Indiana University of Pennsylvania

IUP Student Teaching Handbook

Office of Educator Preparation



Handbook Updated 2026-2027

IUP Office of Educator Preparation
Stouffer Hall Rm 104
1175 Maple Street
Indiana, PA 15705
P: 724-357-2485
F: 724-357-3294
E: IUOP-teachereducation@iup.edu
www.iup.edu/teachereducation

I. TABLE OF CONTENTS

II. Preface 5
III. Conceptual Framework for Initial Preparation Programs 6
IV. Guiding Principles for Educator Preparation at IUP 7

V. Preparation for an Instructional Certificate in Pennsylvania 10
VI. Sequential Clinical Experiences – Student Teaching as Capstone 10
VII. Administration of Clinical Experiences in IUP Educator Preparation 11
VIII. The Educator Preparation Office 11
IX. School District Administrators as Partners 12
X. What to Expect After a Placement Has Been Made 13
XI. Policies Related to Employment of Student Teaching Candidates 13

XII. University Personnel Involved in Clinical Field Experiences 14
XIII. The Program Coordinator 14
XIV. Listing of Initial Program Coordinators for Education 15
XV. The Student Teacher 16
XVI. Ethical Obligations 17
XVII. Guest/Host Form 18
XVIII. Dispositions Alert Process 18
XIX. First Days of the Student Teaching Experience 19
XX. Observations by Student Teaching Candidates During Student Teaching 22

XXI. Observations of the Student Teaching Candidate by the University Supervisor 24
XXII. Absences of the Student Teacher 26
XXIII. Removal from Student Teaching 27
XXIV. School District Personnel as Partners 29
XXV. Range of Expected Experiences for the Student Teacher 30
XXVI. Potential Challenges for Student Teaching Candidates 31
XXVII. Strike or Work Action in the District 32

XXVIII. The First Conference 32
XXIX. Planning for Successful Teaching 32
XXX. Evaluation of the Student Teacher 34
XXXI. The Mentor teacher 40
XXXII. The University Supervisor 42

Appendices 45
- A. Student Teaching Course Syllabus 45
- B. Mentor teacher – Student Teacher Signature Form 46
- C. Substitute While Student Teaching Policy 47
- D. Guest/Host Form 52
- E. Observation Guide 53
- F. Sample Lesson Plan 56

PREFACE

Educator preparation programs (EPP) at IUP are committed to the IUP Framework for Educator Preparation (p. 6). The framework is modeled on the work of Charlotte Danielson as set forth in Enhancing Professional Practice: A Framework for Teaching in 2007 and updated most recently in 2022 by the Danielson Group.

In addition, the educator preparation programs are aligned to the CAEP, ISTE, and InTASC Model Core Teaching Standards. IUP's programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

This handbook organizes the EPP unit-wide guidelines, policies, and procedures that govern the IUP Student Teaching Field Experience. The handbook also defines unit-wide expectations for the candidates, their mentor teachers, and faculty supervising student teaching. For teacher candidates, in particular, this handbook serves as a reference to help them accomplish the unit-wide goals of the field experience.

Application forms and evaluation forms for the student teaching field experience are available in Anthology Portfolio and on the IUP website. The EPP-wide evaluation forms will be used to assess all candidates and may be supplemented with departmental requirements. The faculty member supervising student teaching will discuss all evaluations and candidates' reflections throughout student teaching and during a final meeting with candidates.

Please note that individual programs and/or departments often have additional objectives and expectations for candidates. In their student teaching course syllabi, program coordinators/university supervisors will delineate specific program requirements and review the sections of this handbook that apply to the scheduled field experience.

All candidates are responsible for reading this handbook prior to their student teaching experience.

www.danielsongroup.org

DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

GUIDING PRINCIPLES FOR EDUCATOR PREPARATION AT IUP

IUP has a long and proud tradition of educator preparation, tracing its roots to the normal school ofthe nineteenth century. To ensure high standards in content and pedagogy, IUP participates in an accreditation review process which examines its various programs' content, pedagogy, clinical experiences, and assessment data.

The Council for Accreditation of Educator Preparation (CAEP) is the national accrediting body that guides all aspects of the educator preparation program at IUP. CAEP's process offers assurance that IUP's preparation programs are providing high quality, timely, evidence-based results in preparing candidates for the critical work of teaching.

Here from CAEP's website are reasons that accreditation based on a model of continuous improvement is important:

- Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively.
- Accreditation provides a framework that has pushed educator preparation providers to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

Accreditation matters to:

- P-12 Learners – outcomes-based evidence means all learners are at the center of determining effectiveness of educators.
- Teacher Educators – since the process is infused with research and development, the knowledge base of effective practice will grow.
- State education agencies – provides a strong partner for quality assurance, helps connect the national consensus on preparation to state-level policy and provides support for a state's own authorization/accountability system.
- Education Professionals – rigorous standards elevate the profession.

The Council for Accreditation of Educator Preparation has delineated standards updated in 2022 that are related to the clinical experiences of teacher candidates and the school partnerships which facilitate candidate placements for student teaching. For example,

Standard R2. Clinical Partnerships and Practice

The provider (IUP) ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop a candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Clinical Educators (Mentor teachers and university supervisors):

2.2 Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Clinical Experiences:

2.3 The provider (IUP) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

The competencies developed and refined during student teaching include the planning and delivery of instructional material that are both content and learner appropriate; the management of student behavior; the adaptation of instructional material for individual learning needs; and the assessment of student learning as a portion of the instructional cycle to measure student learning and to develop further instructional strategies. The integration of theory and practice should encourage student teachers to apply pedagogical principles to the science of teaching with teaching behaviors that enhance the art of teaching. Student teachers should be

encouraged to develop their own ideas, apply them in an educational setting, and be reflective in evaluating instructional effectiveness and effectiveness in managing the classroom. The mentor teacher's role is one of teacher, mentor, guide, and evaluator.

The educator preparation programs at IUP are modeled on the four domains of the Danielson Framework for Teaching (2022), shown below, cross-walked with Interstate Teacher Assessment and Support Consortium (InTASC) standards (2013). The domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities provide the framework for IUP educator preparation candidates throughout their coursework and at each phase of their sequenced clinical experiences.

Crosswalk for Interstate Teacher Assessment and Support Consortium (InTASC) Standards and the Danielson Framework for Teaching

InTASC Standard Framework for Teaching Component(s)	**Danielson Framework**
1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Domain 1: Planning and Preparation** 1b. Knowing and Valuing Students 1c. Setting Instructional Outcomes 1e: Planning Coherent Instruction **Domain 3: Instruction** 3c: Engaging Students in Learning
2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	**Domain 1: Planning and Preparation** 1b. Knowing and Valuing Students
3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Domain 2: Classroom Environment** 2a: Cultivating Respectful and Affirming Environments **Domain 3: Instruction** 3c: Engaging Students in Learning
4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for	**Domain 1: Planning and Preparation** 1a. Applying Knowledge of Content and Pedagogy 1e: Planning Coherent Instruction **Domain 3: Instruction** 3c: Engaging Students in Learning

learners to assure mastery of the content.	
5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Domain 3: Instruction** 3a. Communicating about Purpose and Content 3c. Engaging Students in Learning 3e: Responding Flexibly to Student Needs
6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Domain 1: Planning and Preparation** 1f: Designing and Analyzing Student Assessments **Domain 3: Instruction** 3d: Using Assessments for Learning
7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Domain 1: Planning and Preparation** 1b: Knowing and Valuing Students 1e: Planning Coherent Instruction
8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Domain 3: Instruction** 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Domain 4: Professional Responsibilities** 4a. Engaging in Reflective Practice 4e. Growing and Developing Professionally 4f. Acting in Service of Students
10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner	**Domain 4: Professional Responsibilities** 4c. Engaging Families and Communities 4d. Contributing to School Community and Culture 4f: Acting in Service of Students

growth, and to advance the profession.	

PREPARATION FOR AN INSTRUCTIONAL CERTIFICATE IN PENNSYLVANIA

In addition to accountability to the CAEP accreditation standards, IUP's educator preparation programs adhere to the requirements of the Pennsylvania Department of Education for coursework and clinical experiences. This means that each candidate who successfully completes an approved undergraduate education program at IUP is eligible for instructional certification in the Commonwealth of Pennsylvania. While many states accept a Pennsylvania certification through an interstate agreement, states have the right to set standards for teachers desiring certification within their jurisdiction.

Candidates for student teaching are encouraged to investigate the certification requirements for any state outside Pennsylvania where they may desire to seek certification following graduation. All candidates are encouraged to secure instructional certification in Pennsylvania first so that they are fully qualified to teach in the Commonwealth and so that if they apply in other states, those states may assess any remaining requirements based on reviewing currently certified teachers.

Sequential Clinical Experiences – Student Teaching as Capstone

IUP educator preparation is based in a three-step process. Candidates begin their clinical education with 35-40 hours of observation and limited interactions in instructional settings. This Pre-Student Teaching Clinical Experience I occurs after candidates have completed at least 48 credits of university work; demonstrated basic math and English language competencies through coursework; demonstrated competence in introductory content in educational psychology; and demonstrated competence in instructional technology related to a subject or discipline.

Following successful completion of the first clinical experience, candidates enroll in more advanced content and methodology coursework. Accompanying this coursework is Pre-Student Teaching Clinical Experience II, during which candidates interact with students in both small and large group settings, working to develop instructional materials for limited classroom teaching during at least 35-40 hours of clinical experience.

Student teaching is the capstone experience of teacher preparation at IUP. The experience

focuses on opportunities for candidates to translate content knowledge and pedagogical understandings to practical instructional applications in school settings. The student teaching experience is a semester-long clinical opportunity to refine knowledge, skills, and dispositions related to the teaching learning process with the guidance and support of both an experienced mentor teacher and a university supervisor whose content and pedagogical preparation are in the discipline of the candidate. While focused feedback from the mentor teacher and university supervisor are critical to the experience, teacher candidates exercise self-evaluation and reflection to foster improvement throughout the experience. Each program has its own course syllabus which is provided to the student teacher by each university supervisor or program coordinator. An example of the student teaching syllabus appears in Appendix A of this handbook.

Administration of Clinical Experiences in IUP Educator Preparation

The administration of the clinical field experiences program at IUP is a collaborative endeavor between the Educator Preparation Office and central administrators in the public schools of Pennsylvania. All requests for clinical field experiences come from individual programs on campus as educator preparation candidates qualify. These requests are processed by the Educator Preparation Office in conjunction with school districts' designated contacts and/or intermediate unit designees. For student teaching experiences, candidates apply in the semester prior to the semester in which the clinical experiences will occur.

IUP educator preparation candidates do not make their own placement arrangements for any of their clinical experiences, and all official contact for arranging clinical field experiences comes to school districts from the Clinical Services Specialist in the IUP Educator Preparation Office. In this way, IUP can assure that all candidates are appropriately qualified via coursework and testing requirements, as well as having all required clearances, health documentation, and liability insurance in place. This process also facilitates efficient communication between IUP and school districts regarding requirements, expectations, and start and end dates for candidate experiences.

Educator preparation candidates and/or program coordinators may request districts where the candidates would like to be placed; however, requested placements are not guaranteed. IUP must have current affiliation agreements with the districts and the districts must approve the placements.

The Educator Preparation Office

The Assistant Dean for Academic Affairs and Educator Preparation in the College of Education and Human Services has the continuing responsibility to develop and maintain partnerships with

schools where interaction occurs between P-12 education personnel and IUP personnel. This work is supported primarily by the Clinical Services Specialist.

The Office for Educator Preparation is the center for the coordination of the entire clinical field experience program. The Clinical Services Specialist, in cooperation with the Assistant Dean and the support staff, is responsible for identifying possible field experience locations, assuring that affiliation agreements are in place, and making official requests for placing student teachers through individual school districts designated contacts for collaboration. The Assistant Dean for Educator Preparation approves student teaching assignment requests and in collaboration with the Clinical Services Specialist, the departmental instructor of pre-student teaching and departmental coordinator, determines an assignment that will maximize the candidate's experience and achievement.

The Assistant Dean and Clinical Services Specialist work to identify collaborative opportunities and develop working relationships with identified school districts in which specialized experiences for integrated class work and clinical experiences may occur.

The Educator Preparation Office supports candidates in tracking their testing information and is the support venue for candidates applying for initial certification in Pennsylvania after all coursework and clinical experience requirements have been met. Candidates are required to take certification exams prior to their student teaching semester. The Assistant Dean for Educator Preparation is the Certification Officer accountable to the Pennsylvania Department of Education for all candidates prepared in certification programs at IUP.

All Educator Preparation Office personnel can be reached at 724-357-2485. Titles and individual contact information for all current personnel in the IUP Educator Preparation Office are as follows:

Ms. Nicole Rice, Assistant Dean, nrice@iup.edu

Mrs. Samantha Lopiccolo, Clinical Services Specialist, srlopicc@iup.edu

Ms. Lynnette Colton, Administrative Assistant, lcolton@iup.edu

School District Administrators as Partners

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

principals. Prior to the placement of any IUP candidates in a school district, an official affiliation agreement will be sent by IUP to the district's central administration for board review and signature. Affiliation agreements are approved on a five-year cycle. After the document is signed by the district representative and by designees at IUP, requests can be made to the district for clinical placement. IUP places student teaching candidates within a 50 mile radius of campus so that face-to-face supervision of candidates' clinical experiences can occur. Some districts may agree to virtual supervision as a supplement to face-to-face supervision. However, IUP understands that some districts do not wish to consider virtual supervision as an option, even on a supplemental basis.

School district partners reserve the right to accept student teaching candidates based on district needs and may elect to host student teaching candidates in one semester only of each academic year. Districts' needs related to curriculum shifts, contract status, construction and renovation, and general school culture may affect a district's ability to accept student teaching candidates. The Educator Preparation Office assumes responsibility for working with program coordinators to identify and confirm an appropriate placement for each fully qualified student teaching candidate.

What to Expect After a Placement Has Been Made

After mentor teachers have agreed to accept a student teaching candidate, they should expect to receive communication from the prospective candidate and the university supervisor. Communication should include a request for an appointment to discuss the pending student teaching assignment, current level of preparation, and expectations for the field experience. At the meeting, mentor teachers will sign the Mentor Teacher-Student Teacher Signature Form (Appendix B) indicating the date that the candidate met with the teacher candidate, virtually, in person, or over the phone. This signature indicates the mentor teacher's acceptance of the assignment. The prospective candidate will return the completed form to the Educator Preparation Program Office in a timely manner. Since the student teaching candidates will be in the assignment for an extended period, mentor teachers should encourage candidates to share information about their interests, hobbies, and special talents that may be used to enrich and supplement the curriculum. This rapport building may enhance the working relationship and allow candidates to utilize their talents in a manner that enriches the classroom, enhances the development of the candidates, and positively affects the students in the classroom. Candidates are encouraged to contribute to and be a part of the culture of the school community.

Policies Related to Employment of Student Teaching Candidates <u>During</u> Student Teaching

While student teaching candidates are encouraged to participate fully in the life of the schools in which they are placed, the student teaching experience is a vital culminating opportunity in

the preparation of our teachers. Student teachers should not expect to miss instructional time or leave their student teaching assignments to fulfill paid duties (with the exception of pre-approved substitute teaching positions under the Substitute While Student Teaching Policy – Appendix C) during the student teaching experience. A fully certified and experienced teacher must be present in the classroom to guide and support the student teacher. Paid time **WILL NOT** count toward the required hours for certification and may impact completion of your degree.

Policies Related to Paid Employment in Schools Prior to or Outside the Student Teaching Experience

Qualified students who wish to substitute teach under PDE Act 86 guidelines prior to their student teaching semester or who take on supplemental contracts outside of the student teaching experience must be aware that substituting in a classroom, especially in the same discipline, may affect future student teaching and other field placements due to potential conflicts of interest or other ethical and professional concerns. **Any education student planning to substitute teach or take on other supplemental contracts (band, musicals, tutoring, classroom aide, etc.) is responsible for meeting with their advisor and/or program coordinator PRIOR to starting employment with a school district to ensure that the potential impacts on program completion are taken into consideration**. Please note that some programs may not allow field placements in any district where a student has held a paid position, so it is *essential* that students check with program coordinators before accepting an employment offer.

University Personnel Involved in Clinical Field Experiences

All phases of clinical experience at IUP require professional collaboration with our school district and intermediate unit partners. To centralize communication with school districts, the Educator Preparation Office relies on personnel in two critical roles within the university's individual education programs.

The Program Coordinator

Student teaching placements are recommended by the coordinators in each of the discipline areas through the Clinical Services Specialist and in conjunction with the Assistant Dean for Educator Preparation. The official requests for placements are sent by the Clinical Services Specialist in writing to the superintendent or the superintendent's designee or contact person(s) in the individual districts. Recommendations for placements are based on the needs of the program matched with the needs of the prospective student teacher. Each department with an educator preparation program at IUP has a designated coordinator who assists the Assistant Dean and the Clinical Services Specialist by recommending several appropriate potential assignments (see next page for listing of coordinators). This person approves the applications for student teaching, which involves working with prospective student teachers, either individually

or in a group session, to determine an optimal placement for each student. In many instances, the departmental coordinator is responsible for teaching at least one of the pre-student teaching courses and/or methods courses, allowing them to know the prospective student teaching candidates. Optional recommendations for placement requests are submitted to the Educator Preparation Program Office for processing. The criteria for recommending assignments are based on quality of the teaching experience, a match of personalities (where possible), candidates' requests for type of experience, or other variables inherent in the program. The coordinators' recommendations are based on an optimal placement for both the mentor teachers and student teaching candidates. It is not always possible to arrange a placement that matches candidates' requests.

Requirements for Pennsylvania certification are the primary consideration when arranging placements, with regard for the availability of appropriate supervision as a second important consideration.

INDIANA UNIVERSITY OF PENNSYLVANIA

2026-2027

Program	Coordinator	Email
Art Education (ARED)	Robert Sweeny	Bob.sweeny@iup.edu
Business, Computer, and Information Technology (BCIT)	Kara Romance	Kromance@iup.edu
Career and Technical Teacher Education (CTE)	Del Hart	Dhart@iup.edu
Early Childhood Education (ECED)	PSE Department	Pse-dept@iup.edu
Early Childhood/Special Education (ECSP)	William Schleicher	Wschleic@iup.edu
English as a Second Language (ESL)	Brian Carpenter	Brian.carpenter@iup.edu
Family and Consumer Sciences Education (FCSE)	Michelle Tweardy	Mtweardy@iup.edu
Health and Physical Education (HPED)	David Wachob	Dwachob@iup.edu
Mathematics Education (MAED)	Brian Sharp	Brian.sharp@iup.edu
Mathematics Education- Post Baccalaureate	Valerie Long	Vlong@iup.edu
Music Education (MUED)	Laura Ferguson	Lferguson@iup.edu
Secondary English Education (SENG)	Emily Wender	Ewedner@iup.edu
Secondary Science Education (SCI)	Colin Ashe	Cashe@iup.edu
Social Studies Education (SSED)	Werner Lippert	Lippert@iup.edu
Spanish Education PK-12 (SPAN)	Christina Huhn	Chuhn@iup.edu

The Student Teacher

Student Teaching candidates attend a mandatory meeting of students from programs across the university at the end of the semester prior to the start of their student teaching experience. At this meeting, all potential student teaching candidates participate in a seminar related to requirements, policies, and expectations of student teaching. The candidates are required to document their attendance and understanding of the policies and requirements with their signatures.

Most forms and documents applicable to student teaching can currently be viewed by going to the Educator Preparation Office Forms page at https://www.iup.edu/teachereducation/forms/. Forms and other important information are being moved to the main Teacher Education page by the end of 2027: https://www.iup.edu/teachereducation/index.html

IUP student teachers are responsible for their **own transportation** to school sites as well as their **own housing**. IUP student teachers are **not compensated** for student teaching. Candidates apply a semester in advance so that housing and transportation needs can be anticipated and arranged and extenuating circumstances can be discussed so that multiple solutions may be explored prior to the start of the student teaching semester.

Placement details are emailed directly to candidates as soon as the placements are received and confirmed. Once a candidate has received a confirmed placement from the Educator Preparation Office, the candidate must contact the mentor teacher promptly for arrangements to meet and to observe in the classroom, if possible. This allows the mentor teacher the opportunity to discuss expectations and familiarize the student teacher with the surroundings and operational procedures of the classroom and building prior to the start of the student teaching assignment. The candidate should plan to spend sufficient time to observe classes as well as have a conference with the mentor teacher during this visit, if possible.

The following process should be observed after a placement assignment is received:

1. Write a PROFESSIONAL e-mail to the mentor teacher requesting a day(s) and time(s) when it would be convenient to meet the mentor prior to the start of the placement and visit the classroom, if possible. Include your program coordinator on the email.

    - Include dates that are convenient, understanding that there need to be options for the mentor's convenience as well.

- Include a phone number and provide a variety of modalities that you are available to meet through.

2. Plan to make a positive professional impression upon arriving at the assigned school or meeting place.
   - Be professionally dressed and neatly groomed
   - Be prompt
   - You will also need to sign in, obtain a visitor's badge, and obtain directions to your mentor teacher's classroom if meeting in the school. Take your university ID and copies of current clearances with you. Stop at the Principal's Office to introduce yourself – this will alert the school personnel of your presence in the building.

Following a conference with the mentor teacher, have him/her sign the Mentor Teacher-Student Teacher Signature Form (Appendix B) and return the signed Mentor Teacher-Student Teacher Signature Form to the Educator Preparation Office to the Clinical Services Specialist no later than 2 weeks prior **to the start of the semester.**

Ethical Obligations

It is vital that student teaching candidates understand ethical obligations relating to the students, the school district, the university, and the profession. In addition to learning the art and skill of teaching, student teachers must learn and observe professional ethics. Teachers' conduct must be above reproach at **ALL TIMES** if they are to successfully act as positive role models for students. The Pennsylvania Code of Professional Conduct governs ethical practices. Student teaching candidates should be guided by the following ethical obligations.

The candidate:

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

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

As professionals in the field experience setting, student teacher candidates are expected to do the following:

- Hold current Act 34, 151, 24, and 114 clearances, TB test, liability insurance, and have completed current Act 126 training BEFORE entering the partnership school. All of these documents should be

uploaded to CastleBranch. Bring originals of such documents to the school site on the first day or supply them to the site prior to the first day if the site requires early submission.

- Follow protocols for parking and being admitted to the school. Identify these protocols prior to the visit.
- Stop at the main office on the first day upon your arrival at the school. Introduce yourself as a Student Teacher working with (name of Mentor teacher) before going to the classroom. Present IUP identification and have your original clearances with you.
- Dress professionally to make a good impression. In the past, candidates have been turned away when they have arrived wearing jeans or attire that school personnel deem inappropriate.
- Silence cell phones and keep them away when in the school.
- Respect confidential information. Do not discuss details of the experience, particularly information about students, outside of the school setting.
- Write a thank-you note to your mentor teacher when the experience has concluded.
- Complete all departmental/program requirements for the field experience.

Guest/Host Form

Student teaching candidates complete a Guest/Host Relationship Form after attending the Student Teacher Meeting through MS Forms (Appendix D) for each clinical field experience at IUP. This form codifies the understanding that IUP students are guests of the school districts to which they are assigned. Because the student teacher is a guest in any school placement, the host (the mentor teacher or building principal) may request the removal of a student teacher from a placement in the event that he/she feels it is in the best interest of the operation of the school or the students served by the district.

Dispositions Alert Process

The Professional Dispositions Alert Process was created to monitor candidate's professional dispositions and document any issues that require intervention and remediation. Failure to meet any of the requirements listed above in a timely manner will result in a Tier 1 Disposition Alert form being filed in the EPP Office by the candidate's program coordinator or university supervisor. Repeated transgressions may result in a Tier 2 Corrective Action Plan or cancellation/removal from placement.

Tier 1:

• Student demonstrates need for improvement in one or more of the professional

dispositions assessed throughout teacher education, including courses and field placements.
• Faculty member/supervisor documents issue(s) using the Professional Dispositions Alert Form.
• Faculty member/supervisor meets with student to discuss the issues and come up with a plan to improve in necessary area(s) and a date by which noticeable improvement should be observed.
• Signed document is filed with the faculty member, program coordinator, and Educator Preparation Program Office.
• Faculty member/supervisor will follow up with the student to determine if adequate progress has been made by the determined date.
• If adequate progress has not been made as determined by the faculty member/supervisor, the process will move to Tier 2.

Tier 2:
• Corrective Action Plan is made with Student, Faculty/Supervisor, and representative from the Educator Preparation Program Office
• All three representatives will meet one additional time to review progress.
• In most cases, the student will be removed from placement and prevented from completing another placement if necessary improvements are not made within the agreed upon timeframe.
• Note: Depending on the seriousness of the situation, a student may be removed from a field placement at any time

First Days of the Student Teaching Experience - Orientation in the School Environment

Early in the first week of student teaching, the mentor teacher will assist the student teacher in becoming familiar with the school. Every school district has policies and regulations regarding faculty and students. **It is imperative that the student teaching candidate understands and follows these policies and regulations**. Orientation meetings for the student teacher are usually held by either an administrator or a mentor teacher. Many school districts have handbooks or materials online that will be important for the candidate to read in order to adhere to school policies.

If there is no available handbook, the mentor teacher should give the candidate information relative to pupil guidance, library/media facilities, discipline practices, fire drills, weather drills, emergency procedures, lockdown procedures, dress code, arrival and departure times, and overall presence in the school.

During the first few days the student teacher needs to be made aware of the following information by the mentor teacher:

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

All candidates are instructed to become familiar with the Pennsylvania School Code and to understand that weapons, firearms, and tobacco products of any type are not allowed on the property of school districts.

Professionalism in Language

Throughout the educator preparation program at IUP, candidates have been encouraged to use Standard English to sound professional and serve as a model for the learners they will teach. The school district will expect candidates to maintain appropriate habits of speech at all times. This expectation also extends to any written documents presented to students, parents, other teachers, administrators, and/or the candidate's university supervisor.

Professionalism in Behavior

Behavior says a great deal about candidates not only as educators but also as individuals. Students, their parents, other teachers, and school personnel will form opinions about candidates based not only on the way candidates dress and speak but also on the manner in which candidates conduct themselves in all situations. As prospective educators, candidates need to consider actions/conduct so that appropriate and mature behavior is modeled for students.

Electronic communication with students can only be conducted through the school network and for purposes related to teaching and learning that are approved by the school administration. Candidates are reminded of the clear ethical boundaries that govern teacher-student relationships, and they should not engage in inappropriate and unprofessional relationships.

Title IX Sexual Harassment and Sexual Violence Policy and Resources

IUP is committed to an educational and work environment free from any form of sexual harassment and sexual violence. Please use the provided link to https://www.iup.edu/socialequity/policies/sexual-discrimination-and-sexual-misconduct/index.html, to access IUP's Sexual Harassment and Sexual Violence Policy, which includes definitions and reporting and complaint procedures.

The Academic Integrity Policy

Student teachers are expected to adhere to IUP's Academic Integrity Policy within the classroom and while in the field. Please refer to the Academic Integrity Policy section of IUP's Undergraduate Catalog for further explanation of IUP's commitment to the fundamental values of academic integrity as well this link, https://www.iup.edu/academicaffairs/for-faculty/academic-integrity/index.html which includes the link to a copy of IUP's Academic Policy and Procedures.

Chapter 235. Code of Professional Practice and Conduct for Educators

Student teachers, like their mentors, are expected to follow the Code of Professional Practice and Conduct for Educators during observations and participatory work within the field. Use this link, https://www.pacode.com/secure/data/022/chapter235/chap235toc.html, for the full version of Chapter 235.

Professionalism Relating to the Classroom

The student teaching candidate:

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

- returns all materials and equipment promptly so that other faculty can have access to equipment and materials as needed.

Professionalism Relating to the Mentor teacher

The student teaching candidate:

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

Professionalism Relating to the Students

The student teaching candidate:

- **does not fraternize** with the students in school or out of school.
- **does not touch students**. The comforting or reassuring touch may be misinterpreted.
- **does not become involved** in any relationship with school personnel.

Observations by Student Teaching Candidates During Student Teaching

One of the first focused experiences for the student teacher at the start of the student teaching semester is in the role of classroom observer. Please refer to individual program guidelines with the university supervisor to determine the requirements and recommendations, as these vary by individual program.

The process of perceiving what is happening in the classroom—what the mentor teacher is

teaching, the teaching strategies that are being used, the responsiveness and activity of the students, as well as the sequence of the lesson—can all assist student teaching candidates with planning appropriate and effective instruction as they begin to plan and implement instructional activities in the assigned classroom. Observing more experienced professionals can assist student teaching candidates in gaining insight regarding a variety of instructional styles, patterns of reinforcement for student response and behavior, strategies for presentation of content, and interaction with students across a broad range of backgrounds, interests, and current levels of achievement. Perceptive listening will enable student teaching candidates to observe the demonstrated thinking skills of the students, their verbal organizational abilities, the use of past experience to logically answer questions, and the current levels of achievement of the students.

Although the pre-service teacher has had two pre-student teaching pre-clinical courses, prior to assuming any responsibility for classroom teaching, a period of time at the start of the student teaching semester can be spent usefully in guided observations. The time will vary according to the needs of the student teaching candidate, the nature of the teaching situation, the individual expectations of the program, and the experience of the student teacher. A generic Observation Guide is included in Appendix E of this handbook; however, departments may require the use of different observation guides. Please check with the supervisor to determine individual program requirements for observations.

Following observations, analytical discussions between the student teaching candidate and mentor teacher are invaluable in establishing habits of reflection. The student teaching candidate should be encouraged to identify nuances of teacher and student behavior as well as principles of teaching and learning in the classes that have been observed. During this period, student teaching candidates should learn as much as possible about the classroom and the students they will be teaching.

A summary report of observation experiences during the initial days of the semester should be prepared and given to the mentor teacher at the beginning of the second week. This report will be made available to the university supervisor during the supervisor's first or second visit.

1. Observations should be shared with the mentor teacher and university supervisor. There are many techniques that can help the observer note ideas and happenings during an observation. For example, in a class where there is interaction among teacher and students such as a discussion of a topic or checking for understanding, divide the observations into 10 minute segments to note how the lesson is sequenced and how much time is devoted to each element of the instruction. (Student teachers may use pseudonyms when referring to specific students.)

2. Use an organized format for tallying responses e.g., a table or box-like graph. In the daily log reflect on the discussion as well as on other interactions. This type of observation will also lead the student teaching candidate to begin to notice the diversity of students, the varying levels of demonstrated achievement, the interest level of students, and the personal involvement of students.

3. Script an observation. Scripting is a technique whereby there is an attempt to write down everything that is said in a classroom, using labels to distinguish the roles of the various speakers, for example: "Teacher:" "Student 1:" "Student 2:" When the scripting is complete, it will look like parts in a play, television, or film script. Read the scripting of the class and come to some conclusions about what went on during that segment of instruction, including any questions that arise about the lesson.

4. Using a blank seating chart, concentrate on the names of the students during the classroom interactions and place names in the appropriate place on the seating chart. Anecdotal comments to help remember students' names can be included. Continue to complete the seating chart as the observation continues.
5. Anecdotal records can be a means for observing students where one student is chosen for observation. In anecdotal recording, the responses and observed behavior of the student are noted. Following the observation, interpretation of the student's observed behavior and level of engagement can be discussed with the mentor teacher.

Additional Observations During Student Teaching

In many discipline-specialty areas, candidates are required to make a specific number of observations in other classes, in the same subject area as well as in other subject areas and at the various grade levels. It is helpful for the student teaching candidate to observe the students s/he teaches in different subject areas to enhance an understanding of these learners. These additional observations also enable the student teacher to observe how the students respond differently to other subjects and different teacher personalities.

All observations are arranged through the mentor teacher and/or an administrator. **It is imperative that, after the initial arrangements are made by the mentor teacher and/or administrator, that the student teaching candidate obtains permission from the teacher to be observed well in advance of class time. Please refer to individual program requirements for information regarding these observations.**

Observations of the Student Teaching Candidate by the University Supervisor

Communication regarding start and end dates for student teaching will come from the Educator Preparation Office to school districts and mentor teachers. Those dates generally

coincide with the start, midterm, and end date for the IUP semester. All student teaching candidates adhere to the school district calendar for attendance and holidays when they begin their student teaching experience. IUP publishes a semester calendar for student teaching candidates. The calendar includes a professional day during the last two weeks of student teaching on which all candidates come to campus for one half day in the spring. The student teaching calendar is found on the Educator Preparation website.

Shortly after the student teaching candidate has begun the field experience, the university supervisor will visit the school site for an initial visit. The university supervisor will also make a minimum of three additional visits (a total of four visits for full semester placements), to observe the student teaching candidate in the classroom and to discuss the observations with the student teaching candidate and the mentor teacher. Additional observations may be arranged based on candidate performance. The university supervisor will use an observation document that will be discussed with the student teacher in advance of the observation, and upon completion of the observation and conference with the student teacher, electronically submit copies of the observation to the student teaching candidate, mentor teacher, and Educator Preparation Office for the candidate's file. A dialogue with the mentor teacher is dependent upon many factors, but mentor teachers should indicate to the university supervisor if they would like a more complete discussion before the university supervisor leaves the building. mentor teachers should also make the supervisor aware of prep time or planning periods so that conferences can be scheduled at a mutually convenient time.

Student teaching candidates should communicate to the university supervisor about any changes in the school calendar or in the teaching schedule of the student teaching candidate so that planned observations and visits can be adjusted accordingly. Timely communication must be made to the supervisor due to travel times, other observation commitments, and teaching schedules.

The university supervisor will be able to outline the philosophy of the department as well as teaching strategies that the mentor teacher should expect to see incorporated in the planning and executing of lessons. The university supervisor may also be able to give the mentor teacher insight into the student teacher's background, as appropriate.

At all times, the mentor teacher should feel free to communicate with the university supervisor impressions and reactions to the student teaching program, particularly about the overall preparation of the student teaching candidates for the capstone clinical experience of student teaching. Educator preparation program faculty members are committed to the continuous improvement of our candidates and our programs. Mentor teachers will also be invited to participate in surveys at the end of the student teacher’s experience.

Student teaching is designed to be a learning experience. Student teaching candidates are students who have completed their required coursework, have experienced classroom activities in the two pre-student teaching courses, and need to continue to develop and refine skills in what and how to teach. The student teaching candidate's role will be more professional if the candidate is accepted as a team member and assisted in the same spirit as one would work with a new colleague. Candidates enter the student teaching assignment with considerable theoretical knowledge. Their task is to learn how to integrate and apply accepted and current educational theories in the classroom. Student teaching is the opportunity to change assumed teaching behaviors into practical, workable teaching behaviors, which culminate in student learning and achievement.

Absences of the Student Teacher

A Student Teacher Absence Form is available on the IUP Educator Preparation website at https://www.livetext.com/doc/11593062#page-51215486. Mentor teachers are asked to document the absence of student teaching candidates, as attendance and punctuality are aspects of effective and successful student teaching.

Student teaching candidates understand that consistent attendance, punctual arrival, and ability to stay at school throughout the contracted instructional day are expectations of the semester's experience. Any event, anticipated or unanticipated, which impedes a candidate's ability to perform these professional responsibilities as planned must be communicated immediately so that both the cooperating mentor teacher and university supervisor can be fully aware of the shift in the candidate's schedule. Candidates are encouraged to plan ahead and to develop contingency plans for transportation.

Personal illness can be a legitimate reason for absence from school. Student teaching candidates are encouraged to evaluate whether they should go to school based on running an elevated temperature or experiencing nausea, vomiting, or other digestive distress. Student teaching candidates need to assess the ability to be in the classroom where students and other professionals are counting on their preparation and participation. Should a candidate be too ill to attend school, the candidate must inform the mentor teacher and the university supervisor as soon as the absence is anticipated. In the event of absence, the student teacher should be sure that if needed plans, books, and materials are delivered to the school to be available to the mentor teacher prior to the start of the instructional day.

A death in the immediate family is also a legitimate reason for being absent. Student teaching candidates should discuss the need for travel and absence with the university supervisor and mentor teacher so that arrangements can be made in the candidate's absence.

A religious holiday is also a legitimate excuse for absence; the student teacher should share

this information at the start of the semester so that the mentor teacher and university supervisor can plan ahead.

The date and reason for each absence should be noted on the Student Teacher Absence Form.

Any absence to attend a job fair or interview should also be noted on the form and should be approved by the mentor teacher and university supervisor in the context of the student teaching candidate's attendance and ongoing performance.

If a student teacher is absent more than three consecutive days due to illness, s/he must present a physician's excuse to the mentor teacher with a copy to the university supervisor. The Student Teacher Absence Form should be filed with the final evaluation for the experience and should **be signed by the mentor teacher, the university supervisor, and the student**.

Excessive absences are unacceptable. The student teacher may be expected to make up days missed or may be withdrawn from student teaching if excessive absences occur. The decision to make up excessive absences is a cooperative one between the university supervisor and mentor teacher. The Educator Preparation Office should be notified when more than three total absences occur. If the mentor teacher believes there are excessive absences and desires to speak with the university supervisor before a scheduled visit, a phone call or email to the university supervisor or the Education Preparation Office is appropriate.

In the event of a prolonged illness or medical emergency, it may be necessary for student teaching candidates to have their experience extended because of days missed. Prolonged illness, recovery from a medical procedure, or excessive absences are all evaluated individually through documentation, with consultation among the mentor teacher, university supervisor, and Educator Preparation Office, with a final decision coming to the student teaching candidate from the Clinical Services Specialist.

Student teaching candidates should be alert to the electronic communication system of the district to which they are assigned for notification of closure due to weather or similar emergencies. Any questions from school districts regarding absences, attendance, or punctuality may be referred to the Clinical Services Specialist at any time.

Removal from Student Teaching

The goal for every educator preparation candidate is a successful student teaching experience, during which both mentor teacher and university supervisor assess developing knowledge, skills, and dispositions. Occasionally, however, student teaching candidates find that the evaluation of their performance in the classroom is not at a satisfactory level. Consistent and professional communication about the areas of concern may lead to removal from the placement. Likewise, should a student teaching candidate engage in professional, ethical, or

behavioral negligence or impropriety during student teaching, the district may request that the university remove the candidate from the placement. Should a student teaching candidate be asked to leave a district, all further communication with the candidate will be handled by the Educator Preparation Office, with immediate plans for a meeting with the candidate, the supervisor, and other involved university personnel regarding next steps for the candidate.

This IUP policy was approved by the university senate and is outlined below with purpose, procedure, and policy for appeal process included:

Removal of a Student Teacher from a Student Teaching Placement:

Purpose: To establish reasons or a process for removal of a student teacher from the student teaching assignment.

The first two items are consistent with ACT 34, Criminal Record Check; item 3 establishes a procedure if a student teacher's behavior is not consistent with appropriate expectations of the school; item 4 establishes a process and assures that the student teacher learns of unsatisfactory progress as early as possible, and item 5 affirms an appeal process.

Policy: Student teachers are ultimately guests of the cooperating school districts and may be removed by district officials.

A student teacher may also be removed by IUP from the student teaching assignment for any of the following reasons:

1. If indicted for a felony which is covered in the School Code and ACT 34, there shall be a removal of the student teacher from the school assignment until the matter is cleared. When the student is cleared of the indictment, the student teaching assignment will be extended to cover the time missed during student teaching.

2. If convicted of a felony which is covered in the School Code and ACT 34, the student teacher will be withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.

3.If the behavior exhibited by the student teacher is not acceptable to the school district, it should be documented by the School Administrator/Principal in collaboration with the mentor teacher and the university supervisor/coordinator and Assistant Dean for, Educator Preparation. If, after discussion with the student, improvement is evidenced, no further action will be taken by the Educator Preparation Office.

4. If it is determined either by the mentor teacher or university supervisor that the teaching

competency of the student is at an unsatisfactory level, based on the teaching competencies indicated on the evaluation form, or are not in the best interest of the students, a three-way conference of mentor teacher, university supervisor, and student will be held to discuss the concern, possible outcomes, and remedial strategies.

5. If after consultation with the Assistant Dean for Educator Preparation, the student is removed from student teaching, this action shall be done by the Assistant Dean and Dean of the College of Education and Human Services. This behavior should be documented and discussed as early in the student teaching experience as possible. Decisions made under this policy may be appealed to the Dean of the College of Education and Human Services.

School District Personnel as Partners

The principal is responsible for the building and all that occurs in it. In many instances, there is also an assistant or vice-principal who may be charged with day-to-day issues. Student teaching candidates should take an early opportunity to meet these key people.

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

Preparation for classes both in planning an appropriate lesson as well as collecting materials to teach the lesson should be done after the conclusion of the school day. Student teachers are responsible for creating a learning environment that enhances and extends the content being taught and need to be actively engaged in the classroom during the day whether observing, assisting, or teaching.

Mentor teachers may discuss with the student teaching candidate and the university supervisor the plans for the candidate's projected responsibilities. Many candidates begin with one subject in a self-contained setting, or one section of a class in a specialized setting, with increasing responsibilities as skills develop and classroom time is invested. Co-teaching is encouraged.

It is an IUP expectation that every lesson that a student teaching candidate presents will have been developed as an organized lesson plan, in writing, which has been reviewed and approved by the mentor teacher. Please consult with university supervisors regarding the approved lesson plan format for student teachers, as these vary among educator preparation programs.

Ideally, each student teacher should be well-prepared for teaching an interesting and cogent plan that will meet the learning needs of students and the district's curricular guidelines. Candidates should have materials, visual tools, media, and ancillary handouts prepared and should demonstrate enthusiasm and appropriate knowledge in the content area. Candidates should demonstrate consistency in behavior management, should maintain a professional presence while teaching, and should be responsive to learner questions and concerns. Although the mentor teacher has responsibility for the classroom, it must be assumed that both the teacher and the student teacher are jointly responsible for the learning activities and behavior of the students.

Range of Expected Experiences for the Student Teacher

The teaching experiences and demonstrated abilities of beginning student teaching candidates vary considerably. Teaching assignments should facilitate maximum growth and build initially upon the strengths of the candidate.

For candidates in some secondary education areas, teaching two classes may constitute a normal class load to be achieved and maintained throughout the semester. However, the student teaching candidate should begin with one class and have the second class added when the mentor teacher and university supervisor determine that the candidate is capable to teach and manage the first class. The candidate's assigned classes may be changed periodically so that they gain more experience and are able to adjust to varied class sizes, abilities, and personalities. If a student teaching candidate is demonstrating effectiveness, s/he may benefit from teaching classes of other sections or subjects. Near the end of the semester, as effectiveness and confidence are consistently demonstrated, candidates should be assigned to teach the mentor teacher's entire schedule for a period of time. A student teaching candidate should maintain a reasonable schedule that will challenge him/her and be developed as needed so that the student teacher is able to experience teaching all subjects for which the mentor teacher is responsible.

Candidates in health and physical education, music, art, and early childhood/special education have two student teaching assignments during the semester. Gradual initiation into each assignment is essential to ensure a successful experience at each placement. Though the second half of the semester assignment is a "new" placement, the student teaching candidate comes with half a semester of classroom routine, experience, and work in place and should be able to begin with some confidence and understanding of goals and expectations.

Under the guidance of the mentor teacher and university supervisor, candidates should be given opportunities to develop skills and confidence in various aspects of the complex act

of teaching. It is important that the novice teacher, who must have time for adequate preparation, is not overloaded with experiences that will detract from quality teaching. Candidates should understand that the focus of the semester is on excellent preparation, execution, assessment of learners, and appropriate self-reflection. All student teachers should have, in addition to their teaching schedules, other supervised experiences which may include assignments to the library, holiday programs, school publications, sports activities, school-community functions, in-service programs or other scheduled events. With the supervision of the mentor teacher, the student teacher should have some experience with bus duty, lunchroom duty, hall duty, or other duties as assigned to the mentor teacher.

Potential Challenges for Student Teaching Candidates

Traditional age student teaching candidates at the secondary level will be teaching students who are very close to their age. This creates potential challenges. Students easily form emotional attachments and candidates must be conscious of their behaviors which may contribute to misperceptions.

In no instance should a student teaching candidate fraternize with a student. Student teaching candidates have been made familiar with and understand the Professional Code of Conduct and know that texting, calling, emailing, or having physical contact with any student is a clear violation of this policy. Candidates should maintain a friendly but firm pupil-teacher relationship and treat learners equitably and fairly. Student teaching candidates must be aware that, at all times, they represent a teacher and not a friend to students both at the elementary and secondary levels. This role may involve both in school and out of school situations. The mentor teacher will be able to advise the candidate about effective strategies for developing "teacher-distance" so that students respect the candidate as a professional and not as a friend.

Student teaching candidates should not share personal contact information, engage in e-mail, telephone, social network, or electronic communication of any type with their students. Student teachers' interactions with students are critical to honoring IUP's partnerships with school district and failure to comply with these policies will result in termination of the student teaching placement.

It is desirable for student teaching candidates to participate as volunteers, supporters, and audience members in extra-curricular activities in the school district where they are assigned. These activities constitute a part of the educational program of the school and should be given the same careful preparation demanded by classroom responsibilities. The candidate shares the same obligation to the students and the school district as the mentor teacher. Student teaching candidates are expected to attend district in-service programs unless excused by the university supervisor and mentor teacher.

Strike or Work Action in the District

In the event that the school schedule is interrupted because of a strike/work action, student

teachers should immediately notify the Educator Preparation Office and the university supervisor or program coordinator.

Student teaching candidates will remain neutral and be excused from student teaching until the problem has been resolved and school is resumed on a normal basis. Although teaching in the school under the guidance of a mentor teacher, candidates are not professional employees concerned about operational policies and practices. If necessary due to the length of the strike, the candidate may be reassigned. **The Educator Preparation Office will guide these decisions and communicate with all parties.**

The First Conference between the Student Teacher and Mentor

The first conference that the mentor teacher holds with the student teaching candidate should be one in which the mentor teacher shares his/her experience in working with the school and the students. These topics might include the following:

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

Planning for Successful Teaching

Effective teaching for learning requires careful planning by teachers to assure that the educational objectives and long-range plans are accomplished. This planning includes not only daily plans or unit plans but also planning for the year. The schedule for a student teacher can be planned within the context of the existing curriculum, demonstrating to the candidate that macro and micro planning are critical aspects of effective teaching.

Mentor teachers are encouraged to establish a long-term tentative schedule for when other classes will be assumed by the student teaching candidate so that s/he might begin planning ahead. This projection of an appropriate schedule may need some flexibility, depending upon the competency development of the student teacher.

Many districts have guidelines for the submission of lesson plans at least one week ahead of instruction. This is an appropriate guideline for student teaching candidates as well. At the very least, lesson plans of the candidate need to be critiqued by the mentor teacher **at least a day in advance** of the scheduled teaching so that the student teacher can make any needed adjustments in his/her plans for effective instruction. We understand that the mentor teacher is ultimately responsible for the teaching-learning process for all of the students. If timeliness or quality of lesson plans is a concern, an immediate conversation with the candidate, as well as a call or email to the university supervisor is entirely appropriate.

Candidates should be working to arrange their before and after school schedules so that the mentor teacher's available time to review the day, discuss plans, and address questions and concerns can be respected and maximized. Consistency of feedback for improvement of teaching is significant to the progress and the competency a student teacher achieves. Regular communication of expectations and ideas is critical to candidate growth and progress.

Candidates have received instruction throughout their coursework and in previous clinical experiences regarding instructional planning. Candidates routinely find this an intensive and extensive activity, as they move from earlier clinical expectations of a lesson a day, or responsibility for one class over several weeks. Candidates are encouraged to view engaging instruction as utilizing a variety of teaching strategies as well as appropriate activities.

Candidates have also been instructed to see classroom management as at least partially dependent on well-planned, well-executed lessons that engage diverse learners, delivered by an enthusiastic student teaching candidate.

Planning for the novice teacher is time consuming but is vital to the success of the student teaching experience. It is critical for the candidate to prepare instruction with enough time to reflect on the plan and focus on its implementation. Candidates are instructed that their time at school needs to be focused on instructional activities and engagement with learners. Personal work and preparation will need to occur after school and on weekends.

Candidates must also anticipate student responses, both verbal and non-verbal. As they develop these skills, more attention can be given to sequencing, pacing, organization of materials, and allowance for adjustments that may need to be made while teaching. Having well-crafted thoughtful plans to the mentor teacher well in advance of instruction can assist with thinking all the way through the instruction prior to the teaching event.

No student teacher is permitted to teach a class without a lesson plan that has been reviewed by the mentor teacher. Daily lesson plans are not isolated entities but parts of the whole teaching experience. Student teachers are expected to write lesson plans for each lesson for which they are responsible. The mentor teacher will critique each plan, and the university supervisor will often review plans to determine whether there continues to be a match between theory and practice.

Departments differ in expectations for lesson plans both in structure and content. Student teachers will follow the procedures as established by the individual department, focusing on the various academic standards for each discipline. See a generic lesson plan sample in Appendix F.

Evaluation of the Student Teacher

Evaluation and provision for feedback are necessary on-going components for the student teaching experience. The student teacher evaluation documents can be accessed online from the link provided in Appendix G. All formal evaluations will be completed in Anthology Portfolio. As placements are imported into the system by the Clinical Services Specialist, mentor accounts will be created. Login information will be sent to the district email provided.
https://iup.chalkandwire.com/Login.aspx

Self-Evaluation

The student teaching candidate should have an opportunity to observe him/herself by reviewing a video recording of a lesson taught (if this procedure does not violate district policy). The camera should be focused on the student teacher, not the students in the classroom. The purpose is for the candidate to observe and critique him/herself after teaching the lesson. At a convenient time, the student teacher and the mentor teacher or university supervisor can observe the lesson independently or together to give feedback. An extension of this activity is to encourage the student teacher to respond by sharing alternatives to some of the teaching behaviors observed that could be improved.

Observation and Evaluation by the Mentor Teacher

If possible, the candidate should be observed in different classes and types of teaching situations. Since the student teaching candidate is enrolled for a supervised teaching experience,

the student teaching candidate has the benefit of not only observing the mentor teacher but also gaining insight from the wealth of experience regarding the process and work related to effective instruction. The mentor teacher should document both supportive and corrective feedback as teaching and classroom incidents occur. Although the student teacher should experience all types of activities that occur during the day (e.g. classes, study halls, lunch periods, bus duty, clubs, extracurricular activities), candidates should not be left alone or in sole charge of these types of activities without the mentor teacher being within earshot or in an adjacent area.

Mentor teachers should give regular oral feedback to student teachers. However, it is crucial that written feedback be given each week. Many of the discipline-area departments have observation sheets that can be used by the mentor teacher. The university supervisor will be able to share a copy, thereby making the form for the formal observations consistent with the observation form used by the university supervisor. Regardless of the format used for the formal observation, it is important for the candidate to have a written record to which s/he can refer.

Conferences

Conferences serve as the primary means of communication among the mentor teacher, the university supervisor, and the student teaching candidate. If these conferences are to be meaningful, it is important that all participants take an active role. The candidate should feel free to raise questions and offer opinions or appropriate suggestions that have been carefully considered. The conference setting can be two-way (between mentor teacher and student teaching candidate, or university supervisor and student teacher) or three-way (among mentor teacher, university supervisor, and candidate). The most frequent conferences will be those between the mentor teacher and the student teaching candidate (discussing lessons), with the mentor teacher providing feedback.

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

In conference discussions, both the mentor teacher and the candidate should be forthright and honest. It is important that the candidate be self-reflective, thinking about his/her

lessons noting the positive aspects of the lessons as well as the less effective aspects. The student teaching candidate should be encouraged to reflect on the lesson of the day and to share the self- reflection before the mentor teacher shares his/her comments. It is important that the candidate be able to ask questions throughout the conference.

The Student Teacher and the University Supervisor

Following an observation, the university supervisor has a conference with the student teacher for feedback. This includes both supportive and corrective feedback so that the observation allows for growth. The student teaching candidate should feel free to discuss with the university supervisor the student teaching experience as well as seeking information relative to the department or the university.

Both the cooperating teacher and the university supervisor may meet with the student teacher at various times in the semester to exchange information and to review evaluations, either at the mid-term, final, or both. IUP's grading scale is A to F. **The grade should be discussed cooperatively between the mentor teacher and the university supervisor. However, the university supervisor is the instructor of record and assigns the grade for the experience.** The criteria for determining the grade is included in the next section.

Teacher Work Sample

The Teacher Work Sample is a requirement of all student teachers and offers the student teaching candidates an evidence-based opportunity to reflect on student progress during their instruction in the clinical setting. Through the use of pre-assessment, a variety of instructional strategies, and post- assessment, candidates can see firsthand how the interface of teaching and learning occurs in the classroom. The Teacher Work Sample is an independent assignment for the student teaching candidate, which may require collecting and copying student work. The mentor teacher is not accountable for any of the work related to the work sample. Questions and concerns from candidates regarding this project should be directed to university supervisors and individual program coordinators. The Teacher Work Sample Template and Assessment Rubric may be found here https://www.livetext.com/doc/11593062#page-51215948 at the IUP Educator Preparation website. The final project will be submitted and evaluated in Anthology Portfolio.

Mid-Term Evaluations

An evaluation takes place during the mid-term of the assignment using the PDE Form 430 and a 3-part IUP student teaching rubric. The PDE 430 Form is the responsibility of the **university supervisor** and must be completed at mid-term and final for a full semester placement**.** Where candidates are assigned for a quarter, e.g., art, health and physical education, music, ECSP), the

PDE 430 form will be completed at the end of both placements, however, the 3-part IUP midterm evaluation should be completed in Anthology about the fourth week of the experience. This is to assist the candidate in being reflective as well as in understanding where the performance is assessed at the midpoint of the placement. Candidates need to be clear about what is expected to reach optimal success by the end of the semester. For those candidates who have a semester assignment, the mid-term evaluation will take place about the seventh week of the experience using. This evaluation should contain a tentative grade and specific suggestions for improvement so that optimal success can be achieved by the end of the semester. This evaluation is to be completed in Anthology by the mentor teacher and the university supervisor. The evaluation should be discussed with the candidate during a three-way conference. The candidate should be encouraged to reflect on his/her performance. The evaluation is composed of three parts: Part I, a checklist of generic and specific competencies with reference to the InTASC Standards; Part II, a checklist of departmental disciplinary competencies; and Part III, a page for narrative evaluative statements. After the checklist is completed, the student teacher should reflect on the competency sheets and the performance indicators for each of the competencies.

Final Evaluations

A final evaluation conference will be scheduled with the student teaching candidate to review Part I, Part II, and Part III of the IUP student teaching evaluation form and the PDE 430 form. The purpose of this conference is to thoroughly review and explain the ratings as well as to share strengths and suggestions for improvement. Candidates must sign both forms after reviewing and discussing the forms with the university supervisor and mentor teacher; they should also include a personal evaluation of their performance on the signed evaluation form. The signature indicates that the student teacher has read and has had an opportunity to discuss the evaluation. The university supervisor will assist the mentor teacher in the procedures for completing and reviewing the evaluation as well as submitting the evaluation electronically through Anthology to IUP. The Family Educational Rights and Privacy Act (Buckley Amendment) prohibits IUP from mailing out any student observations or evaluations to any prospective employer without the written consent of the student teacher.

Office of Educator Preparation Certification of Understanding Evaluation of Professional Dispositions

Candidates in all initial educator preparation programs are formally assessed by mentor and supervisor and complete a self-assessment of their professional dispositions in EDUC 242, EDUC 342, and in Student Teaching in Anthology.

The elements of personal and professional dispositions on which candidates are assessed are aligned with those laid out in Charlotte Danielson's Framework for Professional Practice (Domain 4), the principles of the Interstate Teacher Assessment and Support Consortium (InTASC), and the standards for the Council for the Accreditation of Educator Preparation (CAEP).

The instrument and rubric for evaluation of professional dispositions are located at https://www.livetext.com/doc/11593062#page-51215948.

PDE Evaluation Form 430

In accordance with the Pennsylvania Department of Education (PDE), each student teacher must be observed and evaluated using the PDE Form 430 a minimum of two times during his or her student teaching experience—once at the midpoint and once at the end. For IUP Student Teacher candidates the following options will be used:

1. For candidates completing a one semester-long experience in the same setting one form will be completed for the midterm evaluation and one will be completed for the final evaluation.

2. For candidates in split assignments, one form will be completed for the final evaluation in each placement.

3. For candidates doing a partial experience abroad or in in another atypical setting, two forms will be during the traditional placement.

PDE has determined that these forms shall be completed and signed by the university supervisor and the student teaching candidate. Additional forms may be completed at the request of either party. All completed PDE 430 Forms are considered to be formative with the exception of the final form. That form is a summative evaluation of the total experience. A satisfactory rating of a minimum of (1) in each of the 4 categories on the form must be achieved to achieve a passing score. As a part of the certification process, the IUP's certifying officer will verify that each candidate has achieved this rating.

Grades

The Student Teaching Part 3 Rubric includes both the mentor teacher's grade as well as the grade given by the university supervisor. Continual and consistent communication between the mentor teacher and the university supervisor should eliminate disagreements in most cases. If there is a disagreement about the final grade, the grade that is given by the university supervisor, as the instructor-of-record, will appear on the transcript.

Determination of Letter Grades for Student Teaching

1. Evaluation should be an ongoing process for the growth and development of the

student teaching candidate. This responsibility is shared by the mentor teacher, the university supervisor, and the student teacher.

2. Evaluation focuses on identifying areas of strength and weakness and suggesting strategies and techniques for more effective teaching. The student teacher is then able to capitalize on strengths while working to strengthen the areas of demonstrated weakness. Goals need to be set and specific objectives established to enable the candidate to work towards improvement.

3. Grading is the culmination of the evaluation process. A judgment is made concerning the degree to which a candidate has met specified goals and objectives, and the degree of attainment of both the generic and discipline-specific field competencies. Although a grade for the experience is important, it is not the only indicator of the student's ability to teach, but grades do give a general indication of the quality of the student's performance.

4. In assigning a grade, the following statements may be helpful:

A grade of **A** represents proficient teaching. This signifies that the candidate exhibits teaching competencies in a consistent manner. Student teachers who are rated **A** have achieved a "high level" of competency. These students can be expected to develop into outstanding teachers.

A grade of **B** represents good teaching. A student teacher receiving a **B** has achieved a "moderate level" of competency. The candidate should be expected to maintain that level of performance and approach proficiency as they gain experience and are mentored to facilitate continued growth.

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

A grade of **D** represents inadequate teaching skills indicated by not achieving most competencies listed on the evaluation form. The student teacher **WILL NOT be certified.**

A grade of **F** represents failure. No credit will be given.

The mentor teacher should work closely with the university supervisor before deciding on a final grade for the student teaching candidate. The university supervisor is the instructor of record and has worked with student teachers in many different settings and classroom situations; thus, together, a mutually agreeable, objective assessment of the performance can be achieved. Grades must honestly and professionally reflect the competency attainment of the student teacher.

Mentor teachers should discuss their assessment of student work with the university supervisor prior to sharing their letter grade recommendations with the student teaching candidate. The letter grade is just one measure of the student's ability. Equally important to the evaluation process is the checklist of competency attainment on the evaluation form as well as the written comments, which afford the opportunity to indicate specific strengths, weaknesses, and potential of the prospective teacher.

The Mentor Teacher

Prospective mentor teachers are identified from recommendations by the administrator in the school district, site, or intermediate unit. Prospective mentor teachers are recommended in conjunction with the regulations of the district for acceptance of student teaching candidates, but minimally the mentor teacher for IUP must hold Level II certification and be teaching a subject in the certification area for a **minimum of 3 years.** A prospective mentor teacher must also have taught **at least one year** in the current grade level or assignment within the district before being eligible to be a mentor teacher.

The selection of a mentor teacher is a mutual process, which begins with a recommendation from the administrator of the school, the acceptance by the university, and the willingness of the mentor teacher to serve in this important mentoring role. It is important that the teacher's philosophy and teaching strategies be congruent with the discipline-area pedagogy.

Mentor teachers who agree to share their classrooms by mentoring student teaching candidates are a valuable resource to the IUP student teaching program. The mentor teacher has the responsibility for providing the practical experiences for student teaching candidates who are expected to apply the theories learned in their methods courses, to maintain a positive classroom environment by utilizing techniques of classroom management, and to plan appropriately for the developmental levels of all learners. The mentor teacher supports and guides the novice teacher to a level of expectation or ability consistent with that of a professional educator who is ready to independently plan, execute, and assess the elements of an instructional setting. The mentor teacher, as a positive role model, is one of the most important influences in stimulating professional growth of the teacher candidate. Student teaching is a cooperative venture, and both teacher candidate and mentor teacher have much to share with each other.

Criteria such as the ones listed below may be used for the selection of mentor teachers:

1. Personal and professional qualifications.
2. Interest and willingness to mentor education majors to become effective teachers:
    - by providing time for planning, providing effective and consistent feedback, and evaluation

- by sharing ideas
- by making the student teaching candidate aware of materials which are available for instruction
- by sharing the responsibility for teaching
- by accepting the student teaching candidate as a team member responsible for learning
- by helping the student teaching candidate make the transition from college student to professional educator

3. Recommendation as an excellent teacher of students, demonstrating a command of content and pedagogy and the ability to translate both to the student teaching candidate.
4. An understanding of the student teacher assessment instruments and procedures.

Specific Duties of Mentor teachers

1. Critique lesson plans of the student teacher prior to the teaching of the lesson(s).
2. Complete observations and provide feedback to the student teacher. This can be done daily as anecdotal evidence written in a notebook. Have the student teacher initial the written observations indicating s/he has read them. Encourage the student teacher to ask questions to aid improvement of teaching. It is important for the development of the student teaching candidate that a **more formal** written evaluation be conducted each week.
3. Communicate with the university supervisor.
4. Complete a mid-term evaluation in collaboration with the university supervisor. Encourage the student teaching candidate to be reflective in completing the appropriate narrative section. Assign a **recommended** grade.
5. Complete the final evaluation in collaboration with the university supervisor and submit the materials electronically.
6. Sign and submit the absentee record during the final evaluation meeting.

Absences of the Mentor teacher

Student teaching candidates may teach classes in the absence of the mentor teacher only if a certified substitute is hired and is in full command of the classroom. The candidate is expected to teach only those classes which s/he has been assigned by the mentor teacher and for which s/he has prepared. Student teachers should not work with a substitute teacher for an extended period of time. If the mentor teacher is expecting a lengthy absence, the university supervisor should be contacted so that additional arrangements or an alternative placement can be discussed. In collaboration with the Assistant Dean for Educator Preparation or Clinical Services Specialist, a decision will be made as to an alternative placement for the student teacher. If there is a need for an alternative assignment, the mentor teacher, and the principal and/or the district contact person will be notified.

Compensation for Mentor teachers

The compensation rate for mentoring a student teacher is set annually by Pennsylvania State System of Higher Education. As of AY 2026-27, the compensation rate is set at $594.50 for one student teaching candidate for one full semester, with compensation for a cooperating teacher with a candidate placed for a half semester prorated to $297.25. Mentor teachers are asked to complete a Mentor teacher Honorarium Form found on the IUP Educator preparation website at https://www.livetext.com/doc/11593062#page-51215486. This form is the mechanism used to alert the Educator Preparation Office at IUP that compensation is to be issued. To be eligible for the honorarium, mentors must complete a training virtually or in person once every 5 years. Workshops are offered in person over the summer, virtually over winter, and asynchronously. For fall student teaching candidates, honorarium forms should be received in the Educator Preparation Office by December 1 for timely payment to occur. For spring student teachers, honorarium forms should be received by May 1 for timely payment to occur.

The University Supervisor

The university supervisor is a faculty member at IUP who is assigned to supervise student teaching candidates as a part of their teaching duties. The chairperson of the academic department of the discipline is responsible for the assignment of faculty. Faculty who supervise student teaching candidates are prepared in the discipline area and are qualified teachers of the discipline and/or grade level for which they are supervising.

The university supervisor serves the student teaching program in several ways:

- As the official instructor-of-record for the student teaching candidate
- As a liaison between the discipline-area department of the student teacher, the Educator Preparation Office, and the mentor teacher

Although the Educator Preparation Office maintains the materials for the student teaching program and handles requests and communication with districts, the university supervisor can be the first contact for specific requirements for the candidate's program as well as all assessment materials.

Specific Duties of University Supervisors

1. **Make an introductory visit** to the student teacher during the first or second week of the experience. Briefly outline expectations to both the student teacher and the mentor teacher.

2. **Make a minimum of three additional visits for full semester placements,** at which time formal written observations should be made of the student teacher. Post observation conferences should be held with the student teacher at this time. Discussions should be held with the mentor teacher regarding his/her perceptions of the student teacher's progress. These reports are then sent to the Educator Preparation Office.

3. For student teachers in art, music, health, physical education, home economics, and early childhood with special education where two separate placements are made per semester (one each quarter), the requirements for observation and mid-term evaluation may need to be modified.

4. In collaboration with the mentor teacher complete a **mid-term evaluation,** assign a recommended grade, and complete PDE Form 430.

5. Complete all midterm evaluations in Anthology.

6. Maintain informal observation records for each student teacher.

7. **Conduct three-way conferences** with the mentor teacher and student teacher to clarify expectations and **seek to resolve conflicts.**

8. **Monitor student teacher attendance** through the Record of Absence. As appropriate, make recommendations for extending the student teaching experience.

9. **Monitor the student teacher's teaching load** and responsibilities.

10. **Complete a final evaluation** of the student teacher in collaboration with the mentor teacher and **assign a final grade** (where agreement of a final grade cannot be achieved with the mentor teacher, the university supervisor has the final word as the instructor of record).

APPENDIX A

EDUC 421, EDUC 441, EDUC 461, AND/OR EDUC 471: STUDENT TEACHING COURSE SYLLABUS

Course Syllabus

EDUC 421, EDUC 441, EDUC 461, AND/OR EDUC 471: STUDENT TEACHING

Course Description: Experience in teaching at the elementary or secondary level; coordination and visitation by a university faculty member with daily supervision by a mentor teacher. Efforts are made to provide opportunities for Candidates to work with students who have special needs and/or who come from diverse cultural backgrounds.

Conceptual Framework Relation

This capstone culminating experience is one that calls for the candidate with guided independence to integrate the components of the Danielson Framework-Professional Responsibilities, Planning and Preparation, Instruction, and Classroom Environment into the environment of the classroom where student teaching occurs.

Pre-Requisites for the Course

Candidates enrolled in student teaching have met all requirements of the first two steps of the IUP Three-Step Process to Teacher Certification including:

- Admitted to Step 1: Teacher Candidacy
- Attainment of Step 2 in the IUP 3-Step Process
- Satisfactory completion of at least 91 semester hours
- Cumulative grade point average of 3.0 or higher
- Completion of liberal studies science or Crimson Core scientific reasoning courses with a "C" or better
- Completion of all required professional education courses with a minimum grade of "C" in each; these include EDTC 103 or departmental equivalent, SPED program requirement, SPSY 102, 6 credits of math and 6 credits of English and literature, EDUC 442, EDUC 242, EDUC 342, SPSY 477
- Affirmative recommendation by the student's major departmental adviser or program coordinator
- Completion of the Special Education Competency course(s)
- Current Clearances for Act 34, 151, 24, 126
- Act 55 School Safety Training
- FBI Fingerprinting (PA Dept. of Ed.)
- Liability insurance
- Negative TB Test verification

Course Outcomes

The outcomes and performance indicators listed below are the generic outcomes for all education majors. In addition to these outcomes there are separate outcomes and performance indicators for each of the certification programs available at IUP.

APPENDIX B

MENTOR TEACHER-STUDENT TEACHER SIGNATURE FORM

The last step in the process of finalizing the student teaching placement is for the prospective student teacher to set up an interview with the mentor teacher. The purpose of the conference is to become acquainted with each other and to determine whether the placement will be a satisfactory one. It also enables the mentor teacher to discuss with the student teacher what they will be teaching, as well as giving them any books or materials they will need to prepare themselves for the first weeks of teaching.

If, as a result of the interview, you have any concerns about the placement, please contact the Educator Preparation Office. If the assignment meets with your approval, please sign on the appropriate line and have the student teacher return it to the Educator Preparation Office.

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

Student Teacher (please print):_____

Student Teacher (signature):_____

Mentor teacher (please print):_____

Mentor teacher (signature):_____

Date:_____

Please return this form to the Clinical Services Specialist. This will become part of the permanent file.

APPENDIX C

Indiana University of Pennsylvania

Substitute Teaching While Student Teaching Guidelines

From PDE:

The Substitute Teaching Permit for Prospective Educators became effective on September 11, 2016 with the passage of Act 86 in 2016 and was modified with Act 91 in 2022.

This permit allows an education student in an approved Pennsylvania teacher preparation program who meets the specific requirements in the law to be hired by a Local Education Association (LEA) in a controlled salaried permit position.

Requirements:

An eligible education student:

Must be currently enrolled in a PA college or university teacher preparation program regionally accredited and approved by PDE;

Must have completed 60 semester hours or the equivalent at an accredited PA college or university; and

Must be eligible under § 111 (criminal history) and § 1109(a) (good moral character, at least 18years of age, U.S. citizen, etc.) as well as have appropriate child abuse clearances.

Process:

- The permit is issued by the chief school administrator of the LEA (school district, charter school, area vocational-technical school, or intermediate unit) to the eligible education student.
- The student must present verification of enrollment status and completed semester hours to the LEA.
- The LEA must verify the requirements for a criminal history, child abuse clearances, and Good Moral Character.
- The governing body of the LEA will fix the salary paid to the student.
- Substitute time is not eligible for Pennsylvania State Employees Retirement System or School Employees Retirement System retirement credit.

Service Permissions:

- The permit is valid for one year and allows the student to substitute teach for no more than 10days per school year for a single teacher and not more than 20 days for multiple employees per school year.

- The permit may be renewed for one additional year if the student provides documentation of continued enrollment in the preparation program and the completion of an additional 15 credit hours or its equivalent.

Updated 9/18/2024

IUP Guidelines for Substitute Teaching During Student Teaching *NOTE* Subject to change at any time IUP's College of Education and Communication guidelines, relative to student teachers, regarding Act 86 of 2016 and modified by Act 91 of 2022 (above) permitting prospective teachers to act as substitute teachers are outlined in this document. The guidelines below only apply to Indiana University of Pennsylvania's student teachers during their assigned student teaching placement. Student teachers should be aware that anything they do while working in the school district, whether student teaching, substituting, or participating in other activities, may impact their own placement experience, and consequently, their student teaching performance and/or grade. They MUST act as professionals at all times. Requests will be discussed on a case-by-case basis and will ONLY be approved if/when the student teacher has achieved Proficient or Distinguished ratings in all categories on the Part I Generic Student Teaching Evaluation completed by the university supervisor(s) and mentor teacher(s) or has demonstrated sufficient improvement AFTER the Part 1 assessment is initially completed, as documented by the university supervisor(s) and mentor teacher(s). NOTE: All decisions relating to student teacher readiness and responsibilities will be determined on an individual basis by the mentor teacher, university supervisor and student teacher. Progress on all student teaching requirements such as the Teacher Work Sample and other program assignments must be evaluated before any student teacher starts substituting in order to ensure that they can be completed before the end of the student teaching assignment. Programs may have additional expectations, requirements or guidelines based on discipline content, certification requirements, or other considerations. NOTE: Student Teachers are responsible for ensuring that ALL requirements are completed if they choose to participate in substitute teaching opportunities. IUP student teachers will be permitted to act as a substitute teacher during their student teaching experience ONLY under the following conditions:

IUP student teachers:

1. Must be approved by the District School Board as a Student Teacher who may be used to substitute. This process will be different for each school district and may not be an option for all student teaching placements. There should be clear communication between the school site, the university supervisor, and the student teacher about this option. All parties must agree to the use of a student teacher as a substitute teacher**.** A locally issued permit will be provided by the school site.

2.Must obtain a positive recommendation from their mentor teacher and university supervisor prior to being used as a substitute teacher.

3. May substitute ONLY within their certification area and as approved by the university supervisor and program coordinator.

4. May only substitute in their current placement building.

5 .May serve as a substitute teacher during their student teaching placement for a maximum number of 10 days for full semester placements, and for a maximum of 5 days in the first half semester placement and 10 days total for students with two placements in a single semester.

6. Must notify their University Supervisor immediately once they learn that they will be substitute teaching rather than student teaching.

7. Must submit copies of the completed and signed Subbing While Student Teaching application AND the permit issued by the school to Lynnette Colton at lcolton@iup.edu before their first day of subbing.

8. Must be officially employed by the LEA as a paid substitute and the LEA will determine the fixed salary of the student teacher when acting as the substitute teacher.

Some LEAs may have additional restrictions such as:

9. May be used to substitute ONLY IF all other possible District substitutes have not taken the open position and District teachers will be in the position of having to "cover" the position for the day. (i.e. – using the student teacher due to a need for bargaining unit coverage of another class)

A student teacher is not obligated to act as a substitute teacher during the student teaching semester but those who believe they may be interested in doing so should initiate the process outlined below as soon as possible.

Suggested process for obtaining a Substitute Teaching Permit for Prospective Teachers

Student teachers should:

1. Contact the school district's Superintendent's Office or Human Resource Office to determine if the school district is willing to offer a "Substitute Teaching Permit for Prospective Teachers". These guidelines should be shared with the school district with the initial inquiry.

2. Complete whatever process is outlined by the school district for obtaining this special permit. According to the legislation it is likely the following will be the minimum required.

A. verification that the candidate is currently enrolled in a teacher preparation program, as indicated on the Application form.

B. Verification that the candidate has completed at least 60 hours of coursework at a college or university within the Commonwealth accredited by a regional accrediting agency, also indicated on the Application form.

C. Other items as determined by the school district such as clearances, resume, etc.

3. If the student teacher plans to pursue this option, they can access the required form letter on the LiveText student teaching site and arrange to discuss their plans and obtain the necessary signatures from their mentor teacher, student teaching supervisor, and program coordinator.

4.The student teacher should then submit the completed Application to the appropriate office in the school district. The submission of this Application notifies the school district of the availability of the student teacher to act as a substitute once all approvals are in place. After the student teaching semester has ended, the graduate may substitute in the school district as frequently as requested but no more than the total number of days designated in the legislation prior to certification. *See Application Form Posted on Livetext

Application to Substitute in Student Teaching Placement District

To Whom It May Concern:

According to the IUP College of Education and Human Services guidelines regarding substitute teaching while student teaching, I am formally requesting that I be considered for substitute teaching while student teaching in your school district. Below are the signatures of my mentor teacher, university supervisor, and program coordinator acknowledging that in their certified professional opinion, my skills, knowledge and disposition are such that I would be an effective substitute teacher within my certification area. Completion of this application with all required signatures signifies that the applicant is currently enrolled in a teacher preparation program at an accredited University and that the applicant has completed at least 60 hours of coursework. Sincerely, Student Teacher's Name
_____ Student Teacher's Area of Certification _____

_____

University Supervisor Print Name/Title

_____

University Supervisor Signature

_____

Date

_____

Cooperating Teacher Print Name/Title _____

Cooperating Teacher Signature _____ Date _____

IUP Program Coordinator Print Name/Title _____

IUP Program Coordinator Signature _____ Date _____

FREQUENTLY ASKED QUESTIONS BY THE STUDENT TEACHER

Q1: What if I have a special permit from the school district in which I am student teaching and have been subbing prior to student teaching?

> A: You still must wait for approval from your cooperating teacher and university supervisor to be excused from student teaching to substitute teach. The guidelines in this document still apply to you.

Q2: What if I want to substitute teach in a specific school district during the second half of my student teaching assignment? Will that be taken into consideration when getting placed for student teaching?

A: No. The sole purpose of the student teaching semester is to provide a student teaching experience with an excellent mentor. Substitute teaching will be an option for those student teachers who demonstrate readiness and interest in solo teaching and only in school districts that choose to offer the "special permit".

Q3: Do I have to accept a substitute teaching opportunity during the student teaching semester if I do not want to?

A: No. All parties must be fully in agreement. This is first and foremost your student teaching semester, and successfully completing those experiences and assignments should always take precedence over substitute teaching.

Q4: What if the school district I am in uses a "sub service" such as Kelly Educational Staffing, for example?

A: You would have to obtain approval through the "sub service" but those details would be provided by the school district.

Q5: What if a school district requests that I act as a substitute teacher prior to midterm?

A: This may occur on a case-by-case basis and only with permission of all parties (student teacher, mentor teacher and university supervisor) and if ALL evaluation criteria have been met.

Q6: What if I change placements or school districts after the midterm of the semester?

A: This will be discussed on a case-by-case basis and must be approved by all parties involved, as explained in the Guidelines above (May serve as a substitute teacher during their student teaching placement for a … maximum of 5 days in the first half semester placement and 10 days total for students with two placements in a single semester.)

Q7: Will I get paid for the days I act as a substitute teacher?

A: Yes. The legislation indicates that "…the individual shall receive a fixed salary…" This will be determined by the school district or sub service.

APPENDIX D

GUEST/HOST FORM

Student Teaching

GUEST/HOST RELATIONSHIP FORM

The College of Education and Human Services 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 educator preparation 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 educator preparation 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.

An educator preparation 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 s/he 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 educator preparation 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 an educator preparation 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.

Form completed electronically after attending Student Teaching Meeting

APPENDIX E

Observation Guide

Date Class observed

1. How did the teacher begin the lesson?
    - Engage the students' interest?
    - Relate to previous learning?
2. How did the teacher make the purpose and relevance of the lesson apparent?
3. What procedures were incorporated into the body of the lesson?
    - Lecture
    - Discussion
    - Technology
    - Demonstration
    - Student research
    - Small group work
4. What materials were used in the course of the lesson?
    - Textbooks
    - Supplementary books
    - Audio
    - Video
    - Concrete objects
    - Illustrations
    - Models
    - Technology

- Other(Specify)

5. What was/were the lesson objective(s)? Did the teacher show a broad knowledge of the subject area? Did the teacher relate the subject matter to other content the students had studied, to current events, or to students' personal needs?

If so, how was this accomplished?

6. What provisions and/or accommodations were made for individual differences?

- Student/Teacher conferences
- Small group work
- Individualized assignments
- Differentiated reading materials
- Other (Specify)

7. What classroom management techniques did the teacher use?

- Rules
- Procedures
- Privileges/Loss of privileges
- Student self-management
- Other (Specify)

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

- Appearance did not distract from the subject matter
- No distracting mannerisms
- Correct grammar
- Appropriate voice volume and pitch
- Was enthusiasm evidenced?
- Displayed genuine interest in students?

9. How did the teacher end the lesson?

- Summarized the day's learning
- Assigned homework? If so, specify the kind of assignment
- Was any work collected at the end of the period?
- Other (Specify)

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

- Oral questions
- Written questions
- Observation of students' verbal responses
- Observation of students' application skills
- Quiz
- Recording results of conferences with students
- Written work
- Technology
- Other (Specify)

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

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

APPENDIX F

Objectives

These should be written in behavioral terms--what is expected that the student will learn as a result of this class. Usually these have several facets to be included: what is to be learned; how it is to be learned; what academic standards are applicable; and how it is to be assessed. Considering the length of the class period, only a few objectives may be the focus so that they can be attained by students and assessed by the student teacher.

Materials

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

Procedures

Introduction

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

Body of the Lesson

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

Conclusion of the Lesson

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

Self-Evaluation

The candidate writes this section as soon as possible after the conclusion of the lesson. It is a

time for self-reflection and evaluation. What was effective about the lesson or the use of the variety of teaching strategies of the lesson? Did the students achieve the outcomes of the lesson? Why or why not? What was needed for improvement of the lesson?

APPENDIX G

The following forms and other important information can be found here:
https://www.livetext.com/doc/11593062

All formal evaluations will be completed in Anthology Portfolio.
https://iup.chalkandwire.com/Login.aspx

Evaluation of the Student Teacher

I. Student Teaching Evaluation Part I (Unit-Wide)

II. Student Teaching Evaluation Part II (Program Specific)

III. Student Teaching Evaluation Part III (Unit-Wide)

IV. Professional Dispositions Form (Unit-Wide)