Fail option may not be applied to courses in the University Core, the Teacher Education Core or Professional Preparation course requirements. An "F" in a graded course cannot be removed by repeating the course on a Pass/Fail basis.

A student taking a graded elective course on a Pass/Fail basis receives an "S" (satisfactory) or "U" (unsatisfactory) grade. Designation of a course as Pass/Fail must be made no later than the end of the change of schedule period. Forms are available in the Office of Student and Academic Services, 213 Canevin Hall.

To change the status of a course from Pass/Fail to a grade or vice versa, the student must complete a Change of Schedule (Drop/Add) form. The course title should be given, but not the course numbers. The student must write in large block letters "DROPPING PASS/FAIL" in the dropped course number area and "ADDING FOR GRADE" in the added course number area. The change must be completed within the change of schedule period for that semester.

Repeating a Course

Students in the School of Education may repeat any course in which they have D or F grades. A course in which a student has earned a C or higher grade may not be repeated. Students must follow course sequences. A prerequisite course in which the student has a D or F grade may not be repeated if he/she has already completed a more advanced course. See the section entitled "Course Sequences."

A student must obtain an authorized Request to Repeat a Course from the Academic Advisor before registering for the repeat course.

After successful completion of the course an “R” will be placed next to the title of the course on the student's transcript. The original grade earned in the first trial of the course will no longer be calculated in the QPA. The grade earned in the second trial in the course will be calculated in the QPA.

If the student lives outside of the normal Pittsburgh service area, the student may repeat a course at a comparable four-year institution. The course would require the approval of an academic advisor, School of Education. The grade earned in the repeat course will not be calculated in the cumulative QPA. Credits earned will be applied to cumulative credit.

A student may repeat a course at a comparable four year institution if the course is not offered at Duquesne University at a time when the course would be needed to satisfy academic requirements for graduation, for student teaching or as a prerequisite. The course will require the approval of an academic advisor, Office of Educational Services, School of Education. The grade earned in the repeat course will not be calculated in the cumulative QPA. Credits earned will be applied to cumulative credit.

Under no circumstances may a student repeat a Duquesne University course at a community college or junior college.

Replacing a Course

If a student registers at Duquesne University for a course to replace a course previously taken at Duquesne University, the replacement course will serve to satisfy program requirements only. The grade earned in the replacement course will not replace the grade earned for the course replaced. The final grade for both courses, the original course and the replacement course, will be calculated in the cumulative QPA.

All replacement courses taken at other institutions will transfer as advanced standing if a grade of C or better is earned. Grades earned will not be calculated in the cumulative QPA. Note that students who have accumulated 60 credits may not transfer credits from a community college or a junior college.

Auditing Classes

To audit a class means to take the class for no grade and no credit. The intent to audit a course must be declared at registration and cannot be changed after the last date for change of schedule as published in the Schedule of Classes booklet. "Audit" will appear on the transcript of a regularly matriculated student.

Courses eligible for auditing include those in the humanities and social sciences. Communication and science laboratory courses cannot be audited. Students enrolling for audit may attend lectures, complete course readings and, at the discretion of the professor in charge of the course, participate in classroom discussions and examinations. Regular

tuition is charged for audited courses.

Permission to audit a course is obtained by completing a "Request Audit" form and processing it with the registration form (SR1) during the registration period. The student's advisor and the course instructor must sign the "Request Audit" form. "Request Audit" forms are available in 214 Canevin Hall, the Office of Student and Academic Services.

Transfer from the School of Education

Transfer within the University

The student who wishes to transfer from the School of Education to another school in the University must notify the Academic Advisor who in turn will notify the prospective school. The Office of Student and Academic Services will send a Request for Transfer Form to the prospective school. The student will be properly notified of the acceptance or rejection of the transfer request at the completion of the semester.

Transfer to another Institution

The student who wishes to transfer to another university must schedule an appointment with their Academic Advisor.

Graduate Courses for Undergraduate Credit

Under certain conditions, seniors may be permitted to register in certain graduate courses at the 500 level for undergraduate credit on the recommendation of the Academic Advisor. All 500 level courses are described in the Graduate School Catalog.

An undergraduate wishing to register for a 500-level course must obtain the approval of the professor who teaches the course. A "Special Course Enrollment Permit" is required and must accompany the student's registration. The Academic Advisor must countersign the "Special Course Enrollment Permit." The forms are available in 213 Canevin Hall.

Credit for graduate courses does not meet the state's requirement for the Instructional II certificate. Only course credit transcribed after the baccalaureate degree is awarded meets the requirements for the Instructional II certificate.

Semester Grade Reports

Soon after the close of each semester, every registered student who is free of outstanding financial obligations to the University is sent a report of course grades to the permanent address on record.

Note: All official University correspondence is addressed to the student at the permanent

address on record in the Office of the Registrar. Official correspondence includes registration invoices, grade reports, and signed letters. Only the student may establish and change the permanent address for his/her official mail. The students should promptly notify their academic advisor, the Undergraduate Education Office, 213 Canevin Hall of any change of address.

Transcripts

Each student receives a summary transcript of his or her complete academic record following the Spring semester. Students should carefully examine their records for accuracy and immediately report errors to the Undergraduate Education Office.

To obtain additional copies of their academic records, students must write to the Registrar for transcripts for themselves or for copies to be sent to other institutions or agencies. If the student is on campus, he/she may stop by the Registrar's Office and fill out a request for a transcript. There is generally a one-day turn-around period before the requested transcript(s) is available.

All **official** transcripts issued by the Office of the Registrar bear the signature of the Registrar and the embossed seal of the Office of the Registrar. Whenever an official transcript is released directly to the student it will also bear the designation **Issued to Student**.

No transcript will be issued unless all financial obligations to the University have been satisfied. A fee is charged for the issuance of each transcript.

Confidentiality of Student Records

Duquesne University has adopted the "Policy Concerning the Review and Disclosure of Student Records." This policy is available in the Office of the Dean. For more information, consult Article IV of the Duquesne University Code of Student Rights, Responsibilities and Conduct.

Academic Standing in the University

Progress toward a degree is measured by the cumulative quality point average. The scholastic records of students who fail to meet the minimum requirements as established by the faculty of the School of Education will be submitted to the Committee on Student Standing for review and appropriate action. Normally, academic records will be reviewed at the conclusion of each regular semester.

For students who have attempted 15-30 credits, or more than 30 credits in one year, the guidelines are:

Academic Warning: 1.75 to 1.99 QPA (Letter of warning may be sent by the Dean)

Probation: 1.50 to 1.74 QPA (Subject to the jurisdiction of the Committee on Student Standing; the student may be required to modify or restrict academic program)

Dismissal: Less than 1.50 (Continuation may be permitted on recommendation of the School of Education Committee on Student Standing)

For students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters, these guidelines prevail:

Academic Warning: 1.85 to 1.99 QPA (Letter of warning may be sent by the Dean)

Probation: 1.75 to 1.84 QPA (Subject to the jurisdiction of the Committee on Student Standing)

Dismissal: Less than 1.75 QPA (Re-admission may be permitted on recommendation of the School of Education Committee on Student Standing)

Students who have attempted 61 or more credits and who have a QPA of between 1.85 and 1.99 may continue on probation for one semester. However, students who have earned 90 credits or more are subject to dismissal unless they have a QPA of 2.0 or better.

Students who accumulate three F grades in one semester are subject to dismissal.

Appeals of academic dismissal must be directed to the Committee on Student Standing in the School of Education.

The Committee on Student Standing

The School of Education Committee on Student Standing is a standing committee that is empowered to act on petitions from individual students regarding the following:

1. Requirements for admission, retention or graduation
2. Permission to withdraw from a course after the official withdrawal date
3. Determination of academic standing, academic warning, probation or academic dismissal

The student must petition the Committee in writing through the Office of Student and Academic Services. The Committee will respond by mail. Appeals to dismissals must be received by the Committee no later than 4:00 PM on the day before the beginning of Final Registration for the fall semester and no later than 4:00 PM of the first class day of

the spring semester.

Appeal of a Grade

In the event that a student disagrees with a final grade received in a course, the following procedure should be implemented:

1. An appointment should be made with the professor to discuss the issue and to attempt to resolve it.
2. In the event the issue is not resolved, a written request for a meeting with the professor and the appropriate department Chair is submitted to the department Chair. The request should state the reason for the meeting and the date and circumstances of the previous attempt at resolution. A copy of the request should be sent to the professor.
3. If attempts at resolution are still unsuccessful, the student may request that the Chair submit the case to the Dean's Office.
4. The final step in the grade appeal process is the University Judicial Board that may be convened at the direction of the Director of Judicial Affairs. Students may contact the Student Government Association for further information.

The Leading Teacher Program

The Leading Teacher Program Certification and Degree Requirements

The School of Education offers undergraduate programs leading to the Bachelor of Science in Education degree. To qualify for the degree, teacher candidates are required to:

- Complete a minimum of 130 credits for Early Childhood or Elementary certification, a minimum of 136 credits for dual certification in Early Childhood and Elementary, and at least 124 credits for Secondary Education, depending on the area of certification
- Earn a minimum cumulative overall QPA of 3.00
- Earn a minimum cumulative QPA of 3.00 in certification subject area (Secondary)
- Complete all courses determined by each program faculty as outlined on the Student Advisement Sheet
- Complete course work in an appropriate sequence (teacher candidates may not regress from an advanced course to a lower level course and receive credit for both without the approval of the Academic Advisor)
- Remove all I or F grades by:
 - o completing course work
 - o repeating F grade courses
 - o petitioning the Committee on Student Standing for an exception
- Settle all financial obligations with the University
- Complete all requirements as designated by the Leading Teacher Quality Circle

Complete the final 30 credits for the degree at Duquesne University
Submit the application for the degree and certification

Checkpoints and Gateways of the Leading Teacher Program

The Leading Teacher Program (LTP) provides teacher candidates with checkpoints and gateways to monitor their success in fulfilling the requirements for admission to and completion of the Professional Educator Certification Program. Checkpoints are formative in nature and are provided to assist teacher candidates in assessing their progress toward completion of the program. Gateways are summative in nature, include checkpoint requirements, and must be achieved in order to progress to the next stage of the program.

Information regarding the Checkpoints and Gateways is included in this Handbook so that teacher candidates in the Leading Teacher Program can, by assuming responsibility for their own progress in the program, demonstrate their understanding of and respect for appropriate professional credentials. Understanding the personal requirements of the professional community they seek to join and the role that credentials play in that community is critical for any aspiring teacher. Although the responsibility for completing Checkpoints and Gateways in a timely manner rests with the aspiring teacher, there are resources that can be consulted. Primary among these resources is information available through the Office of Student and Academic Services, Academic Advisors, and Cohort Mentors.

The Checkpoints and Gateways of the LTP are organized chronologically by semester. Information about each Checkpoint and Gateway includes descriptions of the pertinent procedures and policies. The Checkpoints and Gateways are coded to allow quick reference to the semester associated with Checkpoint or Gateway. For example, the code 2.C.1 is read, “semester 2, Checkpoint #1”; the code 4.G.3 is read “semester 4, Gateway #3”.

An easily referenced checklist of the gateway requirements can be found on the second to last page of this Handbook. It is imperative that each teacher candidate be aware of the policies and procedures described in detail for each of the Checkpoints and Gateways within this section.

Semester One

There are three Checkpoints in Semester One. There are no Gateways in Semester One.

Checkpoints

1.C.1: Act 33/151 & 34 Clearances. All aspiring teachers in the Leading Teacher Program must secure Act 33/151 and 34 clearances from the Commonwealth of Pennsylvania. Act 33/151 refers to the Pennsylvania Child Abuse History Clearance. Act 34 Clearance requires a Criminal Record Check by the Pennsylvania State Police.

Procedures.

- Obtain Act 33/151 & 34 Clearance request forms from the Office of Student and Academic Services or access the forms on-line:
<http://www.education.duq.edu/currentStudents/clear.html> .

- To complete the Act 33/151 Request:
 - Complete Part I only
 - Enter full name, date of birth, social security number, and maiden name, if applicable
 - Indicate previous names used since 1975
 - Reason for Request -- check School for Act 33.
 - Indicate previous addresses since 1975
 - Indicate household members who have lived with you since 1975
 - Sign the form
 - Enclose a \$10.00 money order only, payable to Department of Public Welfare

- To complete the Act 34 Request:
 - Complete Part 1 only
 - Enter full name, date of birth, social security number, and maiden name, if applicable
 - Reason for Request -- check Other and specify field experience or student teaching
 - Requester Identification -- check box for Individual/Noncriminal Justice Agency
 - Enter your complete address and phone number in the section marked Name of Requester (this is important because the clearance is to be returned by the State Police to the requester, not to the University)
 - Enclose a \$10 certified check or money order made payable to “The Commonwealth of Pennsylvania”. DO NOT SEND CASH OR PERSONAL CHECKS.
 - The State Police will return the clearance directly to the requester within six weeks.

The student should retain the original clearance and submit a copy to the Office of Student and Academic Services, 213 Canevin Hall.

These clearances must be submitted each August a teacher candidate is enrolled in the LTP. Clearances need to be re-filed each year so that they are current for the field experiences that a part of each year of the LTP.

Policies.

- The Pennsylvania Department of Education has advised the University that a

- criminal record may have negative consequences for an applicant for certification.
- Summary offenses, convictions that have been annulled, expunged, pardoned, or do not relate to the applicant's suitability as a teacher, or arrests where there is no conviction, are not a basis for denial of certification. However, convictions for misdemeanors and felonies can and have resulted in the denial of Pennsylvania teacher certification.
 - The Public School Code and regulations (24 P.S § 11-1109, 12-1204, 12-1205, 12-1209, and 22 Pa. Code, § 49.12) prohibit issuance of a certificate to applicants who do not possess good moral character, or who are addicted to the use of intoxicating liquor or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.
 - The Department of Education has determined that too many graduates of the state's teacher preparation programs have prior convictions. These offenses have varied from minor convictions such as Disturbing the Peace and Retail Theft to the more serious crimes of Drug Possession and Use, Assault, Driving Under the Influence, Embezzlement, and Prostitution.
 - Please be advised, therefore, that criminal convictions may prevent certification, or, later on, employment as a teacher in Pennsylvania. Teacher candidates may desire to research the procedure to expunge their records prior to applying for certification.
 - Failure to obtain and/or maintain Act 33/151 & 34 clearances will disqualify a student from registering for enrollment in additional education courses.

1.C.2: Speech and Language referrals. All aspiring teachers in the Leading Teacher Program must demonstrate proficiency in speech and language skills for teaching. Potential speech or language problems may be identified by the LTP faculty and remediation may be required or recommended.

Policies.

- Speech and/ or language problems will be judged with reference to the aspiring teacher's ability to communicate well and clearly in school contexts.
- If remediation is deemed appropriate or necessary, it will be undertaken with the needs of potential students and colleagues as well as the aspiring teacher in mind.
- If remediation is deemed appropriate or necessary, completion of the Checkpoint may be postponed, but must be passed prior to admission to the Professional Educator Certification Track (normally, this occurs at the end of the fourth semester in the Leading Teacher Program).

Procedures.

- Speech and language will be monitored through class and cohort performances.
- Any necessary remediation will be communicated and monitored by Cohort Leaders, faculty members, and/or Advisors as appropriate.

1.C.3: Praxis Pre-Professional Skills Tests for Reading, Writing, and Mathematics. All N-3, K-6 and K-12 certification areas also require Fundamental Subjects:

Content Knowledge. All aspiring teachers must register for and take the Praxis Pre-Professional Skills Examinations to identify potential problems in the areas of general skills and general knowledge. Teacher candidates tend to do better on the above examinations when they are taken soon after high school. Some teacher candidates have difficulty with the examinations and require multiple opportunities to take the examinations before attaining a passing score. Qualifying scores on each of the Praxis exams is determined by the Pennsylvania Department of Education (PDE). PDE requires that all candidates for certification present qualifying scores on specific Praxis Examinations assigned to their major at the time they apply for certification. The PDE periodically changes the requirements for certification.

Policies

- Pre-Professional Skills Test results must be directed to the Office of Student and Academic Services for inclusion in teacher candidate's advisement file.
- Pre-Professional Skills Test results will also be submitted to teacher candidates' cohort mentors to ensure appropriate mentoring decisions.
- The means of determining whether a teacher candidate has met the requirements for the checkpoint may be altered depending on the nature of the needs of a particular teacher candidate.

Procedures

- Information regarding registration, deadlines, fees, etc. for the Praxis Examinations will be provided through the Cohort Experience. Cohort Mentors will coordinate the dissemination of pertinent information with the Office of Student and Academic Services.
- Teacher candidates may obtain additional information regarding the Pre-Professional Skills Tests as well as other Praxis tests from the websites of the Office of Student and Academic Services and Educational Testing Service <http://www.ets.org/praxis/index.html>
- Teacher candidates' mathematics and language arts skills may be evaluated by faculty through experiences in the Leading Teacher Program to determine if remediation would be helpful to the aspiring teacher.
- If remediation is deemed necessary, Cohort Mentors will consult with the Office of Student and Academic Services to determine an appropriate course of action (e.g., self-study using the Learning Library, Praxis, or other self-paced programs, referral to Learning Skills Center, Writing Lab, and/or tutoring.)
 - **Teacher candidates who do not achieve a passing score on an exam must re-take the exam until a passing score is attained before being admitted to the Professional Educator Certification Track (normally, this occurs at the end of the fourth semester in the Leading Teacher Program).**
 - **Teacher candidates must present a ticket of admission to the Praxis exams before the end of Semester Two.**

Semester Two

There is one Checkpoint in Semester Two. There are no Gateways in Semester Two.

Checkpoint

2.C.1: Demonstration of oral and written skills to faculty teaching in the first year of the LTP .

Policies

- If judged to be in the best interests of an aspiring teacher and those whom he or she would teach, faculty may require or suggest additional demonstrations of oral and written skills over and above the products and performances required in classes. (An example might be to require a student to videotape an oral presentation so that other Faculty might be consulted to determine the best course of action.)
- Faculty may require or suggest remediation based on demonstrations of oral or written skills that are judged as less than basic.

Procedures

- The products and performances generated by teacher candidates as part of their Foundations experiences in the course, Context of the Teaching Profession, the integrated experiences in Special Education, and the Cohort Experience will be used by Instructors and Cohort Mentors as demonstrations of oral and written skills.

Semester Three

There is one Checkpoint in Semester Three. There are no Gateways in Semester Three.

Checkpoint

3.C.1: Assess progress toward Semester Four Gateway regarding Praxis Examinations and QPA Requirements.

Policies

- If the student record is incomplete or if the aspiring teacher is having difficulty achieving a checkpoint or gateway, the aspiring teacher should seek advice from his/her academic advisor regarding specific action he/she may pursue. Waiting too long before seeking assistance may affect acceptance into the Professional Educator Certification Track and impede one's progress toward completing a degree or obtaining teaching certification.

Procedures

- Each aspiring teacher should confer with his/her academic advisor during the

scheduling conference to ensure that an accurate record of progress is included in the student's file.

- See Appendix B for instruction on calculating QPA.

Semester Four

There are no Checkpoints in Semester Four. There is one Gateway.

Gateway

4.G.1: All Checkpoints from earlier semesters and a minimum overall 3.00 QPA must be satisfied to qualify a teacher candidate for admission to the Professional Educator Certification Track at the conclusion of Semester Four.

Policies

- Admission to the Professional Educator Certification Track is determined at the conclusion of Semester Four (Refer to Chapter V, Professional Preparation, Process for Becoming a Candidate for Certification).
- Teacher candidates must have a passing score on file for each of the Praxis PPST and Fundamental Subjects: Content Knowledge (if applicable) in the Office of Student and Academic Services prior to submission of their application to the Professional Educator Certification Track. Teacher candidates who do not have the required passing score(s) on the Praxis exams will not be allowed to take 300 level courses in the School of Education until the scores are filed. ***There are no exceptions to this policy.***
- Teacher candidates who do not meet the QPA requirements for admission to the PECT at the end of Semester Four will be advised of deadlines for submitting a letter of appeal for alternative admission to the Committee on Student Standing (once the teacher candidate has all of the required Praxis scores on file).
- The Committee on Student Standing will consider both the welfare of the teacher candidate who has applied for alternative admission and the welfare of the children and professionals in the schools with whom the student might interact.

Procedures

- All teacher candidates will submit a letter of application to the Faculty of the Leading Teacher Program. The details of the application packet will be described early in the sophomore year.
- Academic Advisors will complete an audit of each student's academic record to determine if the student has attained the minimum QPA. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during Semesters 1, 2, and 3 of the Leading Teacher program.). See Appendix B for directions on how to calculate your QPA.
- Applications will be reviewed by faculty from the Professional Educator

Certification Track, as well as the Academic Advisors.

- Letters will be sent from the admitting Professional Educator Certification Program either admitting the student into the Professional Education Certification Track or stating the deficiencies in the teacher candidate's application.

- If the deficiency is a result of the Praxis exams (either missing scores or scores below the state requirement), then the teacher candidate's application will be put "on hold" until the teacher candidate demonstrates proof of passing scores to their Academic Advisor. Teacher candidates who do not have the required passing score(s) on the Praxis exams will not be allowed to take 300 level courses in the School of Education until the scores are filed. ***There are no exceptions to this policy.***

- Teacher candidates who do not meet the minimum QPA, but do have the required scores on each of the Praxis exams, may petition for "alternative admission" to the Professional Education Certification Track (PECT) by completing a letter of petition to the Committee on Student Standing.

- The petition process is available from the academic advisors. Minimally, the statement from the student seeking alternative admission must address the unsatisfied criteria, a plan for addressing the deficiency in the application, and outline the case for alternative admittance to the PECT. With the petition, the student must submit the names of at least two faculty references from the School of Education. The faculty members must be approached before the name is submitted to ensure consent. Secondary Education majors must also obtain a reference from a faculty member within the discipline of the major.

- The student's written petition and/or the advisor's documented analysis may include other documents that address the student's qualifications for alternative admission.

- Once an application for alternative admission is received, the Committee on Student Standing may seek additional information to aid them in their decision regarding alternative admission and any conditions of alternative admission that may be included in its decision.

- Teacher candidates will receive written notification of the Committee's decision. The notification will include any conditions established by the Committee on Student Standing and the recourse for the student through established grievance procedures as appropriate.

Semester Five

There are no Checkpoints or Gateways in Semester Five.

Semester Six

There are two Checkpoints and no Gateways in Semester Six.

Checkpoints

6.C.1: Minimum overall 3.00 QPA for all teacher candidates. Minimum 3.00 QPA in the certification academic area.

Policies

- The conditions required to remediate deficient QPAs will be documented in the student's advisement file.
- Cohort Mentors will receive notification regarding teacher candidates in his or her Cohort group who have not attained minimum QPAs to enhance mentoring.

Procedures.

- Academic Advisors will complete an audit of each student's academic record to determine if the student has attained the minimum QPAs. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during previous semesters of the Leading Teacher program.)
- Teacher candidates who do not meet the QPA requirements for student teaching will be advised regarding the conditions that would need to be met to remediate deficient QPAs.

6.C.2: Formal application and recommendation for student teaching.

Policies

- Any deficiencies or circumstances that prevent acceptance as a student teacher candidate will be communicated to the student along with steps for remediation and documented in the student's advisement file.
- Other policies governing Student Teaching (as well as guidelines) are described in detail in the Student Teaching Handbook.

Procedures

- All Checkpoints and Gateways from previous semesters must be satisfied before an application for student teaching will be accepted and reviewed.
- Application procedures will be reviewed as part of the Cohort Experience.
- Teacher candidates must attend the Orientation and Application Meeting held once a year in January.
- Submit completed applications for student teaching by the last Tuesday in February.
- The following must be included as part of the application for student teaching:
 - Five copies of the Autobiographical Data Form (typed)
 - Placement Preference Sheet
 - Two faculty recommendations from appropriate PECT faculty
 - Tuberculin PPD test results (valid only within one year of the date of assignment) See Appendix C for additional information regarding the TB PPD test.
 - Act 34 Clearance (valid only within one year of the date of assignment)
 - Act 33/151 Clearance (valid only within one year of the date of assignment)

Removal of all I and F grades, NG and X grades also

Semester Seven

There are no Checkpoints and one Gateway in Semester Seven.

Gateway

7.G.1: Minimum overall 3.00 QPA for all teacher candidates. Minimum 3.00 QPA in the certification academic area.

Policies

- Teacher candidates who do not meet the QPA requirements for student teaching will not be permitted to student teach

Procedures

- Academic Advisors will complete an audit of each student's academic record to determine if the student has attained the minimum QPAs. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during previous semesters of the Leading Teacher program.)
- Teacher candidates who do not meet the QPA requirements for student teaching will not receive a student teaching placement.

Semester Eight

There is one Checkpoint and one Gateway in Semester Eight.

Checkpoint

8.C.1: Praxis for Specialty Area Examinations.

There are Specialty Area examinations for every certification area. Several areas require more than one examination, however, examinations in these areas are continuously being revised.

Policies

- Specialty Area Exam results must be directed to the Office of Student and Academic Services for inclusion in student's advisement file. Specialty Area Exam results will also be directed to teacher candidates.
- Policies applicable to Specialty Area Exam results and specific certifications can be accessed via the websites of the Office of Student and Academic Services and the Pennsylvania Department of Education.

Procedures

- Information regarding registration, deadlines, fees, etc. will be provided through the Office of Educational Services.
- Teacher candidates may obtain additional information regarding the Specialty Area Exams as well as other Praxis tests from the websites of the Office of Student and Academic Services and the Praxis Exam.

Gateway

8.G.1: Formal application for recommendation for graduation and/or certification to the certifying officer(s) of the School of Education.

Policies

- Certification recommendations must align with PDE standards and regulations.
- Graduation recommendations must align with University standards and regulations.

Procedures

- Advisor completes final checklist to determine eligibility for certification and for graduation
- Eligible teacher candidates complete application and submit to the Office of Student and Academic Services.
- The Office of Student and Academic Services reviews applications and makes recommendations of each application to the certifying officer.
- Dean reviews recommendations and recommends to Pennsylvania Department of Education (PDE).
- Successful graduates receive certification from PDE.

Praxis Examinations

Praxis Examinations are the official testing instrument for teacher certification in Pennsylvania. The Praxis consists of a core battery of Pre-Professional Skills tests (Reading, Writing and Mathematics), Fundamental Subjects: Content Knowledge for N-3 Early Childhood and K-6 Elementary majors and all K-12 areas of certification, and Specialty Area Knowledge Tests. Teacher candidates must take all of the tests designated for their field of study to complete the testing requirements for certification. The State Department of Education, not the University, determines the tests required and the qualifying scores for each area of certification. Registration booklets and information guides are available in the Office of Student and Academic Services. Registration occurs at least one month prior to the administration of the examinations. Several tests may be taken on the same day.

Qualifying scores for the Praxis Examinations and the specific examinations required for certification are changed periodically by the Pennsylvania Department of Education. The scores and examinations for which a student is held accountable are those that are in effect at the time the student applies for certification. Qualifying scores in all areas are required as a part of the application procedure for the Pennsylvania Instructional I Certificate. Certification will be withheld until qualifying scores are achieved. Scores are valid for five years from the date of testing.

If a student registers for the Praxis in Pennsylvania, scores will be submitted automatically to the Pennsylvania Department of Education. Scores should also be submitted to Duquesne University. **The score recipient code for Duquesne University is 2196.**

Praxis Exams are offered only six times each year. Teacher candidates are encouraged to develop a plan according to the test dates and the dates that the test results are released to ensure completion of the appropriate examinations for acceptance into the Professional Educator Certification Track at the conclusion of the fourth semester, to meet the requirements for student teaching at the conclusion of the seventh semester, and for certification upon the completion of student teaching and graduation. The PPST Reading, Writing and Mathematics tests may be taken online at several local sites by appointment.

Duquesne University is considered an official test site for the Praxis Examinations and may be requested on the application.

Study guides and a computer-assisted preparation program are available in the Educational Curriculum section (5th Floor) of Gumberg Library. Students with special needs may apply for accommodations (<http://www.ets.org>). Preparation programs are provided by the Michael Weber Learning Skills Center on campus and by Butler Community College.

Professional Preparation

The Leading Teacher Program (LTP) at Duquesne University's School of Education is designed to prepare aspiring teachers to be leading teachers in Early Childhood, Elementary, and Secondary Education. In that regard, the program is based on the professional standards that guide the preparation of teachers within each discipline. Duquesne University's Leading Teachers are equipped to implement best instructional practices in Early Childhood, Elementary, and Secondary classrooms and to be leaders within the school community.

The Professional Educator Certification Track

Prerequisites for Certification Candidacy

Teacher candidates enrolled in Early Childhood, Elementary, and Secondary

Education must have successfully completed all requirements of Semesters 1 through 4 of the LTP prior to application to the Professional Educator Certification Track (PECT). Acceptance into the Professional Educator Certification Track is contingent upon a teacher candidate demonstrating they have met the following criteria:

- A minimum grade point average of 3.00 overall on a 4.0 scale
- Successful completion of the Praxis Pre-Professional Skills Tests in Reading, Writing, and Mathematics. Teacher candidates seeking certification in Early Childhood, Elementary, or any K-12 subject area must also obtain a qualifying score on the test, Fundamental Subjects: Content Knowledge.
- In addition, current Act 33/151 and Act 34 Clearances must be on file.

Process for Becoming a Candidate for Certification

During Semester 4 of the LTP, teacher candidates will complete and submit an application for acceptance into the Early Childhood, Elementary, or Secondary Education certification programs. In addition to the application, aspiring teachers will give written and oral evidence of their potential to be a leading teacher.

Acceptance

Acceptance will be granted to teacher candidates who meet the previously stated criteria and who clearly demonstrate potential for success in the remainder of the program.

Teacher candidates who do not meet the criteria for the sophomore gateway to the Professional Educator Certification Track will be notified in writing and will be informed of the process for addressing deficiencies in their application.

Professional Preparation for Certification

Candidates for certification in Early Childhood, Elementary, or Secondary Education normally begin Professional Preparation in Semester 5 of the LTP. Professional Preparation is based on the themes and domains of the LTP and on the professional standards for the preparation of teachers as established by the Pennsylvania Department of Education and NCATE.

Professional Standards

The LTP in Early Childhood, Elementary, and Secondary Education is built upon the professional standards espoused by each of the following professional organizations:

NCATE: National Council for Accreditation of Teacher Education www.ncate.org

NAEYC: National Association for the Education of Young Children www.naeyc.org

ACEI: Association of Childhood Education International www.acei.org

NCTM: National Council of Teachers of Mathematics www.nctm.org

IRA: International Reading Association www.reading.org

NCTE: National Council of Teachers of English www.ncte.org

NSTA: National Science Teachers Association www.nsta.org

NCSS: National Council of Social Studies www.ncss.org

CEC: Council for Exceptional Children www.cec.org

Professional Preparation in Early Childhood

Semesters Five through Seven

Teacher candidates desiring to earn dual certification in Early Childhood and Elementary Education will complete one summer session and three semesters of focused professional preparation.

Summer Session. Teacher candidates will take two courses: Orientation to Early Childhood Education and Child Development: Birth to Age 8.

Literacy. The Literacy semester merges the areas of reading instruction, language arts education, and children's literature for grades PK-3.

Numeracy. The Numeracy semester consists of three major components that will be integrated and focused on the teaching and learning of mathematics in grades PK-3 and on the development of mathematical thinking.

Knowing Mathematics and School Mathematics

Knowing Students as Learners of Mathematics

Knowing Mathematical Pedagogy

Educated Citizenry. The Educated Citizenry semester focuses on educational studies and experiences integrating science, social studies, and performing and visual arts in grades PK-3 and their impact on individuals and communities.

In addition, during semesters 5, 6, and 7, the teacher candidate will also take the following required courses:

Planning and Assessment. This course will focus on how to developmentally plan curriculum and authentically assess student achievement.

Integrated Curriculum. This course will focus on how to plan and implement appropriate curriculum for children with diverse needs.

Play, Movement, and Nutrition. This course will focus on the importance of play, movement activities, and nutrition and the impact of each in an educational setting.

Academic Adaptations

Candidates for certification will focus on methods and techniques for adapting instruction for students with specific learning challenges in Literacy, Numeracy, and Educated Citizenry, including instructional strategies, assessment, and curriculum.

Field Work

Candidates for certification will apply knowledge of instructional strategies, of how children learn, of assessment, and of curriculum in a PK-3 classroom setting. Early Childhood Professional Development School sites exist for many placements.

Cohort

Cohorts will be formed by dividing the total number of certification candidates in Early Childhood and Elementary Education entering Semester 5 of the LTP into three focused groups. Each group, functioning as a cohort, will begin a rotation through the three focused semesters: Literacy, Numeracy, and Educated Citizenry. The cohorts will remain stable throughout the three focused semesters.

Focused-semester cohorts will meet twice a semester as a whole and four times a semester within focused groups to discuss matters pertaining to personal and professional development.

Within each focused semester cohort, candidates for certification will select a representative and an alternate to serve as a liaison to the Instructional Team. Representatives may serve one semester of the three-semester rotation.

Cohort representatives will-

- Help to plan and coordinate cohort meetings;
- Meet monthly with the Team Leader and/or Instructional Team;
- Meet once each semester with Early Childhood majors in Years 1 and 2 to inform and encourage.

Semester 8

During Semester 8, candidates for certification will complete a 15-20 week student teaching assignment in one or more of the following settings: a partnership school, a Professional Development School, and/or an international school. Student teaching is the capstone experience of the candidate's professional preparation. Students who are earning a single certificate will complete fifteen weeks of student teaching. Teacher candidates who are earning dual certificates or who are student teaching abroad must complete twenty weeks of student teaching.

Professional Preparation in Elementary Education

Semesters Five through Seven

Elementary Certification Candidates will complete three semesters of focused professional preparation.

Literacy. The Literacy semester merges the areas of reading instruction, language arts education, and children's literature for grades K-6.

Numeracy. The Numeracy semester consists of three major components that will be integrated and focused on the teaching and learning of mathematics in grades K-6 and on the development of mathematical thinking.

Knowing Mathematics and School Mathematics

Knowing Students as Learners of Mathematics

Knowing Mathematical Pedagogy

Educated Citizenry. The Educated Citizenry semester focuses on educational studies and experiences integrating science, social studies, and performing and visual arts in grades K-6 and their impact on individuals and communities.

Academic Adaptations

Candidates for certification will focus on methods and techniques for adapting instruction for students with specific learning challenges in Literacy, Numeracy, and Educated Citizenry, including instructional strategies, assessment, and curriculum.

Field Work

Candidates for certification will apply knowledge of instructional strategies, of how children learn, of assessment, and of curriculum in a K-6 classroom setting.

Cohort

Focused semester cohorts will be formed by dividing the total number of certification candidates in Elementary Education entering Semester 5 of the LTP into three focused groups. Each group, functioning as a cohort, will begin a rotation through the three focused semesters: Literacy, Numeracy, and Educated Citizenry. The cohorts

will remain stable throughout the three focused semesters.

Focused-semester cohorts will meet twice a semester as a whole (Elementary Certification Candidates) and four times a semester within focused groups to discuss matters pertaining to personal and professional development.

Within each focused semester cohort, candidates for certification will select a representative and an alternate to serve as a liaison to the Instructional Team. Representatives may serve one semester of the three-semester rotation.

Cohort representatives will-

- Help to plan and coordinate cohort meetings;
- Meet monthly with the Team Leader and/or Instructional Team;
- Meet once each semester with Elementary majors in Years 1 and 2 to inform and encourage.

Semester 8

During Semester 8, candidates for certification will complete a 15-20 week student teaching assignment in one or more of the following settings: a partnership school, a Professional Development School, and/or an international school. Student teaching is the capstone experience of the candidate's professional preparation. Teacher candidates who are earning a single certificate will complete fifteen weeks of student teaching. Teacher candidates who are earning dual certificates or who are student teaching abroad must complete twenty weeks of student teaching.

Electives

The program of studies in Elementary Education includes 6 credits of electives. The candidate for Elementary Certification may elect 6 credits from the following areas:

Leadership Studies
International Studies
Additional Cognate Studies
Instructional Technology

Professional Preparation in Secondary Education

A certified secondary teacher should be a master of the structure, processes and content of her/his discipline, a life-long learner, a master of the five domains underlying the Leading Teacher Program and an emerging expert at integrating the three themes of the Leading Teacher Program into her/his student's learning and a model of an educated citizen.

The statements above define a productive and beneficial professional life. They are standards for self-judging personal growth and professional accomplishment and the benefiting of self and others. Like most abstract, long-term goals, they can be made real in many ways. Great secondary teachers trained at Duquesne commit to service to family and community, church and synagogue and temple and meeting hall, youth groups, charitable and athletic and social groups. They are school leaders through instructional excellence. They lead local, state and national professional organizations. They read, publish, research, listen, vote, debate and help solve problems. They make a positive difference in the lives of their students, their colleagues, their communities and in the world. They model the spirit that gives life.

The School of Education offers five (5) certification programs: English/Communications, Foreign Languages, Mathematics, Science and History/Citizenship. Teacher candidates interested in these certificate programs should consult the School of Education website, the undergraduate advisors and the current School of Education catalog. Although the School keeps documents as current as possible, the Pennsylvania Department of Education has the legal right to change the certification requirements; such changes supersede any existing printed materials.

Secondary Certification in Pennsylvania has five (5) requirements:

1. Academic preparation of at least 30 related credits, with a concentration and supporting coursework and a QPA for that academic work of at least 3.00 on a 4.0 point scale. The Commonwealth currently requires the academic background of a secondary teacher education major to be the equivalent of an academic major; i.e., secondary social studies majors have the same academic coursework as history majors.
2. Professional Education coursework and experiences: The Leading Teacher Program at Duquesne meets and exceeds all the Pennsylvania standards and requirements for professional coursework. Consult the current program sheets for the requirements in force.
3. Field Experience: At least 30 contact hours in a public or private middle school, junior high school or senior high school. See the Office of Student and Academic Services, Canevin 213, for forms and help in arranging the placement. See Chapter

IV- Field Experiences

4. Praxis Examinations: All secondary majors must take and pass three Pre-Professional Skills Tests (Reading, Writing, and Mathematics) before being admitted to the Professional Educator Certification Track (semester 5). Candidates will take a specialty test for the subject area as part of the certification application process after semester 8. There are at least 4 Praxis tests for a secondary major. See website www.ets.org . See also Chapter III for a complete description of the Gateways and Checkpoints.

5. Student teaching: This experience is currently fifteen (15) weeks, five days a week, all day for the typical secondary major. Placements are arranged through the Office of Student and Academic Services, 213 Canevin Hall, nine to 12 months before the projected student teaching semester. Student teaching must be done in a public or private middle school, junior high or senior high school with an experienced clinical instructor and university supervisor during the regular school year (no summers) with as total an approximation of a real teacher's full schedule as possible. Teacher candidates anticipating student teaching will register for student teaching 9 to 12 months before the student teaching semester so that they may begin to complete the numerous student teaching pre-requirements listed in the Student Teaching Handbook.

Transferring into the Leading Teacher Program

Transfer Students from Within Duquesne University

Internal transfer students must obtain a Request for Transfer from their current advisor and submit it to the School of Education prior to July 1st . The Committee on Student Standing of the School of Education will review all Requests for Transfer. If approved, the student must meet with an academic advisor to review the number of credits accepted by the School of Education and determine his/her proper placement in the program. Transfer students will only be accepted for Fall term.

Transfer students to the School of Education from other schools within Duquesne University who have a minor in education must complete an intensive field experience in Summer Session in May. Summer sessions consisting of the freshman level education courses are offered for eligible transfer students to assist them in entering in the fall term on a sophomore level.

In general, courses transferred between schools at Duquesne University to Duquesne's School of Education may meet the requirements for General Education Core courses, Academic Cognate/Academic Major courses or electives. All courses in the Foundations of the Leading Teacher Program and the Professional Educator Certification Track must be taken in sequence at Duquesne University. This may require additional semesters of study beyond a total of four years of enrollment when transferring.

External Transfer Students

The Leading Teacher Program is a unique organization of coursework infusing the themes of leadership, diversity and technology. Classes are taught as cohort groups. Candidates who desire to become teachers will be admitted on a provisional basis to the School of Education. Transfer students from other colleges and universities to Duquesne University must apply through the University Office of Admissions by August 1st. Students will be accepted into the Professional Educator Certification Track when program requirements are met.

Academic advisors will identify credits transferred into the School of Education and credits required for completion of the degree and Pennsylvania certification. In general, courses transferred from other colleges and universities to Duquesne's School of Education may meet the requirements for General Education Core courses, Academic Cognate/Academic Major courses or electives. All courses in the Foundations of the Leading Teacher Program and the Professional Education Certification Track must be taken in sequence at Duquesne University. This may require additional semesters of study. Transfer students will only be accepted for Fall term. Summer sessions consisting of the freshman level education courses are offered for eligible transfer students to assist them in entering in the fall term on a sophomore level.

Students who attend a college or university that belongs to the Pittsburgh Council for Higher Education (P.C.H.E.) and have decided to enter the field of education may cross-register for their initial education classes at Duquesne University.

Registration for the Degree and Application for Graduation

Teacher candidates must register for their degree and graduation in the semester in which graduation is planned. Applications for certification should be made upon completion of program requirements. **The student is responsible for completing all documents.** The Registrar's Office and the Office of Educational Services will review each application to determine if the student meets the appropriate program requirements. Degree applications are available in the Office of Student and Academic Services, 213 Canevin Hall.

Instructional I Certification Requirements

The School of Education has been approved by the Pennsylvania Department of Education to offer programs leading to the Pennsylvania Instructional I (Provisional) Certificate. This certificate is valid for six years, beginning the first year the individual is employed as a full-time teacher or serves more than 45 consecutive days in an assignment as a substitute teacher.

For a student to be eligible for provisional certification, the following requirements must be met:

- Successful completion of student teaching
- Completion of all requirements for the Bachelor of Science in Education degree

as determined by the School of Education

- Final cumulative QPA of 3.00
- 3.00 QPA in the student's area of certification
- 3.00 QPA in the student's General Education
- 3.00 QPA in the Professional Preparation
- Successful completion of the appropriate Praxis Examinations required by the Pennsylvania Department of Education
- Completion of the application for certification
- Recommendation of the Dean of the School of Education
- Payment of all fees owed to the University

Completed applications should be returned to the Office of Student and Academic Services along with a certified check or money order in the required amount. If a student has a criminal history as evidenced by Act 33/151 or 34 clearance reports, an appointment must be made with the Associate Dean.

Graduation Honors and Awards

Graduation Honors

Students who have attained an outstanding scholastic record may graduate with honors based upon the following:

Honor Cumulative QPA

Summa Cum Laude 3.90+

Magna Cum Laude 3.75+

Cum Laude 3.50 +

A student must have completed 60 credits at Duquesne University to be eligible for graduation with honors.

Honor cords are distributed only through honorary fraternities and sororities. Neither Duquesne University nor the School of Education distributes honor cords for graduation.

Dean's List

To achieve the distinction of being named to the Dean's List, a teacher candidate must have a record for a semester that shows completion of a full-time schedule, a quality point average of at least 3.50 and no grade lower than a C. The full-time schedule must include at least 12 credits exclusive of pass/fail credits. All teacher candidates named to

the Dean's List are sent a certificate and formal notification bearing the signature of the Dean and the seal of the University.

Dean's Teaching Fellows

Each year, the Dean of the School of Education offers a limited number of truly outstanding students the opportunity to apply for and be designated as a Dean's Teaching Fellow. This recognition provides the student and school districts with an assurance of the quality of the most outstanding graduate. The Dean's Teaching Fellows are selected after a rigorous application and screening process. Those designated as Dean's Teaching Fellows will enjoy the following benefits:

- Recognition in School publicity
- Use of the Fellows designation in seeking employment and promotions
- Assurance that if a school district hires a Dean's Teaching Fellow and they are not completely satisfied with the teacher candidate's preparation or performance, the Dean will arrange for the student to complete additional coursework or preparation that might be required, at no cost to the district or the employee
- Admission into a master's degree in the School of Education

For individuals who will complete a bachelor's degree in the School of Education, the selection criteria for being selected as a Dean's Teaching Fellow includes:

- A minimum 3.25 overall QPA, and a minimum 3.50 QPA in all education coursework.
- An "Excellent" rating on all midterm and/or final student teaching or field experience evaluations by the university supervisor and cooperating teacher.
- The recommendation of the university supervisor.
- Qualifying scores on all Praxis examinations required for a candidate's Pennsylvania certification.
- Involvements in noteworthy school and/or community volunteer service projects or activities.
- The recommendation of a full-time faculty member from the School of Education.
- Meeting and interviewing with the Dean of the School of Education.

Applications or questions should be directed to the Coordinator, Career Services and Alumni Affairs. Applications are usually due by mid-April.

School of Education Career Services

Given the unique career planning needs of education majors, the School of Education provides individualized, on-going career planning services through the Career

Services Office.

Teacher candidates may obtain information about interviews to be held on campus and other information about teaching positions. Student teachers should open a placement file with the Career Services Center during the semester they student teach. The file should be updated regularly with information about graduate studies and work experience. Student teachers should have each clinical instructor and college supervisor complete a recommendation form to be included in the placement file. Teacher candidates may call for information at 396-6647.

Services include individualized career counseling, resume and cover letter writing, portfolio development, and the organization of local, regional and national job searches, among others. Regularly scheduled workshops on educational career and job search issues, a web-based resource guide and current vacancies clearinghouse, and resume referral are also features of this Office for students enrolled in the School of Education.

Alumni are encouraged to maintain regular contact with the School of Education and are always welcome to access the services of the Career Services Office.

After the Leading Teacher Program

The Instructional II Certificate in Pennsylvania

In accordance with Act 48 (2000), every certified teacher must complete at least 6 credits or 180 hours of professional development every five years to maintain certification. All university graduate courses in education meet the requirements for the six credits. Noncredit courses from universities and approved providers and specifically identified in-service hours of school districts may meet Act 48 professional development hours. Prior approval from the Pennsylvania Department of Education must be applied for and received before hours may be advertised or granted. Each provider is required to submit the credits or hours to the state on behalf of the individual. Individuals certified by the state have an account established on the PDE website to monitor their progress toward meeting the state requirements.

The courses offered in the graduate programs in the School of Education meet the requirements for the Instructional II certificate. Coursework in areas such as real estate, medicine/pharmacy, business and law is not accepted by the Pennsylvania Department of Education toward the Instructional II certificate because these courses are preparatory for a profession other than education.

If an individual does not choose to use his/her certificate to teach in the public or approved private schools in Pennsylvania, he/she may request voluntary inactive status. This status does not require the additional credits or hours of professional development. However, in the event the individual chooses to remove the inactive status, he/she must complete at least thirty hours or 1 credit of professional development within 1 year before

the request is made.

Duquesne University Graduate School of Education

All graduate classes in the Graduate School of Education meet the state requirements for the Instructional II certificate and Act 48. Each student applying for graduate study must file an application for admission with the Graduate Admissions and Advisement Office, 214 Canevin Hall. The Graduate Admissions and Advisement Office will supply an application form upon request. The closing date for receiving applications for the Fall Semester is August 1; for the Spring Semester, December 1; and for the Summer Session, May 1. Unless the application, accompanied by a complete set of official transcripts and credentials, is received on or before the foregoing dates, no assurance can be given that a student will be permitted to register for the semester of the session immediately following. A student will not be accepted for registration in graduate courses unless accepted for admission to the Graduate School of Education. To be accepted for admission, a student must have an overall QPA of 3.0 or greater. If a student's QPA is less than 3.0, a minimum score of 40 on the Miller Analogies Test will be required for admission.

CHAPTER IV

FIELD EXPERIENCES FOR THE LEADING TEACHER PROGRAM

Overview

Field experiences in the Leading Teacher Program are designed to work in tandem with coursework. Three important characteristics of fieldwork in the LTP are that it is articulated with the coursework, it is developmental, and it is conducted either at Professional Development Schools or at partnership schools. Articulated field experiences means that they are related to what is being learned in class. For example, when sophomores take Educational Psychology their fieldwork observations explore the concepts learned on campus in an actual classroom setting. Developmental means that as students progress through their four years of schooling the content of the fieldwork changes in a fashion that meets the needs of an education student at each stage. What is meant by Professional Development Schools and Partner Schools will be explained in the next two sections.

Professional Development Schools

Professional development schools, or PDSs, are collaborations between one or more universities and one or more P-12 schools that have the interrelated goals of improved pre-service teacher education, ongoing faculty development, enhanced student learning, and continuous inquiry. A collaboration is not considered a PDS without the simultaneous inclusion of all of these goals. Duquesne University has a PDS Collaborative that consists of sixteen schools; one early childhood site, seven elementary schools, four middle schools, and four high schools. These PDS sites include urban and

suburban schools. The Duquesne PDSs are guided by the PDS Standards developed by the National Council for the Accreditation of Teacher Education.

Conceptually, PDSs are analogous to teaching hospitals in their functions and high leverage position: each has professional preparation, research, and student achievement as its mission; each views this mission in the context of providing quality service to their respective clients; and each sits at the intersection between theory and practice. The enhanced communication between the K-12 site and the university and the strong professional learning community that is fostered are beneficial to all involved.

When a candidate conducts a field experience at a PDS site they will receive a booklet of information that shares expectations with them. Additionally, they will work in collaboration with the Coordinator of Professional Development Schools to help to make the experience a positive one that enhances their understanding of the teaching profession and their growth as an aspiring educator.

Partner Schools

Partner schools are places where university faculty have established relationships for fieldwork for a particular course. Students have the opportunity to learn and teach onsite at partner schools as well as PDSs. Partner school faculty also collaborate with university faculty with the goal of creating a strong, effective experience for the teaching candidate.

Undergraduate Pre-Student Teaching Fieldwork

Freshman year, fall semester, candidates are acclimated to the university setting. Representatives from the P-12 arena, including those from the PDS Collaborative, are invited into the on-campus course to speak. Freshman year, spring semester, all education candidates conduct a Junior Achievement field experience at one of the Pittsburgh Public Schools. At this time the candidates teach lessons developed by Junior Achievement. Supervision is by the P-12 host teacher. The Pittsburgh Public Schools engaged in the Junior Achievement experience are considered partner schools.

Sophomore year all education candidates take Educational Psychology fall and spring semesters. Integrated with each Educational Psychology class is a 15 hour field experience that all candidates engage in at one of Duquesne's PDS sites. During this field experience candidates record observations related to material being learned in class. Additionally, the candidates may have the opportunity to tutor individual and small groups of K-12 students. PDS host teachers are familiar with the Educational Psychology curriculum and collaborate with the School of Education faculty in formative assessment of this field experience. Supervision is by the P-12 PDS host teacher.

In Semesters 5-7, Early Childhood and Elementary Education teacher candidates enroll in three 10-credit methods blocks: Educated Citizenry, Literacy, and Numeracy. The fieldwork for the Educated Citizenry and Literacy blocks is at a mix of PDS and partner sites. Fieldwork for the Numeracy block is at a partner site. The field component of each course is tailored differently, however, throughout the course of each semester, the elementary education major has the opportunity to apply what is being learned in the methods class in a real classroom.

In semester 5, Secondary teacher candidates take a Content Area Reading Course that has an articulated, fifteen hour field experience. All students visit PDS sites for this field experience. One half of the time is spent at a middle school and the other half at a high school. At the middle school, the candidates observe and engage in team planning and complete a matrix where they look for effective practice within the classrooms that they are visiting. At the high school, the candidates continue completing the matrix and they develop and teach an interdisciplinary unit that integrates content area reading and is based on the curriculum of the PDS site. Candidates are placed at PDS sites in such a way that teacher candidates in mathematics, science, English, and social studies attend the PDS site at the same time and can therefore collaborate. Spring semester junior year students take an Electronic Literacy course that also has a 15 hour field experience at the PDS sites. The fieldwork expectations parallel that of the Content Area Reading course; however, in this instance the students' goal is to integrate technology into instruction and learning. At time, these courses may be offered at a PDS site. Supervision is a combination of the 7-12 PDS host teacher, the PDS site liaison, and School of Education faculty.

Senior year fall semester, usually semester 7, secondary majors take a Secondary Methods Course and an Adaptive Strategies Course. Fifteen total hours of articulated fieldwork at a PDS site is completed. The specifics to this field experience are currently being developed; however, it is known that students will be adapting instruction for students with special needs as well as differentiating instruction to meet the needs of all students. Supervision is a combination of the 7-12 PDS host teacher, the PDS site liaison, and School of Education faculty. Please note that there will be instances when the secondary major may take a methods course spring semester junior year (at the same time as Electronic Literacy) rather than fall semester senior year (at the same time as Adaptive Strategies).

Student Teaching and Internships

Full-time student teaching at Duquesne is a minimum fifteen-week experience. Candidates have the option of student teaching at a PDS or non-PDS site. Cooperating teachers must have a minimum of three years experience. University supervisors are a mix of P-12 PDS faculty (who are specially trained in teacher education), higher education faculty, and retired administrators and teachers.

Orientations are held for both the student teachers and the cooperating teachers. The student teaching handbook is available online through the Office of Educational

Services web page that can be accessed from <http://www.education.duq.edu> . Candidates are evaluated at least 5 times by their cooperating teacher and at least 3 times by their university supervisor. At least two Pathwise evaluations are conducted.

Those candidates who choose to student teach or conduct an internship at a PDS site additionally participate in Teacher Leader Cohort (TLC) weekly meetings. Higher education and K-12 faculty facilitate these sessions. Goals of the sessions are to provide an opportunity for reflective dialogue, to create, conduct, analyze, and present results of an action research study, and to develop strong portfolio ideas. The weekly meetings are constructivist in nature, with the candidates determining the specifics of the curriculum within the given framework. The candidates who student teach at PDS sites have the opportunity to participate in all PDS meetings, workshops, study groups, etc.

Internships at Duquesne University are for graduate students only (per Pennsylvania State law). Internships last the duration of the academic year. In addition to over two dozen local school districts, all of the Duquesne PDS Collaborative sites offer graduate internships.