

# Indiana University of Pennsylvania

## EDUC 342 Professional Sequence II Syllabus

### PreK-Grade 4 Early Childhood with Special Education PreK to Grade 8 (ECSP)

**Section:** All Sections

**Instructor:** Professional Sequence II Instructor  
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#### Required Text Materials:

Students are required to read the PSII Handbook for the ECSP program which is a supplement to this syllabus. Additional information on EDUC 342 may be found in the College of Education, Teacher Education, Pre-Student Teaching Handbook, sections pertaining to EDUC 342 ([http://www.coe.iup.edu/teachereducation/handbooks/Pre\\_Student\\_Teacher\\_Handbook.pdf](http://www.coe.iup.edu/teachereducation/handbooks/Pre_Student_Teacher_Handbook.pdf)).

Students are required to print a hard copy of the PSII Handbook for the ECSP program and keep it as a reference, along with other collected information from various workshop presentations, provided throughout the semester.

Materials for EDUC 342 will be available on the Department of Professional Studies in Education website and the IUP College of Education, Teacher Education website. Information will also be made available on the PSII Bulletin Board located on the third floor of Davis Hall and through IUP e-mail communications. It is important to check these sources of information regularly.

#### Course Description:

This course continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in a PreK to Grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs. May be repeated for students seeking dual certification. Prerequisites: EDUC 242, junior standing, and minimum GPA of 3.0.

Additionally, this course prepares students for the full semester of student teaching that awaits them. Throughout the semester, EDUC 342 students will attend workshops and visit classrooms of students assigned to them. During the last 4 1/2 weeks of the semester, students will attend their pre-assigned classrooms and teach lessons that allow them to demonstrate the knowledge and skills that they have attained through their methods courses. Cooperating teachers and university supervisors play vital roles in ensuring students' immersion into public school teaching so that they have a positive experiential base upon which to build. This field experience course connects undergraduate students with children, cooperating teachers, and university

supervisors and provides undergraduate students the opportunity to begin their teaching career with much support.

**Departmental Prerequisites:**

Students should refer to the suggested course sequence sheet for PreK-Grade 4 Early Childhood with Special Education PreK-Grade 8 to determine the coursework needed prior to taking PSII. All methods courses suggested prior to or taken during the semester designated for the PSII semester should be completed or taken with the PSII courses.

**Course Objectives:**

Upon successful completion of this course, it is expected that students will:

1. Effectively plan, implement, and assess instruction appropriate to the discipline. Teacher candidates will develop and implement lesson plans that relate to the curriculum of the field placement for which they have been assigned.
2. Utilize effective communication strategies and establish positive rapport with and among learners, families, and colleagues.
3. Demonstrate professionalism by working collaboratively, reflecting on classroom experiences, and attending and participating in professional workshops and meetings scheduled for teacher candidates.
4. Demonstrate knowledge and understanding of characteristics of children with diverse learning needs, e.g., exceptionalities, cognitive, emotional, motivational, and vocational/career development needs, and adapt planning, instruction, and assessment accordingly.
5. Demonstrate knowledge and understanding of research regarding interventions for children with diverse learning needs and implement interventions, as necessary.

### Student Outcomes Matrix:

College Conceptual Framework Standard	INTASC Principle	NAEYC Standards	CEC Standards	CAEP	Course Objective and Performance Indicator	Course Assessment Measuring Objective*
Instruction, Planning, and Preparation, Classroom Environment	<p>1 a, b, c, d, e, f, g, h, I, j, k            2 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o            3 a, b, c, d, e, g, h, i, j, k, l, m, n, o, p, r            4 a, b, c, d, e, f, g, h, I, j, k, l, m, n, p, q, r            5 a, b, c, d, e, f, h, I, j, l, m, n, o, r, s            6 a, b, d, f, h, I, j, k, m, n, o, p, q, r, s, t, u, v            7 a, b, c, d, e, g, h, I, j, k, l, m, n, o, q            8 a, b, c, e, f, g, h, I, j, k, l, n, o, p, r, s            9 c, g, h, l            10 m</p>	<p>1 a, b, c            2 a            3 a, b            4 b, c, d            5 a, b, c            6 c</p>	<p>1.1, 1.2            2.1, 2.2            3.1, 3.2, 3.3            4. 1, 4.2, 4.4            5.1, 5.2, 5.4, 5.5,            5.6, 5.7</p>	<p>1.1            2.1, 2.2</p>	1	Lesson Observations by University Supervisor and Cooperating Teacher; Final Evaluation Form Completed by Cooperating Teacher
Instruction, Classroom Environment	<p>3 f, h, q            5 e, n,            8 m, q            10 g</p>	<p>2 a, b, c            3d            4 a            6 c</p>	<p>2.1            4.3            5.3, 5.4            6.3            7.1, 7.2, 7.3</p>	<p>2.1, 2.2</p>	2	Lesson Observations by University Supervisor and Cooperating Teacher; Final Evaluation Form Completed by Cooperating Teacher
Professional Responsibilities	<p>9 a, b, c, d, e, j, k, m, n, o            10 e, f, q, r</p>	<p>4d            6 a, b, c, d</p>	<p>6.1, 6.2, 6.3, 6.4            7.0, 7.1, 7.2, 7.3</p>	<p>2.1, 2.2</p>	3	Attendance and Participation in Workshops; Lesson Observations by University Supervisor and Cooperating Teacher; Final Evaluation Form Completed by Cooperating Teacher; and Candidate Reflection Paper
Preparation and Planning, Instruction	<p>1 a, b, c, d, e, f, g, h, I, j, k            2 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o            3 l            4 a, e, f, g, I, k, l, m, n, r            5 g, h, l            6 g, I, o, p, u            7 b, e, j, n            8 a, k, l            9 a, g, h, l, m            10 b, r</p>	<p>1a, b, c            2 a            3 c            5 a, b, c, d            5 c</p>	<p>1.0, 1.1, 1.2            2.1, 2.2            3.0, 3.1, 3.2, 3.3            5.0, 5.1, 5.2, 5.4,            5.5, 5.6, 5.7</p>	<p>1.1</p>	4	Lesson Observations by University Supervisor and Cooperating Teacher; Final Evaluation Form Completed by Cooperating Teacher
Preparation and Planning, Instruction	<p>1 a, b, c, d, e, f, g, h, I, j, k            2 a, b, c, d, e, f, g, h, I, j, k, l, m, n, o            3 l            4 a, e, f, g, I, k, l, m, n, r            5 g, h, l            6 g, I, o, p, u            7 b, e, j, n            8 a, k, l            9 a, g, h, l, m            10 b, r</p>	<p>1 a, b, c            2 a            3 c            4 a, b, c, d            5 c</p>	<p>1.0, 1.1, 1.2            2.1, 2.2            3.0, 3.1, 3.2, 3.3            5.0, 5.1, 5.2, 5.4,            5.5, 5.6, 5.7            7.0, 7.1, 7.2, 7.3</p>	<p>1.1</p>	5	Lesson Observations by University Supervisor and Cooperating Teacher; Final Evaluation Form Completed by Cooperating Teacher

\*The Lesson Observations (2-University Supervisor and 2-Cooperating Teacher), EDUC 342 Evaluation Form Completed by Cooperating Teacher; and EDUC 342 Candidate Final Reflection Form comprise the “**Overall Teaching Performance Documentation.**”

**Introductory Course Comments:** This phase in your preparation to enter the teaching profession represents the beginning of your transition from student to professional. As you progress through the experiences inherent in Professional Sequence II, your identity as a professional takes shape. To a large extent, by the end of this semester, the indicators will be evident that point toward your potential to be the caliber of professional demanded of those entering the teaching profession today. Never have the demands been as great and the expectations as high as those placed upon your generation of teachers. To that end, commit to exercising the work ethic required to perform tasks evidencing the highest quality. Use this semester to recognize the knowledge, skills, and attributes required to be the “best” for that is what will be needed for you to secure your place in the professional world. You must capitalize upon all that you have learned and have yet to learn as you now face the challenge of applying that learning to the classroom reality.

Please recognize that the faculty wants nothing more than to work with you and support you in your quest to master the depth of knowledge and the complexity of skills required of you in the classroom. Also recognize that as university staff, we would be doing you a tremendous injustice if we didn’t hold you to the highest of standards. We accept that your success is a reflection upon the work we do with you; thus, we commit to equip you as best we can with the foundation needed for you to experience success. However, ultimately, you are master of your destiny. You will be doing yourself a tremendous injustice if you commit anything less than your very best efforts.

*Acquire the passion for teaching and learning that will  
enable you to make a positive difference in the lives of children!*

**Course Calendar:** The PSII calendar will be distributed to students. Students will follow this calendar for the semester of PSII. Students will follow the IUP calendar and the daily school schedule for beginning and ending times during the field experience. Students may not take additional courses or have other obligations that conflict with the PSII calendar. **Attendance during IUP breaks is on a voluntary basis and is not required.**

**Transportation:** Students are responsible for finding their own transportation for the field experience.

**Lesson Plans:** Students **may not** teach a lesson without having prepared a detailed lesson plan in advance. Students should submit lesson plans to their cooperating teachers at least one day in advance so that feedback and suggestions can be provided by the cooperating teacher.

**Professional Dress:**

Students are expected to dress professionally at all times. If you are in doubt, check with your cooperating teacher and university supervisor regarding proper attire.

*Suggestions* for professional dress for males include:

- Tie (Wong, 2009)

- Collared shirt (Wong, 2009)
- Dress pants (Sternberg, 2003); no denim (Wong, 2009)
- Pressed/ironed clothing (Sternberg, 2003)
- Tattoos are covered (Sternberg, 2003)
- Socks are worn with dress shoes (Sternberg, 2003)
- Clean hair and good hygiene (Sternberg, 2003)
- Hair no longer than base of neck (Sternberg, 2003)
- Facial hair is neatly trimmed (Sternberg, 2003)
- Not wearing shorts; sunglasses; tennis shoes or sneakers; sweatshirts; sweat suits; hats; t-shirts; shirts with messages or advertisements; or torn, tattered, or dirty clothing (Sternberg, 2003; Wong, 2003)

*Suggestions* for professional dress for females include:

- Career dress or skirt no shorter than slightly above the knee (Morris, Gorham, & Cohen, 1996)
- Dress pants (Wong, 2009); not wearing shorts or capri pants
- Blouses/sweaters (Wong, 2009)
- Tattoos are covered (Sternberg, 2003)
- Slits or openings in skirts/dresses not shorter than above the knee (Sternberg, 2003)
- Clean hair and good hygiene (Sternberg, 2003)
- Not wearing mini-skirts, low-rise pants, and low-cut shirts; flip-flops; denim; bright florescent nail polish; tank tops, backless apparel, midriffs, tops with straps less than 2 inches (Sternberg, 2003; Wong, 2009)

*Piercings:* Refrain from bars, studs, spaces, nasal, lip, tongue, and eyebrow piercings, and multiple piercings (Wong, 2009)

## **Visitations, Assignments, and Evaluation**

### **Visitations Prior to the 4 1/2-Week Field Experience**

*\*Take your clearances with you when you report to the school\**

The visitations prior to the 4 1/2-week field experience provide students with opportunities to observe and learn the intricacies of the classroom environment in which they will be placed as well as attain a comfort level in the working relationship with the students and cooperating teacher.

#### **Visitation #1**

This first visitation is critical in terms of “first impressions.” Your appearance, manners, and decorum will set the stage for what needs to be positive perceptions on the part of the cooperating teacher, pupils, and other members of the school community. Students need to focus upon learning the classroom routines and procedures designed to “manage” the

classroom. This first visitation also enables pre-student teachers to begin to learn the names of students and to begin establishing a positive rapport with students and the cooperating teacher. At this time, pre-student teachers need to discuss with their cooperating teachers the requirements of Pre-Student Teaching II, explore potential lesson topics, and conduct an observation. Pre-student teachers should discuss with cooperating teachers how differentiated lesson plans may be developed to meet the needs of students with exceptionalities. Students must complete the Observation Tool (See The PSII Handbook, Appendix A) for this visit.

Remember to **always**--

- ✓ Keep your clearances with you.
- ✓ Be punctual!
- ✓ Report to the office upon arrival.
- ✓ Thank secretaries or principals who direct you to your assigned classroom.
- ✓ Take the initiative in introducing yourself to your cooperating teacher.
- ✓ Show initiative by asking the cooperating teacher what you can do to assist.
- ✓ Thank your cooperating teacher at the end of the day.
- ✓ Keep a log and record your thoughts and observations at the end of each visitation.
- ✓ Discuss possible topics for development of your lesson/units.

## **Visitation #2**

Be prepared to share with your cooperating teacher some of the ideas and resources (on paper!) you have explored in preparing to develop your teaching topics. Hopefully, your cooperating teacher will be able to assist you in “narrowing” your topics and establish a more definitive direction for the development of your plans. Share instructional strategies that may be appropriate for students with disabilities. Ask your coop what you can do to assist throughout the day.

- ✓ Conduct a brief activity, such as a “getting to know you” game, read aloud, walk the students to lunch or a special class, or administer a spelling test. This brief activity is not a formal lesson but rather an opportunity for you to get comfortable in front of the class. (It doesn’t require a formal lesson plan.)
- ✓ Become familiar with the policies and procedures of the school and your classroom.
- ✓ Learn the students’ names and develop seating charts.
- ✓ Assist your cooperating teacher as much as possible.

### ***Remaining Visitation Days***

For each of the remaining visitations, prepare and teach one formal lesson (which requires a pre-approved lesson plan). If possible, try to teach the lessons in different subject areas during each of your remaining visitations; or, teach/observe in a different classroom or setting (such as in a special education classroom if you are placed in a regular education classroom or vice versa).

Share your progress with your cooperating teacher as your lesson plans take shape. Determine specific strategies for students with special needs. Continue to strengthen

your relationship with the cooperating teacher and students. Seek to **learn** what is taught at this particular grade level (**curriculum**). Pay attention and record the various ideas you observe relative to instructional strategies and the strategies used to engage students consistently in the learning (**instruction**). Finally, determine what means are used to determine whether or not students are learning (**assessment**) and what provisions are made for students having difficulty or students with special needs. Continue to seek feedback and guidance from your cooperating teacher on your lessons/unit plan development. Use the competencies specified in this handbook for direction in terms of what you should focus upon in terms of your learning.

## Assignments for PSII

In addition to the teaching experiences associated with taking EDUC 342, this course provides students with an opportunity to apply the knowledge and skills that they have learned thus far in their educational program. EDUC 342 will also provide insight and experiences that inform future coursework, student teaching, and teaching career. Specific assignments are dependent upon the assigned field placement; thus, it is imperative that assignments are discussed on an individual basis with cooperating teachers, course instructors, and university supervisors.

In general, it is recommended that pre-student teachers teach **two lessons per day** and demonstrate the knowledge of skills acquired through coursework taken thus far—**relative to the assigned field placement**. It is also appropriate to engage in teaching activities that will provide background knowledge and insight into future courses that will be taken prior to student teaching. Specifically, students should consult with their cooperating teachers to determine lesson topics that support the school's curriculum, consult with their PSII course instructors and university supervisor, and plan lessons to fulfill their assignments accordingly. Ideally, students should be able to link the content of their PSII coursework directly to the field experience; however, doing so is dependent upon the field experience placement. Students should use the approved lesson plan format (See PSII Handbook, Appendix B) for every lesson and the Unit Plan Format (See PSII Handbook, Appendix C), if a unit is being developed. These formats are available on the PSII Website:

<http://www.iup.edu/pse/ps2/default.aspx>

Cooperating teachers may also assign lessons and units to be taught based on the teacher candidate's readiness for additional responsibilities throughout the 4 1/2-week experience.

## Documenting Your Work

Pre-student teachers are required to maintain a three-ringed binder in which all lesson plans are kept. Lesson plans should be separated according to subject area. After teaching, pre-student teachers should reflect on each lesson and complete the “Self-Evaluation” section of *every* lesson plan. All previously-taught lessons, with completed

reflections/self-evaluations, should be kept in the binder for university supervisors to review and to guide lesson observations. Maintaining an organized binder is essential for supervisors to evaluate the planning process and use while lessons are being observed. Additionally, reflection is a component of the professionalism and as such, it will be evaluated accordingly.

### **IMPORTANT POINTS TO REMEMBER**

- ❖ A lesson plan must be written and pre-approved by your cooperating teacher for every lesson that you teach (excluding the “brief” introductory activity).
- ❖ Every experience is unique. Make the most of your experience and take advantage of every opportunity given to you. Individual students may be asked by their cooperating teachers to teach additional lessons or units, or take on other responsibilities—this is a GOOD thing! Use this opportunity to learn and grow as a professional.
- ❖ Professional Disposition Alert and Rubric Forms will be completed for students experiencing difficulty with professional dispositions. These forms are filed with the Office of Teacher Education in the Dean’s Office. The form may be found on the Teacher Education Website:  
<http://www.iup.edu/teachereducation/forms/default.aspx>
- ❖ You must have completed all requirements of coursework prior to beginning your field experience.
- ❖ When in the field, you follow the IUP calendar and the school’s daily schedule. **Attendance during IUP breaks is on a voluntary basis and is not required.**
- ❖ Additional days in the field may need to be made up due to illness, emergencies, or school cancellations.
- ❖ Check your IUP e-mail daily.
- ❖ Be aware of school delays and cancellations due to inclement weather. If school is in session, pre-student teachers are expected to attend just as their cooperating teachers would report to school. This does not include Thanksgiving, during which time IUP is on break.
- ❖ Pre-student teachers are bound by confidentiality.
- ❖ Pre-student teachers are expected to keep a binder of PSII materials in which a hard copy of this handbook is contained and used as a reference during courses and in the field. The expectation is that pre-student teachers will have read this handbook.

- ❖ Always address your cooperating teacher, school personnel, and IUP faculty by their titles; do not refer to them by their first or last names only.
- ❖ In the event that a pre-student teacher needs to be absent from school, call your school, cooperating teacher, and university supervisor to inform them of your absence. Excessive absences will result in pre-student teachers needing to make up the days missed and/or a grade of Incomplete will be assigned.
- ❖ Students who do not submit their signed evaluation materials as assigned by their university supervisor will receive a grade of Incomplete until the required documentation is submitted.
- ❖ Refrain from cell phone use except during duty-free periods, such as lunch.

## **Professional Sequence II Competencies and Expectations**

Your placement in the field constitutes a critical component of the Professional Sequence II program. Your five visitation days coupled with your 4 1/2-week classroom placement comprise one-third of your semester. Thus, it is imperative that you capitalize upon your immersion into the classroom reality and apply that which you have learned through coursework. Your cooperating teacher and your university supervisor will serve as mentors/coaches as you begin to acquire greater depth and breadth in recognizing and developing the knowledge, skills, and dispositions required of professionals. While “mastery” is not an expectation at this point in your teacher preparation program, please realize that your demonstration of competencies throughout your field experience represents a critical building block in your preparation for a full semester of student teaching. Observations conducted by your cooperating teacher and your university supervisor will reflect your maturation as you begin your development in exhibiting the following competencies:

### ***RELATIVE TO KNOWLEDGE, SKILLS, & DISPOSITIONS,***

#### ***PRE-STUDENT TEACHERS WILL***

- ⇒ exhibit mastery of subject matter as specified in district/grade level curriculum.
- ⇒ align subject matter taught with established state and/or national standards.
- ⇒ use a variety of instructional strategies in the design of lessons.
- ⇒ integrate technology as appropriate in the planning, designing, and delivery of instruction.
- ⇒ engage students in challenging and compelling ways throughout the learning process.
- ⇒ assess student learning (check for understanding) in a variety of ways and adjust the teaching accordingly.
- ⇒ ensure alignment of curriculum, instruction, and assessment.
- ⇒ access a variety of sources in preparing/designing lessons.
- ⇒ address differences in learning styles by incorporating a variety of ways for students to process and demonstrate learning.

- ⇒ use effective questioning techniques indicative of employing various levels of Bloom’s Taxonomy, thus, facilitating student engagement in higher order thinking.
- ⇒ honor developmentally appropriate practices.
- ⇒ formulate clear objectives and ensure all aspects of the lesson are congruent to the objective.
- ⇒ provide appropriate adaptations to meet the needs of all students.
- ⇒ design lesson introductions inclusive of these three elements: engage all learners, connect new learning to prior learning/knowledge, and clearly communicate learning expectations based upon the lesson.
- ⇒ incorporate appropriate examples to illustrate abstract concepts or model procedures.
- ⇒ provide opportunities for students to summarize their learning.
- ⇒ design lessons evidencing creativity and “hands-on” learning.

***RELATIVE TO KNOWLEDGE, SKILLS, & DISPOSITIONS IN THE  
REALM OF CLASSROOM MANAGEMENT,  
PRE-STUDENT TEACHERS WILL***

- ⇒ focus upon creating a community of learners.
- ⇒ communicate clearly behavioral guidelines and reinforce those guidelines consistently.
- ⇒ employ strategies designed to maximize time on learning and minimize opportunities for disruptive behavior.
- ⇒ recognize aspects of the classroom reality that require establishing routines and procedures resulting in smooth transitions.
- ⇒ “teach” rules and behavior guidelines rather than merely “telling.”
- ⇒ identify considerations in utilizing physical space as related to management.
- ⇒ provide positive validation when merited and provide specific feedback to children relative to behavioral expectations.

***RELATIVE TO ISSUES OF DIVERSITY,  
PRE-STUDENT TEACHERS WILL***

- ⇒ treat all students with dignity and respect.
- ⇒ realize the direct correlation between teacher expectation and student achievement.
- ⇒ incorporate and reinforce as appropriate a respect and valuing of diversity within lessons.
- ⇒ embrace all children and accept the challenge of teaching all children.
- ⇒ demonstrate a sense of efficacy in recognizing all children can learn.
- ⇒ create a classroom environment characterized by tolerance, understanding, and sensitivity.

***FIELD EXPERIENCES & CLINICAL PRACTICE  
AS RELATED TO PROFESSIONAL BEHAVIOR AND ATTRIBUTES,  
PRE-STUDENT TEACHERS WILL***

- ⇒ accept and respond to suggestions/constructive feedback as provided by supervisors.
- ⇒ exercise respect toward all members of the school community.
- ⇒ demonstrate behaviors worthy of being a role model to students.

- ⇒ capitalize upon opportunities to engage and to learn in various professional activities (i.e. meetings, workshops, parent conferences, student activities).
- ⇒ adopt behaviors associated with professionalism inclusive of honoring protocol, exercising courtesy in all interactions, being punctual, dressing appropriately, communicating clearly and demonstrating grammatical correctness.
- ⇒ volunteer services thereby evidencing initiative and commitment.
- ⇒ honor confidentiality as required ethically and legally in the treatment of information regarding students and/or families.

### **Protocol for Handling Issues of Concern**

When concerns arise during the EDUC 342 experience, the following protocol should be followed: 1) cooperating teachers and pre-student teachers should discuss issues as they arise; 2) any teacher-candidate behaviors deemed to be inappropriate by the cooperating teacher should be addressed immediately; 3) concerns should also be shared with the university supervisor; 4) if the university supervisor is not accessible or a resolution is not found, the Professional Sequence II Coordinator should be contacted. Depending on the severity of the issue, the department assistant chairperson, department chairperson, and/or Director of Field Placement may become involved.

### **Evaluation and Grading of EDUC 342**

The overall final evaluation of EDUC 342 is comprised of: 1) two lesson observations conducted by cooperating teachers; 2) two lesson observations conducted by university supervisors; 3) a final evaluation form completed by cooperating teachers; and 4) a candidate reflection paper completed by pre-student teachers. Evaluation forms are found on the PSII Website: <http://www.iup.edu/pse/ps2/default.aspx> and examples are provided at the end of this handbook.

Taken collectively, these items are the **“Overall Teaching Performance Documentation”** and summarize the overall performance of the pre-student teacher from each stakeholder’s perspective: the university supervisor, cooperating teacher, and pre-student teacher.

As a method of formative and summative assessment of the pre-student teacher, the “Overall Teaching Performance Documentation” is intended provide evidence of the pre-student teacher’s performance throughout the field placement; provide feedback to the pre-student teacher to enhance professional growth; and finally, to determine the overall grade for the EDUC 342 course. As a “Key Assessment,” the “Overall Teaching Performance Documentation” will be converted to the following Key Assessment Ratings: A or B = Target; C = Acceptable; and D or F = Unacceptable.

Observation forms and evaluation materials are structured according to Danielson’s teaching framework and pre-student teachers are expected to demonstrate proficiency in each of the four domains: planning and preparation, classroom environment, instruction, and professionalism. University supervisors and cooperating teachers are responsible for monitoring the pre-student teacher’s performance in each of these domains, reviewing

lesson plans and materials, providing specific recommendations for professional growth, and documenting the pre-student teacher's overall performance.

The required forms are also found on the IUP Teacher Education Website:

<http://www.iup.edu/page.aspx?id=49255>

and the Professional Sequence II website at: <http://www.iup.edu/pse/ps2/default.aspx>

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Before the end of the semester, the following items should be collected by the university supervisor and provided to the PSII Coordinator:

2—observations by the cooperating teacher, using the Field Experience Observation Form (See PSII Handbook, Appendix D)

2—observations by the university supervisor, using the Field Experience Observation Form (See PSII Handbook, Appendix D)

1—EDUC 342 Candidate Reflection Evaluation Paper, completed by the pre-student teacher (See PSII Handbook, Appendix E)

1—EDUC 342 Evaluation Form, completed by the cooperating teacher (See PSII Handbook, Appendix F)

Please be certain that forms as signed, as required.

Absences and tardiness are documented by cooperating teachers and communicated to university supervisors.

University supervisors are responsible for submitting final grades to the instructor of record to be entered into URSA.

PSII Students: Please do not underestimate the importance of your field placement experiences. Though EDUC 342 is “only one credit,” your learning and the evaluation of that learning absolutely is a precursor to your potential success in your full semester of student teaching. It is important that you be cognizant of the following relative to your evaluation:

- ❑ Rid yourself of “entitlement thinking”—you are not entitled to an “A” simply because you do all that is required. The **quality** of your work and your willingness to go “**above and beyond**” requirements are critical in evaluating your performance. You are expected to assume the responsibilities inherent in this experience—for example, you **must** prepare lesson plans in advance for every lesson you teach.
- ❑ Students who receive an evaluation of “C,” will be **required** to attend an “exit conference” with your university supervisor and PSII Coordinator. A

Professional Dispositions Alert Form will be filed with the Teacher Education Office to document areas of concern.

- Students who receive an evaluation of “D” or “F,” will be **required** to participate in an intervention plan with the PSII Coordinator and repeat EDUC 342. A Professional Dispositions Alert Form will be filed with the Teacher Education Office that documents areas of concern and the intervention plan that is established. Students who are participating in an intervention must successfully complete the objectives outlined in the plan in order to pass EDUC 342 and subsequently be placed in student teaching. Students must demonstrate a commitment to critical reflection and learning as a means to demonstrating improvement.