

## **Teacher Intern Certificate**

The professional education program has well-defined criteria for admission that assesses the candidate's potential for teaching through examination of their oral and written communication skills, academic preparation, qualifying work experience, and their ability to function with students in a teaching situation.

### **I. Knowing the Content**

The professional education program provides evidence Teacher Intern certification candidates complete a post-baccalaureate program that requires them to demonstrate their knowledge of the fundamental concepts and practices of the specific program which they are seeking certification at the preschool, elementary or secondary school level including:

I.A. Prescriptive sequence of academic area studies needed to supplement prior coursework in order to meet the requirements of the Specific Program Guidelines in the area the candidate is seeking certification

I.B. Prescriptive sequence of professional education coursework and experiences needed to supplement prior coursework in order to meet the requirements of the Specific Program Guidelines in the area the candidate is seeking certification

I.C. Additional coursework and experiences required to meet the program competencies and exit criteria, including the teacher assessment requirements for candidates seeking the Intern Certificate

### **II. Performances**

The professional education program provides evidence of the candidates' participation the sequential and developmental field experiences and employment or student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Teacher Intern Program are assessed in coursework, field experiences, employment or student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- creating a positive, inclusive learning environment,
- establishing and maintaining rapport with all students,
- communicating high learning expectations to all students,
- establishing and maintaining fair and consistent standards of classroom behavior,
- creating a safe physical environment that is conducive to learning

II.B. Planning of instruction based upon knowledge of the subject matter, learning theory, classroom environment, students, the community and the Pennsylvania Academic Standards including:

- alignment of curriculum, instruction, and assessment,
- multidisciplinary curriculum integration,
- multiculturalism, diversity, and adaptations for special needs learners,
- collaborating with appropriate subject area specialist

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

- assessment for proficiency in a receptive or performance skill,
- selecting and using formal and informal assessment in modifying instructional practices

II.D. Developing, utilizing, and communicating appropriate measurement and evaluation procedures in the instructional program

II.E. Monitoring students' understanding of content, providing feedback to students and adjusting instructional strategies as needed

### **III. Professionalism**

The professional education program provides evidence that Teacher Intern certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators, and local, state and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the preschool, elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students