

**HASD/IUP PDS HANDBOOK
FOR INTERNS, MENTOR TEACHERS, IUP FACULTY**

**Hempfield Area School District and
Indiana University of Pennsylvania
Professional Development School**

Fall, 2006

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NEW TEACHER INDUCTION

Most have been scheduled for August 3 or August 17 from 11:00-2:00; HASD will contact interns with a date that meets their schedules.

IUP ACADEMIC CALENDAR - Fall 2006

Fall Payment Deadline	Monday	08/07/06
Official Drop/Add Begins	Monday	08/28/06
Classes Begin	Monday	08/28/06
MIDTERM	Thursday	10/12/06
Faculty deadline for entering mid-term grades	Sunday	10/22/06
Individual Course Withdrawal Deadline	Friday	11/03/06
Total Semester Withdrawal Deadline	Friday	11/10/06
IUP Classes End	Monday	12/11/06

Interns follow the HASD Calendar for the holidays.

IUP ACADEMIC CALENDAR - Spring 2007

Registration Appointment Times Begin	Monday	10/30/06
MARCH 1 st IS APPLICATION DEADLINE FOR MAY GRADUATION	Thursday	03/01/07
Spring Payment Deadline	Tuesday	12/05/06
Official Drop/Add Begins	Wednesday	01/17/07
Classes Begin	Wednesday	01/17/07
Drop/Add Ends	Tuesday	01/23/07
MIDTERM	Monday	03/05/07
IUP Spring Break	03/12/07 -	03/18/07

Interns do not get a spring break from their HASD assignment; however, IUP classes will not be held on these dates.

Faculty deadline for entering mid-term grades	Sunday	03/18/07
Individual Course Withdrawal Deadline	Thursday	03/29/07
Total Semester Withdrawal Deadline	Friday	03/30/07
Classes End	Tuesday	05/01/07
Faculty begin entering final grades, 8 am	Wednesday	05/02/07
Reading Day	Wednesday	05/02/07
Final Exams Begin	Thursday	05/03/07
Final Exams End	Wednesday	05/09/07
Spring Commencement	Saturday	05/12/07
Spring semester grades available, 8 am	Friday	05/18/07

JUNE 1st IS DEADLINE FOR APPLICATION FOR AUGUST GRADUATION

Hempfield Area School District 2006-2007

August					
M	T	W	T	F	Total
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	INS	INS	INS	
Clerical	1st Day	30	31		3

February					
M	T	W	T	F	Total
			1	2	98
5	6	7	8	9	103
12	13	14	15	16	108
INS	20	21	22	23	112
26	27	28			115

September					
M	T	W	T	F	Total
				1	4
Labor Day	5	6	7	8	8
11	12	13	14	15	13
18	19	20	21	22	18
25	26	27	28	29	23

March					
M	T	W	T	F	Total
			1	2	117
5	6	7	8	9	122
12	13	14	15	16	127
19	20	21	22	23	132
26	27	3rd 9 Wks	29	30	137

October					
M	T	W	T	F	Total
2	3	4	5	6	28
9	10	11	12	13	33
16	17	18	19	20	38
23	24	25	26	27	43
30	1st 9 Wks				45

April					
M	T	W	T	F	Total
2	3	4	Spring	Recess	140
Recess	10	11	12	13	144
16	17	18	19	20	149
23	24	25	26	27	154
30					155

November					
M	T	W	T	F	Total
		1	2	3	48
6	Act 80	8	9	10	52
13	14	15	16	17	57
20	Mod El	INS	Fall Rec	Fall Rec	59
Fall Rec	28	29	30		62

May					
M	T	W	T	F	Total
	1	2	3	4	159
7	8	9	10	11	164
14	15	16	Picnic	Off	167
21	22	23	24	25	172
Mem Day	29	30	31		175

December					
M	T	W	T	F	Total
				1	63
4	5	6	7	8	68
11	12	13	14	15	73
18	19	20	21	Winter	77
Winter Recess					

June					
M	T	W	T	F	Total
				1	176
4	5	Last Day	Clerical	8	179
11	12	13	14	15	

January					
M	T	W	T	F	Total
Recess	Winter	3	4	5	80
8	9	10	11	12	85
INS	16	17	18	2nd 9 Wks	89
Clerical	23	24	25	26	93
29	30	31			96

This calendar may be altered if needed	
First snow day:	April 5, 2007
Second snow day:	June 7, 2007
Third snow day:	June 8, 2007
Modified day elementary:	November 21, 2006
Graduation day:	June 6, 2007

THE INTERN YEAR

A CULMINATING AND INTEGRATING EXPERIENCE

Modern psychological research has shown that a person is best able to influence the behavior, attitudes, and ideals of another person when they are engaged in a common task. This statement describes the crucial role that a mentor teacher plays in the development of an intern. The mentor teacher, as a positive role model, is one of the most important influences in stimulating professional growth of the pre-service teacher. The teaching practicum is a cooperative venture, and both interns and mentors have much to share with each other.

The intern year should be viewed as a learning opportunity. The major function of the intern year is to provide a teaching environment in which future teachers plan appropriate lessons, analyze student behavior and adapt teaching styles to optimize learning by all students. The integration of theory and practice should encourage preservice teachers to develop a philosophy of education. It encourages them to apply pedagogical principles to the science of teaching with teaching behaviors that enhance the art and science of teaching. Intern teachers should be encouraged to develop their own ideas, apply them in an educational setting, and be reflective in evaluating their lessons. The mentor teacher's role is one of teacher, counselor, and evaluator. The intern year provides a never-ending challenge for professional excellence to the intern, to the mentor teacher, and to students.

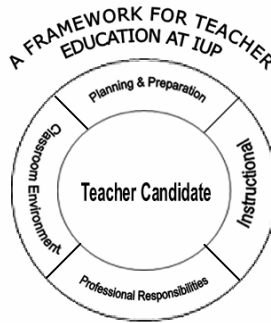
The intern year and mentor teacher orientation programs at IUP follow Charlotte Danielson's Framework for Teaching Model (1996). The IUP framework incorporates Danielson's four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. These domains constitute the knowledge base necessary to become a successful educator. The INTASC (Interstate New Teacher Assessment and Support Consortium) Standards used to evaluate IUP teacher candidates have been correlated to each of these 4 domains. The faculty is committed to the collaborative efforts of preparing quality educators. Through modeling and instruction, our faculty continually combine planning and preparation, instruction, classroom environment and professional responsibilities so that our teacher candidates can see that effective teaching rests on a complete set of knowledge, skills and dispositions that are interrelated and occur not only within the 4 walls of a classroom but also in the world that surrounds them. Teacher candidates are encouraged to become reflective practitioners with a commitment to lifelong learning. Their competence is evidenced in their ability to demonstrate successful acquisition of the INTASC Standards. Each element of the core program knowledge base is derived from program faculty's basic beliefs about the teaching/learning process, guidance from the state, federal and accrediting body standards and is supported by a rich body of professional literature and is embodied in the work of Danielson (see pp. 59-69).

GOALS AND EXPECTATIONS FOR INTERN TEACHERS

Interns are expected to acquire many different skills and develop a new repertoire of abilities as they progress through the full year of internship. In an extensive review of research, Linda Darling-Hammond found that exemplary teacher education programs supported prospective teachers in learning how to:

- Evaluate school and classroom environments and understand the elements needed to serve a range of student needs
- and diagnose individual students' contexts, strengths, and learning needs
- Tailor curriculum and teaching to address these strengths and needs
- Teach explicit strategies that enable students to become more successful as learners
- Involve families and colleagues in helping support student success
- Teach the concepts, knowledge, and skills in ways that enable students to learn.
- Understand how different students are learning.
- Set challenging and appropriate expectations of learning and performance for students.
- Help all students achieve high academic standards.
- Develop curriculum that builds on students' experiences, interests, and abilities.
- Evaluate curriculum materials for their usefulness and appropriateness for your students.
- Create interdisciplinary curriculum.
- Use instructional strategies that promote active student learning.
- Relate classroom learning to the real world.
- Understand how students' social, emotional, physical, and cognitive development influences learning.
- Identify and address special learning needs and/or difficulties.
- Teach in ways that support new English language learners.
- Choose teaching strategies for different instructional purposes and to meet different student needs.
- Provide a rationale for your teaching decisions to students, parents and colleagues.
- Help students become self-motivated and self-directed.
- Use technology in the classroom.
- Develop a classroom environment that promotes social development and group responsibility.
- Develop students' questioning and discussion skills.

- Engage students in cooperative work as well as independent learning.
- Use effective verbal and nonverbal communication strategies to guide student learning and behavior.
- Teach students from a multicultural vantage point.
- Use questions to stimulate different kinds of student learning.
- Help students learn to think critically and solve problems.
- Encourage students to see, question, and interpret ideas from diverse perspectives.
- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction.
- Understand how factors in the students' environment outside of school may influence their life and learning.
- Work with parents and families to better understand students and to support their learning.
- Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs.
- Give productive feedback to students to guide their learning.
- Help students learn how to assess their own learning.
- Evaluate the effects of your actions and modify plans accordingly.
- Conduct inquiry or research to inform your decisions.
- Resolve interpersonal conflict.
- Maintain discipline and an orderly, purposeful learning environment.
- Plan and resolve problems with colleagues.
- Assume leadership responsibilities in your school.



ADMINISTRATION OF THE PROGRAM

The administration of the field supervised intern year at IUP is a collaborative effort between the Teacher Education Office and the administrators in the public schools. All requests for field experiences are processed by the Teacher Education Office in conjunction with the designated school district or intermediate unit contact person.

The Associate Dean for Teacher Education and the Director for Field Placement Assistance

The Associate Dean for Teacher Education has the continued responsibility to develop and maintain partnerships with schools where interaction occurs between basic education personnel and IUP personnel.

The Office of the Associate Dean for Teacher Education is the center for the coordination of the entire field experiences program. The Director of Field Placement Assistance, in cooperation with the Associate Dean, is responsible for identifying field experience locations and making the official arrangements for placing preservice teachers and interns through the designated district contact person. The Associate Dean for Teacher Education approves all intern/mentor teacher, determines an assignment that will maximize the candidate's achievement. **CANDIDATES MAY NOT STUDENT TEACH IN THE SCHOOL DISTRICT FROM WHICH THEY WERE GRADUATED. IT IS ALSO RECOMMENDED THAT THEY NOT ACCEPT A PLACEMENT IN A BUILDING OR SMALL DISTRICT WHERE AN IMMEDIATE FAMILY MEMBER IS EMPLOYED.**

Many school districts have a policy that a pre-service teacher's request is denied when it is their home district. It is the responsibility of the Director of Field Placement Assistance in cooperation with the Associate Dean to collaborate, and perhaps intercede, with the university instructor, site supervisor, departmental coordinator and/or chairpersons, and basic education administration and faculty, when problems arise.

The Teacher Education Office is responsible for providing appropriate clinical experiences for all candidates in the teacher education program. Arrangements for observations or other kinds of experiences, including participation and research, are to be made through this office.

All IUP interns are required to apply to Teacher Education (Appendix A) and submit a current Act 34 and Act 151 Clearance to this office before entering the partnership school. They are also responsible for completing Steps 1 and 2 of the M.Ed. in Elementary Education Three Step Process for Teacher Education and meeting each mandated requirement on that step. Appendix B describes the electronic portfolio elements for HASD/IUP PDS interns. During the spring semester of Year 2, the Step 3 portfolio must be submitted for review, no later than April 1st.

Records of the intern year are maintained in this office for a minimum of five years. Because of the Family

Educational Rights and Privacy Act, **no observations or evaluations can be distributed to individuals or outside agencies without a request in writing from the student.** Likewise a student's record cannot be discussed in person or by phone with anyone (including parents) without written permission of the student.

BASIC EDUCATION ADMINISTRATORS

School administrators are legally responsible for the efficient operation of their schools. The superintendent of a district or director of an intermediate unit is ultimately responsible for all matters which occur in the school district or program. Interns are responsible to the superintendent through their mentor teachers and building principal.

Administrators will inform interns of school policies and procedures by sharing any available printed materials. Handbooks or information which pertain to the accepted behavior standards or dress code should be shared with interns during a briefing session. Mentor teachers may also want to review policies and procedures with the interns.

BACKGROUND OF THE HASD/IUP INTERNS

Information for Teaching Intern Mentors and Hempfield Area School District Personnel

Who is enrolled in the program?

The interns are graduate students who have earned an undergraduate degree *in a field outside of education* and now seek to become teachers. Interns are pursuing the Instructional I in Elementary Education at the same time that they are earning the master's degree in Elementary Education. The total program is 45 graduate-level credits.

What are the employment backgrounds of the Option I students?

The backgrounds of Option 1 students are exceptionally diverse. They are mature, mid-career professionals who have made a commitment to leave their jobs in order to become elementary school teachers. Option I students may have majored in Business, Child Development and Family Relations, Anthropology, Health and Nutrition, Communications Media, or Sociology. Some of them have been working for US Airways, PNC Bank, a child care center, or the military. What unifies them as a group is the realization - acquired as they accepted responsibility for programs for children in their work, volunteered in their communities, and/or raised their children - that they should have been elementary teachers.

How were the students selected?

Students considered for admission to the program must hold a baccalaureate degree from a regionally accredited college or university (minimum 2.6 cumulative GPA), submit two letters of reference, and write a goals statement. Students also prepare a 5-minute, recorded presentation during which they answer the following questions:

1. What is your academic and professional background and how will you apply these abilities to the teaching role?
2. What experience have you acquired working with children?
3. What has prompted you to consider a career change at this time and why are you considering the M.Ed. in Elementary program at Indiana University of Pennsylvania?
4. How will you go about supporting the learning of all children assigned to your classroom?
5. What do you hope to accomplish by becoming an elementary teacher?

The tapes are scored using a rubric.

What preparation do these students have in elementary education?

Prior to beginning their intern year, the students have completed six elementary education courses in the evenings at IUP's Monroeville campus. Those courses are: ELTC 660 History, Philosophy, and Ethics in Elementary Education, EDEX 560 Family Perspectives on Disabilities, ELTC 665 Issues in Elementary Education and Pedagogy, ELED 642 Mathematics in Elementary School, LTCY 600 Foundations of Literacy Instruction, ELED 655 Developmental Influences on Children's Learning. All of these courses are a combination of graduate-level content and practical pedagogy. The following chart is an overview of their program.

OPTION 1: M.ED./INITIAL ELEMENTARY TEACHER CERTIFICATION

YEAR ONE (evening classes)		18 credits
Fall 2005 6 cr	ELTC 660 History, Philosophy, and Ethics in Elementary Education	EDEX 560 Family Perspectives on Disabilities
Spring 2006 6 cr	ELTC 665 Issues in Elementary Education and Pedagogy	ELED 642 Mathematics in Elementary School
Summer 2006 6 cr	LTCY 600 Foundations of Literacy Instruction	ELED 655 Developmental Influences on Children's Learning

YEAR TWO Full-time student/intern			18 credits
Fall 2006 9 cr	LTCY 644 Recent Trends in Language Arts	ELTC 661 Integrated Curriculum in the Elementary School	ELTC 670 Practicum I (Social Studies, Multicultural Education, Diversity)
Spring 2007 9 cr	ELTC 664 Assessment of Student Learning and Elementary Curriculum	ELED 643 Resource Materials in Elementary Science	ELTC 675 Practicum II (School Law and Professional Practice)

To earn the M.Ed., 9 additional credits are required: GSR 615 Elements of Research (required of all graduate students) and two 3-credit, graduate electives (500 level or higher).

How will these teaching interns be different from undergraduate student teachers?

Rather than student teaching for one semester, the interns will be working with their teaching intern mentors for an entire academic year. The Option 1 graduate students/teaching interns will follow the school district’s calendar from August through the end of IUP’s academic year in May. While they are teaching, interns also will be full-time graduate students enrolled in six methods courses. This gives them the opportunity to immediately apply what they are learning in their graduate coursework to the elementary school setting. Offering these courses on site in the school district during the late afternoon will provide intern mentors with increased opportunities to participate as guest speakers in college-level courses.

How does the intern in a PDS differ from the typical undergraduate student teacher?

A Comparison of Traditional Student Teaching and the M.Ed. in Elementary Education Teacher Intern Program

	Traditional Student Teacher	Intern Teacher
Time Frame	The typical field experience is one semester, fall or spring.	The required field experience is one school year, August through May.
Education	Student teachers have completed three and a half years of liberal studies and major area courses.	Intern teachers hold an undergraduate degree in a field outside of education; during Year One, they successfully completed 6 graduate-level courses in elementary education.
Age	Student teachers typically are 20-something.	Intern teachers typically are mid-career professionals.
Teaching Experience	Undergraduate elementary Education majors have a Sophomore and Junior field experience.	Most M.Ed. in Elementary students do not have classroom experience; however, most have experience in the workplace and as parents.
Enrollment in Classes	Student teachers generally are not enrolled in other classes while earning a 12-credit grade for student teaching.	Interns are enrolled in 6 graduate-level courses concurrent with the field experience (3 in the fall, 3 in the spring) offered on site at HASD.
Grading	There is a grade for student teaching.	The teaching grade is one-third of each course.

Level of Teaching Responsibility	Student teachers cannot assume responsibility for the class without a certified teacher present.	Upon successful completion of the first semester, acceptance into PDE's Pennsylvania Teaching Intern Program, and the recommendation of HASD and IUP personnel, interns can function as substitute teachers. Funds that would otherwise be paid to hire substitutes will go into a common fund to support a site supervisor and the professional development of interns and mentor teachers.
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Evaluation	The IUP supervisor of student teaching and the cooperating teacher arrive at a grade for the student teacher's 12-credit field experience.	The mentor teacher and the 6 instructors for the graduate-level courses in elementary education collaborate arrive at a teaching grade that will be factored into each of the required courses (3 in the fall, 3 in the spring). The mentor completes the PDE 430 form at midterm (November) and final (April) and submits them to IUP.
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HASD Training	Student teachers attend occasional professional development activities with their cooperating teachers.	Intern teachers will participate in the entire HASD Teacher Induction Program one Friday per month.
Supervision on Site	Cooperating teachers have daily responsibility, IUP supervisor is contractually obligated to conduct 3 formal, written observations in a semester.	Mentor teachers will conduct 3 formal, written observations per semester, site supervisor will complete 2 formal, written observations using PDE Form 430 each semester and the midterm/final evaluation conferences. Instructors for the 6 courses will evaluate 2 recorded lessons per intern in the subject area of the particular course (reading, science, social studies, integrated curriculum, assessment, applications of technology).
Compensation for Mentor Teachers	Cooperating teachers are paid at the one semester rate (\$410)	Mentor teachers are paid for two semesters (\$820)

Level of Collaboration	Cooperating teachers support the teacher education program rather than shape it	Mentor teachers were invited to participate as guest speakers in the college-level courses offered on site as well as collaborate with IUP faculty and interns on projects of shared interest.
Ongoing Commitment	Assignment of student teachers to districts, schools, and teachers varies from semester to semester.	Interns in the M.Ed. in Elementary Education interns are assigned to the Hempfield Area School District exclusively.

What courses do the interns take while they are teaching?

Intern Year Graduate-Level Courses

Fall Semester (9 credits)

LTCY 644 Recent Trends in Language Arts
 ELED 643 Resource Materials in Elementary Science
 ELTC 670 Practicum I (Social Studies, Multicultural Education, Diversity)

Spring Semester (9 credits)

ELTC 661 Integrated Curriculum in the Elementary School
 ELTC 664 Assessment of Student Learning and Elementary Curriculum
 ELTC 675 Practicum II (School Law and Professional Practice)

How were the interns assigned to mentor teachers?

Procedure for Assigning Interns to Mentor Teachers

1. HASD faculty volunteered to serve as mentors.
2. Copies of the applications were made and distributed to each mentor teacher.
3. Intern teachers identified four grade level choices and three different building choices.
4. Interns were matched to mentor teachers by the program coordinators from HASD/IUP.
5. Assigned mentor/intern teams met in person during a dinner meeting in the spring semester of Year 1.

During the first semester, the intern teachers will remain in the classroom with their mentors and observe in other classrooms and at other grade levels. Upon successful completion of the first semester, the intern teachers would apply to the Pennsylvania Department of Education to become Pennsylvania Teaching Interns. This designation would enable interns to assume responsibility for classes, much like a substitute teacher. The purpose of assignment to such duties would be to extend the intern's confidence and competence and is for experience purposes only. Complete responsibility for a classroom would be given to an intern only if the HASD and IUP personnel are in agreement that the intern is ready to assume this level of responsibility and that the assignment

is appropriate. Interns will not be compensated as substitutes; however, funds that the district would otherwise pay to hire a substitute would go into an account that is used to support the establishment of a Professional Development School. Funds would be used to: purchase teachers manuals for interns' use, equip a college classroom space, support a new teacher induction liaison from the district, and support collaborative presentations at conferences for interns, district personnel, and IUP faculty.

APPLICATION PROCEDURES FOR MENTOR TEACHERS

HASD teachers complete two forms in order to be considered as mentor teachers for the IUP interns. The first is the Mentor Teacher Agreement and the second, the Mentor Teacher Application and Honorarium form (both in Appendix C). The Mentor Teacher Agreement form is submitted to the M.Ed. in Elementary Education Program Coordinator, Dr. Mary R. Jalongo. The Mentor Teacher Application and Honorarium form is submitted to Ms. Lynnann Mocek, Teacher Education, 104 Stouffer Hall, IUP, Indiana, PA 15705. This form should be processed prior to the beginning of the school year in order for mentor teachers to receive their honorarium.

APPLICATION PROCEDURES FOR INTERN TEACHERS

The M.Ed. in Elementary Education Program will announce the due date for submission of applications for the intern year. Generally, the due date to become an intern teacher is March 1st. The application to become an HASD/IUP intern is in Appendix D.

SENATE APPROVED POLICY STATEMENTS ON

In the professional development school model, all M.Ed. Elementary Students are assigned to various elementary schools within HASD. Assignments will be made by the IUP associate Dean, Teacher Education in consultation into the PDS and Director of Field Placement program coordinator.

- The intern year is the capstone experience in the program of the emerging professional educator. Assignments are the responsibility of the University. To avoid conflicts of interest, **students will not be assigned to districts from which they graduated or to districts in which they permanently reside or to schools in which an immediate family member is employed.**
- **Exceptions to this policy may be made in large urban school districts** such as Pittsburgh and Philadelphia where there are numerous elementary and secondary schools so avoidance of assigning an intern to their "home school area" can be achieved.
- Any exception to this policy must be approved by the Dean of the College of Education and Educational Technology or his/her designee.

ANNOUNCEMENT OF ASSIGNMENTS

M.Ed. in Elementary Education students will meet with their mentor teachers prior to the start of the fall semester of Year 2 to learn more about their assignments. They will also participate in professional training provided by the Hempfield Area School District.

INITIAL OBSERVATION and WEEK ONE

After an intern has received a confirmed assignment, he/she will have an opportunity to meet with the mentor teacher at a meeting scheduled for that purpose. At that meeting, all interns are to provide their mentor teachers with a copy of their HASD/IUP Intern Application (Appendix D).

All interns are to complete an observation during Week One of their assignment using the following procedure.

1. When arriving at the assigned school, make a professional impression.
 - be professionally dressed so that the impression is positive
 - be prompt
 - stop at the Principal's Office to introduce yourself - this will alert the school personnel of your presence in the building. You may also need to sign in, obtain a visitor's badge, and obtain directions to your mentor teacher's classroom
2. Make arrangements with the mentor teacher to conduct an observation during Week One. Select a date, day, and time that is most convenient.
 - Supply the mentor teacher with a copy of your Personal Data Form (Appendix E)
3. Following a conference with the mentor teacher, have him/her sign the Mentor Teacher-Intern Teacher Signature Form. (Appendix F)

Following the observation the prospective intern is expected to do the following:

1. Return the signed Mentor Teacher-Intern Signature Form (Appendix F) to the Associate Dean, Teacher Education, 104 Stouffer Hall.

This observation should be completed as soon as possible after receiving an approved tentative assignment but **no later than two weeks before the beginning of the school year at the PDS.**

The expectation of this visitation is a minimum of one-half day or three class periods, as well as time needed by the mentor teacher to discuss plans for the semester of student teaching.

WITHDRAWAL FROM THE INTERN YEAR

Student Request for Withdrawal

Once a preservice teacher has a confirmed their assignment, if for any reason, the graduate student must withdraw, **a letter including the reason(s) for withdrawal must be written to the Associate Dean, Teacher Education** indicating the need to withdraw from student teaching. The intern must discuss this with the departmental coordinator. Should this occur before the semester is to begin, professional courtesy **demands** that the student contact the mentor teacher informing him/her of the decision to withdraw from the PDS. Failures to withdraw from the teaching assignment in a timely manner may jeopardize re-assignment. The graduate student must also contact The School of Graduate Studies and Research to withdraw from classes. This is accomplished by contacting the associate Dean via e-mail or postal mail and requesting a withdrawal for the semester or complete university withdrawal.

Senate Minutes, October 1992

Removal of an Intern from a Student Teaching Placement:

Purpose: To establish reasons or a process for removal of an intern from the student teaching assignment. The first two items are consistent with ACT 34, Criminal Record Check, item 3 establishes a procedure if a student's behavior is not consistent with appropriate expectations of the school, item 4 establishes a process and assures that the intern learns of unsatisfactory progress as early as possible, and item 5 affirms an appeal process.

Policy: Interns are ultimately guests of the mentor school districts and may be removed by district officials. An intern may also be removed by IUP from the student teaching assignment for any of the following reasons:

1. If indicted for a felony which is covered in the School Code and ACT 34, there shall be a removal of the intern from the school assignment until the matter is cleared. When the student is cleared of the indictment, the student teaching assignment will be extended to cover the time missed during student teaching.
2. If convicted of a felony, which is covered in the School Code and ACT 34, the intern will be withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.
3. If the behavior exhibited by the intern is not acceptable to the school district, it should be documented by the School Administrator/Principal in collaboration with the mentor teacher and the site supervisor /coordinator and Associate Dean, Teacher Education. If after discussion with the student, improvement is evidenced, no further action will be taken by the Teacher Education Office.
4. If it is determined either by the mentor teacher or site supervisor that the teaching competency of the student is at an unsatisfactory level, based on the teaching competencies indicated on the evaluation form, or are not in the best interest of the students, a three-way conference of mentor teacher, program coordinator, and student will be held to discuss the concern, possible outcomes, and remedial strategies. If after consultation with the University Associate Dean, Teacher Education, the student is removed from this student teaching, this action shall be done by the Associate Dean, Teacher Education and Dean, College of Education and Educational Technology. This behavior should be documented and discussed as early in the student teaching experience as possible.
5. Decisions made under this policy may be appealed to the Dean, College of Education and Educational Technology.

Once a letter of withdrawal is received by the Associate Dean, Teacher Education, the mentor teacher, the school administrator, the departmental coordinator, and the School of Graduate Studies and Research will be notified in writing. The intern will also receive a letter confirming the withdrawal.

Guest Host Form:

As a guest in any school of placement (the host) the mentor teacher or building principal may request the removal of an intern from placement at any time they feel it is in the best interest of the operation of the school or the students which they serve (Appendix G).

FAILURE TO MEET REQUIREMENTS FOR INTERN PLACEMENT

If the prospective HASD/IUP intern does not meet the qualifications for Admission to Intern Teaching he/she will receive a letter noting the deficiencies and will have approximately one week to notify the Teacher Education Office and rectify the deficiencies. Likewise, a copy of the deficiencies will be sent to the departmental coordinator and departmental chairperson. If the candidate fails to meet the requirements for

Admission to Student Teaching, the candidate will be withdrawn administratively from the assignment before the beginning of the semester. Candidates must have taken and passed all required Praxis Tests (BOTH I and II) prior to student teaching. However, it is the responsibility of the student to drop student teaching from his/her schedule. As soon as possible, before the beginning of the semester, a revised list of confirmed assignments will be sent to the departmental coordinator and to the district contact person.

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY
SUMMARY CHECKLIST IN PREPARING FOR THE HASD/IUP INTERN YEAR
(Use the checklist below to make sure you are prepared for intern teaching)

- ____ 1. Complete the online lesson planning tutorial.
(http://webct.iup.edu/SCRIPT/ELTC_Tutorial_1/scripts/serve_home. You will be given a User ID and password.
- ____ 2. Submit qualifying scores on the Praxis I to IUP's Teacher Education Office. IUP's code is R2652.
- ____ 3. Complete the application for intern teaching in a PDS from the M.Ed. in Elementary Program and submit it by the deadline established by the coordinator. (Appendix D).
- ____ 4. Attend the intern/mentor teacher meeting. At this time, if the intern's assignment has been confirmed, the notification of an approved assignment will be distributed, if the assignment has not been confirmed by the date of the meeting, it will be mailed to the candidate's permanent address when it is confirmed
- ____ 5. Submit the electronic portfolio, Steps 1 and 2 (Appendix B).
- ____ 6. Read the **HASD/IUP Professional Development School Handbook** and attend the orientation prior to the start of Year 2.
- ____ 7. Obtain a negative tuberculin test and if present it to the Teacher Education Office as part of the portfolio. **Failure to do this will jeopardize the beginning of intern teaching.** *The test must be less than 1 year old on the first day of the assignment in August.*
- ____ 8. Submit Act 34 (Criminal Record Check) and 151 Clearance (Child Abuse Check) as part of the portfolio. Applications for 151 Clearance may be obtained in the College of Education and Educational Technology Office, 104 Stouffer. Act 34 can be accessed on line at www.psp.state.pa.us. Both clearances must be less than one year old on the first day of student teaching. The original copy must be brought to the office for examination and copying. Retain the original, which may be requested at the student teaching site. It is valid for one year from the date stamped on the **Request for Criminal Record Check**.
- ____ 9. Supply proof of professional liability insurance coverage as part of the portfolio.
- ____ 10. Submit scores on the Praxis II (Fundamental Subjects: Content Knowledge and Elementary Education: Curriculum, Instruction and Assessment) to IUP's Teacher Education Office. IUP's Code is R2652. Current qualifying scores are 150 and 168, respectively. *Students who do not meet the qualifying scores are not advised to continue in the program.*
- ____ 11. Complete the Personal Data Form (Appendix E). File a copy of the letter and the Intern Teacher

Personal Data Form with the departmental coordinator and the Teacher Education Office.

- ___12. Conduct the observation (see Appendix H) and submit the Guest/Host form (Appendix G) to the Teacher Education Office during Week One.
- ___13. Submit Applications for student teaching and teaching certification cannot be processed by the Pennsylvania Department of Education until there is evidence of acceptable scores on **all** required tests. Be sure to code your test correctly so that a score report will be sent to the Teacher Education Office. **IUP's code is R2652.**

OBSERVATIONS AT THE PDS

When to Observe. One of the first focused experiences for the preservice teacher is in the role of an observer. Observation is used in preparation in many professions. Observing is a process of perceiving what is happening in the classroom - what the mentor teacher is teaching, the teaching strategies that are being used, the responsiveness and activity of the students, as well as the sequence of the lesson.

Why Observe? Observing experienced teachers will help the preservice teacher gain insight into teaching styles, patterns of reinforcement, presentation of content, and interaction with students of diverse backgrounds and abilities. Perceptive listening will enable the preservice teacher to determine, to some degree, the thinking skills of the students, their verbal organizational abilities, the use of past experience to logically answer questions, or the academic abilities and preparation of the students. Observations should be shared with the mentor teacher and site supervisor.

What to Observe.

- Student body diversity and how cultural diversity is recognized at the school
- How the needs of students with exceptionalities are met at the school
- A map of the classroom layout and how learners use the space
- The teacher's daily schedule and how the teacher and learners use classroom time
- How students' developmental needs (concurrently understudy) are met in the class
- How rapport and motivation are developed in the classroom (in relation to readings on those topics)
- How the teacher uses verbal and nonverbal communication strategies and with what outcomes
- How the classroom is managed with respect to setting up meaningful learning experiences and managing tasks and physical space. (Darling-Hammond, 2006, p. 158).

Source: Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.

How to Observe. There are many techniques that can help the observer note ideas and happenings during an observation. Several ideas to follow:

1. In a class where there is interaction among teacher and students such as a discussion of a topic or checking

for understanding, divide the observations into 10 minute segments such as:

- a. during the first 10 minutes tally the times the teacher asked a question, or the prompt came from the teacher
- b. the next 10 minutes tally the number of times a question required a higher level answer (that is, goes beyond recall to encourage critical thinking)
- c. the next 10 minutes, tally the times the responses related to any/all of the following: content, procedural matters such as directions, and discipline, or classroom management references.

Use an organized format for tallying responses e.g., a table or box-like graph. In the daily log reflect on the discussion as well as on other interactions.

This type of observation will also lead the intern to make other generalizations about the students, e.g., the varying ability levels of students and achievement levels in the subject area, the interest levels and personal involvement of students.

2. Script an observation. Scripting is a technique whereby there is an attempt to write down everything that is said in a classroom. When the scripting is complete, it should look like parts in a play (e.g., Teacher:, Student 1:, Student 2:, etc.). Read the scripting of the class and come to some conclusions about what went on during that segment, including any questions that arise about the lesson.
3. Using a blank seating chart, concentrate on the names of the students during the classroom interactions and place names in the appropriate place on the seating chart. Anecdotal comments to help remember students' names can be included. Continue to complete the seating chart as the observation continues.
4. Anecdotal records can be a means for observing students where one child is chosen for observation. In anecdotal recording, the responses and behavior of the child are noted. Following the observation, interpretation of the child's behavior is drafted.

A suggested observation form is contained in Appendix H.

RESPONSIBILITIES FOR THE PDS PROGRAM

The key personnel in the student teaching program are the departmental intern coordinator, the site supervisor, and the mentor teacher.

THE MENTOR TEACHER

The identification of prospective mentor teachers emanates from a recommendation by the administrators in the school district. Prospective mentor teachers are recommended in conjunction with the regulations of the district for acceptance of interns, but minimally the mentor teacher for IUP must hold Level II certification, and be teaching elementary students. A prospective mentor teacher must also have taught at least one year in that district before being eligible to be a mentor teacher.

The selection of a mentor teacher is a mutually acceptable process, which begins with a recommendation from the administrator of the school and the acceptance by the university. It is important that the philosophy and the teaching strategies be congruent with the discipline-area pedagogy. The coordinator of the discipline-area may visit the school to talk to and/or observe the prospective mentor teacher before a prospective mentor teacher is selected.

Mentor teachers who agree to share their classrooms by mentoring interns are a valuable aspect of the IUP student teaching program. The mentor teacher has the responsibility for providing the practical experiences for interns who are expected to apply the theories learned in their methods courses, to maintain a positive classroom environment by utilizing techniques of classroom management, and to plan appropriately for the developmental level of students. The mentor teacher nurtures the novice teacher to a level of expectation or ability.

Some of the following criteria are used for the selection of mentor teachers:

1. Personal and professional qualifications
2. Interest and willingness to mentor education majors to become effective teachers:
 - by providing time for planning, providing effective and consistent feedback, and evaluation
 - by sharing ideas
 - by making the intern aware of materials which are available for instruction
 - by sharing the responsibility for teaching
 - by accepting the intern as a team member responsible for learning
 - by helping the intern make the transition from college student to professional educator
3. Recommendation as an excellent teacher of students, demonstrating a command of both content and pedagogy and the ability to translate both to the intern.

The intern's role will be more professional if the intern is accepted as a team member and assisted in the same spirit as one would work with a new colleague. Candidates enter the student teaching assignment with considerable theoretical knowledge; their task is to learn how to apply accepted and current educational theories in the classroom. It is the opportunity to change assumed teaching behaviors into practical, workable teaching behaviors, which culminate in student learning and achievement.

THE IUP FACULTY INSTRUCTORS

IUP faculty instructors will be completing formal evaluations of lessons taught in specific content areas. Evidence of effective teaching is one-third of the grade for methods courses. For example, the instructor who is teaching science methods will assess two recorded science lessons using the Professional Studies in Education Department's Observation Form for Elementary Education, the instructor for the language arts methods will evaluate two recorded language arts lessons with the form, and so on. A copy of this observation form is in Appendix H.

THE NEW TEACHER INDUCTION LIAISONS

The new teacher induction liaisons are doctoral interns with extensive teaching experience in public schools. They are "boundary spanners" in the Professional Development School because they are familiar with IUP and HASD policies and philosophy. New teacher induction liaisons will be involved with the interns during the HASD New Teacher Induction Program. Interns and mentor teachers should consider the new teacher induction liaisons to be their professional colleagues and seek their support in improving the experience for the interns and the overall program.

PROGRAM COORDINATOR

The program coordinator is the academic advisor for all of the M.Ed. in Elementary Education/Elementary Teacher Certification students. The program coordinator is responsible for recruiting and selecting the students, monitoring their progress toward the degree/certification, and evaluating the effectiveness of the program. Interns and mentors should feel free to contact the program coordinator with concerns, questions, or comments. The shared goal of the PDS is continuous improvement and professional development for all participants in the process.

INITIAL INTRODUCTIONS

Interns are tentatively assigned to mentor teachers in Year 1 and are introduced at a meeting arranged for that purpose.

After the mentor teacher has agreed to accept an intern he/she should expect to receive a Personal Data Form from the intern (Appendix E) as well as a copy of the HASD/IUP Intern application (Appendix D). When both the mentor teacher and intern teacher have agreed to accept the assignment, the Mentor Teacher/Intern Teacher Signature Form (Appendix F) should be sent to the Teacher Education Office 104 Stouffer Hall, IUP, Indiana, PA 15705.

ABSENCES OF THE INTERN TEACHER

A Record of Absence form for the intern will be included in the mentor teachers' packet, which is mailed to each mentor teacher at the beginning of each semester.

- The intern must inform the mentor teacher and the site supervisor as soon as an absence is anticipated. This may mean an evening or early morning phone call is needed. Personal illness and death in the family are legitimate reasons for absence. A religious holiday is a legitimate excuse but the intern should share this information in advance so that the mentor teacher can plan ahead. The date and reason for each absence should be noted on the 'Record of Absence' form. Absence for job fairs or interviews should also be noted on the form. In the event of absence, the intern should be sure all plans, books, and materials are delivered to the school to be available to the mentor teacher.
- If an intern is absent more than three consecutive days due to illness, he/she must present a physician's excuse to the mentor teacher. This medical excuse should be attached to the 'record of absence' form. This form should be filed with the final evaluation for the experience and should **be signed by the mentor teacher, the site supervisor, and the student.**
- **Excessive absences are unacceptable. The intern may be expected to make up days missed or may be withdrawn from teaching.** The decision to make-up excessive absences is a cooperative one between the program coordinator and mentor teacher. The Teacher Education Office should be notified when more than three absences occur. If the mentor teacher believes there are excessive absences and desires to speak with the program coordinator, a phone call or email is appropriate.
- **Snow Days and Prolonged Illness.** It may be necessary for interns to have their experience extended because of days missed due to prolonged illness, unexcused absences, or excessive cancellations of classes due to inclement weather or similar emergencies. Each situation is evaluated individually with recommendations forthcoming from IUP.

- Any questions about absences should be referred to the Director of Field Placement Assistance or to the Associate Dean, Teacher Education.

ABSENCES OF THE MENTOR TEACHER

Interns may teach classes in the absence of the mentor teacher **only if a certified substitute is hired and is in full command of the classroom**. The intern is expected to teach only those classes for which he/she has been assigned by the mentor teacher, and for which he/she has prepared. The only exception to this may occur during the second semester if the intern has become a Pennsylvania Teaching Intern with the Pennsylvania Department of Education. During the Spring semester of Year 2, interns categorized as Pennsylvania Teaching Interns may be permitted to assume responsibility for a class if the mentor teacher, program coordinator, site supervisor, and district personnel agree that it is appropriate. If the mentor teacher is expecting a lengthy absence, the program coordinator should be contacted. In collaboration with the Associate Dean, Teacher Education or his/her designee, a decision will be made as to an alternative placement for the intern. If it is decided that there is a need for an alternative assignment, the mentor teacher, and the principal and/or the district contact person will be notified.

ORIENTATION IN THE SCHOOL ENVIRONMENT

The mentor teacher will assist the intern in becoming familiar with the school during the first week. Every school district has policies and regulations regarding faculty and students. **It is imperative that the intern understands and follows these policies and regulations**. Orientation meetings for the intern are usually held by the site supervisor. Many school districts have handbooks that will be important for the intern to read in order to adhere to school policies. If there is no available handbook, the mentor teacher should give the intern information relative to pupil guidance, library facilities, discipline practices, fire drills, civil defense, dress code, arrival and departure times, and overall presence in the school.

The **intern is a newcomer** to the building and to the policies of the school district. During the first few days the **intern needs to be made aware of the following:**

- The facilities and supplies that are available to him/her. The designation of a desk or table where the intern can organize materials is very important. If there are expectations as to how that space is to be maintained, it is best to discuss it at this time. The intern will need to know the appropriate place to keep outdoor wear and personal effects.
- Orientation to the facilities of the school which are accessible to the intern, the main office, the names of key personnel/staff, principal, and custodians. Interns should be informed of the guidelines for the use of the teachers' lounge and the library.
- The policies of the school and the district.

The principal is responsible for the building and all that occurs in it. In many instances, there is also an assistant or vice principal who may be charged with the day-to-day issues.

The mentor teacher is responsible for all activities to which he/she has been assigned in the school district. The intern must be ever mindful that the mentor teacher is fully responsible for his/her classroom, and the instruction to meet the requirements of the approved curriculum of the school district. The intern is responsible, through the mentor teacher, for supervising students and student activities throughout the school.

Preparation for classes, both in planning an appropriate lesson as well as collecting materials to teach the lesson, should be done after the conclusion of the school day. Interns are responsible for creating a classroom environment, which enhances and extends the content being taught. The respect of the students is gained by having an intern who is well prepared for teaching interesting lessons that meet the learning styles of students, having well-organized logical lesson plans, having enthusiasm about what he/she is teaching, having consistency in behavior management, having a classroom presence while teaching as well as being an understanding teacher when students have problems,. Although the mentor teacher has responsibility for the classroom, it must be assumed that both the teacher and the intern are jointly responsible for the learning activities and behavior of the students.

Interns should maintain a friendly but firm pupil-teacher relationship, treating students equally and fairly. Interns must be aware that, at all times, they **represent a teacher**, and **not a friend** to students. This may involve both in school and out of school situations. The mentor teacher will be able to advise the intern as to the best strategies for developing “teacher-distance” so that students respect the intern as a professional and not as a friend or buddy.

It is desirable for interns to participate in extra-curricular activities in the school district where they are assigned. These activities constitute a part of the educational program of the school and should be given the same careful preparation demanded by classroom responsibilities. The intern shares the same obligation to the students and the school district as the mentor teacher. Interns are expected to attend inservice programs unless excused. Intern teachers will participate in the Hempfield Area School District teacher induction program one full Friday per month

ORIENTATION TO THE ELEMENTARY SCHOOL BY MENTORS

The meeting of mentor teachers holds with the intern should be one in which the mentor teacher shares his/her experience in working with the school and the students. These topics might include the following:

- Philosophy of the school and the mentor teacher
- Appropriate teaching strategies for the subject area or the type of students
- Selection and use of appropriate illustrative materials and the procedures for obtaining those which are available at the school
- Appraisal of individual differences
- Routine responsibilities to be assumed
- Schedule of classes and a projection of classes for which the intern will be responsible
- Procedures for evaluation of students’ work and probable strategies for corrective measures
- Anticipated evaluation procedures for the intern’s progress
- Acceptable behavior management strategies

RANGE OF EXPECTED EXPERIENCES FOR THE INTERN

The experiences and abilities of interns vary considerably. Teaching assignments should be based on expecting maximum growth, building upon the strengths of the intern while diminishing the weaknesses.

Interns will assume responsibility commensurate with ability, and will probably begin teaching one class. An intern should maintain a reasonable schedule that will challenge him/her and be developed so that the intern is able to experience teaching all subjects for which the mentor teacher is responsible.

During the Fall semester, as success and confidence are evident, **the intern may teach the assigned mentor teacher’s entire schedule for up to one week** so that the mentor teacher may critique the intern’s ability to

maintain all aspects of a teaching schedule.

It is important for interns to experience the variety of responsibilities of the professional teacher. Under the guidance of the mentor teacher and site supervisor, candidates should be given opportunities to develop confidence in various aspects of the complex act of teaching. It is important that for the novice teacher who must have time for adequate preparation that he/she is not overloaded with experiences that will detract from quality teaching. It is important that during student teaching the desired outcome is on the **quality** of the work, **not quantity of the experiences**. All interns should have, in addition to their class schedules, other supervised experiences which may include assignments to the library, holiday programs, school publications, sports activities, school-community functions, inservice programs or other scheduled events. With the supervision of the mentor teacher, the intern should have some experience with bus duty, lunchroom duty, or hall duty.

Upon successful admission to the Pennsylvania Department of Education's Pennsylvania Teaching Intern Program, interns may assume responsibility for the entire class and school day, much like a substitute teacher. This work is for the purpose of broadening and enhancing teaching skill and interns will not receive financial compensation. The mentor teacher, site supervisor and program coordinator will identify interns who have demonstrated the ability to assume complete responsibility in a class of students. Specific assignments will be offered by HASD to the intern. The intern may refuse the assignment.

INTERN RESPONSIBILITIES DURING THE PDS YEAR

Prior to assuming any responsibility for classroom teaching, an extended period of time is to be spent in guided observations. The time will vary according to the needs of the intern, the nature of the teaching situation, the expectations of the IUP department, and the experience of the preservice.

Following observations, analytical discussions between the intern and mentor teacher are invaluable in establishing habits of reflection. The intern should be helped to identify nuances of teacher and student behavior, as well as principles of teaching and learning, in the classes that have been observed. During this one week period interns should learn to know the students they will be teaching, their behavior patterns, their abilities and limitations.

A summary report of observation experiences during the initial one week period should be prepared and given to the mentor teacher at the beginning of the second week. This report will be made available to the university site supervisor.

Interns in elementary and early childhood education are required to familiarize themselves with school policy, classroom routines and school personnel and facilities. Interns are expected to observe the students and mentor teacher in the assigned classroom. Although an emphasis is placed on observing during the first week, as potential teachers the intern should assist the mentor teacher by assuming classroom responsibilities. These responsibilities will vary depending upon the intern's initiative, previous experience and readiness, as determined by the mentor teacher. With the assistance of the mentor teacher the intern should arrange to observe other classrooms, including the instructional support room, throughout the term.

Interns are expected to reflect on observations and interactions with school personnel, especially the mentor teacher. Thoughtful reflections must be recorded in a journal or personal log, noting the date and the context of the interactions. The site supervisor may suggest a specific format for journal entries. Share reflections with the site supervisor during supervisory visits.

RECOMMENDED SCHEDULE OF DUTIES FOR THE INTERN

The calendar is at the beginning of this document.

A suggested schedule for responsibilities is:

FIRST SEMESTER

Week 1: Observation, both in the regular classroom and during classes taught by other teachers as appropriate (e.g., physical education, art, music); assisting mentor teachers as requested, and providing individualized assistance to students during independent work time.

Week 2: Responsibility for some established routines (e.g., taking roll, lunch count, escorting children to music and art classes, etc.) and planning for a small group (e.g., a reading group, a science group)

Week 3: All of the above plus responsibility for one large group subject area.

Week 4: All of the above plus responsibility for another subject area.

Week 3 or 4: FIRST FORMAL OBSERVATION BY MENTOR TEACHER DUE

Weeks 5-8: Increased teaching responsibility; 2-3 different class preparations and lesson plans per day.

Interns are responsible for supplying their content area instructors with two tape-recorded lessons in each of the fall semester courses.

Week 7 or 8: SECOND FORMAL OBSERVATION BY MENTOR TEACHER DUE

Weeks 8-12: Increased teaching responsibility, depending upon the intern's confidence and skills.

On the recommendation of the mentor teacher and IUP faculty, interns can apply to become Pennsylvania Teaching Interns by the last day of October. The application form is available from the Teacher Education Office, 104 Stouffer Hall, IUP, Indiana, PA 15705 (724) 357-2485. This categorization enables the intern to teach without the mentor teacher present.

Weeks 12-14: Responsibility for entire days of teaching with the mentor teacher present, depending upon the intern's confidence and skills.

Weeks 13 or 14: THIRD FORMAL OBSERVATION BY MENTOR TEACHER DUE; MIDTERM EVALUATION CONFERENCE COMPLETED.

SECOND SEMESTER

Weeks 1-14: Responsibility for entire days of teaching and all subjects. Pennsylvania Teaching Interns may teach in other classrooms/grade levels/elementary buildings to acquire more experience

Week 3 or 4: FOURTH FORMAL OBSERVATION BY MENTOR TEACHER DUE

Week 7 or 8: FIFTH FORMAL OBSERVATION BY MENTOR TEACHER DUE

Week 13 or 14: SIXTH AND FINAL OBSERVATION BY MENTOR TEACHER DUE; FINAL INTERN TEACHING EVALUATION CONFERENCE COMPLETED.

PLANNING FOR SUCCESSFUL TEACHING

Quality education requires careful planning by teachers to assure that the educational objectives and long-range plans are accomplished. This planning includes not only daily plans or unit plans but also planning for the year. The schedule for an intern will need to be planned.

MENTOR TEACHER

If possible, establish a teaching schedule and a long-term tentative schedule when other classes will be assumed by the intern so that he/she might begin planning ahead. This projection of an appropriate schedule needs to be flexible, depending upon the competency development of the intern. The lesson plans of the intern need to be critiqued by the mentor teacher **at least a day in advance** of the teaching so that the intern can make adjustments in his/her plans. The mentor teacher is ultimately responsible for the teaching-learning process for all of the students.

Consistency of feedback for improvement of teaching is significant to the progress and the competency an intern achieves. It is important to find ways to communicate expectations and ideas to interns regularly. Knowing what one has done well can be as important as knowing what one needs to work on to improve.

INTERN TEACHER

Planning for each class is an intensive and extensive activity. Interesting lessons contain a variety of teaching strategies as well as appropriate activities. Classroom management depends on well planned, well taught lessons that include activities for the varying learning styles of the students and the enthusiasm the intern brings to the subject and to the classroom. Planning, especially for the novice teacher, requires a lot of time but is vital to the success of the student teaching. Planning involves unit plans and daily lesson plans as well as plans for the organization of the classroom. It is important for the intern, after preparing the teaching plan, to reflect on it and focus on implementation. This requires anticipating student responses both verbal and non-verbal. Attention should be given to sequencing, pacing organization of materials and allowance for adjustments that may need to be made while teaching. These plans should be submitted well in advance of teaching as specified by the mentor teacher:

LESSON PLANS

HASD/IUP Interns are required to complete the online tutorial on lesson planning (http://webct.iup.edu/SCRIPT/ELTC_Tutorial_1/scripts/serve_home). You will be given a User ID and password. and submit their evaluation of the WebCT course on lesson planning. In addition, HASD will work with the interns to provide them with an award-winning teacher professional development training experience.

No intern is permitted to teach a class without a lesson plan that has been reviewed by the mentor teacher. Daily lesson plans are not isolated entities, but parts of the whole. Interns are expected to write lesson plans for each lesson for which they are responsible. The mentor teacher will critique each plan and the site supervisor will provide support as needed. Lesson plans should be typewritten.

1. Objectives

There is almost universal agreement that these should be written in behavioral terms - what is expected that the student will learn as a result of this class. Usually these have several facets to be included; what is to be learned, how it is to be learned, and how it is to be assessed. Considering the length of the class period, only a

few objectives become the focus so that they can be attained by students and assessed by the intern.

2. Materials

List all materials that are needed to teach the lesson. This will help the intern prepare materials necessary for the lesson before beginning teaching so that the lesson can proceed without interruption. This should include all necessary materials such as paper, books, media, tools needed by the intern or the students, or resources which will be used in the class.

3. Procedures

a. Introduction

Describe the motivation, preparation, or anticipatory set. This is necessary to interest the students in the content of the lesson as well as to prepare them for what they will be learning. This step is dependent upon the philosophy of the school district and what is expected of the mentor teacher when writing his/her lesson plans.

b. Body of the Lesson

This is a step by step, detailed procedure of how the intern will present the content for the lesson and the activities or experiences that will be used to acquire the content

c. Conclusion of the Lesson

This summary, conclusion or closing assesses whether students have achieved the outcomes. It is important for the teacher to lead the students to thinking about the content that will be learned during the next class period. If students are to be responsible for additional assignments, it should be included in this step. It is important that this be allotted for concluding the lesson and student understanding of assignments, if given.

d. Self-Evaluation

The intern writes this section as soon as possible after the conclusion of the lesson. It is a time for self-reflection and evaluation. What was good about the lesson or the use of the variety of teaching strategies of the lesson? Did the students achieve the outcomes of the lesson, why or why not? What was needed for improvement of the lesson?

Be certain to review the online tutorial on lesson planning. It includes examples and guidelines to assist you in planning your lessons.

Appendix J contains additional resources to assist interns in lesson planning.

UNIT PLANS

Unit plans reflect a topic of content, which relates to the curriculum for the year. It permits educational outcomes to be organized around a central topic or problem and will vary in length from a few days to several weeks. In a unit plan the long-range outcomes of the total unit are stated, the subject matter is detailed, the procedures or activities to achieve the outcomes are outlined in a general way, the materials to be used are given, and the assessment procedures to be used are stated. A tentative calendar of topics may be expected. One or more unit plans may be required by the academic-specialty-area department using a prescribed format.

IUP's collective bargaining agreement requires the instructor of record to assign the actual grade. Intern mentors' recommended grades will be given careful consideration. Each of the courses also includes a teaching grade that is based on two observations. Due to the logistical considerations in observing lessons in particular subject areas, these lessons are to be recorded and submitted to the IUP faculty member responsible for teaching the course. Each instructor will use the intern mentor's grade and the two recorded observations to arrive at a teaching grade in the graduate-level course for which she or he is the instructor of record. In other words, intern teachers are not enrolled in a 12-credit student teaching course as is the case with undergraduates and the grade for teaching is embedded in each of the six required graduate courses.

Grades will be calculated as follows:

Fall Semester

3 formal observations by mentors and PDE Form 430 at Midterm	recommended grade
2 observations by instructor for LTCY 644 (Reading/Language Arts)	one-third of teaching grade in college course
2 observations by instructor for ELED (Science Methods)	one-third of teaching grade in college course
2 observations by instructor for ELTC 670 (Social Studies/Multicultural Educ.)	one-third of teaching grade in college course

Midterm Teaching Grade: _____

Midterm intern evaluations will occur in late November/early December. The midterm evaluation consists of all the components outlined above.

Spring Semester

3 formal observations by intern mentors and PDE Form 430 at final conference	recommended grade
2 observations by instructor for ELTC 661 (Assessment Practices)	one-third of teaching grade in the college course
2 observations by instructor for ELTC 661 (Integrated Curriculum)	one-third of teaching grade in the college course
2 observations by instructor for ELTC 670 (Applications of Technology)	one-third of teaching grade in the college course

Final Teaching Grade: _____

Final intern evaluations are based on all of the data outlined above.

SELF-EVALUATION

The intern should be required to submit six videotaped lessons each semester. The camera should be focused on the intern, not the students in the classroom. The six IUP instructors for the required, field-based courses will use two observations in each course to constitute $\frac{1}{3}$ of the teaching grade for that course. In addition, interns are required to complete a Reflective Journal Entry and Work Sample and submit it as part of their Electronic Portfolio. See Appendix K for detailed instructions.

OBSERVATION AND EVALUATION BY THE MENTOR TEACHER

The intern should be observed in many different classes and types of teaching situations. Since the intern is enrolled for a supervised teaching experience, the experience must be observed by the mentor teacher so that the intern has the benefit of the mentor teacher's wealth of background and experience regarding the process and the quality of the work related to the teaching situation. The mentor teacher should document incidents as they occur, both supportive and corrective. Although the intern should experience all types of activities that occur during the day, e.g. classes, study halls, lunch periods, bus duty, clubs, extra curricular activities, interns may not be left alone or in sole charge of these types of activities.

Mentor teachers give regular oral feedback to interns combined with the mentor teacher's recommended grade. The 2 lessons for each class will constitute the grade for teaching in each graduate during Year 2. However, it is crucial that written feedback be given each week. Many of the discipline-area departments have observation sheets that can be used by the mentor teacher. The site supervisor will be able to share a copy, thereby making the form for the formal observations consistent with the observation form used by the site supervisor. Regardless of the format used for the formal observation, it is important for the intern to have a written record to which he/she can refer.

CONFERENCES

Conferences serve as the primary means of communication between the mentor teacher, the site supervisor and the intern. If these conferences are to be meaningful, it is important that all participants take an active role. The intern should feel free to raise questions and offer opinions or appropriate suggestions that have been carefully thought through.

The most frequent conferences will be those between the mentor teacher and the intern, discussing lessons and with the mentor teacher providing feedback. Informal feedback sessions might be held during the mentor teacher's free period, at the end of the day, or at a mutually convenient time. A formal written evaluation should be conducted at least once a week to review not only the lessons taught that day but a review of strengths and needed improvements so that the intern can plan to use these suggestions in future lessons. Consistent feedback which is both supportive and corrective is valuable in the development of the intern. The intern should be afforded the type of feedback session that faculty would expect - a quiet meeting place with freedom from interruption, a scheduled time with a few specific topics which will strengthen and improve the teaching competency of the intern, and specific suggestions supported by specific recommendations for change.

In conference discussions, both the mentor teacher and the intern should be forthright and honest. It is important that the intern be self-reflective, thinking about his/her lessons noting the positive aspects of the lessons as well as the corrective aspects. The intern should be encouraged to reflect on the lesson of the day and to share that self-reflection before the mentor teacher shares his/her comments. It is important that the intern be permitted to ask questions throughout the conference.

THE NEW TEACHER INDUCTION LIAISON OBSERVATIONS

New teacher induction liaisons will work with the interns in conjunction with the HASD new teacher induction program. They may visit interns' classrooms and confer with the interns. New teacher induction liaisons are experienced classroom teachers and doctoral interns. Feedback provided to interns is both supportive and corrective feedback so that the observation extends and/or reinforces the observations of the mentor teacher. The intern should feel free to discuss the observation with the new teacher induction liaison.

THE MENTOR TEACHER, NEW TEACHER INDUCTION LIAISON, AND INTERN

Both the mentor teacher and the new teacher induction liaisons (the doctoral interns) may meet with the intern at various times in the semester. The purpose of this type of conference is to exchange information or to review the evaluations, either mid-term or final evaluation, or both. IUP's grading scale is A to F.

MID-TERM EVALUATIONS

An evaluation takes place near the end of the first semester. The evaluation is composed of three parts: Part I, a checklist of generic and specific competencies; Part II, a checklist of departmental competencies, and Part III, a page for narrative evaluative statements. After the checklist is completed, the intern should reflect on the competency sheets and the performance indicators for each of the competencies.

FINAL EVALUATIONS

Mentor teachers are responsible for scheduling final evaluation conferences with the interns to review Part I, Part II and Part III of the **PDE Form 430 (Appendix L)**. The purpose of this conference, which occurs once at the end of fall semester and once at the end of spring semester, is to thoroughly review and explain the ratings as well as share strengths and suggestions for improvement. **After consultation with the program coordinator, the grade may be given to the intern.** An intern should include a personal evaluation of his/her performance on the signed evaluation form and PDE Form 430. The signature indicates that the intern has read, and has had an opportunity to discuss the evaluation. The mentor teacher is responsible for distribution of the copies to the appropriate persons or office. The evaluations submitted to the Teacher Education Office are kept on file for a period of time -- usually five years. Family Educational Rights and Privacy Act (Buckley Amendment) prohibits IUP from mailing out any student observations or evaluations to any prospective employer without the written consent of the intern.

PDE EVALUATION FORM 430

In accordance with the Pennsylvania Department of Education (PDE), each intern must be observed and evaluated using the PDE 430 a *minimum* of 2 times during their student teaching experience - once at the midpoint and once at the end.

The PDE has determined that these forms shall be completed and signed by the site supervisor and the intern. Additional forms may be completed at the request of either party.

All completed PDE 430 Forms are considered to be formative with the exception of the final form. That form is a summative evaluation of the total experience. A satisfactory rating of a minimum of (1) in each of the 4 categories on the form must be achieved in order to achieve a passing score. The certifying officer at IUP will verify that each candidate has achieved this rating as a part of the certification process.

A copy of each of the evaluations will be kept in the candidate's college file. The candidate should also keep a copy of each of these evaluations. However, copies of PDE 430 **should not** be provided to outside agencies,

prospective employers or other individuals. It is a confidential document.

DETERMINATION OF LETTER GRADES FOR TEACHING

Grading is the culmination of the evaluation process. A judgment is made concerning the degree to which a student has met specified goals and objectives, and the degree of attainment of both the generic and teaching field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach, but grades do give a general indication of the quality of the student's performance. In assigning a grade, the following statements may be helpful:

- A** Represents superior teaching signifying excellence. This signifies that the candidate exhibits teaching competencies in a continuous and spontaneous manner. Interns who are rated **A** have achieved a "higher level" of competency. These students can be expected to develop into outstanding teachers.

- B** Represents good teaching. An intern receiving a **B** has achieved a "moderate level" of competency. The candidate should be expected to maintain that level of performance and perhaps even approach excellence as he/she gains experience and is mentored to facilitate continued growth.

- C** Represents minimally acceptable teaching. An intern rated a **C** has achieved a "low level" of competency. The intern is eligible for certification but may not carry a recommendation of professional competence. In a competitive market, the student may find it difficult to obtain a teaching position.

- D** Represents inadequate teaching skills indicated by not achieving the majority of competencies listed on the evaluation form. The intern **WILL NOT** be certified.

- F** Represents failure. No credit will be given.

Appendix M contains the Minimum Generic Competencies and Performance Indicators to be used when evaluating the intern's performance.

Unlike student teaching, there is not a separate grade for teaching; it is embedded in each of the methods courses as one-third of the course grade.

CHECKLIST FOR MENTOR TEACHERS

1. Provide an opportunity to observe and orient interns to policies and procedures.
2. Critique lesson plans of the intern prior to the teaching of the lesson (s).
3. Become familiar with the Minimum Generic Competencies and Performance Indicators (Appendix M) and use them as the basis for observing the intern. Complete observations and provide feedback to the intern based on the lessons and the topics of the induction program. This can be done daily as anecdotal incidents are written in a notebook. Have the intern initial the written observations indicating he/she has read them. Encourage the intern to ask questions to aid improvement of teaching. It is important for the development of the intern that a **formal** written evaluation be conducted each week.
4. **Make a minimum of three** formal written observations of the intern each semester. Post observation conferences should be held with the intern at this time.
5. Communicate the intern's progress to IUP faculty teaching the courses and program coordinator using PDE Form 430.
6. Complete a mid-term evaluation in collaboration with the site supervisor. Encourage the intern to be reflective in completing the appropriate narrative section. Assign a **recommended** grade and submit PDE 430 form (Appendix K) to the Associate Dean, Teacher Education (104 Stouffer Hall).
7. **Monitor intern attendance** through the Record of Absence. As appropriate, make recommendations for extending the student teaching experience.
8. **Complete a final evaluation** of the intern and **recommend a final teaching grade** (where agreement of a final grade cannot be achieved with the mentor teacher, the IUP faculty has the final word as the instructors of record).

ETHICAL OBLIGATIONS

It is vital that interns understand ethical obligations relating to the students, the school district, the university, and the profession. As a developing pattern, in addition to learning the art and skill of teaching, interns must learn and observe professional ethics. Teachers' conduct must be above reproach at **ALL TIMES** if they are to successfully act as a positive role model for students.

Interns should be guided by the following ethical obligations:

The intern:

- is a professional guest of the school and must act accordingly
- does not criticize school personnel or community in any conversations
- knows and enforces school regulations
- avoids participating in any school politics, professional negotiations or strife/strikes of any kind

(When in doubt about any circumstance, the mentor teacher should be consulted.)

STRIKE OR STRIFE IN THE DISTRICT

In the event that the school schedule is interrupted because of strife/strike, interns should immediately notify the Teacher Education Office [104 Stouffer Hall – (724) 357-2485] and the site supervisor or department coordinator. **Interns will remain neutral and be excused from student teaching until the problem has been resolved and the school is resumed on a normal basis.** Although teaching in the school under the guidance of a mentor teacher, interns are not professional employees concerned about operational policies and practices. If necessary due to the length of the strife/strike, the intern may be reassigned.

RELATING TO THE CLASSROOM

The intern:

- exudes an acceptable, professional appearance at all times by following the dress code as established by the school district whether it pertains to students or teachers. Professional appearance is an asset to the novice teacher.
- uses appropriate language which reflects an educated person. Abusive and inappropriate (sexually suggestive) language is forbidden.
- is on time, even early, for all commitments and remains in school until all school obligations are met.
- keeps in strictest confidence any information about students and colleagues. Interns must observe professional ethics when there is a need to discuss students' problems with parents and other teachers.
- returns all materials and equipment promptly so that other faculty can have access to equipment and materials as needed.

RELATING TO THE MENTOR TEACHER

The intern:

- Obtains approval from the mentor teacher before imposing any disciplinary measures with students unless that infraction and resulting action has been discussed with the mentor teacher beforehand.
- Notifies the mentor teacher in a timely manner if absence from school is necessary and long before the school day is to begin. Personal illness and death in the immediate family are legitimate reasons for absence, teacher should share this information in advance so that the mentor teacher can plan ahead.
- Makes arrangements for classroom observations of other teachers with the approval and through the mentor teacher. It may be the policy of the school that arrangements to observe other teachers be cleared by the principal. The intern is responsible, once the approval of teachers has been given, to arrange specific time for the observation with the teacher who is to be observed.
- Maintains a rapport and trust relationship with the mentor teacher which the intern does not violate by discussing classroom events with others.

RELATING TO THE STUDENTS

The intern:

- **Does not fraternize** with the students in school or out of school.
- **Does not touch** students especially students of the opposite sex.
The comforting or reassuring touch may be misinterpreted.

Appendix A

Indiana University of Pennsylvania

**Application for Admission
Teacher Education Program
College of Education and
Educational Technology**

Post-baccalaureate/Graduate Student

Admission to Teacher Education

Admission to the School of Graduate Studies and Research Requirements

- ✓ 6 credits of Mathematics total; one 3-credit math content course is required
- ✓ A minimum 3.5 cumulative GPA
- ✓ 6 credits of English total; one 3-credit English literature course, one 3-credit writing/composition course
- ✓ Act 34 Clearance (criminal record check)
- ✓ Act 151 Clearance (child abuse check)
- ✓ Completion of speech/hearing and TB tests
- ✓ Successful completion of Praxis I exams (PPST)
- ✓ Satisfactorily completed essay
- ✓ Portfolio (*CD and Portfolio Evaluation*)
- ✓ Advisor's signature and date of review
- ✓ Copy of undergraduate transcript

Procedure

Upon completing Step 1 requirements, submit your application to your Coordinator/Advisor for review and signature. The requirements for Step 1 are listed to the left. If recommended, submit your completed and signed application with all the required documentation as defined by Step 1 to the College of Education and Educational Technology in 104 Stouffer Hall.

Please Note

- CD w/ portfolio evaluation is a requirement for Step 1, regardless of major program requirement for technology.
- Originals are required for Act 34/Act 151 Clearances, speech/hearing/TB tests and Praxis I exams.
- Incomplete application packets will not be accepted and will be returned to the student

Grammar/usage
Spelling
Mechanics (i.e., punctuation)
Content
Organization
Clarity of ideas
Degree to which you answered the questions



Personal Goals Essay *(Please attach typewritten copy to application)*

Your Personal Goals Essay questions are:

1. Why have you decided to become a teacher?
2. What personal and professional goals do you expect to achieve as a result of this decision?
3. What experiences have you had in working with children?

Use the same statement that was written for your HASD/IUP intern application for this statement:

Application for Admission to the Teacher Education Program

Demographic Information

Please Type or Print Neatly

_____ --
Last Name First Name Middle Initial Social Security Number

Permanent Mailing Address City State Zip Code Email Address

Campus Mailing Address City State Zip Code Local Phone Number

Major Current GPA Student ID Number

Date of Birth

Education Information

STOP!! The Information Below Is to Be Completed by Advisors

<p><u>The applicant has:</u></p> <p><input type="checkbox"/> A minimum 3.5 cumulative CGPA</p> <p><input type="checkbox"/> Satisfactorily completed essay</p> <p><input type="checkbox"/> Portfolio (<i>CD and Portfolio Evaluation</i>)</p> <p><input type="checkbox"/> Advisor's signature and date of review</p> <p>Copies of transcripts that reflect:</p> <p><input type="checkbox"/> 6 credits of Mathematics</p> <p><input type="checkbox"/> 6 credits of English</p> <p> <input type="checkbox"/> Literature</p> <p> <input type="checkbox"/> Composition</p> <p><i>Submitted Originals of the following:</i></p> <p><input type="checkbox"/> Act 34 and Act 151 Clearances</p> <p><input type="checkbox"/> Speech, hearing and TB tests</p> <p><input type="checkbox"/> Successful completion of Praxis I exams (PPST)</p> <p><input type="checkbox"/> Proof of professional liability insurance</p>
--

I have reviewed this student's application and s/he meets the requirements for admission to Teacher Education.

___ Yes ___ No

Date	Advisor's Signature (Print)	Advisor's Name
------	--------------------------------	----------------

Received by: _____ Date: _____

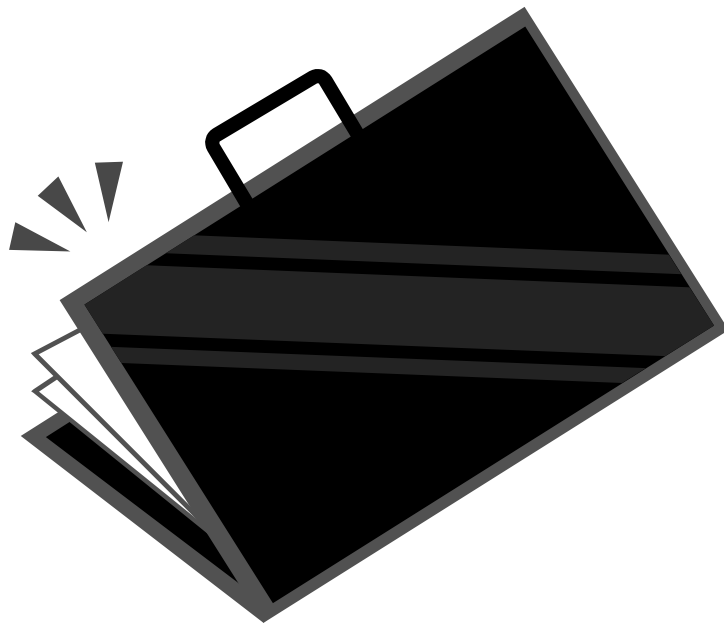
STOP!! TO BE COMPLETED BY THE OFFICE OF THE ASSOCIATE DEAN OF EDUCATION

3.5 CGPA _____	ENGL (6 cr) _____	Praxis I _____
Act 34 _____	Literature _____	Reading (172) _____
Act 151 _____	Composition _____	Writing (173) _____
Speech/Hearing _____	MATH (6 cr) _____	Mathematics (173) _____
TB Test _____	Content _____	Essay _____
Praxis II _____	Insurance _____	
Portfolio (CD) _____	Portfolio Eval. _____	
		Grant _____
		Attribute _____
		Database _____
		Letter _____
		Deny _____

COMMENTS

Appendix B

Electronic Portfolio





IUP Three Step Process for Teacher Education M.Ed. in Elementary Education, Initial Certification

Step 1 Program Admission Requirements:

DEADLINE: Prior to admission. Deadline for Graduate Assistantships is March 15th

- An earned baccalaureate (4-year) degree in any field from a regionally accredited institution
- A cumulative undergraduate grade point average of 2.6 or above on a 4-point scale if the baccalaureate was earned within the past 5 years; a cumulative undergraduate grade point average of 2.4 or above if degree was earned more than 5 years ago. ***All undergraduate coursework, including community college courses, are used to calculate a cumulative undergraduate grade point average.*** Qualifying Miller Analogies Test scores are required of all students who do not meet the grade point average requirements.
- Successful completion of PRAXIS I Exams (PPST) with the minimum score established by the Pennsylvania Department of Education. Send original score report to IUP by indicating Coe R2652 as the score recipient.
- Completed application to the School of Graduate Studies and Research (goals statement, two letters of professional reference, official transcripts). Send to the School of Graduate Studies and Research, 122 Stright Hall, IUP, Indiana, PA 15705.
- Submission of a recorded professional presentation to the program coordinator (see handbook for instructions). Send to Dr. Mary Jalongo, 122 Davis Hall, Professional Studies in Education Department, IUP, Indiana, PA, 15705.
- Determine if the undergraduate transcript reflects 6 credits in Mathematics and 6 in English (3 in composition or writing, 3 in literature). If not, identify ***graduate*** courses to meet these requirements (may be online courses), consult with the program coordinator to approve them, and complete them during Year One (see handbook for suggestions).
- Complete the online tutorial on lesson planning at (http://webct.iup.edu/SCRIPT/ELTC_Tutorial_1/scripts/serve_home). You will be given a User ID and password.

Step 2 Application to Teacher Education and Admission to the HASD/IUP Professional Development School

DEADLINE: After semester one, Year One - no later than July 1 for all requirements to be submitted in a portfolio.

- Successful completion of Step 1.
- Evidence of 6 credits in English (one course must be a composition course; one a literature course) and six credits in mathematics; these courses may be taken at IUP at the graduate level and used to meet the 9 credits of electives in the M.Ed. in Elementary (3 of the 9 credits must be GSR 615 Elements of Research, a requirement for all IUP graduate students).
- Act 34 and Act 151 Clearances (criminal record check).
- Completion of speech and hearing test and a negative TB test.
- Completed application to Teacher Education submitted to the Teacher Education Office, 104 Stouffer Hall, IUP, Indiana, PA 15705. ***Retain a copy of the professional goals statement for your portfolio.***
- A 3.5 overall grade point average in the M.Ed. in Elementary Education program and an acceptable evaluation program coordinator and course instructors. Excellent record of attendance and participation during Year 1 and the recommendation of the academic advisor and professors teaching Year 1 courses.

- Submit originals of scores on PRAXIS II Exams(Fundamental Subjects: Content Knowledge and Elementary Education: Curriculum, Instruction and Assessment) to the Teacher Education Office. Be certain to list IUP as the score recipient (Code R2652). *The PRAXIS cut-off scores for each test must be at or above the current PDE established score at the time a candidate applies for Pennsylvania Teacher Certification. Complete this requirement in late spring or early summer. Have scores sent directly to IUP. Submit a copy to the Program Coordinator as part of the portfolio. Students are not advised to enroll in Year 2 classes without first passing the Praxis II* Students who do not meet the qualifying score are advised to postpone the Year 2 experience.
- Evidence of professional liability insurance in the amount of \$1,000,000 per claim, \$3,000,000 total. (Available through student membership in the Pennsylvania State Educator’s Association or PSEA). Coverage must extend across the entire time the intern is working in the school and district
- Submission of HASD/IUP Intern Application (Appendix C). ***Retain a copy of your response “Reasons for Pursuing a Career as an Elementary School Teacher” for the portfolio.***
- Complete Step 2 Portfolio with all materials on a CD submitted to Program Coordinator.

Step 3 Application for Graduation and for Pennsylvania Teacher Certification

Deadline: Spring of Year 2

Eligibility requirements for graduation and certification:

- Originals of qualifying scores on the Praxis II exams on file. It is not possible to graduate from the program without passing this test.
- Successful completion of Steps 1 & 2.
- Successful completion of the intern year.
- Maintenance of at least a 3.5 cumulative GPA.
- Completion of Reflective Journal Entry and Work Sample (Appendix J) to be included in the portfolio.
- An acceptable Electronic Professional Portfolio on CD based on the Danielson model and approved by the faculty. The portfolio must be submitted to the Teacher Education Office for graduation and certification eligibility. CD and Portfolio Check Sheet evaluation must be submitted to the Teacher Education office
- Completed application for graduation submitted to the School of Graduate Studies and Research.
- Completed application for the Pennsylvania Teacher Certification (Elementary Instructional I/Kindergarten through Sixth Grade)
- The recommendation of the academic advisor/program coordinator.
- The recommendation of the IUP Teacher Certification Officer.



Indiana University of Pennsylvania
**College of Education and Educational
 Technology**

**Steps One and Two
 Portfolio Evaluation**
Professional Studies in Education
M.Ed. in Elementary Education

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

Major: _____ **Semester:** _____ **Year:** _____

Standard Evaluated	Met with Distinction	Met	Met with Weakness	Not Met	Comments
Home Page					
Philosophy (draft)					
Resume					
Act 34 (Criminal Record Check) Clearance					
Act 151 (Child Abuse Clearance)					
Current Transcript					
Speech and Hearing Clearance					
Negative TB Test					
INTASC and/or Appropriate Standards Page					
Some ISTE Standards include artifacts and reflections					
Proof of Liability Insurance					
References cited					

Portfolio is complete for Steps One and Two **Yes** **No**

Additional Comments:

Evaluator's Signature: _____ **Date:** _____

The original of this form is to be turned into the student teaching office with a copy of the assessed portfolio on a CD in a paper sleeve. Include your name and username on both the CD and paper sleeve.

DUE JULY 1st, Year One

Step Three
Portfolio Evaluation
Professional Studies in Education
M.Ed. in Elementary Education

Student's Name: _____ Banner ID: @_____

Major: M.Ed. in Elementary Education Semester: _____ Year: _____

	Met with Distinction	Met	Met with Weakness	Not Met	Comments
Rubric #1					
Reflective Entry and Teacher Work Sample					
Rubric #2 – Completion and Appearance of Portfolio					
Home Page					
Links					
General Appearance					
Graphics					
References cited					

Portfolio is complete for Step Three: Yes No

Additional Comments:

Evaluator's Signature: _____ **Date:** _____

The original of this form is to be turned into the student teaching office with a copy of the assessed portfolio on a CD in a paper sleeve. Include your name and username on both the CD and paper sleeve.

DUE APRIL 1st, Year 2

Rubric Categories

1. Reflective Entry/Teacher Work Sample
2. Completion and Appearance of Portfolio

1. REFLECTIVE ENTRY/TEACHER WORK SAMPLE SCORING RUBRIC

MET WITH DISTINCTION	MEETS EXPECTATIONS	MET WITH WEAKNESS	NOT MET
In-depth reflections on the teaching and learning processes	Good reflections on teaching and learning processes.	Reflections often lack attention to teaching and learning processes.	Reflections missing, or not connected to teaching/learning process.
Consistent link between learning theories and teaching practices.	Link between learning theories and teaching practices apparent.	Cursory link between learning theories and teaching practices.	No link evident between learning theories and teaching practices.
Detailed insights regarding professional growth.	Effective insights regarding professional growth	Some focus on professional growth.	No focus on professional growth.

2. COMPLETION AND APPEARANCE OF PORTFOLIO SCORING RUBRIC

MET WITH DISTINCTION	MEETS EXPECTATIONS	MET WITH WEAKNESS	NOT MET
Professional portfolio: all elements included.	Complete portfolio: no major elements missing.	Incomplete portfolio: Several major elements missing.	Incomplete portfolio: Majority of elements missing.
Impressive appearance: Language use effective, no spelling errors or typos.	Professional appearance: language use good, may have minor spelling errors/typos.	Appearance of entries generally professional but several instances of poor language use, spelling errors/typos.	Unprofessional appearance of entries: poor language use, spelling errors/typos.
Demonstration of advanced expertise in web design.	Adherence to web design conventions.	Inconsistent application of web design conventions.	Little regard for web design conventions.

NOT MET - No indication of web convention

MET WITH WEAKNESS - For example, students might not use proper hyperlinks to link together components, some hyperlinks might not work, all components might not be electronic documents, the colors and/or fonts might be inappropriate, colors might be used inconsistently, pages might be too long and fonts might be inappropriate, colors might be used inconsistently, pages might be too long and require excessive scrolling, navigation might be hard to follow, all graphics might not load and be completely visible, text might not be legible, viruses might be detected with some files in the web site.

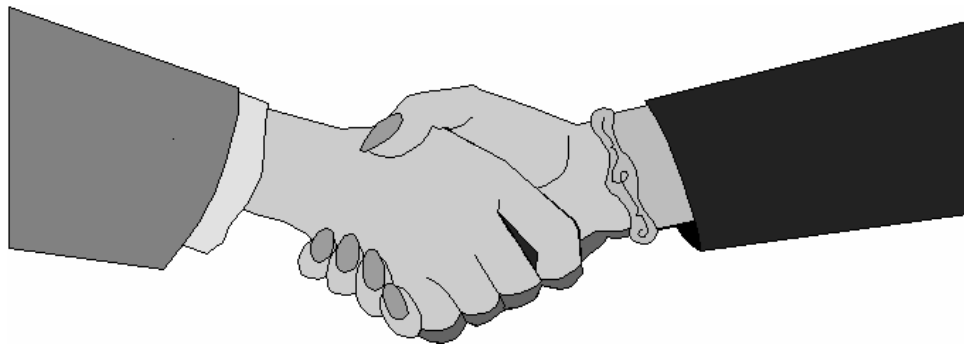
MET EXPECTATIONS - For example, all components are in the form of electronic files, are compatible with Microsoft Windows 3.X or later, are linked together using hyperlinks; colors are chosen for a general audience, complement each other, are web safe, and one color scheme is used throughout the portfolio; one font is used consistently and tables are used to control graphical layout; navigation is clear and easy to follow, and navigation bars and hyperlinks follow established conventions, pages are concise to avoid

excessive scrolling, and long pages use bookmarks, anchors, or target s; all graphics load and are completely visible ad all we pages load without error and retain their desired look in the major browsers; all text is legible.

MET WITH DISTINCTION - For example, students might integrate sound and video, use appropriate animations, and incorporate interactive components, which enable others to submit information electronically to them.

Appendix C

Mentor Teacher Agreement and Application/ Honorary Form



Mentor Teacher Agreement

Please review the expectations for a mentor teacher listed below. Please submit this form and the Mentor Teacher Honorarium Form on the next page in the spring prior to the intern year.

My signature at the end of this document indicates that am committed to:

Mentoring an intern teacher for the entire school year.

Participating in the meeting with the interns in the spring.

Completing the IUP training for cooperating teachers.

Providing an opportunity for the intern to observe/ participate in my classroom during the first week.

Gradually increasing the intern's responsibility for teaching, based on HASD's and IUP's collective judgment.

Completing three formal, written observations using the required forms (3 in the fall, 3 in the spring).

Supporting the intern as she/he progresses through the district's teacher induction program.

Arriving at a recommended teaching grade in late November (midterm) and again in April (final) and communicating that grade to the student in a conference.

Assisting the intern in arranging to record 2 lessons that document competence in the content of their 3 required courses in the Fall (Reading, Social Studies, Integrated Curriculum) and to record 2 lessons that document competence in their 3 required courses in the Spring (Science, Assessment, Applications of Technology).

Mentor Teacher's Name (please print)

Date

Mentor Teacher's Signature

Date



MENTOR TEACHER APPLICATION AND HONORARIUM FORM

Please return promptly. Your honorarium cannot be processed without this form.

(Circle one: Mr. Mrs. Ms. Dr.) *Please Print or Type*

Name: _____
(Last) (First) (M.I.)

Social Security Number: _____

Home Address: _____

Home Phone: () _____ School Phone () _____

E-mail address(es): _____

School District or Intermediate Unit: _____

School Address: _____
(Building)

(Street Address) (City/State) (Zip Code)

Current Grade-Level Assignment: _____ Years of Experience at this Level: _____

Other Teaching/Administrative Experience, if any (please describe):

PA Certificates Held and Level (I, II or Advanced): _____

Undergraduate Institution/Degree: _____

Major: _____ Minor: _____

Graduate Institution/Degree: _____

Program: _____

Membership in Professional Organizations, Honors, Awards, and Distinctions:

Completed an IUP Cooperating Teacher Workshop after 1988: _____ Yes _____ No

Name of Current Intern Teacher(s): _____

Signature _____ Date: _____

Please return ALL Copies to: Teacher Education Office, 104 Stouffer Hall, Indiana, PA 15705
Failure to return this form by December 1st for Fall Semester and May 1st for Spring Semester will impair our ability to process your honorarium in a timely fashion.

For Office Use Only:
White Copy-IUP Teacher Education Office
Pink Copy-Program Coordinator

Appendix D

HASD/IUP PDS Intern Teacher Application



INTERN TEACHER APPLICATION FOR
HEMPFIELD AREA SCHOOL DISTRICT/INDIANA UNIVERSITY OF PENNSYLVANIA
PROFESSIONAL DEVELOPMENT SCHOOL

Instructions: Submit this form in the spring semester of Year One.

Name: _____

Hometown (*Note: It is IUP policy that students are NOT permitted to teach at their local elementary school*): _____

Telephone Number: _____

E-mail address: _____

Undergraduate Degree Information

Institution _____ Major _____

Minor _____

Work Experience:

Community Service Activities:

Membership in Organizations, Honors and Awards:

Preferred Grade Levels for Teaching Assignment (*Please list 4 in rank order with most preferred marked as #1*):

_____ Kindergarten _____ First grade _____ Second grade

_____ Third grade _____ Fourth grade _____ Fifth grade

Preferred School Location (*Please rank order, with #1 your first choice. To determine the location of the schools, visit <http://www.hempfieldarea.k12.pa.us> and click on directions*):

_____ Bovard _____ East Hempfield _____ Fort Allen _____ Maxwell

_____ Stanwood _____ West Hempfield _____ West Point

Step I Portfolio Items (Check all that have been accomplished)

_____ Negative TB Test

_____ Qualifying Scores
on PPST
reported to IUP

_____ Act 151 (Child
Abuse
Clearance)

_____ Speech & Hearing
Test

_____ Act 34 (Criminal Record
Clearance)

My signature below verifies that I have completed the portfolio items marked above and have submitted them to the Teacher Education Office.

Student's Signature _____ **Date** _____

Please prepare a typewritten response to the following questions:

1. Why have you decided to become an elementary school teacher?
2. What personal and professional goals do you expect to achieve as a result of this decision?
3. What experiences have you had in working with children?

Appendix E

Personal Data Form





INTERN TEACHING PERSONAL DATA FORM

_____	_____	_____	@_____
Date	Dept.	Major	Banner ID
_____	_____	_____	_____
Last Name	First Name	MI.	() Home Phone #
_____	_____	_____	_____
Home Address		State	Zip

EDUCATIONAL BACKGROUND

_____	_____
Elementary School	Location
_____	_____
Secondary School	Location
_____	_____
Other Schools / Colleges	Location
_____	_____
Other Majors at IUP	Reasons for school/dept. change

PROFESSIONAL PREPARATION

_____	_____	_____
Major	Minor	Areas of Concentration

Previous Teaching (if any):

List Scholastic Honors and Recognitions:

GENERAL EXPERIENCE

Indicate employment and military experience (List most recent first)

1. Employer	Job Duties	Length of Employment

2. Employer	Job Duties	Length of Employment

3. Employer	Job Duties	Length of Employment

PRESENT MEMBERSHIP IN ORGANIZATIONS

Social: _____

Professional:

Community Service:

GENERAL

List the departmental, college, or university activities in which you were involved while at IUP:

List all experiences that you had working with children / adolescents and the age of the group / individual:

Activity	Age of Student(s)
e.g., Coached Little League Baseball	7 - 9

List the special strengths / talents that you bring to the PDS
(attach separate sheet if necessary)

Appendix F

Mentor Teacher - Intern Teacher Signature Form





SUBJECT: Mentor Teacher-Intern Signature Form

TO: Mentor Teacher

**FROM: Thomas Meloy, Associate Dean
Teacher Education**

The last step in the process of finalizing this intern placement is for the prospective intern and mentor to become acquainted with each other and to determine whether the placement will be a satisfactory one. This initial contact will occur at a meeting arranged for that purpose. It also enables mentor teachers to discuss with the intern what they will be teaching, as well as giving them any books or materials they will need to prepare themselves for the first weeks of teaching.

If, as a result of the interview, you have any concerns about the placement, please contact the Teacher Education Office at (724) 357-2485.

If the assignment meets with your approval, please sign on the appropriate line and return the letter in the enclosed envelope.

We appreciate your willingness to work with IUP students and look forward to working with you during the Fall and Spring Semesters.

_____ Intern Teacher (please print)

_____ Intern Teacher (signature)

_____ Mentor Teacher (please print)

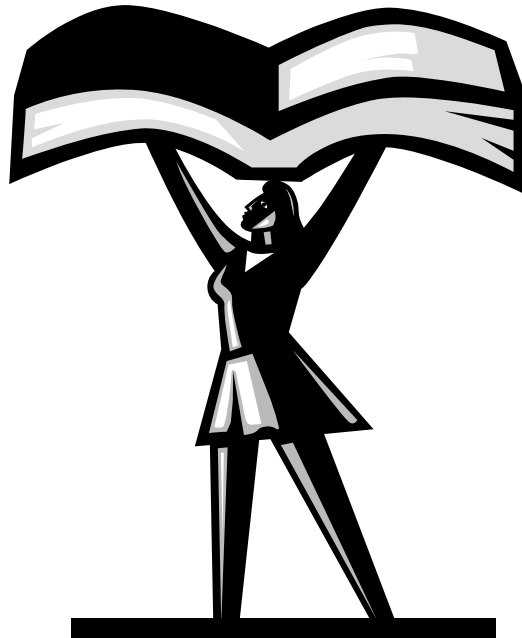
_____ Mentor Teacher (signature)

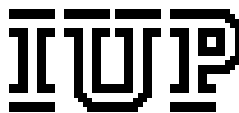
_____ Date

*Please return this form to:
Teacher Education Office
104 Stouffer Hall
This will become part of your permanent file.*

Appendix G

Guest Host Form





**TEACHER EDUCATION
INTERN TEACHER**

GUEST-HOST RELATIONSHIP FORM

The College of Education works with a large number of school districts each year in connection with field experiences for preservice teachers. In each instance, we are able to place teacher education candidates in a particular district because the district has invited us to place prospective teachers and has agreed to work cooperatively with us in a particular segment of the teacher education program. Consequently, intern teachers participating in field experience activities in a school district do so as guests of the school district.

Each school district has regulations, procedures, institutional practices, and professional expectations for school district personnel, which will apply to pre-interns and interns assigned to a field experience in a school district. It is the responsibility of each intern to become aware of the expectations, rules and codes of conduct for teachers and interns.

A teacher education candidate enrolling in a course which requires an assignment to a field experience as an intern must understand that he/she will be in a school district as a guest of that district. Further, the acceptance of a pre-intern or student teaching assignment indicates an understanding of this guest/host relationship and an understanding that the teacher education candidate is expected to abide by the regulations, procedures, institutional practices, and professional expectations Hempfield Area School District.

As a teacher education candidate, I understand and agree to the principles governing field experiences. Further, I understand and agree that if my conduct or performance as a pre-intern or intern is not compatible with the regulations, policies, institutional practices, or professional expectations of the Hempfield Area School District or the university, my assignment may be terminated upon request of either the University or Hempfield Area School District.

Date

Candidate Signature

Please Print Name

Appendix H

Observation Form





Observation Guide

Date: _____ Class observed: _____

A. How did the teacher begin the lesson:

1. Arouse the students' interest?

2. Relate to previous learning?

B. How did the teacher make the purpose and relevance of the lesson apparent?

C. What procedures were incorporated into the body of the lesson?

1. Lecture? _____
2. Discussion? _____
3. Audiovisual presentation? _____
4. Demonstration? _____
5. Student research? _____
6. Small group work? _____

D. What materials were used in the course of the lesson?

1. Textbooks? _____
2. Supplementary books? _____
3. Audio tapes? _____
4. Videotapes/Films/Filmstrips? _____
5. Television? _____
6. Concrete objects? _____
7. Illustrations? _____
8. Models? _____
9. Computers/Software? _____
10. Other? (Specify) _____

E. On what was the textbook lesson based? Did the teacher show a broad knowledge of the subject area? _____ Were resources beyond the textbook used?

Did he/she relate the subject matter to other content the students had studied, to current events, or to students' personal needs? _____ If so, how was this accomplished?

F. What provisions were made for individual differences?

1. Student/teacher conferences? _____
2. Small group work? _____
3. Individualized assignments? _____
4. Differentiated reading materials? _____
5. Other? (Specify) _____

G. What classroom management techniques did the teacher use?

1. Light flipping? _____
2. Penalty points? _____
3. Deprivation of privileges? _____
4. Student self-management? _____
5. Other? (Specify) _____

H. How did the teacher's personal qualities help advance the lesson?

1. Dressed appropriately, so that appearance did not distract from the subject matter? _____
2. Displayed no distracting mannerisms? _____
3. Used correct grammar? _____
4. Used appropriate voice volume and pitch? _____
5. Evidence of enthusiasm? _____
6. Displayed genuine interest in students? _____

I. How did the teacher end the lesson?

1. Summarized the day's learning? _____
2. Assigned homework? If so, specify the kind of assignment. _____
3. Was any work collected at the end of the period? _____
4. Other? (Specify) _____

J. What assessment techniques did the teacher use in the course of the lesson?

1. Oral questions? _____
2. Written questions? _____
3. Observation of students' verbal responses? _____
4. Observation of students' application skills? _____
5. Quiz? _____
6. Recording results of conferences with the students? _____
7. Written work? _____
8. Other? (Specify) _____

K. What components of Danielson's Framework for Teaching were observed? Cite some specific examples.

In a summary paragraph specify five techniques that were modeled that you plan to incorporate in your teaching. Indicate the value of each technique for enhancing learning.

Appendix I

*Professional Studies
in Education Department
Observation Form
Elementary Education*

**INDIANA UNIVERSITY OF PENNSYLVANIA
ELEMENTARY EDUCATION
LESSON OBSERVATION FORM**

Pre/Student Teacher _____
District/Building _____
Cooperating Teacher _____
University Supervisor Observation _____

Date _____
Subject _____
Grade _____
Time _____ to _____

In this lesson, the pre-student teacher/student teacher was able to:

1. Plan instruction appropriate to the discipline.

(focuses on long range planning around appropriate outcomes; exhibits a strong knowledge base; relates concepts to prior knowledge; provides applications to the real world; plans for a variety of instructional strategies and ongoing assessments)

2. Implement the planned lesson.

(presents a developmentally appropriate lesson in a logical and sequential manner; utilizes appropriate timing and pacing; solicits on task behavior; provides transitions between learning experiences; uses complementary materials skillfully; assesses student learning)

3. Adapt instruction, as evident in the planning and implementation of the lesson.

(accommodates diverse needs and cultures; monitors student learning and adapts instruction accordingly)

4. Establish positive rapport with and among students.

(respects students; communicates high positive expectations; uses appropriate management strategies; listens and responds effectively; creates a community of learners)

5. Empower students.

(provides opportunities for students to be actively engaged in learning through creative thinking, decision-making, questioning, and reflection)

6. Utilize effective communication strategies.

(communicates a passion for teaching; stimulates student-centered discussion that enhances learning; uses school-appropriate language; uses verbal and non-verbal techniques effectively)

7. Demonstrate professionalism.

(works collaboratively in the school setting; dresses appropriately; adheres to the departmental code of ethics; reflects on classroom experiences; continues professional growth and development; adheres to school policies)

**ELEMENTARY EDUCATION
LESSON OBSERVATION FORM
SUMMARY**

A. Areas of Strength

B. Suggestions for Growth

Immediate Goals

Long Term Goals

C. Formative Evaluation (Mark the numeral of each category from page 1 on the line.)

_____ | _____ | _____ | _____
Less than Adequate Adequate Good Outstanding

Signature of Observer

Date

I **have had** the opportunity to discuss this observation with the observer.

Signature of Student Teacher

Date

or

I **have not had** the opportunity to discuss this observation with the observer.

Signature of Student Teacher

Date

Appendix J

Resources for Lesson & Unit Planning



Suggested Lesson Plan Format

- I. **HEADING.** Lesson number and title, your name, date lesson is to be taught, discipline(s), grade level, number of students, and allocated instructional time.
- II. **RATIONALE & BACKGROUND.** Address lesson purpose, justify why students should experience this lesson, specify alignment of this lesson with standards, and explain how students can “connect” to the lesson based upon prior knowledge or experiences.
- III. **OBJECTIVES.** Lesson objectives represent specific and intended learning. If goals represent the “destination” in terms of the unit, you might think of objectives as the various routes you take to reach that destination. Objectives include an “action verb” that speaks to that which you as the teacher can measure &/or observe. For each objective, you must also clarify the PI (Performance Indicator) that will enable students to demonstrate the learning and you, as the teacher, to monitor and assess the learning.
- IV. **RESOURCES & MATERIALS.** Specify the resources and materials needed in the lesson delivery and required for students to complete activities.
- V. **CONCEPTS.** If students remember nothing else from your lesson, what is the most important generalization you would want them to understand, grasp, or formulate? What is the underlying premise that makes this lesson important for students to experience?
- VI. **PROCEDURES**
 - A. **Introduction & Motivation.** Describe your introduction with the following elements evident: engagement of all students, communication of intended learning in language understood by learners (objective) and connection of the lesson to prior learning and/or experiences of the students. Remember the purpose of an introduction is have all students engaged and focused on the learning that is the basis for the lesson and to do so expediently so that time needed for the lesson body and closure may be maximized.
 - B. **Lesson Body.** Describe the lesson flow and what teacher actions facilitate the development of the lesson and student learning. Lesson body should indicate key questions you may want to pose to generate student discussion or check student understanding. Also, describe student actions in terms of activities in which they will be engaged. Again, ensure that there is alignment of teacher and student actions to the objective(s). Through the development of your lesson body, indicate appropriate adaptations evidencing differentiation of instruction based upon student need.
 - C. **Closure.** Lesson closure provides students with an opportunity to reflect and summarize their learning. Aligned with objectives, through closure, students have an opportunity to demonstrate one or a combination of the following: process learning beyond the knowledge/comprehension level, review main concepts/key points of lesson, and/or reflect upon their learning in relationship to the objectives.
- VII. **EVALUATION.** This section of your lesson plan addresses two aspects of evaluation: assessment of student learning and your assessment of the lesson.
 - A. **Student Assessment.** Briefly describe the various means you used to assess student learning and specify the evidence you have to determine whether or not students learned. In other words, how do you know what students learned as a result of that lesson? Based upon student responses to the lesson, what potential modifications do you need to make in the next lesson?
 - B. **Self-Evaluation.** Based upon student indicators of learning, what adjustments, if any, do you need to make for the next lesson? If you were to teach that same lesson again, what were the strengths and what changes would you make to refine the lesson?

Sample Lesson to Introduce the Novel *Treasure Island*

Unit Lesson Plan #1: Introducing *Treasure Island*

Emily Danner
Literature
3rd Grade-25 Students
Instruction Time: 35-40 minutes

I. RATIONALE AND BACKGROUND

The purpose of this lesson is to introduce students to the novel *Treasure Island*. Students will build upon previous conceptions of piracy by researching, through group work, the history of pirates.

By having the students create their own pirate; this type of project will stimulate their imagination. The lesson will help the students develop background knowledge of pirates prior to delving into the novel *Treasure Island*.

➔ *What about the Pennsylvania Academic Standards?*

II. LESSON OBJECTIVES

1. The learners will discover factual data of pirates

Tighten up { Performance Indicator: Through class discussion students will recall any prior knowledge of pirates. Students will gather in groups of five to further investigate the life of a pirate through books provided by the teacher from the library.

2. The learners will: illustrate and name their own pirates

Performance Indicator: The students will then individually draw and name their own pirate.

Too similar. Rework

III. RESOURCES/MATERIALS

- Construction paper, 25 sheets
- Markers, 5 packs
- Crayon, 10 packs
- Pencils, 25
- Lined paper, 25 sheets
- Folders, 25
- Eyepatch, 1

IV. PROCEDURES

A. Introduction and Motivation

What is occurring here? What will be said and done?

{ When the students enter the room they will be greeted by the sight of their teacher wearing an eye patch and greeting them by the term “mates.” The students will settle into their desks which are prearranged into groups of five. The teacher will engage them in an interactive discussion to determine their prior conceptions of pirates. The teacher should give this activity 10-15 minutes.

B. Lesson Body

*What are they looking for?
How will you guide/do this?*

1. The students will then turn their attention to their small prearranged groups of five. They will then skim through the pirate books stacked in the middle of their group. The students *should* get a generalized idea on pirate history and pirate images through the books provided.

Again – need some guidelines here.

2. Students will be given a sheet of lined paper and instructed to record no ~~less~~-fewer than five facts that appealed to them from the books.
3. Students will then be provided with construction paper, markers and crayons. The students will be instructed to sketch their own pirate and name him or her.

Good – now I see how it ties into the academic standards.

4. The students will each be given a folder. Upon completion of their individual pirate sketch, the students will be instructed to place their fact sheets and pirate sketches into their folders. This will be the beginning of their “captain’s log” that they will add to throughout the unit.

C. Closure

Make the connection with the book stronger.

One representative from each group will go to the chalkboard and write two facts each on what they learned while skimming through the pirate books. I will review the facts with the entire class that interested the students. Each student will then, in turn, share their drawing of the pirate they created with the entire class. They will then be instructed to place their sketches and facts into their folders to begin their “captain’s log” journal.

V. EVALUATION

A. Student Assessment

1. Assessment Plan

Informal: Students will be assessed through teacher observation while they are in individual groups and skimming through the provided pirate material. The teacher will stop at each group to make comments and keep the students on task.

Formal: I will assess the students by *reviewing* their fact sheets on the pirates.

? *Sounds informal*

2. Reflection on Assessment of Student Performance

- i. What did each and every one of my students learn?
Each student expanded on their prior knowledge of pirates. The students gained a perspective on what pirates may have looked like and some historical facts.
- ii. How do I know?
I observed students working together in their groups and collaborating on ideas and concepts from the books provided. I reviewed each student’s list of pirate facts that they put in their “captain’s log.” As each student presented their individual picture, I assessed their understanding of the assignment.

- iii. Which students did not meet the requirements of the performance indicators?
How will I assist them to meet these requirements?

B. Self-Evaluation

1. What were the strengths of the lesson?
2. What areas of the lesson need improvement?
3. What would I do differently, if I were to re-teach this lesson?
4. What biases, if any, existed in the materials, activities, language, or interaction with children?
5. Did anything surprise me? What? Why?

Resources

- Anastasio, D. (1997). *Pirates*. New York: Grosset & Dunlap.
- Cordingly, D. (1996). *Pirates*. Atlanta, GA: Turner
- Cordingly, D. (1995). *Under the black flag*. New York: Harcourt Brace & Co.
- Cordingly, D. & Falconer, J. (1992). *Pirate: Fact and fiction*. London: Collins & Brown.
- Feder, J. B. (1992). *Pirates*. New York: Mallard Press.
- Finney, F. (1996). *Mystery history of a pirate galleon*. CT: Cooper Beech Books
- Lasky, K. (1997). *Grace the Pirate*. New York: Hyperion Books for Children.
- Lincoln, M. (1995). *The pirate's handbook*. New York: Cobblehill Books.
- McCully, E. A. (1995). *The pirate queen*. New York: G.P. Putnam's Sons.
- McWilliams, K. (1989). *Pirates*. New York: Franklin Watts.
- Peach, L. D. (1970). *Pirates*. Loughborough, England: Ladybird Books.
- Pirotta, S. (1995). *Pirates and treasure*. New York: Thomson Learning.
- Platt, R. (1994). *Pirate*. New York: Alfred A. Knopf/Eyewitness Books.
- Rankin, H. F. (1994). *The pirates of Colonial North Carolina*. Raleigh, NC: Department of Cultural Resources.

Lesson plan courtesy of Emily Danner, IUP undergraduate in Elementary Education and comments on the plan courtesy of Dr. Valeri Helterbran, IUP faculty member.

Using Technology to Develop a Unit Plan

Source: Jalongo, M.R., Rieg, S.A., & Helterbran, V. (2007). *Planning for Learning: Collaborative approaches to lesson design and review*. New York: Teachers College Press.

Instructions:

Now that you know your grade-level assignment for your practicum and have identified several themes or units that will be taught during your field experience, your assignment is to gather resources to support four of these units/themes.

1. Begin by searching a grade level, subject area (e.g., science, reading/language arts), and topic (e.g., magnets, writing a persuasive paragraph). Check several different sites for each theme or unit.
2. Analyze the resources and plans. What objectives, materials, activities, and procedures would you select for use with your students and what would you reject? Why? What ideas do you have and how will you combine them with what you found online?
3. Create a compendium of resources for each unit/theme. You need four types of information:
 - A set of general teaching goals with online sources to support them and their URLs.
 - Print resources to support the theme/unit.
 - Children's books related to the unit/theme.

Example

The following is a collection to support a first-grade theme on pets, organized by teaching goals. This is just like what you are to produce for each of your four themes/units.

Teaching Goals and Online Resources to Support Them

1. To expand children's knowledge of animals and related vocabulary

NAEYC Learning Continuum Indicator 1.1.F Learning to Read Independently; Understanding new vocabulary learned in various subjects.

- Animal Sounds. Learn about animal sounds and how they are represented in different languages
www.georgetown.edu/faculty/ballc/animals/animals.html
- **Pets Rock!** Get facts about pets around the world
<http://www.kn.sbc.com/wired/fil/pages/listpetser.html>

2. To develop research and writing skills

NAEYC Learning Continuum Indicator 1.4.B, Types of Writing, Write informational sentences.

- Research different animals
www.enchantedlearning.com/themes/pets.html
- Make an electronic scrapbook of a pet
<http://www.kn.sbc.com/wired/fil/pages/scrapcaringfce.html>

3. To inspire creativity and make connections with the arts

NAEYC Learning Continuum Indicator 1.6.F, Speaking and Listening, Using electronic media for learning purposes, such as generating a journal or a story.

- Neopets. Invent a habitat for a virtual pet
www.neopets.com
- Education Place
- Create a schedule for a pet
<http://www.eduplace.com/cgi-bin/searchengine.cgi>

- Make a creature collage
http://www.eduplace.com/activity/1_6_act1.html

4. To promote humane education

NAEYC Learning Continuum Indicator 1.6.A, Listens to others when they are speaking to demonstrate understanding of the message.

“a process that encourages an understanding of the need for compassion and respect for people, animals and the environment and recognizes the interdependence of all living things” (www.worldanimal.net).

- The Society for the Prevention of Cruelty to Animals (SPCA) (<http://www.asPCA.org/>) has several curriculum kits suitable for young children.
- Humane Education Programs
<http://www.humaneedu.com/>
- The Latham Foundation
www.latham.org

5. To teach children to stay safe around animals

NAEYC Learning Continuum Indicator 1.6.B, Speaking and Listening, Ask questions to obtain clarifying information.

The Humane Society and the National Association for Humane and Environmental Education (NAHEE) (<http://www.nahee.org/>) offer a curriculum kit is suitable for preschool through third grade which includes a video (“Bow Wow Ow!”), puppets, a BINGO game, poster, and other resources. To see a sample lesson plan, visit <http://www.nevadacf.org/dogbitelesson2.pdf>. In addition, NAHEE offers the *BARK Dog Bite Prevention Program* for elementary school children with a coloring book and video, and the *Kind News* newsletter for children.

- Love Your Dog (<http://www.loveyourdog.com/>) offers advice on responsible pet ownership and “Keeping Safe: Don’t Bother Dogs,” a list of seven basic rules, illustrated with photographs, that help to prevent dog bites. The materials are suitable for K-3rd grade.
- Doggone Safe (<http://www.doggonesafe.com>) includes a free 3.5 minute “Learn to Speak Dog” video that teachers can use to help children correctly interpret the behavior of dogs. The video uses live footage of dogs, rather than cartoons, to teach children to read dog body language. Emphasize responsible pet keeping.
- Treasured Pets - answer a series of questions to determine which pets are appropriate
<http://www.kn.sbc.com/wired/fil/pages/huntpetsr.html>

Online Sources Consulted:

Gateway to Educational Materials: A portal to thousands of lesson plans; just type “pets” in the search box.
www.thegateway.org

Filamentality: A link to thousands of pet theme activities
www.kn.pacbell.com/wired/fil

Pet Quest: Decide whether to get a classroom pet and, if so, which one?
<http://www.kn.sbc.com/wired/fil/pages/webpetquesal.html>

The American Society for the Prevention of Cruelty to Animals - AnimaLessons
http://www.asPCA.org/site/PageServer?pagename=al_home

The Role of Children’s Literature in Humane and Environmental Education Programs. (Annotated Bibliography – compiled February 2005) <http://www.savemoreanimals.org/humane/online.pdf>

Print Resources

- Barker, S.B., Rogers, C.S., Turner, J.W., Karpf, A.S., & Suthers-McCabe, H.M. (2003). Benefits of interacting with companion animals: A bibliography of articles published in refereed journals during the past 5 years. *American Behavioral Scientist*, 47(1), 94-99.
- Raphael, P., Coleman, L., & Loar, L. (1999). *Teaching compassion: A guide for humane educators, teachers, and parents*. Alameda, CA: The Latham Foundation for the Promotion of Humane Education.
- Jalongo, M. R. (2005). Implementing a reading education assistance dog program. *Childhood Education* 81(3), 153-156.
- Jalongo, M. R. (2004). *The world's children and their companion animals: Developmental and educational significance of the child/pet bond*. Olney, MD: Association for Childhood Education International.
- Larson, J. (2002) Be kind to animals. *Book Links*. 12(2), 15-17.
- Melson, G.F. (2003). Child development and the human-companion animal bond. *American Behavioral Scientist*, 47(1), 31-39.
- Rivera, M. A. (2004). *Canines in the classroom: Raising humane children through interactions with animals*. New York: Lantern Books.

Picture Books for Suitable for First Grade

- Bubba and Beau, Best Friends* (Appelt, 2002)
"Let's get a pup!" said Kate (Graham, 2001)
The Puppy Who Wanted a Boy (Thayer, 1988)
The Stray Dog (Simont, 2000)
Rosie, A Visiting Dog's Story (Calmenson, 1994)
What about my goldfish? (Greenwood, 1993)
Madeline's Rescue (Bemelmans, 1953)
Archie, Follow Me (Cherry, 1990)
Dr. White (Goodall, 1999)
Mrs. Katz and Tush (Polacco, 1992)
Bow wow meow meow: It's Rhyming Cats and Dogs (Florian, 2003)
Bad Dog, Bodger! (Ambercrombie, 2002)
The New Puppy (Anholt, 1994)
Pet Wash (Dodds, 2001)
Be Gentle! (Miller, 1997)
Doggie Dreams (Chapman, 2000)
Mr. Davies and the Baby (Voake, 1996)
My Pig Amarillo (Ichikawa, 2003)
Mapping Penny's World (Leedy, 2000)
Cookie's Week (Ward, 1994)

Web Sources for Lesson Design, Planning, and Teacher Networks

Qiuyun Lin, Larry Tinnerman and Mary Renck Jalongo

A to Z Teacher Stuff

<http://www.atozteacherstuff.com/>

Created by teachers, the site features featuring teacher discussion forums, lesson plans, themes, teaching tips, and other resources.

Becoming a Teacher

www.teachernet.com/htm/becomingateacher.htm

Designed for novices, this site is designed to support teachers as they strive to fulfill the teaching role.

Collaborative Lesson Plan Book (CLPB)

<http://web.utk.edu/~lre4life/ftp/clpbsamp.doc>

This online document recommends a lesson plan book designed by Tennessee teachers and administrators for their LIFE Project, ideal for use by an instructional team during weekly planning meetings. It also includes templates for designing a differentiated and individualized lesson plan.

Cool Teaching Lessons and Units

<http://www.coollessons.org/coolunits.htm>

Provides links to ready-made units and lessons for all subjects as well as resources for lesson design, such as WebQuests, Research Models and Problem-Based Learning. Numerous links to other sites are also provided.

Designing a Lesson

<http://www.rmcdenver.com/useguide/lessons/design.htm>

Features ideas, activities and promising practices that support teachers in the process of lesson design. The site includes suggestions of ways to get started, sample plans and resources, design tips from experts, and other useful information.

Differentiated Instruction Lesson Plan

<http://www.schoolhousedoor.com/teacher/experts-craig-diffinstr.htm>

In this site, Dr. Susan Craig created a room for teachers to practice writing lesson plans that address differentiated instruction. Tools of making such a lesson plan (including a sample) are available.

Education Helper

www.edhelper.com/

Provides thousands of worksheets, over 10,000 searchable lesson plans, thousands of webquests, educational programs, and spelling and vocabulary tools.

Education World

http://www.education-world.com/a_lesson/

Lesson planning help for teaching about curriculum topics. You can do a search or browse by topic. This site claims to provide 500,000 web resources.

iKEEPBOOKMARKS

<http://www.ikeepbookmarks.com>

An area where teachers store bookmarked sites online. An example of one school's bookmarks page is found at: http://www.ikeepbookmarks.com/gccs_lions. After teachers join, they can review the public bookmarks that other schools have selected.

Lesson plans and instructional resources

www.thegateway.org

This website is a consortium effort to provide educators with quick and easy access to thousands of educational resources found on various federal, state, university, non-profit, and commercial Internet sites.

How to Plan For Differentiated Instruction

<http://www.teachnology.com/tutorials/teaching/differentiate/planning/>

An online tutorial gives which coaches teachers in ways to write lesson plans capable of addressing the needs of diverse groups of learners.

Lesson Plan Design

<http://www.su.edu/faculty/jcombs/lesson%20plans/comless.htm>

In a site designed for the initial teacher licensure program in Shenandoah University, a professor offers insights into lesson design and planning processes, including potential pitfalls and how to avoid them.

Lesson Planning

<http://www.proteacher.com/020001.shtml>

Focusing on PreK-8, ProTeacher takes you through the processes and components of lesson planning, step by step. You can create your own account, visit a community of elementary school teachers, and search for a growing collection of tens of thousands of ideas by teachers from across the United States and around the world.

Lesson Plans Page

<http://www.lessonplanspage.com/index.html>

There are over 2000 lesson plans stored on this site. The quality is mixed—but the collection can be used as a source of ideas for adapting to your own students. There are useful links to related sites, e.g. how to plan a lesson, improving reading, science projects.

Lesson-Planning Ideas

<http://teacher.scholastic.com/lessonplans/>

Each school year, Scholastic.com follows five outstanding classroom teachers. The lesson plan ideas of these teachers, as well as a large collection of other sample lesson plans, can be browsed by grade level and content area at this site.

Lesson Research

<http://www.lessonresearch.net>

In Japan, teachers improve their teaching through "lesson study," a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called "research lessons". This site provides background on lesson study and efforts to implement it in the United States.

Lesson Study

<http://www.tc.columbia.edu/lessonstudy/>

Lesson study is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This site provides insights into the practice of lesson study and guidance for teachers seeking to implement the practice in their schools. Many excellent resources are included in the Lesson Study Research Project Fall 2002 Reflective Report produced by University of California, Lost Angeles and Ranch Bernard High School under the direction of Celeste Campbell.

Microsoft Lesson Connection

<http://www.microsoft.com/education/LessonPlans.aspx>

Program consists of two Web sites that allow educators to find lesson plans that fit 39 state standards.

Primary School Science

<http://www.primaryschoolscience.com/about/about.php>

Features a complete interactive lesson planning tool. It offers a huge quantity of teaching materials, ideas and resources to meet the needs of the National Guidelines. The site's purpose is to make the process of planning science lessons more efficient for teachers.

Project-Based Learning

<http://pblchecklist.4teachers.org/>

This site is intended to assist teachers in evaluating the outcomes of collaborative learning projects. It supports teachers in creating custom checklists to suit their own and students' needs by choosing from the options provided. The checklists produced set criteria and evaluate various of students' work, such as oral presentations, class newspaper, reports, a puppet show, and so forth.

Sites for Teachers

www.sitesforteachers.com/

A collection of links to nearly 900 education sites, rated by popularity, for teachers, parents and students in K-12 schools.

Tapped In

<http://tappedin.org/tappedin/do/LoginAction?state=promptGuestLogin>

Tapped In is a Web-based learning environment created by SRI International to transform teacher professional development (TPD) for professional development providers and educators. The site's purpose to offer high-quality, low-cost, online professional development experiences. Educators have Internet access to online tools, resources, colleagues, and support as they strive to implement effective, classroom-centered learning activities.

Teacher Planet

<http://www.teacherplanet.com/>

Features over 150 theme-based resource pages listed both alphabetically and chronologically. Also include lesson plans, worksheets, free software, teacher tools, etc. Particularly suitable for teachers planning a lesson on social studies.

Teachers' Internet Use Guide

<http://rmcdenver.com/useguide/>

Supports educators in designing, developing, implementing, and evaluating an Internet-based lesson using a four-step instructional design process. Sample lessons illustrate this process. Includes an online bank of teacher-created lessons.

Teaching Tips

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

There is a vast assortment of links covering topics in: preparing a lesson plan, course design, teaching techniques, assessment techniques, using questions effectively, understanding how people learn, developing students' core abilities, motivating students to learn, coping with stress, and guiding student behavior.

The Teacher's Corner

<http://www.theteacherscorner.net/>

Geared towards elementary and intermediate teachers, this site collects hundreds of lesson plans, thematic units, and teacher resource pages.

Urban Education Exchange

http://www.haemimont.com/solutions_elearning.php

A commercial site that functions to help teachers create lesson plans and curriculum materials, organize and manage resources for their classes, keep track of student data, manage courses on line, design lessons

and tests, and create an on-line grade book.

Useful Websites for Educators

http://www.utea.org/links/nealinks/pro_devLinks.htm

A collection of web links for teachers focusing on Professional Development sponsored by the Utah Education Association.

WebQuests

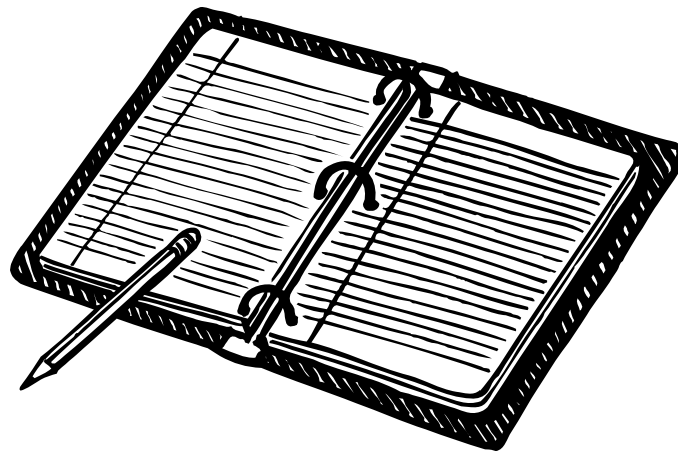
<http://webquest.sdsu.edu/webquest.html>

A WebQuest is “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web”. The activities are carefully structured and many examples are available. This is possibly the most used model world-wide for designing web-based lessons. Full guidance is available.

Source: Jalongo, M.R., Rieg, S.A., & Helterbran, V. (2007). *Planning for Learning: Collaborative approaches to lesson design and review*. New York: Teachers College Press.

Appendix K

Reflective Journal Entry and Teacher Work Sample



REFLECTIVE ENTRY

From the earliest days of teaching, one of the defining characteristics of good teachers is reflective practice (Peters, 2000). Reflective practice “means taking the scarce time to rethink, reconsider, reflect, and rework one’s craft” (Glickman & Alridge, 2001, p. 20). You will know that you are moving toward reflective practice when you display the following characteristics, based on Dewey’s definition (Eby, Herrell & Jordan, 2005; Jalongo & Isenberg, 2005):

- Reflective practitioners are *active*, meaning that they *search energetically for information and solutions to problems that arise in the classroom*. An example of taking action is learning more about the medical condition of a child through collaboration with colleagues and professionals from other fields.
- Reflective practitioners are *persistent*, meaning that they are *committed to thinking through difficult issues in depth and continue to consider matters even though it may be difficult or tiring*. An example of persistence is helping preschoolers and kindergartners adjust to a new school year.
- Reflective practitioners are *careful*, meaning that they have *concern for self and others, respect students as human beings, and try to create a positive, nurturing classroom*. An example of behavior that demonstrates care is the practice of involving children in establishing and monitoring school rules.
- Reflective practitioners are *skeptical*. They *realize that there are few absolutes and maintain a healthy skepticism about educational theories and practices*. An example of skepticism is asking thoughtful questions about new assessment practices before implementing them in the classroom.
- Reflective practitioners are *rational*. They *demand evidence and apply criteria in formulating judgments rather than blindly following trends or acting on impulse*. An excellent example of rational behavior as it applies to teaching is referring to professional journal articles to gather additional information on a topic before arriving at an opinion.
- Reflective practitioners are *proactive*, meaning that they are *able to translate reflective thinking into positive action*. An example of being proactive is communicating the reasons underlying changes in classroom practices to parents so that their questions and concerns are addressed before problems arise.

THE REFLECTIVE TEACHING COMPONENT OF YOUR PORTFOLIO

1. **WRITTEN REFLECTION 1.** Prior to beginning your intern year in the Hempfield Area School District you were asked to reflect on the teacher’s role in a general way on two separate occasions. The first was the goals statement that you wrote when you first applied to the School of Graduate Studies and Research. Include it in your portfolio as **Reflection 1**.
2. **WRITTEN REFLECTION 2.** Prior to assignment to your mentor teacher, you were required to share your reasons for seeking to become an elementary school teacher. This was part of your Internship Application and Application to Teacher Education. Include it in your portfolio as **Reflection 2**.
3. **WRITTEN REFLECTION 3.** A Philosophy Statement and Work Sample

Refine your philosophy statement from the Step 1 Portfolio by addressing these points:

- **Ethical Responsibilities.** What is your understanding of the professional obligations that apply to all elementary teachers?

- **Equity and Diversity.** What do you believe about your role in educating all of the children for whom you are responsible? What do you believe about working with families and communities?
- **Child Development/Child Guidance.** What do you understand about how children grow and develop? How do elementary educators support the young child's social and emotional development?
- **Pedagogy/Best Practices.** How do you go about fostering children's learning? What is an appropriate role for elementary educators?
- **Assessment.** How do you align the written, taught, and tested curriculum?

4. TEACHER WORK SAMPLE

Levels of Reflection, Low to High

Novice teachers often wonder how they can tell if they are engaging in reflective practice. The following, adapted from Lee's (2005) research with preservice teachers is designed to assist you in moving to the highest levels of reflection.

The first and lowest level of reflection is imitation. For example, the typical novice who is confronted with the task of writing a lesson plan turns, not to published resources written by professionals, but to memories of childhood and the activities they enjoyed back when they were young. At other times, preservice teachers merely imitate an activity that they experienced during their teacher preparation program without much thought about how well it suits their students. When practitioners first begin their careers, "they tend to over-rely on firsthand experiences and gut reactions in making instructional decisions", to become preoccupied with activities and techniques, and to have little patience with learning theory to guide professional practice (Dewey, 1964; Roskos, Rosemary & Varner, 2006, p. 276). If a new teacher simply repeats what he or she experienced as a child, it is not good enough for at least four important reasons. First, it does not take into consideration the 15 or more years of educational research that was produced in between the time the novice teacher was a young child and matured into a prospective teacher - the teaching is old fashioned before it has even begun! Second, although children may participate in many different enjoyable activities, not all of them produce good learning outcomes. Third, relying on personal experiences does not take the new context into account and "Each school, each community, each culture that a teacher faces call for different understandings and different responses" (Birmingham, 2003, p. 1). Fourth, chances are that the activities generated from memory are inadequate to sustain a teacher on a daily basis, are already overused with children, and are clouded by a personal childhood perspective rather than approached from a professional point of view.

The second level of reflection occurs when teachers begin to look for relationships between pieces of their experiences, interpret the situation with a rationale, search for "why it was" a particular way, and try to arrive at principles to guide their actions (Lee, 2005). At this stage, teachers become less preoccupied with their ability to fulfill the role of teacher and emphasize accomplishing the task of teaching. A student teacher who typifies this stage said, "Some days I feel like such a good teacher and other days I am so disappointed in myself. My supervisor said that my teaching was 'uneven' and I don't disagree. The problem for me is, how do I get steadier, more consistent? Why is one activity so successful and another a flop?" With time and experience, this student started to see the connection between her level of planning and the success of her lessons. True, she sometimes "got away" with a lesson that wasn't particularly well planned but when lessons

verged on disaster, it was nearly always attributable to failing to think through the procedures. Recognizing the need to plan more thoroughly, anticipating the difficulties that children might have, and talking through lessons with colleagues all supported this teacher's professional growth (Jalongo, Rieg & Helterbran, 2006).

The third and highest level of reflection occurs as teachers become more student-centered and consider the outcomes that their teaching has for students. Mature professionals in the elementary education field are capable of striving for continuous improvement, of analyzing experiences from multiple perspectives, and of appreciating the influence that they exert over students' values/ behavior/achievement.

The required Teacher Work Sample asks you to select a specific lesson to analyze in greater depth. Use the following questions to guide your analysis:

0. What was the context for the lesson?	
1. What cognitive and affective outcomes did you want to accomplish with the students?	5. What did the students' behavior tell you about their understanding of the concepts or achievement of the goals?
2. What did you do to achieve these instructional goals? Was it effective? If not, why not? If so, why so?	6. How did the students respond to the learning experience, both in its entirety and with respect to particular elements (e.g., anticipatory set, group work, independent assignments)?
3. What were you thinking as you taught the lesson? Were there some things that you could/should/would do differently if reteaching the lesson?	7. Based on the quality of the students' work, what were the students thinking? In what areas did they experience difficulties? In what areas did you notice success?
4. How did you feel about the effectiveness of the lesson overall and about specific components of the teaching/learning experience?	8. What is your sense of how the students felt about the lesson overall? Were there some parts that captivated their interest? Some parts that failed to do so? What is your analysis of why this may have occurred?

Now consider

1. What was the *ideal situation* – the situation you wanted to bring about?
2. What were the *limiting factors* preventing the achievement of that ideal?
3. Reflect on what would you do differently if you taught this lesson again next week to a different group of students.

Additional items for reflection:

1. How do I adjust my teaching to address different learning styles?
2. How do I adjust my teaching based on student progress?
3. What evidence can I provide that I use research in making classroom decisions?
4. What evidence can I supply to demonstrate that I share ideas about instructional approaches with other teachers? (adapted from Darling-Hammond, 2006, p. 69).

References

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- Peters, W.H. (2000). Through the looking-glass portfolio: The journey of preservice teachers in becoming reflective practitioners (ERIC Document Reproduction Service No. 444 950).

Appendix L

PDE Form 430



Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name First Middle Social Security Number

Subject(s) Taught

Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | | | |
|--|--------------------|---|--------------------|
| <input type="checkbox"/> Lesson/Unit Plans | See Attached 430-A | <input type="checkbox"/> Student Teacher Interviews | See Attached 430- |
| <input type="checkbox"/> Resources/Materials/Technology | See Attached 430-A | <input type="checkbox"/> Classroom Observations | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Resource Documents | See Attached 430-A |
| <input type="checkbox"/> Information About Students
(Including IEP's) | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for Evaluation

Student/Candidate's Last Name First Middle Social Security Number

Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Visual Technology | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Resources/Materials/Technology/Space | See Attached 430-A |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Interviews | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for

Student/Candidate's Last Name First Middle Social Security Number

Category III – Instructional Delivery – Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|--------------------|--|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430- | <input type="checkbox"/> Student Assignment Sheets | See Attached 430- |
| A | | A | |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430- | <input type="checkbox"/> Student Work | See Attached 430-A |
| A | | <input type="checkbox"/> Instructional Resources/ | See Attached 430- |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | A | |
| <input type="checkbox"/> Student Teacher/Candidate | See Attached 430- | Materials/Technology | |
| A | | <input type="checkbox"/> Other | See Attached 430- |
| | Interviews | A | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for

Student/Candidate's Last Name First Middle Social Security Number

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|---|--------------------|---|--------------------|
| <input type="checkbox"/> Classroom Observations | See Attached 430-A | <input type="checkbox"/> Student Assignment Sheets | See Attached 430-A |
| <input type="checkbox"/> Informal Observations/Visits | See Attached 430-A | <input type="checkbox"/> Student Work | See Attached 430-A |
| <input type="checkbox"/> Assessment Materials | See Attached 430-A | <input type="checkbox"/> Instructional Resources/
Materials/Technology | See Attached 430-A |
| <input type="checkbox"/> Student Teacher Interviews | See Attached 430-A | <input type="checkbox"/> Other | See Attached 430-A |
| <input type="checkbox"/> Written Documentation | See Attached 430-A | | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification for

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

Justification for Overall Rating:
--

Student Teacher/Candidate's Last Name First Middle Social Security Number

District/IU School Interview/Conference Date

School Year: Term:

Required Signatures:

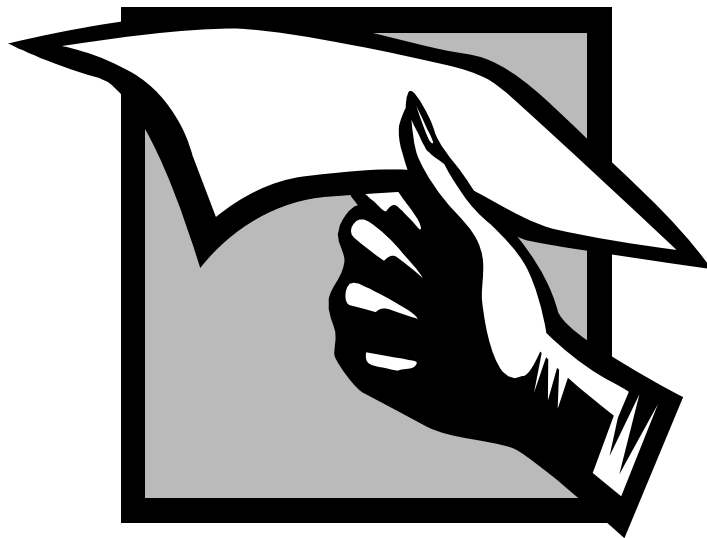
Supervisor/Evaluator: _____ Date: _____

Student/Teacher Candidate: _____ Date: _____

(Confidential Document)

Appendix M

Generic Student Teaching Competencies and Performance Indicators





Generic Student Teaching Competencies and Performance Indicators (2-24-02)

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Skills

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas

from diverse perspectives.

- The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

- The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to helping the learner develop self-confidence and competence.
- The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Skills

- The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

- The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Skills

- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit

connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge

- The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions

- The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Skills

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- The teacher constantly monitors and adjusts strategies in response to learner feedback.
- The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Skills

- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge

- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.

- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Skills

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

- The teacher values both long term and short term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

Skills

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Knowledge

- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

- The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Skills

- The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

- The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge

- The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions

- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Skills

- The teacher uses classroom observation, information about students, and research as sources for

evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge

- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions

- The teacher values and appreciates the importance of all aspects of a child's experience.
- The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

Skills

- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher can identify and use community resources to foster student learning.

- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.



Indiana, PA 15701

Teacher Education: Evaluation of Intern Teaching

Student's Name _____

Banner ID @ _____

Date _____

IUP Department _____ Grades Taught _____

Subjects or Program _____

School District _____ School Building _____

Check Appropriate Blocks Midterm Final

Based on observation of your intern's performance and/or examination of his/her records and other product outcomes, please assess his/her development of the following competencies as an entry level teacher. Please make heavy black marks in the squares for the rating of the competency level. Refer to the suggested list of performance indicators on the separate outcomes sheet to assist in the evaluation process. These performance indicators are not finite.

Superior (SU) - Beyond what is expected at this point in the program
Satisfactory (S) - As expected at this point in the program

Needs Improvement (NI) - Less than expected at this point in the
NOTA- No Opportunity To Assess

Minimal Generic Teacher Education Outcome

	SU	S	NI	NOTA
1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>SUMMARY - OVERALL RATING</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The original to: Teacher Education Office - 104 Stouffer Hall.

Photocopies should be provided to the following:

Intern Teacher/Mentor Teacher/Site Supervisor.



Name _____ Department _____
(Please Type)

Mentor Teacher: _____

Signature of Mentor Teacher Date Recommended Grade

Site Supervisor: _____

Signature of Site Supervisor Date Midterm/Final Grade

Intern: _____

I have had the opportunity to meet with my mentor teacher and site supervisor to discuss this evaluation.

Signature of Intern Date

Appendix N

Applying for Teacher Certification, Graduation Checklist & Procedures, School of Graduate Studies and Research Application for Graduation

Applying for Pennsylvania Department of Education Elementary (K-6) Certification

Commonwealth Requirements for Teacher Certification

The Pennsylvania Department of Education and the Pennsylvania Board of Education establishes certification standards for commonwealth public school teachers. The academic advisor of the student's major department must verify for the dean of the College of Education and Educational Technology that all academic requirements are met. The student's name is then placed on the graduation list.

Applicants for certification must sign an attestation of United States citizenship. Applicants who are not citizens must have an immigrant visa which permits them to seek employment within the United States, and they must have declared the intent to become citizens of the United States. Applicants must also submit a physical examination report and certify they are not in the habit of using narcotic drugs in any form, do not use excessive amounts of intoxicating beverages, are not currently under indictment by legal authorities, and have not been convicted of a criminal offense. Applicants who are unable to meet one or more of these requirements must submit a full explanation with the application. In addition, they must attest to the fact that all information supplied in the application is accurate.

The Pennsylvania Department of Education issues an Instructional I certificate to beginning teachers upon graduation from and recommendation by the College of Education and Educational Technology. All candidates for the Instructional I certificate must successfully pass the National Teacher Exam general knowledge battery and selected specialty area tests. Since IUP is a designated test site, registration for the PRAXIS may be completed through University Testing Services in the Career Services office. After completion of 24 additional semester hours of collegiate and/or in-service coursework and with successful teaching experience, students are eligible to receive an Instructional II certificate, which is a permanent certification to teach in the Commonwealth of Pennsylvania.

Professional Certification Application Fee

All applicants for Teacher Certification or Professional Education Certifications from the Commonwealth of Pennsylvania through IUP will be assessed a \$40 application fee. Of that fee, \$15 will be forwarded to the Bureau of Teacher Certification, Pennsylvania Department of Education, in Harrisburg with the IUP recommendation for certification. Add-on and second certifications processed through IUP will also be assessed this fee. Requests for processing out-of-state teacher certification applications will be assessed a \$25 processing fee per request.

You will receive a packet from the Dean's office at IUP that contains the application and directions for completing it. The deadline for submitting your Professional Personal Certificate Application to IUP is on April 1. This is the date when the Office of Student Teaching will begin working on applications. If you have taken all five of the required PRAXIS exams and expect to complete Student Teaching with a "C" or better, please submit your application by this date. This will ensure that your application be sent to the state with the first batch and that you will receive your certificate as soon as possible. Of course, applications will be accepted after that date, too.

If you are applying to the Pittsburgh Public Schools (PPS) and want to request a letter of verification (Act 36 letter), you may put that request in writing to the Associate Dean, Office of Student Teaching, 104 Stouffer Hall, IUP, Indiana, PA 15705. In your letter, please include the address of PPS so that the letter can be mailed directly there. If you have passed all of your PRAXIS tests, the Dean's letter for you will

verify that you are expected to qualify for Pennsylvania certification at the conclusion of your program at IUP.

The \$50.00 fee includes the \$15.00 fee requested on page three of the application packet. Therefore, you will need only one check for \$50.00, payable to IUP. You may send the check either to General Accounts receivable or include it with the application materials to the Dean's office. Please note that the correct zip code for IUP is 15705.

Your application for certification will be held at the Office of Student Teaching until they have evidence that you have successfully completed your program at IUP. When that is the case, your application will be processed and you may expect to receive your certificate in six weeks or less.

If your application is in the first batch (you applied before April 1, etc.), the Dean can give you an Act 36 letter on your Teacher Professional Day in early May. This will enable you to substitute teach while you wait for the actual certificate to arrive at your house.

You will want to be sure to keep your clearances current so that you will be able to show them to prospective employers.

Securing Employment as an Elementary Teacher

<http://www.teaching.state.pa.us/teaching/site/default.asp>

When applying for a teaching position within the state of Pennsylvania, each prospective teacher should begin the process prior to completing the program. For Option 1 students, this would occur early during the last semester of the cohort program. Work with IUP's Career Services to participate in mock interviews, workshops, on-campus interviews, consult the career library, and use all of the internet resources to locate job opportunities as an elementary teacher.

1. _____ Begin contacting School Districts and/or their websites.
2. _____ Complete the PA Standard Application at www.state.pa.us.
3. _____ Complete pa-educator.net application
4. _____ Update clearances
5. _____ Submit request for official transcript to be delivered immediately after graduation
6. _____ Contact references and request letters of recommendation
7. _____ Continue to develop a professional portfolio
8. _____ Prepare for interviews by visiting IUP's Career Services
9. _____ Attend job fairs

Typical Questions during Interviews for Teaching Positions:

1. What is your educational background?
2. What do you know about our school district?
3. Describe the most successful lesson you have taught. Why did you choose it?
4. How will you adapt the curriculum the needs of different learners?

5. How would you establish classroom management within your own class during the first week of school?
6. What are some of the characteristics of an ideal elementary school? all the way up to higher level learners?
7. How do you plan to meet the state academic standards in your classroom?
8. Please describe how you plan to communicate with parents and families. How would you deal with an angry or upset parent?
9. What plans do you have for integrating technology into the curriculum?
10. If you got hired, what are the first 10 things you would do to get ready for the school year?
11. What do you expect to be your greatest challenge during your first year of teaching? What do you feel is your weakest point, subject?
12. Do you have any questions for us?

IUP's Career Services/Education

<http://www.iup.edu/career/education.htm>

Job Hotline and Resume Referral Service, Job Fair Information

www.JobDirect.com

School-Jobs.net

www.school-jobs.net

Job Fairs

IUP Teacher Recruiting Fair (TRF) is available for IUP seniors and alumni and is held during the Spring Semester on the IUP campus.

Pittsburgh Education Recruiting Consortium (PERC) job fair is held at the Expo-Mart in Monroeville during the Spring Semester.

JobDirect.com

Job Search Handbook for Educators (American Association for Employment in Education)

Ask for your free copy of this handbook at Career Services Front Desk (302 Pratt Hall).

Standard Application for Teaching Positions in PA School Districts

www.state.pa.us.

Reference Now

<http://www.referencenow.com>

PA-Educator.net

<http://www.pa-educator.net>

Recruiting New Teachers, Inc.

www.recruitingteachers.org

Graduation and Commencement

Apply for Graduation

In order to graduate, students need to complete an application online or at the School of Graduate Studies and Research. This should be done when you begin your last semester of required courses. Students are responsible for knowing and fulfilling the requirements for graduation in their degree program. It is the student's responsibility to complete a form to apply for graduation and submit it to the School of Graduate Studies and Research.

Graduation Application Deadlines

May Graduation	March 1st
August Graduation	June 1st
December Graduation	October 1st

Certification for graduation is not final until approved by the dean of the college in which the student is enrolled. Diplomas will not be issued until all bills and obligations have been satisfied, including the degree fee, and the student's college dean has issued final certification for graduation.

Graduation Honors

Traditional Latin honors are awarded at graduation to first bachelor's degree candidates with appropriate academic records. Calculation is based on all undergraduate credits and quality points earned at IUP.

Graduation honors are not granted for second (subsequent) degrees. The distinctions are:

With honors/Cum laude - 3.25 to 3.49 cumulative GPA

With high honors/Magna cum laude - 3.50 to 3.74 cumulative GPA

With highest honors/Summa cum laude - 3.75 to 4.00 cumulative GPA

Commencement Ceremony

Students who complete the application and fulfill all requirements for graduation at the conclusion of spring semester are eligible to participate in May commencement. Students completing requirements in August and December are included in the program list for the December ceremony.

Graduation Checklist
M.Ed. in Elementary Education
Option 1

Student's Name: _____ Banner ID: @_____

E-mail Address: _____

- _____ Completed IUP's Three-Step Process and recommended for the Instructional I
- _____ ELTC 660 History, Philosophy, and Ethics in Elementary Education
- _____ EDEX 560 Family Perspectives on Disabilities
- _____ ELTC 665 Issues in Elementary Education and Pedagogy
- _____ ELED 642 Mathematics in Elementary School
- _____ LTCY 600 Foundations of Literacy Instruction
- _____ ELED 755 Developmental Influences on Children's Learning
- _____ LTCY 644 Recent Trends in Language Arts*
- _____ ELTC 661 Integrated Curriculum in the Elementary School*
- _____ ELTC 670 Practicum I (Social Studies, Multicultural Education, Diversity)*
- _____ ELTC 664 Assessment of Student Learning and Elementary Curriculum*
- _____ ELED 643 Resource Materials in Elementary Science*
- _____ ELTC 675 Practicum II (School Law and Professional Practice*)

***Field-Based courses**

- _____ GSR 615 Elements of Research
- _____ Elective (graduate-level)
- _____ Elective (graduate-level)

Student's Signature: _____ Date: _____

Coordinator's Approval: _____ Date: _____



APPLICATION FOR GRADUATION
for Graduate Students

THE SCHOOL OF GRADUATE STUDIES AND RESEARCH

210 South 10th Street
101 Stright Hall, IUP, Indiana, PA 15705

Telephone 724-357-2222
Fax Telephone 724-357-4862
E-mail: graduate_admissions@iup.edu

Please print your name as you want it to appear on your diploma:

First Middle Last

Previous Name(s):

Post Graduation Address* (The address to which you would like your diploma mailed):

Number Street @ Student I.D. Number
Social Security No.
City State Zip Telephone Number

*NOTE: This will not change your permanent address. If there is a change in your permanent address, it is your responsibility to make these changes through the IUP URSA web site at www.iup.edu/ursa. Login using your Banner I.D. # and pin number to access your "Personal Information, Update Addresses".

GRADUATION DATE: Major: M.Ed. in Elementary Education

- MAY AUG DEC
Track/Concentration:
Degree Sought: MA MS MED MBA
MFA DED PHD
PSYD Certification (Post MA)

Student Signature Date

Please note graduation application deadlines: May Graduation March 1st
August Graduation June 1st
December Graduation October 1st

(Office Use)

DCT Entered: SHADEGR Folder Pulled
(GradApp/Revised 01/22/2002) SHADIPL