



# PRE-K THROUGH GRADE 4 CERTIFICATION

## MASTER OF ARTS IN TEACHING PROGRAM

The overall mission of the post-bacc Early Childhood Education (ECE) certification program at Moravian College is to prepare knowledgeable and competent professionals who become educational ECE leaders by providing opportunities for pre-service teachers to learn ways to teach with deeper learning of knowledge, skills, and dispositions necessary to bring twenty-first century learning to all children. A comprehensive approach is essential to mentor pre-service teachers through current research and progressive teaching. Knowledge and understanding of the whole child, social justice, and equitable education is critical for pre-service teachers in order to prepare children and young people in the twenty-first century. Teacher preparation for deeper learning includes learning that is developmentally grounded and personalized, contextualized, applied and transferred, occurs in productive communities of practice, and learning that is equitable and oriented to social justice.

### Course Requirements

#### Professional Education Courses Required for Certification

- EDUC 502.2 Intro. to the Education of English Language Learners
- EDUC 507 Culture, Community & Diversity: Intro. to Critical Pedagogy (40 hour Stage 1 & 2 Field Experience)
- EDUC 510 Child Development & Cognition I (40 hour Stage 1 & 2 Field Experience)
- EDUC 511 Child Development & Cognition II (40 hour Stage 1 & 2 Field Experience)
- EDUC 512 Data Driven Analysis & Decision Making in ECE
- EDUC 513.2 Imagination & Creativity in Young Children
- EDUC 514.2 Music and Movement
- EDUC 516 Early Childhood Theories, Practices, & Family Partnerships
- EDUC 518.2 Wellness, Movement & Health for Young Children
- EDUC 521 Language Arts for Children, PK-Grade 4
- EDUC 522 Emerging Language & Literacy, PK-Grade 4
- EDUC 523 PK-Grade 4 Instructional Strategies for Scientific Reasoning
- EDUC 524 PK-Grade 4 Social Studies

- EDUC 525 PK-Grade 4 Inst. Strategies for Math Thinking
- EDUC 534 Including Students with Disabilities
- EDUC 558.2 Pre-Student-Teaching Field Experience (75 hour Stage 3 Field Experience)
- EDUC 559.2 Pre-Student-Teaching Field Experience (75 hour Stage 3 Field Experience)
- EDUC 570 Seminar for EC: Advocacy, Ethics, Leadership, Collaboration
- EDUC 575-7 Student Teaching Experience (Stage 4 Field Experience)

#### Teacher Action Research

- EDUC 500 The Teacher as Inquirer
- EDUC 506 The Teacher as Researcher
- EDUC 508 The Teacher as Evaluator
- EDUC 700 Curriculum Development and Action Research
- EDUC 701 Writing a Review of Educational Research
- EDUC 702 Reflective Practice Seminar
- EDUC 704-5 Literacy-Based Action Research Thesis



## Important Guidelines

- Students must have an overall GPA of 2.7 in order to take education courses numbered above 510.
- A lab science (F4) course with a grade of C or better is required prior to enrolling in EDUC 323. MATH 125 with a grade of C or better is the pre-requisite for EDUC 322, and an American history course with a grade of C or better is the prerequisite for EDUC 324.
- All education courses must be completed prior to beginning student teaching. No other courses should be taken during the student teaching semester.
- Students must have prior written approval by the program coordinator if they plan to complete any of these courses at another institution.

## Clearance Requirements

There are three clearance checks required of ALL STUDENTS by the Pennsylvania Department of Education at every level of Field Experience. These are: FBI Federal Criminal History Record, Pennsylvania State Police Criminal Record Check, and Pennsylvania Child Abuse History Clearance. Students will be placed in field experiences only if all background checks are clear of record. Clearances must be updated annually and valid for the entire field placement. Unless clearances have been updated, students will be unable to register for Education courses with field experiences.

In addition, all students must have a TB test within three months of the start of any field placement.

## The Requirement for Basic Skills Assessment

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. Currently there are two testing options. You may take either the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

Students may qualify for exemption from the basic skills assessment exams based on their SAT or ACT scores. Please contact the Education Department regarding exemptions and other test related questions you may have.

Candidates are encouraged to take the PAPA or CORE exams prior to or during the sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to admission into the teacher certification program and participation in any Stage 3 Field Experiences.

### Testing Requirements for Early Childhood (PK-Grade 4)

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Basic Skills Assessments (Administered by Pearson or ETS):

\*PAPA Modules: Reading/Math/Writing

\*or CORE Modules: Reading/Math/Writing

\*or testing EXEMPTION based on SAT/ACT scores

\*REQUIRED PRIOR TO Acceptance into Teacher Certification Program and Participation in STAGE 3 PST Field Experiences.

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\*\*Content Area Tests for Early Childhood Education PK-Grade 4

Module 1 (8006)

Module 2 (8007)

Module 3 (8008)

Administered by Pearson

\*\*REQUIRED PRIOR TO CERTIFICATION IN PENNSYLVANIA.

## The Field Experience Program

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from early field experiences to pre-student teaching to student teaching. All field experiences are directly related to materials presented in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements.

Cooperating teachers for field experiences hold appropriate certification and are selected for their willingness and ability to mentor, their excellence in teaching, their knowledge of teaching practice, and their devotion to the teaching profession. The cooperating teacher or any field experience provides a valuable opportunity for students to observe a teaching professional and participate in a classroom setting.

The Early Field Experience (Stage 1 & 2: Observation and Exploration) is an opportunity for the student to become familiar with classroom teaching and responsibilities under extensive support and direction. Students in the Early Childhood program enrolled in EDUC 507, 510/522, and 511 will participate in field experiences and are required to complete a minimum of 40 hours in a classroom for each.

The Pre-Student-Teaching Experience (Stage 3) is an opportunity for the student, before student teaching, to experience daily classroom activities as well as planning and presentation of lessons. Students enrolled in EDUC 558.2 and 559.2 will complete a minimum of 75 hours per semester in the fall and spring prior to student teaching.

The Student Teaching Experience (Stage 4) is the culminating experience of the teacher-preparation program. Its purpose is to help the student develop into a competent professional. Student teaching is physically and psychologically exhausting, but it is also satisfying. It is a full-time commitment and will consume most of the student's time in the semester in which it occurs. It takes place under the supervision of qualified program faculty and cooperating teachers. Student teachers will have two experiences (different grades and different schools) over the semester. All placements are in Pennsylvania schools near the College. In addition to daily classroom experience, students enrolled in EDUC 570 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration, are required to attend a weekly seminar with their College supervisors.



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