



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

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

PRE-STUDENT TEACHING HANDBOOK

**EDUC 242/342
Pre-Clinical Experiences I & II**

CONCEPTUAL FRAMEWORK FOR INITIAL PREPARATION PROGRAMS

Domain 1: Planning and Preparation

Components

- 1a: Demonstrating Knowledge of Content and Pedagogy**
- 1b: Demonstrating Knowledge of Students**
- 1c: Setting Instructional Outcomes**
- 1d: Demonstrating Knowledge of Resources**
- 1e: Designing Coherent Instruction**
- 1f: Designing Student Assessments**

Domain 3: Instruction

Components

- 3a: Communicating with Students**
- 3b: Using Questioning and Discussion Techniques**
- 3c: Engaging Students in Learning**
- 3d: Using Assessment in Instruction**
- 3e: Demonstrating Flexibility and Responsiveness**

Domain 2: The Classroom Environment

Components

- 2a: Creating an Environment of Respect and Rapport**
- 2b: Establishing a Culture for Learning**
- 2c: Managing Classroom Procedures**
- 2d: Managing Student Behavior**
- 2e: Organizing Physical Space**

Domain 4: Professional Responsibilities

Components

- 4a: Reflecting on Teaching**
- 4b: Maintaining Accurate Records**
- 4c: Communicating with Families**
- 4d: Participating in a Professional Community**
- 4e: Growing and Developing Professionally**
- 4f: Showing Professionalism**

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Deadline Dates for Applications Submitted to the Office of Teacher Education

EDUC 242 and 342

Please adhere to the following deadline dates.

For initial requests, the Office of Teacher Education **WILL NOT** process late applications for placement in any school district. The deadline dates for the academic year are as follows:

*All students participating in EDUC 242 or EDUC 342 **MUST** be Step 1 approved by the last business day of the regular drop/add period. This generally is the Friday of the first week of classes.*

Fall Semester

Pre-student teaching applications for the Fall Semester are due the **SECOND FRIDAY** after classes begin for candidates who wish to complete the assignment during the Fall semester or semester break following the Fall semester.

Spring Semester

Pre-student teaching applications for the Spring Semester are due the **SECOND FRIDAY** after classes begin for candidates who wish to complete the assignment during the Spring semester, semester break, or end of the Spring semester. (Be sure that the school will be in session for at least three or four weeks after you plan to begin your assignment.)

Completed applications must be submitted to the course instructor for approval prior to the instructor submitting them to the Office of Teacher Education. Candidates should check with their course instructor for deadline dates.

Preface

The purpose of this handbook is to organize the guidelines, policies, and procedures which govern the IUP Pre-Student Teaching Experiences, Pre-Clinical I and II sequence (EDUC 242 and EDUC 342). The handbook also defines the expectations of the program for the candidate, the university instructor of the course, and the cooperating teacher.

This handbook is designed to build background and provide a reference for the candidates in order to assist them in accomplishing the goals of each of the pre-clinical experiences. Many ideas are the result of suggestions from master teachers in partnering sites, the IUP instructors who serve on the Teacher Education Coordinating Council and the university faculty who have been responsible for teaching the course. This guide is not an attempt to determine the specific objectives or expectations of the major departments. During class, the instructor will delineate the specific departmental expectation and review the sections of the handbook which apply to the scheduled experience.

Separate applications for the pre-student teaching experiences and all of the generic forms which are to be used are found in this handbook. The application form is to be used by all students and submitted to the instructor of the departmental section. The evaluation forms are to be used by all students and may be supplemented by departmental requirements. The completed evaluation forms along with the reflective piece will be discussed with the faculty member teaching the course during a final individual meeting with each candidate.

In addition, information and a checklist relating to **Admission to Teacher Education** has been included. It is our hope that all students will use the checklist to monitor their progress through the educational program leading to certification.

Teacher preparation programs within the College of Education and Educational Technology at IUP are committed to the Framework for Teacher Education at IUP. This model is based on the work of Charlotte Danielson found in **Enhancing Professional Practice A Framework for Teaching (ASCD, 2007)**.

IUP Three Step Process for Teacher Education

Step 1 - Application for Teacher Education

Eligibility requirements for enrolling in the professional education sequence:

- A minimum of 48 earned credits and a 3.0 cumulative GPA.
- Successful completion of the Pre-professional Academic Performance Assessment (PAPA) exams with the minimum score established by the Pennsylvania Department of Education.
- Completion of the following courses with a minimum grade of "C":
 - ENGL 101
 - ENGL 121 for all education majors, except:
 - ENGL 122 for English Majors and MUHI 102 for Music Majors
 - EDSP 102
 - COMM 103 (or major program requirement in lieu of COMM 103)
 - 6 credits in Mathematics (level 100 or higher)
- Act 34 / Act 151 Clearances and TB Test (Must be renewed annually).
- Act 24 (PDE-6004) Arrest or Conviction Report (Completed before EDUC 242 and Student Teaching).
- Act 114 FBI Fingerprinting (Continuing enrollment in IUP Teacher Preparation Program is required for fingerprinting to remain valid).
- One time only completion of speech and hearing test.
- Proof of Liability Insurance (annual update required) – PSEA membership or Private insurance (Must have a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence if obtained via private insurance).
- Satisfactorily completed essay.
- Reviewed evidence of starting an Electronic Portfolio, include CD and Portfolio Evaluation.
- Advisor's recommendation and signature.
- Originals of all documents must be submitted with your application. Copies will be made in Teacher Education Office and originals will be returned to student.

Results of Step 1 approval:

**Ability to register for: EDUC 242 Pre-Student Teaching I
EDUC 442 School Law**

Pre-Clinical Experiences in Teacher Education

Pre-Clinical experiences are required by the Pennsylvania Department of Education for all certification programs. This requirement is predicated on the theory that early field experiences, beginning during the sophomore year, enable the candidate to have an early and consistent experience which ties theory with practice.

For many candidates who desire a teaching certificate, the Pre-Student Teaching experience may be their first opportunity to be in a school setting in a capacity other than as a student. Gradual immersion into the teaching profession is a proven approach in the preparation of a quality teacher. University pre-service candidates need an opportunity to observe and participate in the teaching process while taking courses in human growth and development, learning theory, and methodology. The **expectation for these experiences** is that all theoretical understandings will be reinforced and broadened by the opportunities to connect with the school environment. It has been determined that prospective teachers should have an educational program that provides practical experience in classrooms where they have continual and consistent evaluations and feedback regarding the attainment of the competencies established for the experience.

Pre-Clinical Experiences at IUP

The Pre-Clinical experience sequence of the IUP Teacher Education Program consists of at least two Pre-Student Teaching Clinical experiences and a student teaching experience.

Pre-Student Teaching Experiences/Pre-Clinical Experiences I and II, consist of at least two placements involving observation and participation in basic education classrooms with mentoring by a cooperating teacher. The Pre-Student Teacher is required to spend a minimum of 35 hours for each experience.

- Pre-Student Teaching/Pre-Clinical I (one credit), is customarily scheduled during the sophomore year after the candidate has been admitted to a certification program and has been officially admitted to Step I by the Teacher Education Office.
- Pre-Student Teaching/Pre-Clinical II (one credit), is generally scheduled during the candidate's junior year, during or after the methods course in the major, or at an appropriate time in the departmental course sequence.

Candidates may complete their Pre-Clinical experiences in an assigned Pennsylvania school during specific times throughout the semester, during university breaks (either semester or spring break), or at the end of the semester in May, if it can be done during a time period when students in the school are still participating in regular academic programs. Some certification programs require more than 35 hours.

A **full semester of supervised teaching** in a public school and may be scheduled once the candidate has completed the requirements as outlined in IUP Three Step Process for Teacher Education as well as meeting specific departmental guidelines. This aspect of the IUP clinical experience program enables the candidates to gradually assume the role of a teacher. The competencies of the student teaching program are evaluated by both the cooperating teacher and the university supervisor. The student teaching program is described in a separate student teaching handbook, *Handbook for Student Teaching*.

The goals of the Pre-Student Teaching/Pre-Clinical experiences are as follows:

- Develop an understanding through first-hand experiences of a teaching/learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
- Reflect on a personal career decision based on a realistic understanding of the teaching/learning environment.
- Reflect on the relationship of how children differ in their approach to learning and how actual classroom environments can promote and encourage learning.
- Understand how all children learn, develop, and recognize the importance of providing learning opportunities that support their unique development.
- Develop an understanding of the teacher's role in class organization, planning, and preparation; methods of teaching which reflect the tools of inquiry and the structure of the discipline being taught; relationships with diverse student populations as well as families, colleagues, and agencies in the larger community; assessment techniques and curriculum decision-making which is based on knowledge of the subject matter; the individual students, the community; and local, state, and national curriculum goals.
- Observe and reflect on the characteristics of students at various developmental levels.
- Develop an understanding of the diversity of students in a classroom, i.e., exceptionalities, gender, race, cultural, and ethnic diversities and reflect on how the classroom teacher creates instructional opportunities adapted to diverse learners.
- Observe and journal about positive professional attitudes toward learners and schools as they are witnessed during the field experience.

Guidelines for Pre-Student Teaching/Pre-Clinical I and II (EDUC 242 and EDUC 342):

Candidates in teacher preparation programs will begin Pre-Clinical experiences after achieving admission to Step I of the Three Step Process for Teacher Education. For the initial experience, candidates will be assigned to a teacher who will guide them in acquiring a broad-based experience with opportunities for observation and participation at various grade levels and with other teachers, when appropriate. Departmental guidelines may suggest other appropriate experiences or activities for these experiences.

Candidates registered for Pre-Student Teaching/Pre-Clinical I or II courses must meet the admission standards as described in the **IUP Three Step Process for Teacher Education** which is included in this handbook. Applications for Pre-Student Teaching experience placements will not

be processed unless candidates have met the admission standards and have obtained the signature of their departmental instructor.

Candidates will follow established departmental guidelines for Pre-Student Teaching/Pre-Clinical I (EDUC 242). The second Pre-Student Teacher/Pre-Clinical II (EDUC 342), must be an experience in the major certification area and at a different grade level and site than the first experience. In addition, so that students get the broadest experience possible, students in Pre-Student Teaching/Pre-Clinical I and II, should not request an assignment in the school from which they graduated, a school district where a relative is employed, or one in which a supplemental contract is, or has previously been held. **Applications for EDUC 242 and 342 requesting one of these school districts will not be processed.**

All placements are processed through the Teacher Education Office. **Candidates or family members may not make their own arrangements or contact teachers or principals for their own placements.** Many school administrators have denied permission for candidate placements when this process has been violated.

The Teacher Education Office, after receiving approval or rejection of the candidate's request, will make a copy of the form and will notify the candidate and the departmental instructor. If a rejection of the candidate's request is received, the candidate should complete another request as quickly as possible so that the Teacher Education Office can process without delay. **If a candidate does not receive a copy of an acceptance for an assignment three weeks prior to the requested experience date, the candidate should contact the Teacher Education Office (104 Stouffer Hall at 724-357-4830).** The Teacher Education Office will contact the appropriate administrator to determine the status of the request.

Please adhere to the deadline dates which have been included in the front of this handbook. **The Teacher Education Office WILL NOT process late applications.** The deadline dates are arranged in a manner that provides ample opportunity for a candidate to accomplish the assignment.

The final evaluation of the Pre-Student Teaching experience is the responsibility of the instructor of the course in the candidate's major. Signatures of the candidate and course instructor should be obtained as documentation on the final evaluation form. Requirements for evaluation of the candidate will be appropriate to the expected competency achievement, the objectives of the major, and the expectations/assignments contained in the instructor/department syllabi. These will include, but are not limited to, a reflective essay and the cooperating teacher's evaluation. They may also include other assignments such as daily logs, a synthesis paper, or other means of evaluation as established by the departmental instructor.

Applications for Pre Student Teaching Experiences

The applications for requesting Pre-Student Teaching placements are contained in this handbook and can also be found on the Teacher Education Website in the Forms & Documents area - <http://www.iup.edu/teachereducation/forms/default.aspx>. Each experience has its own application. For processing of each request, it is important that the student application includes

accurate information for the name of the district and school. The Teacher Education Office uses designated district contact persons for all school districts and all requests are mailed to the designated person(s). Please include the appropriate age/grade level and, if you know the name of the teacher with whom you would like to work. Be aware that because of the organizational policies within school districts, we will abide by changes suggested by the district. If you plan to complete your Pre-Clinical experience in the Pittsburgh Public Schools, please contact the Teacher Education Office (104 Stouffer Hall or call 724-357-2485) for a special application for this experience. You must have a Monday/Wednesday/Friday or Tuesday/Thursday schedule free. You must sign a statement acknowledging certification of insurance coverage and submit it with your application.

The application for a Pre-Student Teaching placement must include the following forms: The Guest/Host Relationship Form, Memo of Understanding, and Criminal Indictment Statement. Also, Act 34, Act 151, Act 24, Act 114 clearances; TB Test; and Liability Insurance that will be current for the entire semester.

Placement for Pre-Student Teaching

The Teacher Education Office will mail out **ALL** requests to school districts in one mailing. This will be done shortly after the deadline for applications. This method is used as a courtesy to the district contact person(s) so that they can organize the distribution and retrieval of placements most efficiently and effectively.

Once approved, the Teacher Education Office will send a copy of your placement information to you and by campus mail to the departmental instructor. If the student's first request for placement has been rejected, the Teacher Education Office will send a request to the second school district indicated on the Pre-Student Teaching Application. The Teacher Education Office will continue to confer with the instructor of the course for additional placement requests of a placement cannot be confirmed. Students must understand that any legal issue showing in a clearance may be a hindrance to a district's willingness to accept a candidate.

Roles and Expectations of the Field Experiences Participants

Pre-Student Teachers

Pre-Student Teachers will take on the role of a professional. Candidates are expected to do the following:

- Complete all requirements in Step I of the Three Step Process.
- Hold current Act 34, 151, 24, and 114 clearances, TB Test, and Liability Insurance **before** entering the partnership school. Remember to take originals to the school for their examination and copying.
- After approval is obtained for your placement, send a **professional letter to your Cooperating Teacher** asking when the best time to meet with them to discuss how you should prepare for the experience. If a meeting is not possible, enclose a self addressed stamped envelope asking them to respond as to how you should prepare for the experience. In your letter, **clearly state the date when they can expect you to begin your assignment**. You should ask about the **teachers' arrival time** for that school district and **be there before that hour**. You should **send a completed Personal Data form as well as copies of the course competencies and suggested experience pages** (which are included in this handbook).
- The **first day, upon arrival at the school, stop at the main office to introduce yourself** as a Pre-Student Teacher with (name of Cooperating Teacher) **before going to the classroom. Present IUP identification and have your original clearances with you.**
- You **must dress as professionally** as you would dress for a very important interview for professional employment. During this experience, **it is important that you make a very good professional impression**. Please note that several candidates, when reporting to the school in jeans, were denied completion of the placement.
- Leave your cell phone and all other electronic devices in your car or at home unless you have made a special arrangement with your instructor because of a family responsibility or a deployed family member.
- You **must respect confidential information**. Do not discuss details of the experience outside the setting.
- When the experience has concluded, **write a thank you note to your teacher**.
- A reflective piece should be written and shared with your university faculty member during the final evaluation meeting.

University Faculty

The instructor of the course within the department of the major will be responsible for the supervision and evaluation of the Pre-Student Teaching Clinical experience. There is no mandatory on-sight university supervision for Pre-Clinical experiences; however, the university supervisor is responsible for collection of the cooperative teacher's evaluation of experience form and for discussing it along with the reflective essay, created by the candidate, during the final evaluation meeting. At that time, signatures on the appropriate forms should be obtained and faculty should submit the original evaluations to the Teacher Education Office in groups by the registered section.

Initial meeting(s) with students in the major who have the prerequisites for the course are held to:

- Review the handbook, the departmental syllabi/expectations, guide the student in choosing appropriate experiences, and assist in completing the application form. No applications will be processed by the Teacher Education Office without the instructor's signature.
- Review the **Framework for Teacher Education at IUP** document and be sure candidates are familiar with the Danielson Model and how to tie the four domains into their reflective papers.
- Discuss with candidates such concepts as observation techniques, expectations regarding tutoring, bulletin boards, small group work, planning library research, laboratory assistance, and specific or additional departmental expectations.

Conduct a concluding conference to:

- Review candidate logs
- Discuss cooperating teacher's comments about the experience
- Review candidate's reflective paper
- Review any other assignments and make a final evaluation of the experience with the candidate
- Discuss COE-ET evaluation form and sign off on it

The Cooperating Teacher

The Cooperating Teacher plays a major role in the Pre-Student Teaching clinical experience. This working relationship must be grounded upon mutual respect and understanding and is fostered by openness and diplomacy.

The cooperating teacher should use his/her experience to help the Pre-Student Teacher expand, develop and refine their thinking about teachers, teaching, the learning process, age-appropriate behavior, discipline strategies, and school organization. The major role of the Cooperating Teacher is to provide the Pre-Student Teacher with opportunities to observe, analyze, and discuss a wide variety of classroom episodes. This on-site classroom observation of an experienced teacher in a myriad of teaching situations is invaluable to the Pre-Student Teacher in meeting the goals of the program.

Cooperating Teachers may discuss the larger education issues that a novice teacher will face. What is the role of education in society? What does it mean to be a professional teacher? What are opportunities and responsibilities which face a teacher in the day-to-day workplace?

Research has shown that the number and the type of field experiences in which a candidate participates will be a predictor, or a determining factor, of the teaching behaviors the candidate will exhibit. Novice teachers will exhibit the values and attitudes they have learned from their Cooperating Teachers. Within the classroom, a Cooperating Teacher, as a positive role model, will have considerable influence on the prospective teacher.

Frequently Asked Questions about Pre-Student Teaching

1. How do I get my Pre-Student Teaching application processed?

The completed application will be given to the instructor of your course. The instructor will collect all applications, will review your choices, sign the application and return it to the Teacher Education Office with the section group.

2. Should I call the school for permission before I submit my application?

NO! First, the approval of your request for a placement resides with the administration of the school district and the designated Cooperating Teacher. It can be rejected at either point. Since all approved education programs in the state of Pennsylvania must have a field experience component beginning no later than the sophomore year, schools are inundated with requests. Administrators within that school district are responsible for efficient and effective operation of their school.

3. How do I request a school district?

By placing the names of two school districts and schools on the application. A request is then processed by the Teacher Education Office through the contact person in the school district. The Teacher Education Office processes all requests for an assignment period and sends them to the contact person in that district. This is a courtesy IUP provides for each district so that paperwork is organized for easier distribution, collection, and return.

4. Will I get my choice of schools?

This is sometimes possible, but not promised. We make requests, but must wait to see if the school administrator and the cooperating teacher accept you. Choose sites that will benefit you the most. You cannot select teachers that you had as a student or teachers who are relatives or significant others. Do not select a school district you plan to request for student teaching. Do not select the school district from which you graduated, in which a relative works, or in which you hold a supplemental contract.

5. What grade/age levels should I choose?

Each department has requirements which pertain to the grade levels or subject areas so that you get the broadest experience to prepare you for student teaching. Follow those guidelines.

6. How will I know whether my request has been accepted?

The request sheet with the approval will be sent to you by email and by mail to the address on your application and to the instructor of the course immediately after it arrives in the Teacher Education Office.

7. How long does it take to get an acceptance or rejection?

Approximately six to eight weeks. If you do not have a return of your request after that time, please contact the Teacher Education Office to inquire about your request. The Teacher Education Office has contact with each school district and can tell you the status of your application request.

8. What happens if my first request is not accepted?

The Teacher Education Office will immediately process a request to the second school district indicated on your application.

9. How do I make contact with the Cooperating Teacher where I have been accepted?

Immediately after receiving approval, call and/or write a professional letter to the teacher requesting a time that you might meet with him/her to complete the Pre-Student Teacher Contract. It is wise to give several alternative times when you are free. Give your phone number and times when they might be able to reach you. Confirm the dates when you will be in the Cooperating Teacher's classroom and send the Personal Data Form as well as copies of Suggested Experiences, Danielson's Four Domains of Teaching Responsibility and the Components of Professional Practice and Cooperating Teacher Evaluation for that experience. If appropriate, discipline-specific competencies also should be sent for Pre-Student Teaching/Pre-Clinical II (EDUC 342).

10. What is the protocol I should be aware of on my first visit to the school?

Be at the school on the specified date. Arrive at the school early (find out from the Cooperating Teacher the time that you should arrive). Stop at the principal's office and introduce yourself as a Pre-Student Teacher from IUP and give the name of the teacher with whom you will work. If you do not know the room number, ask that they direct you to his/her classroom.

11. What should I do while I'm at the school?

Be professional in your actions, be professionally dressed, act like a teacher, and understand that all information relative to students is confidential. The impression you make will benefit you, as well as future students from IUP who may want to do their Pre-Student Teaching in that building.

12. How should I complete my materials?

As your instructor requires. Include all information relative to the assignment and follow the instructor's guidelines. Completing this in a true professional manner can benefit you in the future as you organize a professional portfolio to be used in interview situations. What would impress you if you were a school administrator deciding to hire a prospective candidate? Compose and present your materials in that manner.

13. What happens if I can't get my materials completed right away?

You will be denied permission to register for EDUC 342 or Student Teaching and may be disenrolled from professional core courses. If you complete your Pre-Student Teaching over the semester break, your instructor will give you an "Incomplete" or a deferred grade until your work has been submitted. The instructor will then have your grade changed.

14. Can I take both experiences at the same time?

No! The theory upon which the two Pre-Student Teaching experiences are based is that they are continuous and sequential beginning in the sophomore year.

Professionalism in Teaching

Professionalism may mean many different things in the school setting. It is reflected in your attire and your interactions with and behavior around students, other teachers, administrators, and parents. Although school districts may vary in some of their expectations, candidates for teacher education representing IUP are expected to present themselves in a professional manner at all times during the Pre-Student Teaching and Student Teaching experiences. You have devoted a great deal of time and hard work to becoming an excellent teacher. Making wise choices about your professionalism is a choice that will unquestionably affect your professional future.

Professionalism in Dress and Appearance

While you are Student Teaching you are a guest in the school and a representative of IUP. As such you should use good judgment in selecting clothing for the classroom. 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, too tight, or too revealing in any way are not appropriate choices in working in public schools. Neatness is always advantageous.

All teacher candidates should remember that jeans and sneakers or athletic shoes are not considered professional by many school districts and will be deemed unacceptable in student teaching (unless you are in an HPED placement, or it is the day of an outdoor field trip and your Cooperating Teacher has made the recommendation). It is generally not acceptable to come to school without socks or stockings. All teacher candidates need to be aware that although many items of clothing may be perfect for some occasions, they may still be unacceptable for schools that are usually more conservative than the university setting to which you are accustomed. When in doubt about your clothing choice, it is suggested that you err on the side of caution and select a different outfit.

In addition to clothing, professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and students are advised to strive to regularly present themselves in a neat and well-groomed way. Visible body piercing and tattoos may be a statement of your individuality and style, but it may also be considered a distraction in a classroom by many school districts. Students should keep in mind that school personnel (including your cooperating teacher and school administrators) have the right to expect you to be more conservative and remove or cover such adornments. Failure to do so could result in the school requesting that your placement in their classrooms be terminated due to the distracting nature of your appearance or non-compliance with its school dress code. It is advised that teacher candidates consider this before the first visit to the classroom and attempt to maintain a

professional image throughout each experience. Teacher candidates should keep in mind that as teachers you are role models. The personal choices you make regarding your appearance may affect the perceptions of others and your professional future.

Professionalism in Language

Throughout the teacher preparation program at IUP, you have been encouraged to use standard English and avoid colloquialisms and slang as to sound professional and serve as a model for the children you teach. The school district will likely expect you to maintain good habits of speech and use of language at all times. This is also true with any written documents you present to students, parents, other faculty, or administrators. Both your Cooperating Teacher and University Supervisor will be expecting to see the professional use of language during this capstone experience.

Professionalism in Behavior

Your behavior says a great deal about not only you as a teacher, but also you as a person. Your students, their parents, other teachers, and school personnel will view and form opinions regarding your professionalism based not only on the way you dress and speak, but also the way you behave in all situations whether in school or out of school. As a teacher, you have the responsibility for always considering your actions so that you offer appropriate and mature behavior that your students may model. You have both an educational and ethical responsibility to your students. All teacher candidates should review the section of this handbook devoted to ethical behavior and strive to always influence the students with whom you work in a most favorable and positive way.

Each of you has been asked to sign a Student Teaching contract. This agreement acknowledges your commitment to professionalism and the availability of professional support from your Cooperating Teacher and University Supervisor.

Electronic contact with students, either through telephone, email, or social networks is not permitted. University students are reminded that as professional educators, the ethical boundaries regarding dual relationships are clear.

Clearance Information

The Act 34 clearance is the criminal record check, the Act 114 clearance is the FBI fingerprint check, the Act 24 clearance is the arrest and conviction self-disclosure report, and the Act 151 clearance is the child abuse check. Forms are available through the Teacher Education Office, 104 Stouffer Hall, and on the Teacher Education website.

The Act 34 and 151 clearances are good for only one year from the time they are dated and issued from the respective agency. The Act 114 clearance is valid for five years as long as you are continuously enrolled. You will not be allowed access to the school if you do not possess current clearances. A new clearance should be applied for during May of each year so it is good for both semesters of the following academic year.

We have an agreement with some schools that they will accept our assurance that a copy of all clearances are on file in the Office of Teacher Education. Other school districts require students to produce the clearances upon arrival at the school on the first day of the experience.

Act 34, 151, 24, and 114 must be current with a copy of the original attached to the Pre-Student Teaching Application. **No applications will be processed without clearances attached.**

Act 34 Clearance

- Act 34 criminal offenses are those which involve crimes against another person, i.e., assault, sexual molestation, rape, etc. There are 17 crimes listed for Act 34.
- However, an Act 34 check will yield a complete RAP sheet on the person. So driving under the influence (DUI) may show up if the person was fingerprinted and the local police department forwarded the offense to the State Police Repository.
- Any Criminal charge or conviction beyond a minor traffic violation is enough to keep a person from being certified as a teacher. Crimes classified as "summary offenses" will not result in denial of certification.
- The irony is, a person may complete student teaching and other field experiences if they have a DUI, but they may not be certified unless the person can prove Accelerated Rehabilitation Disposition (ARD), have a full expungement, seek clemency, or a pardon from the Governor. All of the above require a lawyer to assist. The final determination is made by a teacher certification review panel in the Pennsylvania Department of Education.

Act 114 Clearance

Act 114 (24 PS 1-111 as amended) includes background check requirements for "student teacher candidates", defined as an individual participating in a classroom teaching, internship, clinical, or field experience who, as part of a program for the initial or advanced preparation of professional educators, performs classroom teaching or assists in the education program in a public or private school, Intermediate Unit (IU), or Career and Technology Center (CTC) under the supervision of educator preparation program faculty.

IUP teacher candidates are required to obtain this clearance during Step 1. This clearance will remain valid for five years as long as they are continuously enrolled in IUP's educator preparation program.

A new Federal criminal history record and PA State Police Criminal History Record is required if the individual's enrollment at IUP's educator preparation program is interrupted or if that candidate transfers to another educator preparation program. However, if the first background check is less than one year old, it may be used for the new program.

A new background check is required if the individual transfers from one program to another. However, if the first background check is less than one year old, it may be used for the new program. Additional information about the finger printing process can be found at https://www.pa.cogentid.com/index_pde.htm

EDUC 242/342 PROPOSED CHANGES EFFECTIVE FALL 2011

Pre-K-4/Special Education Field Experiences and Student Teaching:

Stage 1 and 2: Observation and Exploration

EDUC 242 Prerequisite: Step 1 Approval

In this course, the instructor will introduce students to teaching in the relevant discipline(s). This course is taken concurrent to Introductory Methods courses in Pre-K to Grade 4 and Special education content. Each teacher candidate will rotate through three different classroom settings, visiting each for three consecutive weeks to observe and interact with Pre-K to Grade 4 learners in Inclusive classrooms. Through university-based instruction, observation of teachers and Pre-K to Grade 4 students in the field, interviews with special education teachers and English Language support teachers, this course will address the following topics:

- National and state standards relevant to specific content areas
- Professional dispositions
- Basic lesson planning and preparation
- Basic pedagogical skills
- Teaching strategies and learning activities that can reach a diverse range of students
- Development and presentation of lessons
- Meeting the needs of English language learners and students with special needs.

Stage 3: Pre-Student Teaching

EDUC 342 Prerequisite: EDUC 242 and admission to junior standing

Continues to develop and refine competencies that relate to teaching in grades Pre-K to Grade 4 as well as in Special Education Pre-K to Grade 8 settings. The course will also incorporate strategies and techniques for the delivery of instruction to all students including those with

special and English language learning needs and utilizes university-based instruction as well as on-site participation and teaching in a Pre-K to grade 4 school setting through a minimum of 165 required and supervised hours of observation and interaction.

Stage 4: Student Teaching

EDUC 461 Student Teaching (5 Credits)

Prerequisite: Admission to student teaching; successful completion of Step 2& 3 process

A half semester experience in teaching students with special needs at the Pre-K to Grade 8 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

EDUC 471 Student Teaching (5 Credits)

Prerequisite: Admission to student teaching; successful completion of Step 2& 3 process

A half semester experience that takes in teaching students at the Pre-K to Grade 4 level; coordination and visitation by a university faculty member with daily supervision by a cooperating teacher.

Both EDUC 461 and EDUC 471 are aspects of the IUP clinical experience program that enables the candidates to gradually assume the role of a teacher. The competencies of the student teaching program are evaluated by both the cooperating teacher and the university supervisor. The student teaching program is described in a separate student teaching handbook, Handbook for Student Teaching

Secondary Field Experiences and Student Teaching:

Stage 1: Observation

To be completed before formal admission to the teacher education program. Embedded in EDSP Educational Psychology (starting fall 2011) Candidates are to observe in a variety of education and education-related settings (e.g. community organizations, tutoring programs). Must take place in a range of school and classroom experiences (e.g., urban, suburban, rural; high- and low-performing schools)—the majority of which are to take place at the secondary level.

Stage 2: Exploration

EDUC 242

Prerequisite: Step 1 Approval

This experience requires the candidate to work under a certified teacher's direction with a small group of students. Activities are to include tutoring, helping with reading assignments, etc. Note: Minimum time requirement for Stage 2 is 35 hours (starting fall 2011, minimum time requirement for Stages 1 and 2 combined is 40 hours).

Stage 3: Pre-student teaching

EDUC 342

Prerequisite: EDUC 242

Pre-student teaching is where candidates will work with small groups of students, in school or in after school settings under the supervision of a certified teacher. For this phase of clinical (field) experience, secondary level candidates will be admitted to the education program, have taken at least one methods course, but will not be in full control of a class.

Note: Minimum time requirement for Stage 3 is 35 hours (starting fall 2011, minimum time requirement will be 150 hours).

Stage 4: Student Teaching

EDUC 441

Prerequisite: Admission to student teaching; successful completion of Step 2 & 3 process

Student Teaching Experience (12 credits) is a full semester of supervised teaching in a public school and may be scheduled once the candidate has completed a minimum of 91 semester hours and the requirements as outlined in IUP Three Step Process for Teacher Education as well as meeting specific departmental guidelines. This aspect of the IUP clinical experience program enables the candidates to gradually assume the role of a teacher. The competencies of the student teaching program are evaluated by both the cooperating teacher and the university supervisor. The student teaching program is described in a separate student teaching handbook, Handbook for Student Teaching. The student teacher will be supervised by faculty with knowledge and experience in the area of certification and a cooperating teacher with appropriate professional educator certification (3 years certified teaching experience and 1 year experience in the placement school) who is trained by the preparation program faculty (22 Pa. Code, §354.25(f)). Candidates interested in dual certification with Special Education 7-12 must have a minimum of six (6) weeks in a placement with a cooperating teacher who is certified in special education.

EDUC 242

Pre-Student Teaching

Pre-Clinical I

Contents Include:

- Application for a Pre-Student Teaching Assignment
http://www.coe.iup.edu/teachereducation/forms/EDUC242_Application.pdf
- Guest/Host Relationship Form – Attach to Pre-Student Teaching Application
- Memo of Understanding Form – Attach to Pre-Student Teaching Application
- Criminal Indictment Form – Attach to Pre-Student Teaching Application
- Act 34, 151, 24, 114 clearances – Attach a copy of each original to Pre-Student Teaching Application
- Personal Data Form – Send to Cooperating Teacher
- Pre-Student Teacher Contract
- Candidate Reflection Paper
- Pre-Student Teaching Pre-Clinical I Suggested Experiences
- Pre-Student Teaching Pre-Clinical I Danielson's Four Domains
- Pre-Student Teaching Pre-Clinical I Cooperating Teacher Evaluation

EDUC 242
Pre-Student Teaching Clinical I
Application for a Pre-Student Teaching Assignment

All Applications MUST include copies of CURRENT Act 34, 151, 24, 114 clearances, TB Test, and Liability Insurance

_____			@	_____		
Major				Banner Number		
_____		_____	()	_____		
Last Name		First Name	M.I.	Home Phone #		
_____				_____	_____	
Home Address				State	Zip	
_____		_____		_____		
Campus Address		Campus Phone		E-Mail Address		
School District from which you graduated: _____						
School District(s) were you have been or are currently employed: _____						
School District(s) were you have any relatives employed or children enrolled: _____						

Admission to Step One Date: _____

School District Requested: 1. _____ 2. _____

Name/Building of School Requesting: 1. _____ 2. _____

County: _____ Town/City: _____

Specify a grade level for an elementary choice or grade and subject for a secondary choice:

Elementary: Grade level (Circle One) Primary / Intermediate

Secondary: Grade level (Circle One) Jr. High / Sr. High Subject Area _____

Name of the cooperating teacher you would like to work with (if known) _____

I plan to complete this Pre-Student Teaching experience during: (Check One)

FALL

_____ Fall Semester
_____ Semester Break

SPRING

_____ Spring Semester
_____ Spring Break
_____ End of Spring Semester
*(Prior to the last 2 full weeks of the
calendar year for the district)*

_____		_____	
Students Signature		Date	
_____		_____	
Instructor's Signature		Date	

It will be the student's responsibility to check with their instructor for approval or rejection of the requested assignment. Students should NOT contact schools or teachers for placements. DO NOT request the school district from which you graduated. Instructors may have suggestions for teachers to observe.

Indiana University of Pennsylvania
Teacher Education Field Experience
Memo of Understanding

(To be completed and submitted at the time of application for EDUC 242 Pre-Student Teaching I)

Teacher Education Majors at IUP are expected and required to fully participate in all field experiences at the sophomore, junior, and senior levels. Each certification program/department handles field experiences at the sophomore and junior level in different ways. However, a basic minimum requirement is for each student to be in the public schools for 35 hours during each experience. All teaching certification majors are required to complete a full semester of student teaching in a public school.

In light of the above, it is necessary for all education majors to understand and agree to the following:

1. All Teacher Education majors must have a current Act 34, Act 114, and Act 151 clearances on file in the College of Education. These clearances must be updated annually. Students should apply for a new clearance in May of each year to be sure they possess a current clearance for field experiences in the following academic year. TB Tests are also required annually. The Speech and Hearing Clearance is required once in preparation for application to receive admittance to the IUP Teacher Certification Program. As students receive their annual clearances, they must take them to the College of Education to be photocopied and filed. The original is returned to the student. School districts may ask to see the original of all clearances upon entering the school on the first day of any field experience. School administrators reserve the right to deny entrance to any education major that is not in compliance with school district policy.
2. Education Majors may be required to provide their own transportation to and from sophomore, junior, and senior field experiences.
3. Student Teachers are placed at the sole discretion of the Associate Dean of Teacher Education in collaboration with the teacher education coordinator of each program. Placements will be made at approved sites using approved cooperating teachers. Students may not student teach in their home school district, where a relative is employed, or where a supplemental contract is held. Student Teaching assignments are firm and are not subject to appeal.
4. Transportation and housing are the sole responsibility of students during the student teaching experience and advisedly arrangements should not be made for housing and transportation until after the placements are confirmed by the Teacher Education Office

I have read and understand the above statements and agree to abide by them as a pre-condition to being admitted to the IUP Teacher Certification Program.

Student Name: _____ Student Banner: @ _____

Student Signature: _____ Date: _____

Office of Teacher Education

Student Teaching and Pre-Student Teaching

Guest/Host Relationship Form

The College of Education works with a large number of school districts each year in connection with field experiences for pre-student teaching programs and student teaching programs. In each instance, we are able to place teacher education students 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, both pre-student teachers and student teachers participating in field experiences 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-student teachers and student teachers assigned to a field experience in a school district. It is the responsibility of each pre-student teacher and student teacher to become aware of the expectations, rules and codes of conduct for teachers and student teachers.

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

As a teacher education student, I understand and agree to the principles governing field experiences. Further, I understand and agree that if my conduct or performance as a pre-student teacher or student teacher is not compatible with the regulations, policies, institutional practices, or professional expectations of the host school district or the university, my assignment may be terminated by the university or school district upon the request of the school district or the university.

Date: _____

Signature: _____

Please Print Name: _____

Office of Teacher Education
Certification of Non Criminal Offense
and
Habitual Use of Drugs and Alcohol

To be certified as a teacher in the state of Pennsylvania, a teacher candidate must certify that he/she is not under indictment nor has been convicted of any crime other than minor traffic violations. If a candidate cannot attest to this, it may be advisable to pursue another degree program.

Please Print

I _____
Last Name First Name MI Banner ID

certify that I am not currently under indictment nor have I been convicted of a criminal offense. I also certify I am not in the habit of using narcotic drugs in any form or excessive amounts of intoxicating beverages (School Code 1209). (If so, supply full information with application for pre-student teaching.) Your signature verifies that all information is correct and true. Misrepresentation/falsification of any statement or document may result in binding legal consequences.

Signature

Date

EDUC 242

Pre-Student Teaching Clinical I

Please Type or Print Neatly!!!!

Personal Data Form

_____	_____	@ _____
Date	Major	Banner ID
_____	_____	() _____
Last Name	First Name	M.I.
_____		_____
Home Address		State Zip
_____	_____	_____
Campus Address	Campus Phone	E-Mail Address

EDUCATIONAL BACKGROUND

_____	_____
Elementary School	Location
_____	_____
Secondary School	Location
_____	_____
Other Schools / Colleges	Location

PROFESSIONAL PREPARATION

Methods Course(s) in major taken - Semester _____ - _____

_____ or _____

Major Minor Areas of Concentration

List Scholastic Honors and Recognition:

GENERAL EXPERIENCE

Indicate employment and military experience (List most recent first)

1. Employer	Job Duties	Length of Employment
_____	_____	_____

EDUC 242

Pre-Student Teaching Clinical I

Page 2

Please Type or Print Neatly!!!!

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 this pre-student teaching experience:

EDUC 242

Pre-Student Teaching Clinical I

Please Type or Print Neatly!

Pre-Student Teacher Contract

I have agreed to work with _____
(Cooperating Teacher's Name)

at _____ School in the _____

District. The duration of my pre-student teaching is from _____ to _____.
Date Date

I will be at the school:

WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time I will arrive					
Time I will leave					

WEEK 2 (If necessary)

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time I will arrive					
Time I will leave					

(Pre-Student Teacher's Signature)

(Cooperating Teacher's Signature)

(Print Name)

(Date)

(Major)

After the signatures have been obtained, the original form must be submitted to: The instructor of the course and a copy should be submitted to the cooperating teacher.

EDUC 242

Pre-Student Teaching Pre-Clinical I

Please Type or Print Neatly!!!!

Candidate Reflective Paper

(Candidate's Name)

(School and District)

(Cooperating Teacher's Name)

(Date)

Please indicate the experiences you have had in the following competency areas. Also, indicate the degree of that involvement. You may wish to reflect on the activities and/or how you accomplished that competency.

	<u>Yes</u>	<u>No</u>	<u>To What Degree</u>		
1. Planning and Preparation	Yes	No	Not Met	Met	Target
2. Classroom Environment	Yes	No	Not Met	Met	Target
3. Instruction	Yes	No	Not Met	Met	Target
4. Professional Responsibilities	Yes	No	Not Met	Met	Target

I received experience in the following teaching responsibilities.

1. Tutorial work with one student or small group	Yes	No	Not Met	Met	Target
2. Classroom instruction or demonstration of a specific concept	Yes	No	Not Met	Met	Target
3. Individual assistance to students during class assignment	Yes	No	Not Met	Met	Target
4. Classroom management skills	Yes	No	Not Met	Met	Target

EDUC 242
Pre-Student Teaching Pre-Clinical I

Page 2

Please Type or Print Neatly!

My cooperating teacher's comments, suggestions and ideas which gave me insight into the teaching/learning process were:

Please give your reactions to this experience. Include any suggestions you might have to improve the experience in the future.

Please consider Danielson's Four Domains and the specific Components of Professional Practice and react to the experiences you just had through that lens.

(Candidate's Signature)

(Date)

To be submitted by the candidate to the department instructor. Please check departmental syllabus as to the required format.

EDUC 242
Pre Student Teacher Evaluation

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

Major: _____ Assignment Dates: _____ to _____

School District: _____ School Building: _____

Cooperating Teacher: _____ University Supervisor: _____

Based on your observation of this student's performance, please assess his/her development of the following competencies by completing this form. Keep in mind that this is a pre-clinical experience and may be the candidate's first teaching experience. Secondary students may not have completed methods course at this time.

Target	Acceptable	Unacceptable	Unable to Assess
Exceeds expectation at this point	Meets expectations at this point	Less than expected at this point	Unable to assess the student at this point

Domain One: Planning and Preparation

- 1a. Candidate taught during this experience Yes ☐ No ☐
If no, go to Domain Two.
If yes, complete the following:

- | | Target | Acceptable | Unacceptable | Unable to Assess |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1b. Knowledge of Students: Used thought and planning in developing age-appropriate and creative learning experiences suitable for students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c. Designed Coherent Instruction: Designed materials, learning activities, visual aids, lessons for students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Recommendations/Comments:

Domain Two: The Classroom Environment

- 2a. Candidate taught during this experience Yes ☐ No ☐
If no, go to Domain Three.
If yes, complete the following:

- | | Target | Acceptable | Unacceptable | Unable to Assess |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 2b. Maintained an Existing Environment of Respect and Rapport: Used positive reinforcement; displayed a positive attitude and enthusiasm. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Maintained an Existing Classroom Procedures: Management of groups, transitions, materials, supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Maintained an Existing Student Behavior Policy: Monitored and responded to student behaviors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Recommendations/Comments:

Domain Three: Instruction

3a. Candidate only observed during this experience

Yes ☐No ☐

If yes, go to Domain Four.

If no, complete the following:

	Target	Acceptable	Unacceptable	Unable to Assess
3b. Communicated Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Engaged Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations/Comments:

Domain Four: Professional Responsibilities

4a. Grew and Developed Professionally: Assisted with non-instructional classroom duties; Accepted and acted on constructive criticism.

4b. Demonstrated understanding of content knowledge

4c. Demonstrated understanding of pedagogical skills

4d. Showed Professionalism: Used appropriate grammar and formal language in written and oral communication; behavior and dress.

Target Acceptable Unacceptable Unable to Assess

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Recommendations/Comments:

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

Cooperating Teacher_____
Date

Return to the student for inclusion in final report or send directly to the instructor of the course.

This evaluation has been reviewed and discussed by the Instructor and Pre-Clinical Candidate.

Instructor: _____

Date: _____

Pre-Clinical Candidate: _____

Date: _____

*If for any reason you would like to discuss this student's potential for teaching with their academic area instructor, please fill in the following information.

Phone Number: _____

Best time to call: _____

Pre-Clinical I (EDUC 242)

(Share a copy with your Cooperating Teacher)

Suggested Experiences

The primary purpose of this first Pre-Student teaching experience is for the student to gain an overall view of the school, classroom, students, and teachers. The Pre-Student teachers should be encouraged to become actively involved in a classroom to the *level of their ability*.

The following experiences may be undertaken with the approval and guidance of the cooperating teacher. These activities are to be summarized in the candidate's log. Departmental requirements may be substituted or added.

Observations

- Recognize various ways of arranging the physical environment
- Observe other teachers to experience seeing various teaching styles
- Identify types of questioning strategies used
- Recognize individual differences and learning styles within the classroom and how the cooperating teacher provides for them
- Observe diversity of students, i.e., exceptionalities, cultural, racial, or ethnic diversities
- Identify different teaching strategies and methods
- Understand and examine effective principles of classroom management
- Recognize different methods and strategies for pupil evaluation
- Observe students' responses to varying types of questions

Participation Experiences

- Meet and become familiar with cooperating teacher/other team members, faculty, administrators, resource personnel, secretarial, and custodial staffs
- Become familiar with individual and/or team teaching organizational patterns
- Become familiar with the school's philosophy/policy on discipline with the cooperating teacher and/or others
- Assist the cooperating teacher in gathering materials for lessons and become familiar with available educational materials
- Visit the library of the school to determine available reading and media materials
- Discuss the philosophy, goals and methodologies of your cooperating teacher
- Assist a student or small group of students in a task suggested by your cooperating teacher

The Pre-Student Teacher and the Cooperating Teacher should be flexible in planning activities and establishing working relationships, within the suggested experiences, by developing those activities that are appropriate in meeting individual situations and needs.

Cooperating Teachers may also engage the Pre-Student teacher in other appropriate activities in the school that may help the candidate to acquire a complete and accurate sense of the operation of a classroom and school. *Through a close working relationship with a Cooperating Teacher, candidates should receive ideas and techniques that may be helpful in dealing with the myriad of problems.*

EDUC 242 – Pre-Clinical I

Danielson’s Components of Professional Practice

All EDUC 242 Pre-Clinical experiences will be evaluated based on the following Domains and Components

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

Component 1e: Designing Coherent Instruction

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

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

Component 2c: Managing Classroom Procedures

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

Component 2d: Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

Domain 3: Instruction

Component 3a: Communicating with Students

- Directions and Procedures
- Oral and Written language

Component 3c: Engaging Students in Learning

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

Domain 4: Professional Responsibilities

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: Showing Professionalism

- Service to students
- Advocacy
- Decision making

EDUC 342

Pre-Student Teaching

Pre-Clinical II

Contents Include:

- Application for a Pre-Student Teaching Assignment
- Memo of Understanding Form – Attach to Pre-Student Teaching Application
- Guest/Host Relationship Form – Attach to Pre-Student Teaching Application
- Criminal Indictment Form – Attach to Pre-Student Teaching Application
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- Candidate Reflection Paper
- Pre-Student Teaching Pre-Clinical II Suggested Experiences
- Pre-Student Teaching Pre-Clinical II Danielson's Four Domains
- Pre-Student Teaching Pre-Clinical II Cooperating Teacher Evaluation

EDUC 342
Pre-Student Teaching Clinical II
Application for a Pre-Student Teaching Assignment

All Applications MUST include copies of CURRENT Act 34, 151, 24, 114 clearances, TB Test, and Liability Insurance

Major @ _____
Banner No.

Last Name First Name M.I. () _____
Home Phone #

Home Address State Zip

Campus Address Campus Phone E-Mail Address

School District from which you graduated: _____

School District(s) were you have been or are currently employed: _____

School District(s) were you have any relatives employed or children enrolled: _____

Admission to Step I Date: _____ EDUC 242 School Placement: _____

School District Requested: 1. _____ 2. _____

Name/Building of School Requesting: 1. _____ 2. _____

County: _____ Town/City: _____

Specify a grade level for an elementary choice or grade and subject for a secondary choice:

Elementary: Grade level (Circle One) Primary / Intermediate

Secondary: Grade level (Circle One) Jr. High / Sr. High Subject Area _____

Name of the cooperating teacher you would like to work with (if known) _____

I plan to complete this Pre-Student Teaching experience during: (Check One)

FALL

_____ Fall Semester
_____ Semester Break

SPRING

_____ Spring Semester
_____ Spring Break
_____ End of Spring Semester
(Prior to the last 2 full weeks of the
calendar year for the district)

Student's Signature Date

Instructor's Signature Date

It will be the student's responsibility to check with their instructor for approval or rejection of the requested assignment. Students should NOT contact schools or teachers for placements. DO NOT request the school district from which you graduated. Instructors may have suggestions for teachers to observe.

Indiana University of Pennsylvania
Teacher Education Field Experience
Memo of Understanding

(To be completed and submitted at the time of application for EDUC 342 Pre-Student Teaching II)

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4. Transportation and housing are the sole responsibility of students during the student teaching experience and advisedly arrangements should not be made for housing and transportation until after the placements are confirmed by the Teacher Education Office.

I have read and understand the above statements and agree to abide by them as a pre-condition to being admitted to the IUP Teacher Certification Program.

Student Name: _____ Student Banner: @_____

Student Signature: _____ Date: _____

Please Return With Pre Student Teaching Application

Office of Teacher Education

Student Teaching and Pre-Student Teaching

Guest/Host Relationship Form

The College of Education works with a large number of school districts each year in connection with field experiences for pre-student teaching programs and student teaching programs. In each instance, we are able to place teacher education students 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, both pre-student teachers and student teachers participating in field experiences 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-student teachers and student teachers assigned to a field experience in a school district. It is the responsibility of each pre-student teacher and student teacher to become aware of the expectations, rules and codes of conduct for teachers and student teachers.

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

As a teacher education student, I understand and agree to the principles governing field experiences. Further, I understand and agree that if my conduct or performance as a pre-student teacher or student teacher is not compatible with the regulations, policies, institutional practices, or professional expectations of the host school district or the university, my assignment may be terminated by the university or school district upon the request of the school district or the university.

Date: _____

Signature: _____

Please Print Name: _____

Please Return With Pre Student Teaching Application

Office of Teacher Education
Certification of Non Criminal Offense
and
Habitual Use of Drugs and Alcohol

To be certified as a teacher in the state of Pennsylvania, a teacher candidate must certify that he/she is not under indictment nor has been convicted of any crime other than minor traffic violations. If a candidate cannot attest to this, it may be advisable to pursue another degree program.

Please Print

I _____
Last Name First Name MI Banner ID

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Signature

Date

Please Return With Pre Student Teaching Application

EDUC 342

Pre-Student Teaching Clinical II

Please Type or Print Neatly!!!!

Personal Data Form

_____	_____	@ _____
Date	Major	Banner ID
_____	_____	_____
Last Name	First Name	M.I.
		() _____
		Home Phone #
_____		_____
Home Address		State Zip
_____	_____	_____
Campus Address	Campus Phone	E-Mail Address

EDUCATIONAL BACKGROUND

_____	_____
Elementary School	Location
_____	_____
Secondary School	Location
_____	_____
Other Schools / Colleges	Location

PROFESSIONAL PREPARATION

Methods Course(s) in major taken - Semester _____ - _____

_____ or _____

Major Minor Areas of Concentration

List Scholastic Honors and Recognition:

GENERAL EXPERIENCE

Indicate employment and military experience (List most recent first)

1. Employer	Job Duties	Length of Employment
_____	_____	_____

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Please Type or Print Neatly!!!!

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 this pre-student teaching experience:

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Please Type or Print Neatly!

Pre-Student Teacher Contract

I have agreed to work with _____
(Cooperating Teacher's Name)

at _____ School in the _____

District. The duration of my pre-student teaching is from _____ to _____.
Date Date

I will be at the school:

WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time I will arrive					
Time I will leave					

WEEK 2 (If necessary)

	Monday	Tuesday	Wednesday	Thursday	Friday
Date					
Time I will arrive					
Time I will leave					

(Pre-Student Teacher's Signature)

(Cooperating Teacher's Signature)

(Print Name)

(Date)

(Major)

After the signatures have been obtained, the original form must be submitted to: The instructor of the course and a copy should be submitted to the cooperating teacher.

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Please Type or Print Neatly!!!!

Candidate Reflection Paper

(Student's Name)	(School and District)
(Cooperating Teacher's Name)	(Date)

Please indicate the experiences you have had in the following competency areas. Also, indicate the degree of that involvement. You may wish to reflect on the activities and/or how you accomplished that competency.

	<u>Yes</u>	<u>No</u>	<u>To What Degree</u>		
1. Professional responsibility in a spirit of cooperation.	Yes	No	Not Met	Met	Target
2. Personal involvement in teaching.	Yes	No	Not Met	Met	Target
3. Recognizing the needs of students.	Yes	No	Not Met	Met	Target
4. Establishing a positive environment for student expression.	Yes	No	Not Met	Met	Target

I received experience in the following teaching responsibilities.

1. Tutorial work with one student or small group.	Yes	No	Not Met	Met	Target
2. Classroom instruction or demonstration of a specific concept.	Yes	No	Not Met	Met	Target
3. Individual assistance to students during class assignment.	Yes	No	Not Met	Met	Target
4. Classroom management skills.	Yes	No	Not Met	Met	Target

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Please Type or Print Neatly!

My cooperating teacher's comments, suggestions and ideas which gave me insight into the teaching/learning process were:

Please give your reactions to this experience. Include any suggestions you might have to improve the experience in the future.

Please consider Danielson's Four Domains and the specific Components of Professional Practice and react to the experiences you just had through that lens.

(Student's Signature)

(Date)

To be submitted by the student to the department instructor. Please check departmental syllabus as to the required format.

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Pre-Clinical II

(Share a copy with your Cooperating Teacher)

Suggested Experiences

EDUC 342, Pre-Student Teaching Pre-Clinical II is designed to build upon the experiences of EDUC 242, Pre-Student Teaching I and prepare candidates to meet the demands of a Student Teaching experience.

The purpose of Pre-Student Teaching Pre-Clinical II is to develop teaching skills and abilities by involving the Pre-Student Teacher in a variety of teaching experiences while being mentored by a Cooperating Teacher. Since more attention is given to planning and teaching lessons, the experience must be in the major academic area, and where possible, at a different level or site than the first experience. Many superintendents do not wish students to complete a teaching assignment at the same school from which they graduated.

After the official placement is made through the Teacher Education Office, the candidate contacts the cooperating teacher for this second experience. The candidate should complete the personal data sheet and provide details about the kinds of experiences they undertook during the first Pre-Student Teaching experience. This will enable the Cooperating Teacher to plan more effectively. The Cooperating Teacher may wish to review the log and other requirements that were submitted to the university instructor after completion of Pre-Student Teaching Pre-Clinical I, EDUC 242, in order to plan appropriate activities to increase the Pre-Student Teacher's competence and prepare him/her to move into the next field experience – Student Teaching.

During Pre-Student Teaching Pre-Clinical II, candidates are expected to work towards the development of Danielson's Components of Professional Practice and the completion of any departmentally determined competencies of the major certification area. As candidates are given specific competencies for their major, they are requested to share these with their Cooperating Teacher. The evaluation of EDUC 342, which is completed by the Cooperating Teacher, is comprised of the competencies which the Pre-Student Teacher is expected to attain.

The Cooperating Teacher is encouraged to provide opportunities for the Pre-Student Teacher to observe, analyze, discuss, and take on limited teaching responsibilities. A discussion of the experiences and the candidate's performance with the Cooperating Teacher is invaluable to the Pre-Student Teacher.

The following experiences may be undertaken with the approval and guidance of the Cooperating Teacher. These activities are to be summarized in the candidate's log. Departmental requirements may be substituted or added.

Observations

- Recognize various ways of arranging the physical environment
- Observe other teachers to experience seeing various teaching styles
- Identify types of questioning strategies used
- Recognize individual differences and learning styles within the classroom and how the cooperating teacher provides for them
- Observe diversity of students, i.e., exceptionalities, cultural, racial, or ethnic diversities
- Identify different teaching strategies and methods
- Understand and examine effective principles of classroom management
- Recognize different methods and strategies for pupil evaluation
- Observe students' responses to various types of questions

Participation Experiences

- Meet and become familiar with the cooperating teacher/other team members, faculty, administrators, resource personnel, secretarial, and custodial staffs
- Become familiar with individual and/or team teaching organizational patterns
- Become familiar with the school's philosophy/policy on discipline with the Cooperating Teacher and/or others
- Assist the Cooperating Teacher in gathering materials for lessons and become familiar with available educational materials
- Visit the library of the school to determine available reading and media materials
- Discuss the philosophy, goals, and methodologies of your cooperating teacher
- Assist with and/or teach a student or small group of students a learning experience suggested by your Cooperating Teacher

The Pre-Student Teacher and the Cooperating Teacher should be flexible in planning activities and establishing working relationships, within the suggested experiences, by developing those activities that are appropriate in meeting individual situations and needs.

Cooperating Teachers may also engage the Pre-Student Teacher in other appropriate activities in the school that may help the candidate to acquire a complete and accurate sense of the operation of a classroom and school. **Through a close working relationship with a Cooperating Teacher, candidates should receive ideas and techniques that may be helpful in dealing with the myriad of problems that they may face when making the transition from student to teacher.**

EDUC 342 – Pre-Clinical II

Danielson’s Components of Professional Practice

All EDUC 342 pre-clinical experiences will be evaluated based on the following Domains and Components.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

Component 1c: Setting Instructional Outcomes

- Values
- Clarity
- Suitability for diverse students
- Balance

Component 1d: Demonstrating Knowledge of Resources

- Resources for teaching
- Resources for students

Component 1e: Designing Coherent Instruction

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

Component 1f: Designing Student Assessments

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

Component 2b: Establishing a Culture for Learning

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

Component 2c: Managing Classroom Procedures

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

Component 2d: Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

Component 3a: Communicating with Students

- Directions and Procedures
- Oral and Written language

Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Students in Learning

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

Component 3d: Using Assessment in Instruction

- Quality: accurate, substantive, constructive, and specific
- Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

Component 4b: Maintaining Accurate Records

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

Component 4c: Communicating with Families

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

Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

Component 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

Component 4f: Showing Professionalism

- Service to students
- Advocacy
- Decision making



Pre-Student Teacher Evaluation – EDUC 342

Student's Name: _____ Banner ID: _____ @ _____ Date: _____
Major: _____ Assignment Dates: _____ to _____
School District: _____ School Building: _____
Cooperating Teacher: _____ University Supervisor: _____

Based on your observations of this student's performance, please assess his/her development of the following competencies by completing this form. Keep in mind that this is a pre-clinical experience and may be the candidate's first teaching experience. Secondary may not have completed methods course at this time.

Exceeds Expectations	Acceptable	Unacceptable	Unable to Assess
Exceeds expectations at this point	As expected at this point	Less than expected at this point	Unable to assess at this point

Domain One: Planning and Preparation

- Demonstrated Knowledge of Content: Taught current information accurately.
- Demonstrated Knowledge of Pedagogy: Used appropriate pedagogical skills.
- Demonstrated Knowledge of Students: Used thought and planning in developing age-appropriate and creative learning experiences suitable for students.
- Designed Coherent Instruction: Designed materials, learning activities, visual aids, lessons for students.
- Selected Instructional Goals: Taught goals consistent with content standards suitable for diverse learners.
- Demonstrated Knowledge of Resources: Used multiple resources for instruction.
- Assessed Student Learning: Used multiple formal and informal assessments.

Recommendations/Comments:

Exceeds Expectations	Acceptable	Unacceptable	Unable to Assess

Domain Two: The Classroom Environment

- Created an Environment of Respect and Rapport: Used positive reinforcement; displayed a positive attitude and enthusiasm.
- Established a Culture for Learning: Helped students identify the importance of the content; provided students with expectations for learning and achievement, and supported students in taking pride in their work.
- Managed Classroom Procedures: Management of groups, transitions, materials, supplies.
- Managed Student Behavior: Monitored and responded to student behaviors effectively.
- Organized Physical Space: Arranged desks to maximize learning opportunities; materials were readily available.

Recommendations/Comments:

Exceeds Expectations	Acceptable	Unacceptable	Unable to Assess

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

Domain Three: Instruction

- Communicated Clearly and Accurately: Used effective and correct oral speaking skills.
- Communicated Clearly and Accurately: Used correct conventions in written documentation.
- Used Questioning and Discussion Techniques: Employed various levels of questioning and effective discussion techniques; Encouraged student participation.
- Engaged Students in Learning.
- Provided Feedback to Students: Used accurate, substantive, constructive, and specific feedback in a timely fashion.
- Demonstrated Flexibility and Responsiveness: Adjusted lessons; responded to students.

Recommendations/Comments:

[illegible]

Domain Four: Professional Responsibilities

- Reflected on Teaching: Self-monitored teaching orally and in writing.
- Maintained Accurate Records.
- Grew and Developed Professionally: Assisted with non-instructional classroom duties; Accepted and acted on constructive criticism.
- Showed Professionalism: Used appropriate grammar and formal language in written communication.
- Showed Professionalism: Used appropriate grammar and formal language in oral communication.
- Showed Professionalism in behavior and attire.

Recommendations/Comments:

[illegible]

Return to the student for inclusion in final report or send directly to the instructor of the course.

This evaluation has been reviewed and discussed by the Cooperating Teacher and Student.

Cooperating Teacher	Date	Student	Date
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This evaluation has been reviewed and discussed by the University Supervisor and Student.

University Supervisor	Date	Student	Date
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**If for any reason you would like to discuss this student's potential for teaching with their academic area instructor, please fill in the following information.*

Phone Number: _____ Best time to call: _____



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

EDUC 342 Observation Form

Student's Name:	<input type="text"/>	Banner ID: @	<input type="text"/>	Date:	<input type="text"/>
IUP Department:	<input type="text"/>	Grades Taught:	<input type="text"/>	Subjects/Programs:	<input type="text"/>
School District:	<input type="text"/>	School Building:	<input type="text"/>		

Check Appropriate Blocks ☐ 1st Observation ☐ 2nd Observation

Based on observation of your candidate's performance, please assess his/her development of the following performance categories as an entry-level teacher. Please mark the appropriate block below. See rubric for operational definitions of the categories.

Observed (O) Not Observed (NO) Not Applicable to this lesson (NA)

PERFORMANCE CATEGORIES

PLANNING AND PREPARATION

	O	NO	NA	
1. Displays knowledge of content and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PLANNING AND PREPARATION
2. Uses knowledge about students and resources to shape planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Designs lesson plan that meets guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Prepares instructional materials and makes arrangements for other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments
<input type="text"/>

INSTRUCTIONAL DELIVERY

5. Uses varied and appropriate instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INSTRUCTIONAL DELIVERY
6. Uses instructional material and technology effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Organizes instruction coherently and logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Explains ideas and concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Engages students in active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLASSROOM ENVIRONMENT
10. Creates opportunities for learning in an inclusive setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Monitors student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Uses an appropriate pace and makes smooth transitions among lesson components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Displays interest in students and enthusiasm for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Projects confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Uses standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="text"/>

<input type="text"/>

CLASSROOM ENVIRONMENT

16. Exhibits rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PROFESSIONALISM
17. Uses appropriate classroom/behavior management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Maintains professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Exhibits professional conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="text"/>
