Middle Level Education

Grades 4-8

Student Teaching Handbook
Professional Studies in Education

Third Edition
2015-2016

VERIFICATION AND ACKNOWLEDGEMENT OF HAVING READ THE MIDDLE LEVEL EDUCATION HANDBOOK FOR STUDENT TEACHING

1. This is to verify that I have read the Middle Level Education Handbook for Student Teaching. Furthermore:

2. I acknowledge that I will be held responsible for all policies and requirements noted in the Middle Level Education Student Teaching Handbook.

3. I understand that submission of this signed form to the Teacher Education Office is a requirement before beginning student teaching.

Name (print):_____

Signature: _____

Date: _____

Return to:
Teacher Education Office
104 Stouffer Hall

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Introduction

Student teaching constitutes the culmination of a teacher candidate's preparation to enter the teaching profession. Classes in theory, pedagogy, educational psychology, specialty content courses, and the MIDL Program core classes have prepared each teacher candidate to accept all aspects of teaching, assessing student performance, and managing learning in a middle school classroom. The ability to assess students' abilities and strengths has been an integral component to this preparation. This assessment drives instruction in the middle level classroom learning environment. The Professional Studies in Education Department is confident that each teacher candidate will perform to the highest level. Middle Level Education teacher candidates have met high standards and expectations commensurate with IUP's standard of high-quality teacher education programs.

Student teaching provides an opportunity for each candidate to demonstrate the translation of theory, skills, and knowledge into best practice in the middle level classroom. The development of a positive teacher disposition, caring attitude, and professional decorum create the foundation for increasing student performance and achievement. This preparation for middle level education aligns with the Association of Middle Level Education Standards, the Pennsylvania Department of Education Teacher Candidate Competencies, the Charlotte Danielson Model for Teaching Excellence, and the Conceptual Framework developed by the College of Education and Educational Technology. The student teaching semester includes practical experiences in the classroom and a seminar for professional development.

Middle Level Education Mission Statement

The program is designed to prepare pre-service teachers to meet the demands of teaching academic subjects in the middle grades of 4-8. Content and methods in this program focus on the developmental and learning characteristics of the students.

The mission statement for this major is:

Indiana University of Pennsylvania's Middle Level Education Grades 4-8 program is strongly committed to undergraduate instruction which prepares students to meet the demands of teaching academic subjects in the middle grades. Understanding middle-level learners' characteristics and learning styles promotes the development of highly-qualified teacher candidates who are prepared to address the academic, social, and emotional issues indicative to this unique age group. Highly-qualified middle school teachers with a core specialization can assume teacher leader roles in meeting the rigorous demands of middle-level education.

Goals of Middle Level Education Program for Teacher Candidates

- To understand the major, concepts, principles, theories, and research related to working collaboratively with family and community members to maximize student learning.
- To create rigorous, caring learning environments that incorporate high expectations for success through developmentally appropriate, differentiated instruction and assessment that embraces individual differences, multiple intelligences, and learning styles.
- To understand the complexity of teaching adolescents and engage in practices and behaviors that develop competencies as individuals.
- To challenge all middle level students to reach their full intellectual, social/emotional, creative, and physical potential through a fully-integrated curriculum.
- To understand the principles, theories, standards, and structures of the content in their chosen specialty.
- Be dedicated to serving students with the understanding that diversity is a strength to be respected and valued in the classroom.
- Reflect upon personal and professional practices, values, integrity, ethical decision-making, and reputation as teacher candidates serve as role models for students.
- Serve as ambassadors and spokespersons for the importance and nobility of the teaching profession.

Ethics and Teacher Education

Ethics and ethical codes are central to the teaching profession. Teachers are responsible for upholding the highest principles of the profession and for demonstrating kindness, compassion, understanding, and encouragement for all students. Teacher candidates should value the importance and unique qualities of each individual in their classrooms. The EDUC 440 seminar addresses ethical conduct and behavior for teacher candidates.

Preparation, Professionalism, and Positive Thinking

The implementation of the major content pedagogy bases is supported by the three Ps: Preparation, Professionalism, and Positive Attitude.

Preparation for Teaching

It is very important to realize that many hours of preparation will be necessary for each instructional day. Teaching is not easy. It requires extensive thought, planning, and preparation necessary for successful instruction of students. Lessons should be meaningful, interesting, and engaging, while adhering to the district curriculum and guidelines. An important part of student teaching is demonstrating the ability to teach creative, exciting, and well-prepared lessons. Use a variety of assessments, instructional strategies, visual aids, and activities to engage students in learning the content.

During the student teaching semester, each candidate is enrolled in 10 academic credits for student teaching and two credits for EDUC 440, the professional seminar. This semester of twelve credits will be challenging in every respect. High-quality work is expected of each teacher candidate.

Professionalism in Teaching

Professionalism has many definitions. It is reflected in behavior, attitude, attire, and responsibility. Each field placement will have a different school climate, varying expectations, unique personalities, and different students. Each field placement will offer an opportunity to work under the direction of a highly-talented classroom teacher and a highly-qualified university professor. The Middle Level Education Handbook provides a baseline of professional guidelines to follow during the student teaching experience.

Professionalism in Dress and Appearance

While student teaching, teacher candidates are guests in the educational setting and representatives of the university. As such, good judgment is imperative in selecting clothing for the classroom or setting. In most cases, men will be required to wear a shirt with a collar and a tie. Suit coats may not be required. Women should wear dresses, dress slacks, or skirts that are appropriate for the classroom. Clothes that are too short or revealing in any way are not appropriate choices in working in schools and educational settings. It is also generally not acceptable to come to school without socks or hose. Neatness is always advantageous.

All teacher candidates should remember that jeans, sweatshirts, sneakers or athletic shoes are not considered to be professional attire by many school districts and will be deemed unacceptable in student teaching . Even if your school has a policy of "dress down day," teacher candidates must keep in mind that a positive professional impression on students, teachers, administrators, and parents is more important than dressing in clothing that does not represent the teacher candidate in a professional light.

In addition to clothing, professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and teacher candidates are advised to strive to regularly present themselves in a neat and well-groomed way. Visible body piercing and tattoos are viewed as a distraction by many school districts .It is advised that teacher candidates consider this before the first visit to the classroom and attempt to maintain a professional image throughout the experience. Teacher candidates should keep in mind that, as teachers, they are role models.

Professionalism in Oral and Written Communication

Throughout the teacher preparation program at IUP, all Middle Level Education candidates have been encouraged to speak and write using Standard English and to avoid colloquialisms and slang. Speak and write professionally, serving as a model for the students. The school district expects student teachers to maintain good habits of oral and written communication at all times. The cooperating teachers and university supervisors will be expecting to see the proper use of the English language in all oral and written communication.

Professional Behavior

A teacher candidate's behavior speaks volumes. Individuals should carefully select the personal items they bring to school. Certain photographs and other belongings may be viewed as inappropriate for the school setting. Teacher candidates are role models and should remember that in addition to their dress, language, and behavior, their personal possessions viewed by students, teachers, and parents also send a message regarding professionalism. In addition, teacher candidates should use good judgment and not bring valuables including large sums of money, cell phones, and jewelry to an educational setting where they cannot be secured. Many of these personal items may be interesting and attractive to children.

Middle school students, their parents, other teachers and school personnel will view and form opinions regarding your professionalism not only because of the way you dress and speak, but also the way you act. Teacher candidates have the responsibility of always considering their actions so that middle school students see appropriate and mature behavior to emulate. All teacher candidates should strive to always influence the students with whom they work in a most favorable and positive way.

Positive Attitude

Positive attitude is having a positive, encouraging outlook on events that happen in the classroom and in the school environment. It is realizing that, in the profession of teaching, problems happen. However, many happy and successful experiences also exist. Some of the prepared lessons may not be delivered as planned. Middle school students sometimes need repeated opportunities to learn the content. Think positively about ways that the instruction can be redesigned and differentiated to meet different learning styles. Middle school students may misbehave, talk when you are talking, or fail to pay attention during instruction. Teaching is not an easy job! Refer to instructional strategies from the Middle Level program, the MIDL 315 classroom management plan, and develop a positive attitude about the strengths and needs of the students.

Your professional goal is to demonstrate dedication, diligence, and determination in meeting the needs of the students, developing lessons that adhere to the district guidelines, and coming prepared to school each day. Student teachers who are prepared, professional, and have a positive attitude are student teachers who receive strong recommendations from other professionals when seeking permanent employment in the field of education.

You Are Expected To:

- Observe and encourage growth in all students.
- Focus on the strengths and interests of middle school learners.
- Discuss IQ, student performance, and other test scores only in confidence.
- Work to actively find positive strengths and attributes in students.
- Avoid unnecessary or unethical sharing of confidential information.
- Model a positive approach to challenging experiences.
- Respect the strength and dignity of the families of the students whom you serve.
- Strive continually to find professionalism in all educational settings and experiences.

The Student Teaching Experience

Since Middle Level Education majors possess a distinctive body of content knowledge in their specialty area for teaching in grades 6-8 and skills and methods needed for general education, grades 4-6, it is strongly recommended that each student teacher have varied experiences in a wide range of subjects/activities. Thus, two unique student teaching experiences are planned for each candidate. The cooperating teachers and university supervisors will decide on the types of classroom instructional experiences based on the teacher candidate's growth, skills, and competencies. For students in the middle level classrooms, teaching several subjects, skills, and/or activities constitutes a normal class load to be achieved and maintained throughout the semester. The student teaching experience will begin with observation and responsibilities, developing into teaching more lessons and units.

The *College of Education and Educational Technology Student Teaching Handbook* provides detailed examples of ways to increase responsibility levels as the semester progresses. However, it is important to progress gradually toward total responsibility of the classroom in the first EDUC 421 experience. As a guide, progressive plans which increase weekly responsibilities throughout the semester are included in this handbook. Choose the plan in Appendix H, I, or J which describes each student teaching situation. Work together with the cooperating teacher to construct both short and long range plans.

Student teachers are encouraged to create bulletin boards, visual displays, PowerPoint presentation, Promethean board visuals, and manipulatives to encourage and motivate middle level students in all subject areas. All lesson plans and developed units should follow the approved departmental format; include relevant PA Academic Standards/Common Core

Standards, and anticipation/motivation introductions that set the stage for the lesson. The approved formats appear in this document.

Guest lessons are a recommendation for all student teachers. With the help of the cooperating teacher, teach two guest lessons in grade levels or content areas other than the one in which you are placed. Make an appointment with another classroom teacher other than the cooperating teacher to gather information about various upcoming topics in an alternate academic setting. These experiences can be documented in the electronic portfolio and used in conversations with future administrators when seeking employment. These experiences also illustrate flexibility and creativity. Also, during the two unique field placements, integrate the arts (art, music, and/or theater) into your lessons. Collaborating with the special subject teachers, (i.e. planning a gym, art, or music lesson with some of your current middle level students) would provide an opportunity to expand your teaching skills and to enhance your classroom management strategies. This/these lesson plan(s) should be included in your portfolio, as well.

Non-instructional duties of student teachers may vary based on placement; however, we believe that all students must expand opportunities within educational contexts to include non-instructional activities such as being involved in sharing responsibility for bus duty and recess supervision, assisting in extra-curricular programs, participating in parent conferences, attending professional development seminars, and attending after- school activities and school-community functions.

EDUC 421 Student Teaching – Grades 4-6 –General Education

The preparation of the Middle Level Education teacher candidate requires a seven-week student teaching experience in a grades 4-6 classroom where the curriculum is general in nature. (i.e. fifth grade general education classroom). This experience is worth five credits and lasts for seven weeks. Student teaching is designed to be a learning experience where theory, classroom management, and organizational strategies are synthesized into the real-world environment. The teacher candidate works daily with a certified, experienced public school teacher. The use of technology as a classroom tool is highly-recommended.

Cooperating teachers are selected through school district administrator's recommendation and the College of Education's appointment. The Field Placement Director in IUP's College of Education Office selects districts, sites, and cooperating teachers.

Requirements for teacher candidates in student teaching include all aspects of teaching. Candidates write lesson plans using the PSE format, teach and work directly with students who have special needs, make adaptations for students' learning, and assist with school-wide and community-based activities. The teacher candidate is expected to participate in all aspects of the school setting. This includes attending in-service days, parent-teacher conferences, and school-wide meetings. Teacher candidates complete daily logs, weekly reflections, and numerous observations of experienced teachers. This experience provides an opportunity for the teacher candidate to teach a variety of academic subjects and to accept all responsibilities in a classroom environment with diverse audiences.

Midterm evaluations are completed by the cooperating teacher. This can be a list of strengths and needs for improvement as it applies to the first half of this placement. Student Teaching forms Part I and Part II may be used as a guide in assessment. The information should

be shared with the university supervisor. The final evaluation is completed by both the cooperating teacher and the university supervisor to assure that the teacher candidate is proficient in the Danielson domains as outlined in the College of Education's Conceptual Framework. The evaluation forms, Part I, II, and III, can be found on the College of Education website. The university supervisor will also complete the PDE 430 form for each teacher candidate. The final grade is determined by the university supervisor with feedback and input from the cooperating teacher.

The Teacher Work Sample can be completed in either experience, but works well in a general educational setting such as this one. A pre-test of student's prior knowledge on a unit topic and a post-test at the conclusion of the unit can illustrate the teacher candidate's impact on student learning. A narrative explains the configuration of the district, the students' familiarity with the topic, all lesson plans, supervisor evaluation of a lesson from the unit, post-test data, and a data analysis of the students' performance. A complete guide to the TWS is provided in the EDUC 440 handbook. The rubric for the TWS is found on the College of Education website. It is the university supervisor's responsibility to evaluate the TWS using this rubric and to incorporate this portion of a teacher candidate's performance into the final evaluation.

Additionally, teacher candidates are required to do professional readings for their professional seminar course, EDUC 440, create bulletin boards and other visual displays, attend all scheduled meetings of the EDUC 440 seminar, and attend a College of Education professional meeting.

The Professional Studies in Education supervisor is required to conduct a minimum of four observations: an initial meeting, two formal observations, and one final evaluation meeting during this experience. Most supervisors strive to conduct more than two observations in the seven-week

period.

One strong component of these evaluations is that the university supervisor has extensive public school experience and teaches courses in the undergraduate program. All have specialized training and most have earned doctorate degrees in education.

EDUC 441 Student Teaching – Grades 6-8 – Content-specific Classroom

The preparation of the Middle Level Education teacher candidate requires a seven-week student teaching experience in grades 6-8 classroom where the curriculum is content-specific (i.e. seventh grade mathematics education classroom). This experience is worth five credits and lasts for seven weeks. Student teaching is designed to be a learning experience where theory, classroom management, and organization strategies are synthesized into the real-world environment. The teacher candidate works daily with a certified, experienced public school teacher who is an expert in the specific content area.

As with the previous student teaching experience, cooperating teachers are selected through school district administrator's recommendation and the College of Education's appointment. Districts, sites, and cooperating teachers are selected by the Field Placement Director in IUP's College of Education Office.

Requirements for teacher candidates in student teaching include all aspect of teaching in the content area. Candidates write lesson plans, teach and work directly with students who have special needs, make adaptations for students' learning, and assist with school-wide and community-based activities. The teacher candidate is expected to participate in all aspects of the school setting. This includes attending in-service days, parent-teacher conferences, and school-wide meetings. Teacher candidates complete daily logs, weekly reflections, and numerous observations of experienced teachers. This experience provides an opportunity for the teacher candidate to teach within a content-specific setting, responding to the unique social, emotional, and physical developmental characteristics of middle level learners. Teacher candidates are expected to accept all teaching responsibilities in a spirit of cooperation and collegiality.

Midterm evaluations are completed by the cooperating teacher. This can be a list of strengths and needs for improvement as it applies to the first half of this placement. Student Teaching forms Part I and Part II may be used as a guide in assessment. The information should be shared with the university supervisor. The final evaluation is completed by both the cooperating teacher and the university supervisor to assure that the teacher candidate is proficient in the Danielson domains as outlined in the College of Education's Conceptual Framework. The evaluation forms, Part I, II, and III, can be found on the College of Education website. The university supervisor will also complete the PDE 430 form for each teacher candidate. The final grade is determined by the university supervisor with feedback and input from the cooperating teacher.

The Teacher Work Sample can be completed in either experience. If it was not completed in EDUC 421, it must be completed in EDUC 441. A pre-test of student's prior knowledge on a unit topic and a post-test at the conclusion of the unit can illustrate the teacher candidate's impact on student learning. A narrative explains the configuration of the district, the students' familiarity with the topic, all lesson plans, supervisor evaluation of a lesson from the unit, post-test data, and a data analysis of the students' performance. A complete guide to the TWS is provided in the EDUC 440 handbook. The rubric for the TWS is found on the College of Education website. It is the university supervisor's responsibility to evaluate the TWS using this rubric and to incorporate this portion of a teacher candidate's performance into the final evaluation.

Additionally, teacher candidates are required to do professional readings for their professional seminar course, EDUC 440, create bulletin boards and other visual displays, attend all

scheduled meetings of the EDUC 440 seminar, and attend a College of Education professional meeting.

The Professional Studies in education supervisor is required to conduct a minimum of four observations: an initial meeting, two formal observations, and one final evaluation meeting. Most supervisors strive to conduct more than two observations in the seven-week period.

One strong component of these evaluations is based on the fact that the university supervisor has extensive public school experience and teaches courses in the undergraduate program. All have specialized training and most have earned doctorate.

Expectations of Student Teaching

As a teacher candidate, you will be expected to perform in three different categories: Pre-teaching, Teaching, and Portfolio Requirements.

1. Pre-teaching

Pre-teaching includes those activities in which you prepare to teach, such as preparing unit and lesson plans, preparation of instructional materials, and instructional programs. It is important for all instructional plans and tools to include components characteristic of effective teaching. The unit plan and lesson plan formats required by the departments are presented in the Appendix section of this document. Unit and lesson plans **must be typed**.

Each teacher candidate should discuss the unit plan requirement with the cooperating teacher and the university supervisor prior to beginning work on the unit. Find out the expectations from both the university supervisor and the cooperating teacher. The completed unit plan must be approved by the cooperating teacher and the university supervisor well in advance of the scheduled start of the unit. Lesson plans should be completed as far in advance of teaching the lesson as specified by your cooperating teacher.

Advance preparation is important to receive feedback on the lesson from your cooperating teacher and to meet the planning requirements of the school administration. Some cooperating teachers are required to submit lesson plans one week in advance, thus meet early with the cooperating teacher to discuss upcoming lessons. Your lesson plan should be submitted to your cooperating teacher at least 24-48 hours before the said instruction. Lesson plans should be organized in a binder by subject for quick perusal by the supervisor.

2. Teaching

Your teaching will be evaluated through observation by the university supervisor and the cooperating teacher. A Lesson Observation Form is used to provide feedback on the quality of teaching. The observation forms are based on the outcomes/competencies and performance indicators for the major and professional education core required by the *College of Education and Educational Technology*. Outcomes/competencies and exit outcomes appear in Appendices D and E, respectively. Professional education outcomes and performance indicators are included in the *College of Education and Educational Technology Student Teaching Handbook*.

There are three evaluation tools for assessing a teacher candidate's progress during student teaching; Minimal/Generic Teacher Competencies- Part I, Middle Level Education Competencies- Part II, and the Summative/Narrative evaluation- Part III. **Midterm evaluations** are completed by the cooperating teacher. This can be a list of strengths and needs for improvement as it applies to the first half of this placement. Student Teaching forms Part I and Part II may be used as a guide in assessment. The information should be shared with the university supervisor.

The **final evaluation** is completed by both the cooperating teacher and the university supervisor to assure that the teacher candidate is proficient in the Danielson domains as outlined in the College of Education's Conceptual Framework. The evaluation forms, Part I, II, and III, can be found on the College of Education website. The university supervisor will also complete the PDE 430 form for each teacher candidate. The final grade is determined by the university supervisor with feedback and input from the cooperating teacher. These formative and summative evaluations will highlight teaching strengths and opportunities for further professional development.

General Suggestions for Responding to Observations

- Before your conference, tell your supervisor or cooperating teacher you welcome her or his suggestions.
- Take notes in a designated notebook during the conference. This will give you time to reflect carefully on suggestions before speaking.
- Repeat the main points made by your supervisor or cooperating teacher during the conferences.
- Thank your supervisor or cooperating teacher for feedback and indicate your intention to accept suggestions.

3. Portfolio Requirements

The College of Education and Education Technology (COE-ET) requires all teacher candidates to maintain and continually update an electronic portfolio following the designated format. The Teacher Work Sample completed during one of the student teaching experiences is the Step 3 portfolio requirement. Make two copies of your Step 3 electronic portfolio. Retain a personal copy and submit the other copy to your IUP student teaching supervisor. The electronic portfolio will be assessed by the student teaching supervisor. While the electronic portfolio may not be a requirement for application for a teaching position, the portfolio does serve as evidence of mastery of competencies required by the College and the accrediting bodies at the state and national levels. Completion and submission of the required Teacher Work Sample is considered a part of your grade for student teaching. (See EDUC 440 handbook for final project.)

Videotaping is an effective tool for self-evaluation for student teachers and in-service teachers. Each teacher candidate should (if possible) videotape lessons from any content area. However, always obtain approval before videotaping. Schedule your videotaping early in the semester. After videotaping, write a self-evaluation of your performance by using the Lesson Observation Form appropriate to the setting. This videotape may be incorporated into the final project for EDUC 440.

Evaluation of Student Teaching

Evaluation is an ongoing process conducted by the university supervisor and the cooperating teacher. Formative or ongoing evaluation occurs daily, as well as at midterm. Summative evaluation occurs at the end of the student teaching experience. The forms for the midterm and final evaluations, and Evaluation of Student Teaching, are in the Appendix section of this handbook.

The purpose of the midterm evaluation in each setting is to ensure that communication takes place regarding the following: 1) in the identification of strengths and areas of growth; 2) in providing constructive instruction in appropriate techniques and planning strategies; 3) in establishing goals and procedures for the remainder of the student teaching experience; and 4) in providing counseling as necessary.

The final evaluation uses the same form as the midterm evaluation. The final grade for each setting is established, in cooperation, with the university supervisor and the cooperating teacher**. The final responsibility for the grade rests with the university supervisor.**

Because research indicates that self-evaluation and reflecting on one's own performance

are important skills for an effective teacher, it is important that the student teacher be a part of the evaluation process. At the request of the university supervisor, you may be asked to complete an evaluation form prior to the midterm and final conferences. On Part III of the final evaluation, there is adequate space for self-reflection.

The final grade for each placement reflects criteria related to pre-teaching, teaching, and portfolio requirements. Remember, professionalism is an important component of all of these criteria. Additional information about student teaching grades is included in the *College of Education and Educational Technology Student Teaching Handbook*.

Conclusion

This handbook addresses some specific issues relating to teaching in middle level education settings. It is imperative for all teacher candidates to accept all classroom responsibilities in a spirit of cooperation. Any responsibilities that classroom teachers are assigned (i.e. bus duty, hall monitoring, afterschool detention), the teacher candidate should participate in each responsibility as well. For further recommendations, please refer to the *College of Education and Educational Technology Student Teaching Handbook*. Following the guidelines established by the Professional Studies in Education Department in conjunction with the College of Education will make this experience a rewarding one.

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Appendix A

CHARLOTTE DANIELSON'S FRAMEWORK

DOMAIN 1: PLANNING AND PREPARATION ☐ Knowledge of Content ☐ Knowledge of Students ☐ Selecting Instructional Goals ☐ Knowledge of Resources ☐ Designing Coherent Instruction ☐ Assessing Student Learning	DOMAIN 2: CLASSROOM ENVIRONMENT ☐ Creating Respect and Rapport ☐ Establishing Culture for Learning ☐ Managing Classroom Procedures ☐ Managing Student Behavior ☐ Organizing Physical Space
DOMAIN 3: INSTRUCTION ☐ Communicating Clearly and Accurately ☐ Using Questioning / Discussion Techniques ☐ Engaging Students in Learning ☐ Providing Feedback to Students ☐ Demonstrating Flexibility and Responsiveness	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES ☐ Reflecting on Teaching ☐ Maintaining Accurate Records ☐ Communicating with Families ☐ Contributing to School and District ☐ Growing and Developing Professionally ☐ Showing Professionalism

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Appendix B Association of Middle Level Education Standards

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Appendix C

Middle Level Observation Form

http://www.iup.edu/teachereducation/forms/default.aspx

APPENDIX D **Part** I

Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
1175 Maple Street, Room 104
Indiana, PA 15705
724-357-2485 Fax: 724-357-3294

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

IUP Department _____ **Grades Taught** _____ **Subjects or Program** _____

School District _____ **School Building** _____

Check Appropriate Blocks ☐ **1st Experience** ☐ **2nd Experience** ☐ **Midterm** ☐ **Final**

Based on observation of your student teacher'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.

Target (T) **Acceptable (A)** **Unacceptable (U)** **No Opportunity to Assess (NOTA)**

Minimal Generic Teacher Education Outcome

		T	A	U	NOTA
1.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	☐	☐	☐	☐
2.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	☐	☐	☐	☐
3.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	☐	☐	☐	☐
4.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	☐	☐	☐	☐
5.	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	☐	☐	☐	☐
6.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	☐	☐	☐	☐
7.	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	☐	☐	☐	☐
8.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	☐	☐	☐	☐
9.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.	☐	☐	☐	☐
10.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	☐	☐	☐	☐
	SUMMARY - OVERALL RATING	☐	☐	☐	☐

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

Photocopies should be provided to the following: Student Teacher/Cooperating Teacher/University Supervisor. Revised 6/25/12

APPENDIX E **Part II**

IUP

Indiana, Pennsylvania 15705 Part II

Teacher Education: Evaluation of Student Teaching

Student's Name_____ **Banner ID #**_____ **Date**_____

Based on observation of your student teacher'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 **Needs Improvement (NI)**------Less than expected at this point in the program
Satisfactory (S)-----As expected at this point in the program **NOTA**------- No Opportunity To Assess

MIDDLE LEVEL EDUCATION

Minimal Teaching Field Outcomes	**SU**	**S**	**NI**	**NOTA**
1. Demonstrates the ability to implement appropriate instructional techniques in the middle level grades.	☐	☐	☐	☐
2. Demonstrates the ability to adapt instruction to meet the various needs of students.	☐	☐	☐	☐
3. Demonstrates the ability to empower middle level students.	☐	☐	☐	☐
4. Demonstrates conduct which is characteristic of a professional educator.	☐	☐	☐	☐
5. Demonstrates the ability to plan and provide instruction appropriate to each middle level content area.	☐	☐	☐	☐
6. Demonstrates effective communication strategies in oral and written expression.	☐	☐	☐	☐
7. Demonstrates the ability to establish positive rapport with and among students.	☐	☐	☐	☐
SUMMARY - OVERALL RATING	☐	☐	☐	☐

The original to: Teacher Education Office- 104 Stouffer Hall.
Photocopies to the following:
Student Teacher/Cooperating Teacher/University Supervisor.

Reviewed 02122013 SF

APPENDIX F **Part III**

Indiana University of Pennsylvania
COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Generic
Student Teacher Evaluation
Part III

Name: Department:

Cooperating Teacher:

Signature of Cooperating Teacher Date Recommended Grade

University Supervisor:

Signature of University Supervisor Date Midterm / Final Grade

Student Teacher:

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

Signature of Student Teacher Date

Appendix G Professional Studies in Education

Student Teaching Matrix – Middle Level Education

Week #	1	2	3	4	5	6	7
Observe and Assist Classroom Teacher	X	X	X	X	X	X	X
Number of Lessons	2	3-5	5-7	7-9	10-15	15	15
Number of Subjects		1	2	3	3	4	4
Unit Plan	Web or Outline Due		Completed Unit Due to Teacher				
Full Days of Teaching				1	2	3	3
*Teacher Work Sample (TWS)	Description of the Learning Environment		Unit Plan	Pre-Assessment	Teach Unit	Teach Unit	*Completed TWS Due in either session

*The Teacher Work Sample will be completed in one of the two placements; it does not have to be done for both.

APPENDIX H PSE Daily Lesson Plan Format

A. **HEADING:** List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.

B. **RATIONALE AND BACKGROUND:** Briefly explain how the lesson will address Pennsylvania Academic Standards (specify standards, anchors, and/or Common Core Standards, as appropriate) and meet the needs of the students. Address context of the classroom, relevance to students' lives and interests, students' background knowledge, and student diversity. This portion typically features one-two brief paragraphs initiated as follows:

- What is the purpose or essential question of this lesson?
- What are the students familiar with or able to do in relation to this topic?

Facts about the learners:	Specific, required adaptations:

C. **LESSON OBJECTIVE(S):**
An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains a condition, student, behavior, and criterion. Include the student's name or group, an observable behavior that students will do to show mastery, the conditions in which you will check mastery, and the criterion for mastery.

- When given a story starter, TLW create a story that includes characters, setting, plot and resolution.
- TLW use the reciprocal to solve algebraic equations containing fractions.
- TLW identify three causes of the Dust Bowl of the 1930s.

D. **LIST OF MATERIALS/RESOURCES:**

A) Indicate where this lesson came from (mentor, book, website, self).

B) Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)

C) List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.

D) Attach all resources such as handouts and teacher-created materials.

V. **PROCEDURES:** (Logical and sequential; number the steps for ease of use in the classroom)

A) *Initiation/Motivation* – Getting the students "warmed up" for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a:
   1. Motivational strategy - Plan this attention getting device with brevity in mind (3 - 5 minutes).
   2. Strategy for activating prior knowledge, or
   3. Lesson purpose (as appropriate)

   (Be sure that the motivator is logically and strongly related to the lesson!)

B) *Lesson Body* – The lesson body will include the following:
   1. Describe in sequence the experiences and instructional strategies used to develop the lesson.
   2. Include a description of the students' role and opportunities for them to make decisions, problem solve, and to work independently.
   3. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. Each experience should relate to the lesson's objectives and knowledge about the learners.
   4. Provide examples of the higher level questions needed to teach this lesson.

   NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

   Methods of Further Differentiating Instruction – This section addresses how the lesson should be differentiated to meet multiple students' needs and different ability groups.

C) *Lesson Closure* – The closure will include one or more of the following:
   1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
   2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
   3. Be sure to address needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

VI. **EVALUATION**:

A) *Student Assessment*:

1. Effective teachers monitor and evaluate their instruction. Answer the question, "How will I know if my students understood today's lesson?" Be sure that the evaluation matches the objective.
2. Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson's objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of "Formal Assessment" and/or "Informal Assessment."

B) *Self-Evaluation* (For field experiences, only)*:

Reflect on the teaching of this lesson and respond to the following items:

1. Identify and list three (3) strengths of this lesson.
2. Identify and list three (3) elements or areas that need improvement.
3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

Rev 4/12

APPENDIX I- PSE UNIT PLAN FORMAT

I. **TITLE PAGE –** include unit title, your name, number of days unit is to be taught, grade level, and course for which the unit is required.

II. **TABLE OF CONTENTS –** specify the page numbers for each section, and for each individual lesson plan.

III. **RATIONALE/BACKGROUND –** briefly explain how the unit will meet the needs of the students. Address the context of the classroom, relevance to students' lives and interests, student background knowledge, and student diversity (e.g., learning styles, ability levels).

IV. **ASSESSMENT PLAN –** describe the various methods that will be used to determine if the students have met the objectives of the set of lessons. The methods used to assess students before the unit is taught and after the unit concludes must be included.

V. **DAILY LESSON PLANS –** include copies of daily plans that follow the basic format. Introductory and culminating activities should be described in the first and the final lesson plans.

APPENDIX J

Vocabulary Development Lesson Plan

I. HEADING

Name
February 27, 2013
Vocabulary Development
Grade 4 – 20 Students
20 minutes

II. RATIONALE AND BACKGROUND

The purpose of this lesson is to improve students' vocabulary knowledge and reading comprehension. The selected vocabulary words are from *Dave the Potter: Artist, Poet, and Slave*, a literature selection that accompanies the fourth grade social studies unit. Students have been studying the life of slaves and the effects of slavery on our nation's history. The developed vocabulary words in this lesson are academic words that students will encounter in other contexts.

Facts about the learners:	Specific, required adaptations:
This is a homogeneous group; however, several students receive learning support services.	Use of manipulatives, artifacts, and movement are incorporated to meet the students' various learning modalities.

III. LESSON OBJECTIVES

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to *understand vocabulary from subject area texts*.

PA Academic Standard 1.1.5 F

- Given a modeled read aloud by the teacher, TLW identify the strengths and abilities of Dave the Potter.
- Given various strategies to develop word meaning, TLW describe four out of seven new vocabulary words with 100% accuracy.

IV. LIST OF MATERIALS/RESOURCES

- Artist's pot
- Container of soil
- Vocabulary cards
- Chalkboard

- Magnets
- *Dave the Potter: Artist, Poet, and Slave* by Laban Carrick Hill

V. PROCEDURES

A. Introduction/Initiation and Motivation

i. Time Allowance: 2 minutes

At the beginning of the lesson, the teacher will use soil and the pot to make a point of how the earth can be created into a beautiful art object. Ask if anyone has any artifacts like this at home. Introduce the text for the day, *Dave the Potter: Artist, Poet, and Slave* by Laban Carrick Hill. Give some background information about why the author chose this topic for his book.

B. Lesson Body

i. Begin the class by sharing the cover, author, and illustrator of the book. Discuss the Caldecott award. "There are several vocabulary words in this text that we need to review to make sure we all have the same understanding of them." Place vocabulary cards on the board one at a time and discuss what they each mean. The selected vocabulary words are: *gritty, clotted, mounded, immense, threatened, embraced, and shrugged.* As each word is introduced, use synonyms and antonyms to explain each. "If something feels gritty to the touch, what does that mean? Let's look at this dirt. Will someone volunteer to feel the dirt? Describe how it feels." "The word immense is a word that means huge, very large. An elephant would be immense." "When someone asks a question and you do not know the answer, what do you do if you do not speak?" When the student says 'shrug" have the student illustrate the movement. Continue in this manner with all of the vocabulary words. Continue to use synonyms, antonyms, movement, and examples to help student acquire a beginning understanding of these words.

ii. Ask some prediction questions regarding the text. Once the students are ready, begin reading the book aloud, pausing to show the illustrations and discuss what is happening in the selection to Dave. Reiterate the vocabulary words as they appear in the text. Ask : "What does embraced mean in this situation?"

iii. The lesson will conclude with asking some comprehension questions about the selection. "How did making pots help Dave? How might his

skill have helped him on the plantation? What skill do you have that others do not?"

iv. The lesson can be differentiated to meet individual students' needs based on feedback and response during the lesson. Students who need tactile experiences will handle the dirt; visual learners will benefit from the artifacts and words cards; auditory learners will benefit from the modeled reading.

C. *Lesson Closure*

i. When each student has successfully shared information from the text, return to the vocabulary words. Have the students read the words chorally. Ask students to explain various words. "Today, we have had an opportunity to peer into the life of a slave and to learn about his special talent. The life of Dave as a potter helps show the power of courage and determination even under harsh circumstance."

ii. "We will add these words to our word wall."

VI. EVALUATION

A. *Student Assessment*

i. (Small Group, Informal Assessment) The teacher will monitor student comprehension, listening skills, and cooperation by interacting with the students during the reading. The teacher will ask questions in order to see if the students comprehend the vocabulary words and the general meaning of the literature selection. The teacher will ascertain whether or not the students know at least four of the seven new vocabulary words through discussion and questioning. The teacher will control the classroom by asking students to raise their hands and speak quietly. The teacher will address students who misbehaved during class, individually before they line up for lunch.

B. *Self-Evaluation*

i. Identify and list three (3) strengths of this lesson.

ii. Identify and list three (3) elements or areas that need improvement.