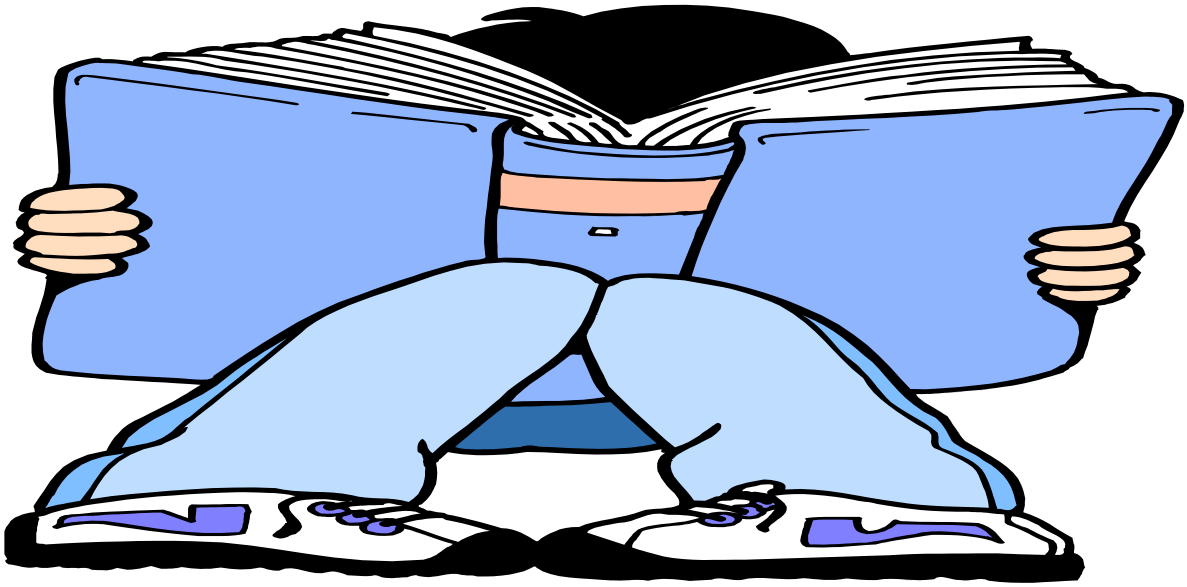
Middle Level Education

EDUC 242 Pre-Student Teaching I Handbook

Dr. Susan E. Fello
Coordinator, Middle Level Education
[2012-2013]



[This document contains pertinent information to guide students through the first semester of Teacher Education Step One. All students enrolled in this semester's coursework have already completed 48 credits of Liberal Studies classes (as specified by the Pennsylvania Department of Education), have obtained health screenings, clearances, and classroom insurance through PSEA.]

EDUC 242 – Pre-Student Teaching I Syllabus 1 credit

Course Description: Introduces specific competencies that relate to individual major fields of teaching and university-based instruction, as well as observation/participation in a PreK-Grade 12 field experience. These competencies incorporate strategies and techniques for addressing the needs of all students, including those with special and English language learning needs.
Please note: This particular section is designed for Middle Level Education majors.

A letter to all students

Dear Future Teacher,

You are now enrolled in four courses within the Department of Professional Studies in Education that prepare you for your first field experience. These courses are referred to as Professional Sequence I (PSI). The instructors with whom you work hope to make this an enjoyable semester, but also they hope to begin to shape you into the excellent teacher you can become. In doing so, they will care about more than only the grade you get on a test, the paper you submit, or the lesson plan you write. In addition to these important matters, they will be concerned about the development of certain skills we know to be necessary for good teaching.

All excellent teachers need to demonstrate a certain mastery of skills and knowledge base, but also they need to demonstrate that they can take initiative and display a visible enthusiasm in both their work with children and the content of the courses in which they are enrolled. Also necessary is a willingness to accept that we all can improve in whatever we do. There is so much to learn; remember that learning is a lifelong process. Even as experienced teachers, there is always more to learn.

This semester, teaching suggestions will be offered to each teacher candidate. These observations and suggestions are designed to provide insight into beginning teaching skills. The faculty members hope that these suggestions will be incorporated into your coursework, as well as your work with children.

We are looking for students with a positive attitude and creativity. It is vital to be well-organized and prepared. Many students may not initially have these qualities, however, the Professional Sequence I courses are designed to demonstrate ways that these skills can be developed and enhanced. Each teacher candidate will grow ***professionally as a teacher*** during this

semester. Teachers' actions and language are a vital component to success in the classroom. Today is the beginning of that awareness. Begin to talk and to act like a teacher.

This semester is the beginning of a very important journey. In our efforts to guide each student, all of your instructors will be working collaboratively to assist you. Unfortunately, not everyone can be an excellent teacher or is destined to become a teacher. This semester will help each teacher candidate decide if teaching is the right career. An excellent teacher is more than someone who says, "I always wanted to be a teacher." This semester is an opportunity to begin a lifelong dream of *becoming* a teacher.

During this semester, ask questions, observe teacher behaviors, identify as many techniques and strategies as possible, and get to know children. Note that your professors and cooperating teachers will be looking for those who will become excellent teachers over the next few years. We may find that as the semester unfolds, an experienced teacher may recognize aspects of your teaching that could impede your progress in becoming an excellent teacher. We hope you will see this as a learning experience and you will use the feedback in a helpful and formative way. All of the Professional Sequence I professors will be meeting periodically to discuss each teacher candidate's qualifications and progress. This first field experience is the foundation upon which Professional Sequence II and student teaching will be built. It is hoped that each teacher candidate will view this opportunity as the beginning of the professional growth as a teacher.

During this experience, strangers will become friends and friends will become colleagues. This all-important journey to become an excellent teacher begins with Professional Sequence I. This is just the beginning; may you enjoy the journey. Welcome to the world of teaching!

Sincerely,

Susan E. Fello, Ed.D., Professor
Coordinator, Middle Level Education
Professional Studies in Education
324 Davis Hall
724-357-2047

EDUC 242 – Pre-Student Teaching I

Component Sheet

(TOP PORTION TO BE COMPLETED BY STUDENT)

IUP Student's Name _____

Cooperating Teacher _____

I attend EDUC 242 on (circle one) Monday Wednesday

School Site _____

University Supervisor _____

(BOTTOM PORTION TO BE COMPLETED BY INSTRUCTOR)

1. Quality Involvement (35 points, see rubric) _____/35 Comments:	**5. Candidate Reflection** (10) All four domains are addressed in complete paragraphs, comments regarding professional growth are included; evidence to support comments in reflection. _____/10
2. Daily Journals (20) typed, well-done, thoughtful, inclusive, and submitted by due dates established each semester. Due dates #1 _____#2_____ See comments on rubric. Continued progress in journal entries, evidence of implementation of suggestions from quality involvement observation forms. _____/20	**6. Cooperating Teacher Evaluation** (20) Cooperating teacher's two-page evaluation is included, points are totaled as per rubric. _____/20
3. Observation Web (5)- Bright, colorful, no errors Follows the handbook guidelines _____/5	**7. Attendance** (each absence without medical excuse results in five points deducted from overall quality involvement- item #1)
4. Portfolio (5) Well-organized, inclusive and neat. All rough edges are removed. Sequential, and professional in appearance as per handbook. _____/5	**8. Attended all campus sessions.** **_____/5**

Reminder: Attendance is mandatory. Carefully read the attendance section of the handbook!

Total Points Possible: ___100_____

My Points: _____

Final Grade: _____

Comments:

EDUC 242
Pre-Student Teaching I

DESCRIPTION

The Department of Professional Studies in Education at IUP, in conjunction with area school districts, has developed a program to involve students in actual interaction with middle level students combined with observation of the classroom-teaching environment. This program has been implemented in response to research that emphasizes the pre-service teacher's need for early exposure to the classroom and requests from both college students and classroom teachers for more student involvement in actual classroom situations.

Since IUP students may have had limited opportunities to receive university instruction in the basic skill of teaching through professional education courses, they will NOT become involved in formal lesson plan writing in this experience. The objective of this initial field experience is to:

- have the opportunity to support and work with individuals or groups of middle level students in an existing classroom program,
- conduct several literacy-based and/or mathematics-based activities in the classroom,
- to do ongoing classroom observation,
- become more aware of the classroom environment,
- be exposed to diversity in terms of race, ethnicity, culture, ability, and socio-economic background,
- observe ways the school acknowledges and respects exceptionalities in the regular classroom, and to arrive at important career decisions.

At the end of the semester, each teacher candidate will submit a Professional Sequence I binder to chronicle professional growth. Following two weeks of on-campus preparation, students participating in this school-based program will be scheduled to work in conjunction with a classroom teacher. During each scheduled week, the student will report to the teacher's classroom

and work with students on activities specified by the teacher or IUP professors. IUP students may work with one child, a small group of children, or an entire class. Opportunities to work on a variety of activities include: reading aloud, practicing skills with individual students, creating and playing a reinforcement game, practicing math facts, studying and reinforcing vocabulary, or assisting the teacher in a particular classroom activity. Each student will have opportunities to interact in the classroom in a variety of ways. Every field placement experience is unique; view this as an opportunity to learn.

REQUIREMENTS

Quality Involvement. As each teacher candidate works in the school setting, formal observation and assistance will be provided. This portion of the EDUC 242 grade is termed "quality involvement." Instructors will be looking for the quality of interactions with all members of the school community. This would include but not be limited to the following:

- visible enthusiasm
- positive interactions and a positive attitude
- good grammar
- a willingness to accept suggestions
- thought and planning in preparing activities
- creativity
- taking initiative in the classroom
- professionalism
- a willingness to use this as a learning experience

PLEASE NOTE: EACH UNEXCUSED ABSENCE; 5 POINTS WILL BE DEDUCTED FROM THE QUALITY INVOLVEMENT SCORE. Attendance for the entire scheduled visit is MANDATORY. Failure to comply will result in removal from the field placement.

Quality involvement will be measured using the *Danielson Model of Professional Practice.* This framework identifies four domains of excellent teaching: planning and preparation, classroom environment, instruction, and professional responsibilities. It is expected that each teacher

candidate will demonstrate growth in each of the domains. The cooperating teacher will complete an evaluation form to document achievement in each domain. See handbook for copy.

Attendance. Students must be prepared, positive, and supportive when working with children. **Attendance is required.** ***In the event of an emergency,*** it is crucial that you call the instructor early that morning.

Dr. Fello -724-422-1333 after 7:00 am

Dr. Frantz- 814-952-5194 before 6:30 am

Give the following information: name, school site, cooperating teacher's name, and room number. Materials must be sent to the school with a member of your cohort, and this absence should not be an inconvenience to the students or the teacher. All campus classes are also mandatory. Five points if attended all sessions. Two out of five points will be given if one was missed.

Teacher Contact. This course provides an opportunity to work with students and to see the "real world of teaching" through observation and participation in classroom activities. There will be a combination of observation and participation during this field placement; both forms of contact provide excellent opportunities for learning. **Keep in mind that we are guests in the classroom.** It is not our place to make decisions affecting the routine of the children and the plans the teacher has for his/her classroom. The teacher will take the lead in assigning responsibilities; do not be afraid to express interest in doing more. Show initiative!

Daily Journal entries. Every student will keep a daily journal, which must be typed and will include ideas, experiences, anecdotes, observations, personal feelings, questions about classroom activities and anything else pertinent to the experience. **This should NOT be a listing of what happened first, second, third, etc., but rather an expression of feelings and attitudes toward**

what was observed, attempted, or accomplished. *What worked and what didn't work and why? What would you do differently in this situation if it occurred again? How do you feel about the session? What questions and concerns do you have? What has made you pleased, curious, sad, frustrated, intrigued, or anxious?*

There will be a typed and dated entry for each visit. (EXAMPLE: Monday, March 4, 2013, 7:20-11:25 or 8:30-12:15). The length of each entry should be approximately five full paragraphs. **One or two sentences will not be sufficient.** Each entry should reflect unique experiences for that session. Saying "Jason and I practiced vocabulary words. He tried very hard. He is such a great kid," is **NOT** an appropriate journal entry. Journal entries will be submitted for evaluation at midpoint and the conclusion of the semester. The due dates will be announced in class. All journal entries with rubrics are to be included in the Professional Sequence I binders.

Classroom Observation Web. Each student will be in a classroom four times during the semester In Indiana Area School District. Six categories have been identified as elements of excellent classroom instruction: teacher-student interaction, literate-rich environment, lesson delivery, evidence of teacher preparation, diversity, and classroom management. Based on all four observations made during the first part of the EDUC 242, each teacher candidate is required to develop a classroom observation web. It should be created **electronically, printed in color, and submitted at the end of the semester in the binder.** See example in handbook.

Assessment Form. Cooperating teachers will be required to evaluate each teacher candidate's performance. The assessment forms from this handbook should be given to your cooperating teacher on visit #3 and will be returned on visit #4. The teacher candidate should complete the information at the top of the form. These forms will be submitted to the instructor of record for EDUC 242. The university supervisor will sign the document and return it to you.

Preparing the Professional Sequence I Binder. The Professional Sequence I binder is a collection of documented professional work completed during EDUC 242. The binder will include the following five sections:

Tab 1 – Component Sheet (page 4 in handbook) – The top portion should be completed by the student. The instructor will complete the bottom. **This sheet, as well as others in the portfolio, should <u>not</u> be in plastic.** The instructor will be writing on them.

Tab 2 – Daily Journal entries – See handbook description. Include rubrics for first and second evaluations. The first journal is due after three visits to Indiana: the final journal entry is due at the conclusion of the semester.

Tab 3 – Observation Web –Include at the conclusion of the semester.

Tab 4 – Cooperating Teacher Assessment Form

Tab 5 – Teacher Candidate Reflection- This must be typed and include the four domains as individual headings. Summarize in five-six sentences under each category.

The one inch, three-ringed binder <u>must</u> have dividers and tabs that are neatly organized. The tabs <u>must</u> identify each section such as "Component Sheet" or "Observation Web." The order should be: divider, rubric, and then component. Each tab should be word-processed or neatly printed. All fringes should be neatly trimmed before inclusion in the binder. The cover of the binder should include: **teacher candidate's name, course title, cohort, and instructor's name.**

The "Late Policy." Each assignment is due on a specified date. Read your calendar carefully and mark the dates. It is **<u>YOUR</u>** responsibility to have assignments submitted <u>on time</u>. Therefore, submitting the Professional Sequence I binder, or any portion of it, late will result in a loss of points and will affect the overall course grade. At the end of the semester, each Professional Sequence I binder must be submitted in its entirety on the date due (see calendar)

Grading Scale:

This course is a college-wide course, therefore, the grading scale follows the IUP format:

90-100% A 80-89% B 70-79% C 60-69% D

Other Important Information

This experience will provide you with a valuable opportunity to determine if the Middle Level Education major is the career path you are seeking. As the program unfolds, there are many professors to whom you can turn for advice and guidance.

The first person to contact:

Dr. Susan Fello 324 Davis 724-357-2047

Coordinator, Middle Level Education

The second person to contact:

Dr. Sue A. Rieg 303 Davis 724-357-2400

Chairperson, Professional Studies in Education

The third person to contact:

Dr. Edward Nardi 104 Stouffer 724-357-2480

Dean, College of Education and Educational Technology

Name_____ **Date _____**

Room number _____ **Time _____**

Cooperating Teacher's name_____

FIELD EXPERIENCE COMPETENCIES

		5 points always	4 points almost always	3 points frequently	2 points sometimes	1 point seldom	0 points never
A	Displays a positive attitude and visible enthusiasm on campus and in the classroom (Standard ACEI 3b, AMLE 7)						
B	Demonstrates effective interactions with children, makes use of positive reinforcement, and maintains appropriate conduct (Standard ACEI 3b, AMLE 6,7)						
C	Uses appropriate grammar and formal language in written and oral communication; avoids colloquial expressions and slang (AMLE7)						
D	Takes initiative in the classroom and accepts personal responsibility for constructing a learning experience for themselves and the students (Standard ACEI 3b, 3d, AMLE 3,4,5,7)						
E	Uses thought and planning to connect required learning experiences with creative approaches (Standard ACEI 1, 2i, AMLE 2,3,4,5)						
F	Demonstrates excellent preparation for work in the classroom; is punctual and responsible(AMLE 1, 7)						
G	Demonstrates professionalism in dress, behavior, language; fosters relationships with school personnel; accepts and acts on suggestions for improvement (Standard ACEI 5a, 5d, AMLE 5,6,7)						

Comments:

_____

_____

_____

_____

Indiana University of Pennsylvania

EDUC 242: Pre-Student Teaching

Rubric for Daily Journals
(Submitted midway and at course's end)

Name of Student: _____ Date: _____

	Target 2	Acceptable 1	Unacceptable 0
1. The content is appropriate, clearly stated, and inclusive of ideas, experiences, anecdotes, observations, personal feelings, questions about the experience, and/or other elements of your observations and participation. (Standard: ACEI 3b, 5b, NMSA 3, 4, 5,7)			
2. Thoughts are presented as an expression of feelings and attitudes, not a chronicle of events.			
3. Content follows descriptors in the *EDUC 242 Handbook* and shows evidence of growth as needed.			
4. Discusses and reflects upon the diversity of students and diversity issues as they arise. (Standard: ACEI 3b, 5b, NMSA 3, 4, 5,7)			
5. Statement is free of spelling, grammatical, and punctuation errors. It uses standard font and is double-spaced. For every five errors, one point will be deducted from this category on the rubric.(NMSA 7)			

Comments:

Overall Score/Points Earned*: _____/10

***Rubric Point Scale*:**

Target = All criteria were met as described.

Acceptable=Most criteria were met as described; there is evidence that real effort was made to meet criteria.

Unacceptable =Few criteria were met as described; there is little evidence that effort was made to meet criteria.

Indiana University of Pennsylvania

EDUC 242: Pre-Student Teaching

Rubric for Observation Web

Name of Student: _____ Date: _____

	Target 1	**Unacceptable 0**
1. Core classroom topics were identified as main points of the observation web		
2. Relevant evidence is connected to each topic on the web, showing astute observation of the classroom environment		
3. Computer-generated graphic organizer is used to display observation web in a professional format, with a font that is easy to read. **Printed in color.**		
4. Observation web is labeled with the teacher's name, grade level, and subject area. Observation web reflects overall classroom experience.		
5. Observation web is free of spelling, grammatical, and punctuation errors.		

Comments:

Overall Score/Points Earned*: _____/5

Indiana University of Pennsylvania

EDUC 242: Pre-Student Teaching

Rubric for Candidate Reflection

Name of Student: _____ Date: _____

Instructor will check in appropriate category:	Target 2	Acceptable 1	Unacceptable 0
1. Submitted a Candidate Reflective Paper addressing the four domains as described in the handbook. Paper should be two double-spaced pages or more, with categories of the four domains. 5-6 sentences minimum under each category. (NMSA 1, 2, 3,4 ,5, 6, 7)			
2. The content is appropriate, clearly stated, and inclusive of ideas, experiences, anecdotes, observations, personal feelings, questions about the experience, and/or other elements of observations and participation. (Standard: ACEI 3b, 5b, NMSA 6,7))			
3. Evidence of linking theory to practice is shown (discuss current article and how it applies to the classroom environment) (NMSA 2, 3, 4, 5)			
4. Responses are thoughtfully done and demonstrate reflective practice, which includes impact on future practice. Discusses changes in beliefs and attitudes .			
5. Statement is free of spelling, grammatical, and punctuation errors. It uses standard font and is typed and double-spaced. No use of slang or colloquial expressions. (NMSA 2, 3, 7)			

Comments:

Overall Score/Points Earned*: _____/10

***Rubric Point Scale*:**

2 = All criteria were met as described.

1 = Most criteria were met as described; there is evidence that real effort was made to meet criteria.

0= Few criteria were met as described; there is little evidence that effort was made to meet criteria.

Pre-Student Teacher Evaluation – EDUC 242

Student's Name _____**Banner ID @**_____ **Date**_____

Major _____**Assignment Dates:** _____ **to** _____

School District _____ **School Building** _____

Cooperating Teacher _____ **University Supervisor** _____

Based on your observations of this student's performance, please assess his/her development of the following competencies by completing this form. Place a check in one of the categories below to rate the student's overall performance. Secondly, mark the boxes under each of the Danielson Domains to further

Target-4	Above Average-3	Acceptable-2	Unacceptable-1	Unable to Assess
Beyond expectations	**Shows promise as a young teacher**	**As expected at this point**	**Less than expected at this point**	**Unable to assess the student at this point**

Domain One: Planning and Preparation

	4 Target	3 Above average	2 Acceptable	1 Unacceptable	Unable to Assess
• Knowledge of Students: Used thought and planning in developing age-appropriate and creative learning experiences suitable for students	☐	☐	☐	☐	☐
• Designed Coherent Instruction: Designed materials, learning activities, visual aids, lessons for students.	☐	☐	☐	☐	☐

Recommendations/Comments: _____

_____

Domain Two: The Classroom Environment

	4	3	2	1	
• Maintained an Existing Environment of Respect and Rapport: Used positive reinforcement; displayed a positive attitude and enthusiasm	☐	☐	☐	☐	☐
• Maintained Existing Classroom Procedures: Management of groups, transitions, materials, supplies	☐	☐	☐	☐	☐

Recommendations/Comments: _____

_____

Domain Three: Instruction

	4	3	2	1	
• Communicated Clearly, Accurately, Professionally	☐	☐	☐	☐	☐
• Engaged Students in Learning	☐	☐	☐	☐	☐

Recommendations/Comments: _____

_____

Domain Four: Professional Responsibilities

	4	3	2	1	
• Grew and Developed Professionally: Assisted with non-instructional classroom duties; accepted and acted on constructive criticism.	☐	☐	☐	☐	☐
• Demonstrated understanding of content knowledge and pedagogy	☐	☐	☐	☐	☐

Recommendations/Comments: _____

_____

EDUC 242
Pre-Student Teaching Clinical I
One paragraph

Please make recommendations to assist in the candidate's continued preparation and growth. (They can be typed or neatly printed.)

_____ _____

(Cooperating Teacher) (Date)

Return to the instructor for inclusion in the student's final report.

This evaluation has been reviewed by the Instructor.

Instructor _____ Date _____

To be completed by the student

Name _____ Cohort _____ Semester _____
School _____ Cooperating Teacher _____Grade _____

Candidate Reflective Paper

Please consider Danielson's Four Domains of Quality Teaching: Planning and Preparation; Classroom Environment; Instruction; and Professionalism and their Components of Professional Practice listed on the next page. React to YOUR experiences in the field placement referring specifically to each of those domains.

This should be done in a typed paper that includes the personal/placement heading from the top of this page and uses the four domains as headings. Under each heading, elaborate on the personal and professional experiences in each domain. Write about what YOU did, rather than what the cooperating teacher did in the classroom. The paper should be at least two double-spaced pages. The due date is listed on the calendar.

The titles are:

Planning and Preparation

Classroom Environment

Instruction

Professionalism

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Designing Student Assessment

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use of planning

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

Component 2b: Establishing a Culture for Learning

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

Component 3a: Communicating with Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Group A	Group B

EDUC 242 Students' Calendar for Classroom Visits

Ben Franklin 8:15-12:05 (4 students)	Junior High 7:20-11:25 (6 students)
Jan. 28- on campus 8:00-9:30	Jan. 28- on campus 8:00-9:30
Feb. 4 – on campus 10:00-12:00	Feb. 4 – on campus 10:00-12:00
Feb. 11 – share bio-poster	Feb. 11 – share bio-poster
Feb. 18 - on campus 9:00-11:00	Feb. 18 – on campus 9:00-11:00
Feb. 25 – read aloud from the Heartwood series	Feb. 25 –activity given by the cooperating teache
Mar. 4 – conduct a content vocabulary activity Submit journal entries- Mar. 6 to Dr. Frantz in MIDL 310	Mar. 4 - conduct a content vocabulary activity Submit journal entries- Mar. 5 to Mrs. Shyrock In MIDL 222
Mar. 11 or 15- conduct a comprehension activity Cooperating teachers submit evaluation checklists to Dr. Frantz	Mar. 11 or 15- conduct a comprehension activity Cooperating teachers submit evaluation checklists to Mrs. Shyrock
Mar. 18 – OFF	Mar. 18 - OFF
Mar. 26 – (take note: this is a TUESDAY) PAMS	Mar. 26 – (take note: this is a TUESDAY) PAMS
Apr. 1 – OFF	Apr. 1 - OFF
Apr. 8 or 15 – Pittsburgh TBA April 22-trip to Cambria Heights	Apr. 8 or 15 – Pittsburgh TBA April 22-trip to Cambria Heights
Apr. 29 – Binders DUE to Dr. Sibert in MIDL222	Apr. 29 – Binders DUE to Dr. Sibert in MIDL 222
May 6 – FINAL report to room 325	May 6 – FINAL report to room 325