Indiana University of Pennsylvania

IUP Post-Baccalaureate English, 7-12 Certificate Program

Department of English

Academic Year 2019-2020
Handbook Updated by Dr. Emily Wender

Post-Baccalaureate English, 7-12 Certificate Program
Department of English
506A Humanities and Social Sciences Building
981 Grant Street
Indiana, Pennsylvania 15705
Phone (724) 357-3969 Fax (724) 357-2265

Program Website: http://www.iup.edu/english/grad/english-7-12-teaching-cert-Post-Bac/

TABLE OF CONTENTS

WELCOME

Welcome to the Post-Baccalaureate in English, grades 7-12, Certification Program. We are a new PA teaching certification program. We are very excited to have you here with us at IUP and hope this will be an excellent experience for you. This handbook contains essential information for all students enrolled in this program. It is necessary for registration, advising, and fulfilling all requirements for teacher certification. Keep all of your official papers together with this handbook in a folder, and take special care not to lose it. Bring this handbook and your folder with you *each time* you visit your advisor.

Indiana University of Pennsylvania

Founded in 1875, IUP is a vibrant, comprehensive, research-based, teaching-focused, student-centered learning community.

IUP combines the academic opportunities of a large university with the highly personalized and intimate learning-centered environment of a small college.

Almost 13,000 undergraduate and graduate students are enrolled in our accredited and nationally recognized programs, enjoying traditional and nontraditional classroom experiences, engaging in research and service activities with their faculty mentors, becoming lifelong learners, preparing for rewarding careers and productive lives, and developing leadership skills for effective citizenship.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Department of English and English Education at IUP

IUP's reputation in English Education is recognized in Pennsylvania and nationally for excellence in preparing teachers for today's classrooms, for future graduate studies, and for a lifelong professional career. The English Education certification at IUP will certify you to teach secondary English language arts in Pennsylvania and at least 45 other states. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state on the College of Education web page. English Education at IUP offers specialized training for students who wish to teach English at the secondary level. It is a challenging major for students who love English and who

desire a career teaching English to young people. The career focus of this major creates a strong bond among undergraduate majors and faculty. The professors who teach English Education courses have taught English in secondary schools and remain active in the profession through research and service at the state and national levels.

Mission Statement and Program Objectives

The Post-Baccalaureate Certificate in Teaching English, 7-12 Program understands and recognizes recent national studies of teacher training that focus on the value of research in teaching literature, composition, and language through academic course work and supervised field experiences. Candidates will fulfill two different semesters of field experiences: (a) 95-hour internship at a local middle or high school, and (b) 15 weeks of student teaching at a local middle or high school. This program is structured for students with a B.A. in English (or its equivalent) who wish to pursue initial teacher certification through the Praxis exam and student teaching required in addition to the core courses, a total of 24 semester hours; some candidates may need to take additional course work, depending on transcript review and meeting the minimum requirements for entrance into the English Post-Bac. and the Three-Step Process for Teacher Certification (see requirements beginning on p. 12). Your advisor will inform you of the total number of credits you will need when you submit a completed application to the program.

What makes our program unique?

- Award-winning, experienced, caring, and dedicated faculty
- Collaborative learning environment among peers and faculty
- Culturally diverse population of students
- Current practice with multimodal learning technology and literacy
- High rates of retention and completion
- Certification in Other States: The English Post-Bac. certification at IUP will certify you to teach secondary English in Pennsylvania and at least 45 other states. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state on the College of Education and Communications website (www.coe.iup.edu/teach/ed/index.htm).

Philosophy of the Program

Current theory and practice suggest that effective English teachers—

- Have a broad knowledge and understanding of multicultural language and literature and are prepared to teach in schools with diverse populations
- Introduce and develop problem-posing and problem-solving strategies in their classrooms
- Know how to incorporate technology and use technology as a tool for improving and enhancing English Education and communications
- Are leaders and model effective leadership in and outside the classroom
- Advocate and incorporate interdisciplinary studies and projects
- Create classroom environments where all students can learn by using multiple instructional strategies and adapting instruction for individual needs
- Are reflective practitioners

- Take an active role in the community and invite the community into their classrooms
- Are lifelong learners and grow professionally, contributing something valuable to society

(Pre-Service teachers will also become familiar with *Standards for the English Language Arts*, NCTE and IRA available at http://www.ncte.org/standards)

Faculty and Staff

English Education Resource Pool Faculty and Advisors

Dr. Brian Carpenter   Brian.Carpenter@iup.edu

Dr. Emily Wender   Emily.Wender@iup.edu

*Post-Bac. English Certification Program Director

For further English Department assistance, please contact:

Dawnette Shellhammer   724-357-2261

Graduate English: 724-357-2263

FAX: 724-357-2265

Admission

Applications to the program are accepted for summer and fall; we recommend that applicants submit all materials by the end of March. We do not require GRE scores. To request information or to apply, please visit http://www.iup.edu/graduate (click on Graduate Admissions).

We base our admission decisions on the strength of the following:

- Goals statement-- A paragraph or two about why you are considering this certification and want to teach secondary English
- Official transcripts for previous colleges attended
- Two letters of recommendation
- A resume or vita (optional)

The letters of recommendation should be recent (not older than one year) and should be from individuals who are familiar with your academic ability and potential. Letters of recommendation that are specific and detailed tend to be the strongest.

Qualifications for Candidates:

- B.A. in English or related field. Some courses may need to be added to the candidate's program of study upon transcript review and advising.

- Undergraduate minimum GPA 2.6 if the degree was earned in the past 5 years (2.4 minimum if degree was earned more than 5 years ago). Note: If a student has less than a 3.0 GPA at the time of application, s/he must pass the PAPA (Pre-service Academic Performance Assessment exam) and submit official scores to the Post-Bac. Director and the College of Education and Communications along with the application.
- Students may be admitted in summer or fall; the program is 24 credits for PA certification if candidate meets the minimum entrance requirements.
- Candidates must apply and be approved for this certification program by sending a valid copy of their undergraduate degree transcript, goals statement, and two recommendation letters from former instructors to the online application process at http://www.iup.edu/english/grad/english-7-12-teaching-cert-Post-Bac/
- Once admitted, students must maintain a minimum GPA of 3.0 to complete the program and earn PA teacher certification.
- Students must also comply with the requirements from the College of Education and Communications and the Three-Step Process at http://www.iup.edu/teachereducation/students/Three-Step-process/
- Students must pass the Praxis II English Language Arts: Content Knowledge to be cleared for student teaching and to earn PA Instructional I Teaching Certificate.
- Option for Master's Degree: Students may opt to add credits to earn the MA in Composition and Literature.

Application

To apply, submit the following items to

http://www.iup.edu/admissions/graduate/howto/

1) Official transcripts from previous colleges or universities attended

2) Two letters of recommendation

3) Goals statement

3) Non-refundable application fee (see Graduate Admissions website for fee amount)

We do not require a writing sample (except for the goals statement). Once your application file is received by Graduate Admissions in the Graduate School, they will make sure it is complete. If not, they will hold it until all items have been received. Then they will forward it to the Post-Bac. director, where faculty will review it and make a decision about acceptance. The decision will be relayed to the Graduate School and the Graduate School will send you a letter informing you of the decision.

NOTE: The minimum 3.0 GPA requirement while enrolled in the Post-Bac. program is required by state law and is the same for all education majors at all colleges and universities in Pennsylvania. To apply to the program, though, the graduate school considers an application if the applicant's cumulative undergraduate grade point average was at least a 2.6 if the bachelor's degree was earned within the past five years. If the bachelor's degree is older than five years, the minimum cumulative grade point average required is 2.4. If a student has less than a 3.0 GPA at the time of application, s/he must pass the PAPA (Pre-service Academic Performance Assessment exam) and submit official scores to the Post-Bac. Director and the College of Education and Communications along with the application.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Financial Assistance

Financial Aid and Graduate Funding

Coming to college can be costly, especially for graduate students. Unfortunately, not all students can be offered graduate or teaching assistantships or scholarships in the Department of English. However, there are other means for funding your studies. Check with the Office of Financial Aid at: www.iup.edu/financialaid. There are additional ways to be funded but that must be through graduate studies where you can apply for grants to attend conferences or for research. See: Research at IUP or http://www.iup.edu/page.aspx?id=65579.

Graduate Student Professional Development Fund

Graduate students can apply for funding to support their participation in scholarly and creative activities that add to professional development in a significant way. The graduate student must provide a clear description of the proposed activity and explain how it adds to his or her scholarly development. As part of the application, a faculty member must describe the importance of the activity as it relates to the student's scholarly goals and educational progress. Examples of eligible activities include: serving as a moderator, discussant or session chair at a disciplinary conference; presenting research methodology for feedback at a roundtable discussion at a conference; or leadership activities related to professional or disciplinary associations. Simply attending a conference, while a valuable learning experience, is not eligible for support.

See also **External Funding for Graduate Students** at: http://www.iup.edu/page.aspx?id=65583.

Or The Office of Financial Aid at: *www.iup.edu/financialaid/*

Academic Advisement

Dr. Wender, program director, or another member of the English Education Resource Pool faculty, will be assigned to advise the individual Post-Bac. candidates.

Academic advisors are to meet with advisees before and at the midterm points of each semester to check in with candidates and to ensure they are on track for certification through course work and the 3-step process in the College of Education.

Students are to follow the Post-Bac. Program Handbook and to bring the Handbook with them to each advising meeting. Students are responsible for meeting regularly with their advisors, taking the proper coursework, and meeting all step requirements in the College of Education for PA certification.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
Applied Research Lab: www.iup.edu/arl/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/itsupportcenter/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center http://www.iup.edu/career/
IUP Parking Services and Visitor Center http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1 - 877 - 333- 2470

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

<h1 style="text-align:center; color:red;">Programs and Degrees</h1>

English Masters Programs and English Doctoral Programs
Visit https://www.iup.edu/english/grad/

Certificates and/or Certification and/or Licensure

There are three steps for Post-Baccalaureate students to follow for admission to the Certification Track:

<h3 style="text-align:center;">IUP Three-Step Process for Teacher Education</h3>

Step 1 - Application for Teacher Education

<u>Eligibility requirements for enrolling in the professional education sequence:</u>

- A minimum of 48 earned credits and a 3.0 cumulative GPA.

- Successful completion of the following (scores can be mixed and matched):

  a. The Pre-service Academic Performance Assessment (PAPA) exams with the minimum passing score established by the Pennsylvania Department of Education **(NOT required for Post-Bac. candidates unless GPA is below 3.0)**

  b. Praxis Core exam with the minimum passing score established by the Pennsylvania Department of Education

  c. documented SAT scores (total must be $\geq$ 1500 with each of the three component tests

  (Reading, Writing, & Math) $\geq$ 500 **(NOT required for Post-Bac. candidates unless GPA is below 3.0)**

  d. The American College Test (ACT) Plus Writing composite score of 23 accompanied by a combined English score of 22, Writing score of 21, and a Math score of 21 **(NOT required for Post-Bac. candidates unless GPA is below 3.0)**

- Completion of the following courses or equivalents with a minimum grade of "C":

  - ENGL 101
  - ENGL 121 or ENGL 122
  - EDSP 102 or PSY 101
  - COMM 103 (or major program requirement in lieu of COMM 103)
  - 6 credits in Mathematics (level 101 or higher)

- Act 34 Criminal Background Check (Must be renewed annually)

- Act 151 Child Abuse Clearance (Must be renewed annually)

- Act 24 (PDE-6004) Arrest or Conviction Report (Must be signed and renewed annually)

- Act 114 FBI Fingerprinting (Continuing enrollment in IUP Teacher Preparation Program is required for fingerprinting to remain valid)

- Documented completion of ACT 126 Training at www.reportabusepa.pitt.edu (Must be renewed annually)

- TB Test (must be renewed prior to entering schools/annually)

- Speech and hearing test (One time only-- administered in 263 Davis Hall; testing dates posted on the Teacher Education webpage at the beginning of each semester)

- Proof of Liability Insurance (annual update required or join multiple years) – PSEA membership or Private insurance (Must have a minimum of $1,000,000.00 per claim and an aggregate of $3,000,000.00 per occurrence if obtained via private insurance)

- Satisfactorily completed essay (submitted with application)

- Evidence of *satisfactory evaluation* of Live Text portfolio

- Advisor's recommendation and signature

- Originals of all documents must be submitted with your application. Copies will be made in Teacher Education Office and originals will be returned to student

Step 2 - Application for Student Teaching

Eligibility requirements for student teaching placement:

- Successful completion of Step 1

- Maintenance of a cumulative GPA of 3.0

- Renewed Act 34 Clearances

- Renewed Act 151 Clearances

- Current ACT 114 Clearances

- Renewed Act 24 (PDE-6004) Arrest or Conviction Report

- Renewed documentation of completion of ACT 126 Training www.reportabusepa.pitt.edu

- Renewed TB Test

- Successful completion of **ALL** required PRAXIS II or PECT (Pennsylvania Educator Certification Tests) Exams (The PRAXIS and PECT cut-off scores for each test must be at or above the current PDE established scores at the time a candidate applies for Pennsylvania Teacher Certification)

- Proof of Liability Insurance (annual update required) – PSEA membership or private insurance (Must have a minimum of $1,000,000.00 per claim and an aggregate of $3,000,000.00 per occurrence if obtained via private insurance)

- Completion of all major courses, methods courses, and liberal studies science courses with a minimum grade of "C"

- Updated *satisfactory* review of LiveText portfolio with program specific requirements and artifacts

- Advisor's recommendation and signature

Results of Step 2 approval: Ability to register for Student Teaching

Step 3 - Application for Pennsylvania Teacher Certification

Eligibility Requirements:

- Successful completion of Step 2

- Successful completion of Student Teaching with grade of C or better

- Maintenance of a cumulative GPA of 3.0

- **If needed verification of sliding scale Praxis 2 or PECT results based on final posted GPA

- Final *satisfactory* review of the LiveText Teacher Work Sample

- Completed application for Pennsylvania Teacher Certification

- Copy of TIMS coversheet form PDE website

- Copy of IUP Marketplace receipt for certification processing

- The recommendation of your student teaching supervisor and program coordinator

- The recommendation of the IUP Teacher Certification Officer

Results of Step 3 approval: Recommendation to PA Department of Education for Teacher Certification

Online Management System

CastleBranch is an online management system that will allow you to upload, maintain, and access your clearances from any electronic device. In addition, CastleBranch will monitor your clearance expiration dates and send individual renewal reminders.

All candidates will be required to obtain a CastleBranch account. The information and directions for creating this account may be found on the LiveText General Forms page.

We believe this advancement will be of great benefit during your academic preparation and beyond. Should you have questions after reviewing the CastleBranch information, please contact the Educator Preparation Office in 104 Stouffer Hall:

Ms. Judy Geesey or Dr. Sue Rieg
College of Education and Communications
Indiana University of Pennsylvania
724.357.2485

Summary of Three-Step Process

Step 1: Apply for Admission to the Teacher Education Program

To be admitted to the Teacher Education Program, do the following—

➢ Apply and receive acceptance to the Post-Bac. Program

➢ Submit an application form for admission to the Teacher Education Program in the College of Education. You may obtain it from the College of Education Teacher Education office in 104 Stouffer Hall. You will need to meet with your advisor (this can be done virtually) to do the application review and to obtain his or her signature before you can submit this application.

Obtain ACTs: Obtain ACT 34 Clearance, Act 151 Clearance, Act 114 Fingerprinting, Act 126 training, and Act 24.

ACT 34 is a check for past criminal activity and is required by Pennsylvania law for all people who work with children. It involves a record check by the State Police for Pennsylvania residents and also a fingerprint check by the FBI for out-of-state residents. ACT 151 is a check for past child abuse activity and is also required by Pennsylvania law. Act 114, fingerprinting, is now required for teacher certification. Act 24, report of arrest or conviction, must be printed out, signed, and placed in a sealed envelope. Schools are not permitted to allow anyone without these clearances to work in their setting. Forms for these clearances are available in the Office of educator Preparation in 104 Stouffer Hall. You may register and pay for ACT 34 clearance online. An appointment for having fingerprints taken on campus can be arranged through the College of Education at the beginning of the field experience term. Your fingerprints must be registered in order for you to work in a school for both the internship and student teaching.

You may also obtain the required forms online at the PA Department of Education website. There is a charge for each clearance check. Students who do not have clearances may not be admitted to EDUC courses until they obtain them, as required by Pennsylvania law.

Pass the Speech and Hearing Test. Dates for this are posted at the beginning of the semester. Once you know the date (look for signs in H&SS Bldg., Sutton Hall, and Stouffer Hall), go to the Speech and Hearing Clinic in 263 Davis Hall. The test is easy and involves reading a short passage and taking a simple hearing test. Once you have passed this test, you do not need to take it again.

Pass a Yearly TB Screening Test. The TB test (for tuberculosis) is required by the state of Pennsylvania for all people who work in schools. The test is offered free by the Center for Health and Wellness. Watch the bulletin boards in Sutton and Stouffer Hall for dates.

Pass the PRAXIS II Exam. The PRAXIS exams are required by state law and minimum scores are set by the Pennsylvania Department of Education. See the section on the College of Education website, and go to the Career & Professional Development Center in Pratt Hall for the latest information bulletins.

Write the required essay, as outlined in the Teacher Education Program application. **Note:** You may duplicate the Personal Goals essay you wrote for your application to the Post-Bac. Program in the

English Department. Simply copy it and submit it with the application for admission to the Teacher Education Program in the College of Education.

Complete a Live Text portfolio Step One checkout (included in this Handbook) with your advisor. The portfolio is an on-going process, and the requirements will be explained to you by your instructors.

Obtain the approval signature of the program director on your Teacher Education Program application and Step One checkout form.

IMPORTANT-- A NOTE ABOUT CLEARANCES: Once you have received your clearances, keep the original copy in a safe place (and make a copy) in case you need to present it when you enter the schools. Plan ahead; not having updated clearances can affect your placements. Each clearance costs $10 and may be paid with a certified check or money order; the clearances are good for one calendar year. **Please be aware, these clearances are also needed for student teaching, and should they expire before you begin your student teaching, you will need to reapply for current, up-to-date clearances**. You must have these clearances to complete both the internship Pre-Student Teaching and student teaching.

YOU WILL SUBMIT STEP-2 WHEN YOU HAVE COMPLETED YOUR PRE-STUDENT TEACHING INTERNSHIP AND BEFORE YOU STUDENT TEACH

Step 2: **Meet Eligibility Requirements for Student Teaching** Once you have been admitted to the Teacher Education Program in the College of Education, you must meet these eligibility requirements to begin student teaching:

- Have a minimum GPA of 3.0
- Completed Step 1 (above)
- Completed all courses with a grade of C or higher
- Passed the Praxis subject area exam for admission to Student Teaching
- Obtained current ACT 34, ACT 151, ACT 114, and Act 24 clearances and Act 126 training
- Obtained Speech and Hearing clearances
- Passed updated TB test
- Updated electronic Live Text portfolio review as outlined in EDUC-542

You may begin making plans to do your student teaching once you have—

Filed an application with the Post-Bac. director *the semester before you plan to do your student teaching.* Be sure to check in with the Director the semester before you student teach and complete the application for student teaching. **Students must take EDUC 542 001 before they expect to student teach.**

You will need to register for ENGL 698 002 Student Teaching (6 credits).

Step 3: Apply for State Certification At about the mid-point of the semester in which you are student teaching, you should apply for certification to the Pennsylvania Department of Education through the electronic TIMS program. Your completed application will be forwarded to the Pennsylvania Bureau of Teacher Certification for Pennsylvania Teacher Certification. In order for IUP to recommend your application for certification, by the end of student teaching, you must have—

- Completed Steps 1 and 2 above
- Completed EDUC 542 Pre-Student Teaching with a grade of C or higher
- The overall minimum GPA, as required by the state of Pennsylvania: 3.0 or higher
- Final passage of the electronic professional portfolio, including Live Text and Step 3 evaluation
- Completed all required course work
- Completed application for Pennsylvania Teacher Certification
- A review and recommendation by (1) your advisor or the Director, and (2) the IUP Teacher Certification Officer, indicating you have completed all requirements

NOTE: Students should not be taking any courses while they are student teaching.

Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) standards, a core set of expectations for all teachers, are also an integral part of the English Education programs and are reflected in our graduates' professional portfolios.

InTASC Standards*

THE LEARNER AND LEARNING

2. 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.

3. 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.

4. 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.

CONTENT KNOWLEDGE

5. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

6. 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.

INSTRUCTIONAL PRACTICE

7. 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.

8. 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.

9. 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.

PROFESSIONAL RESPONSIBILITIES

10. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.

11.   The teacher seeks appropriate leadership roles and opportunities to take responsibility for student   learning, to collaborate with learners, families, colleagues, other school professionals, and   community members to ensure learner growth, and to advance the profession.

Courses

Course of Study (24 credits)

I.   Summer Admission

Summer (6 cr.)

- EDSP 705 Multicultural Issues in Schools & Communities
- EDEX 650 Exceptional Children & Youth

Fall (12 cr.)

- EDUC 552 Teaching English & Communication
- ENGL 518 Young Adult Literature
- EDUC 542 Internship w/ seminar
- ENGL 625 Introduction to TESOL or ENGL 526 ESL Methods & Materials

Spring (6 cr.)

- ENGL 698/002 Student Teaching

OR

Course of Study (24 credits)

II.   Fall Admission

Fall (12 cr.)

- EDUC 552 Teaching English & Communication
- ENGL 518 Young Adult Literature
- EDUC 542 Internship w/ seminar
- ENGL 625 Introduction to TESOL or ENGL 526 ESL Methods & Materials

Spring (6 cr.)

- ENGL 698/002 Student Teaching

Summer (6 cr.)

- EDSP 705 Multicultural Issues in Schools & Communities
- EDEX 650 Exceptional Children & Youth

Selected Course Descriptions

PRE-STUDENT TEACHING FIELD EXPERIENCE-- EDUC 542 (Also see Appendix B)

Pre-Student Teaching is required by the Pennsylvania Department of Education for secondary English teaching certification and part of the Post-Bac. program at IUP. Such early experiences in schools enable the prospective teacher to connect the theories studied in on-campus courses with classroom contexts. IUP offers a range of diverse experiences including the Philadelphia Urban

Seminar for students opting for a two-week intensive practicum in an urban setting (by approval only). If you are interested in that, please tell your advisor and apply for the program by obtaining a packet from the College of Education. **All placements for Pre-Student Teaching are made by officials in the College of Education and Communications.** During the semester, most students complete the required 95 hours of observation and participation in schools. Interns will spend the equivalent of about 12 full days in the school, working with the cooperating teacher who serves as the on-site supervisor. Ideally, the intern will spend the majority of the hours with two of the classes taught by the cooperating teacher. Interns are also expected to observe several English teachers in the school, however, and should plan their time accordingly. It is generally better if the field experience provides for continuity with the same students across time. Students are also required to create artifacts for their professional portfolios. See Step One, Two, and Three evaluation forms elsewhere in this handbook.

Pre-Student Teaching Application

The Pre-Student Teaching Internship Application is located in Appendix B of this handbook. Please complete it the semester prior to the internship and return it to the program coordinator/director.

Syllabus: The Pre-Student Teaching internship syllabus will be provided in the EDUC 542 course.

Make an appointment to discuss your placement needs with your program director, and complete and return the request for internship form to your program director.

Internship Requirements

During the 95-hour internship, each intern will be assigned a supervisor from IUP, typically the program director/coordinator. The assigned supervisor will make one early contact with the cooperating teacher. Later in the internship term, the assigned supervisor will observe the intern at least once during the 95-hour period and then will conference with both the student and the cooperating teacher concerning the student's final grade. **Students should not begin their placements until they have notified their supervisor.**

STUDENT TEACHING-- ENGL 698 002 (Also see Appendix C)
The fifteen-week student teaching experience is 6 credits at the graduate level and is the culminating experience for Pennsylvania state certification and completion of the secondary English certification at IUP. This experience complies with the Pennsylvania State, INTASC, and CAEP standards for teacher certification. Students enrolled in this course should have completed all course work requisite for the certificate in Teaching English, 7-12, have filed an application for student teaching, and have been accepted for placement in a school site with a cooperating teacher. Students doing this field experience must have current Act 34 (criminal record check), Act 151 (child abuse) clearances, Act 114 (Fingerprinting), Act 24 (report of arrest or conviction), and Act 126 training, and must have completed up to and including Step Two of the Three-Step Process for teacher certification, including passing the English specialty area exam. Students will also need to complete the Application for PA State Certification (see instructions on the College of Education website in Live Text and in the *Student Teaching Handbook*). Be sure to complete the necessary paperwork for student teaching. *The application for student teaching can be found in the Student Teaching Handbook. Refer to the LiveText page for student teachers.*

Student Teaching Calendar
The student teaching calendar can be found in Live Text on the COE website. Please look it over carefully and plan accordingly. Student teachers are expected to be in the school whenever it is in session. In-service participation may be required and is professionally enlightening.

Student Teaching Handbook
Before student teaching, all student teachers must download the *Student Teaching Handbook from the College of Education website in Live Text*. It is also available for a fee at the Co-op Bookstore. Though some of the information included in the *Student Teaching Handbook* must be adapted for Post-Bac. students, the information is relevant**.** Once the handbook is purchased or downloaded, you must send verification of purchase to the student teaching office.

Student Teaching Interview
The student teacher must make arrangements with his/her cooperating teacher prior to the beginning of his/her assignment. You must return the completed signature form and a copy of the letter of introduction you sent to your cooperating teacher to the student teaching office. Failure to do this may interfere with your student teaching assignment.

Many cooperating teachers are expecting you to come to the school for an interview and will call the student teaching office if you do not attend to this matter. Look on your assignment form for the name, address, phone number, and e-mail of your cooperating teacher, and contact her or him once you receive your placement; also e-mail your supervisor as to when you'll be meeting with your cooperating teacher for the first time.

Student Teaching Placement
 While student teaching, you will be assigned to a cooperating teacher in a single school. Your university supervisor is the professor of record for your student teaching internship and will assign the grade given. He or she will act as liaison between the school and the university. Your university supervisor may or may not be a faculty member with whom you have had classes.

Taking Courses While Student Teaching
Taking courses while student teaching is strongly discouraged and will be by approval only. Questions regarding this policy should be discussed with the Post-Bac. Program Coordinator and with the Dean's Associate for Student Teaching. A request for permission form is   available in the student teaching office in Stouffer Hall.

Evaluation of Students

Required EXAMS

Students must apply and take the Praxis II (English Language Arts Content Test 5038). You must pass this test before you will be allowed to student teach, as it is required for IUP and PA state certification. Be sure to consult the Teacher Education office for test dates and forms. Information is also available on line from the College of Education web site. The most current information may be found under "Forms and Documents." To obtain teacher certification in Pennsylvania, English Education majors at IUP must take the test as follows:

*NOTE: Please be aware of how this test coordinates with the Three-Step Process for Teacher Certification.

When should I take the English Praxis II test? You must pass this prior to student teaching. But, you should not wait until the last testing time before you student teach, in case you would not pass the test; give yourself enough time to take the test twice if needed. For further information about the state required tests for PA certification, please go to the following link:
http://www.pa.nesinc.com/Home.aspx

Academic Requirements

There will be verification of all requirements for admission to student teaching. If the requirements are not met, you will be sent an e-mail informing you that you will be un-enrolled from student teaching until the deficiencies are removed.

Advising

Some courses are offered only once during the academic year. In order to move through the program efficiently, it is recommended that students work carefully with the Program Coordinator/Advisor to plan their program of studies and to make revisions as needed. Should you require additional advising, a directory of faculty names, phone numbers, office locations, and email addresses appears at the end of this handbook.

Criminal Offenses

If you have a criminal record prior to student teaching, and cannot be placed in student teaching, you will not be able to complete the program with certification. It is best that you contact the College of Education on a case-by-case basis.

E-Mail

Each student, upon receiving admittance to IUP, will be assigned an e-mail address for use throughout his/her education at the university. Communication from the program, professors, and the College of Education occurs on a daily basis. Make sure you check your IUP email daily. Addresses can be obtained by looking up your name in the online directory on the IUP web page. Your advisor and many other professors will contact you throughout the semester using e-mail. You may contact any IUP employee or student via e-mail.

Addresses are in the directory on the IUP webpage. IUP email is Web accessible. You may also access Internet functions through the IUP computer system.

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

<h2 style="text-align:center; color:red;">University Policy and Procedure</h2>

Completion of the Program Requirement

To complete the program, each student must electronically apply for graduation (through MyIUP) before their graduation date. Please see the graduate school's directions.

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact your Program Coordinator or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation and Thesis
*Note: Admission effective fall 2017 and after: Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Graduate Fresh Start Policy
A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application
A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:
•   he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
•   he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
•   he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record
All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University though the provisions of this policy only once.

Prior Record
The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards
A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

Graduate Students

1. For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

2. Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

> *Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.*

> *The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.*

Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

http://www.iup.edu/registrar/students/registration/

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

NOTE: Candidates for the Post-baccalaureate in English, 7-12 certification program must also follow the guidelines and time limitations as set by the Pennsylvania Department of Education (PDE).

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/ and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

> a. *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*

> b. *Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf*

of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective Fall 2017) Policy

*A student may transfer graduate credits from another institution, with Department approval, up to one third (**1/3**) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.*

*Up to one third (**1/3**) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.*

*The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (**1/3**) of the total required graduate credits for the program.*

To request transfer credits, the student must complete the Request for Graduate Transfer Credit Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for

credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Research

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Department/Program Awards

English Department Awards are celebrated at the annual English Honors Ceremony and at Graduation each spring semester.

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Appendices

Appendix A: Useful Websites
Appendix B: Pre-Student Teaching Internship for ENGL 698 001
Appendix C: ENGL 698 002: Student Teaching for Secondary English Education

Appendix A

Useful Web Sites

College of Education and Communications: http://www.iup.edu/education/

English Department: http://www.iup.edu/english

English Department B.S. English Education: http://www.iup.edu/page.aspx?id=40805

English Department Post-Baccalaureate English Certification:
http://www.iup.edu/graduatestudies/catalog/certificate/english-7-12-certificate/

InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf

ISTE Standards: http://www.iste.org/standards/nets-for-teachers/nets-for-teachers- 2008.aspx

IUP Office of Educator Preparation: http://www.iup.edu/teachereducation

National Council of Teachers of English: http://www.ncte.org

NCTE/CAEP Program Standards: http://caepnet.org/

PA Department of Education: http://www.education.state.pa.us

PA Department of Education Standards Aligned System: http://www.pdesas.org

PA Educator Certification tests: http://www.pa.nesinc.com/

PA State Education Association: http://www.psea.org/

Appendix B

You will need to complete the 3-Step Process for Teacher Certification which can be accessed in Live Text and on the College of Education and Communications website. Information on those pages will be useful at various times as you move through the Post-Bac. English Certification Program.

1. **Complete the required Standards for Step One in Live Text (Standards are listed in Live Text).**

2. **When you have completed Step One, you will be ready to register for ENGL542 001 to do your Pre-Student Teaching internship and Step Two. You should also register and take the Praxis II exam which must be passed before you can student teach.**

Sample Syllabus Pre-Student Teaching Internship for EDUC 542
Yours may vary slightly.

Goals

The intern will:
1] Establish entry-level connections to the profession of teaching English.
2] Integrate pedagogical theory and practice.
3] Learn skills and protocols related to the art and craft of teaching.
4] Learn appropriate strategies related to planning for effective instruction.
5] Learn to conduct action research as a participant observer in a classroom.

Course Requirements

1] Record notes about teaching and learning activities observed in the cooperating teacher's classroom in

a journal.

2] Study an aspect of teacher-student interaction and write a report of findings grounded in appropriate professional literature.

3] Design and teach a lesson or series of lessons under the mentorship of the cooperating teacher.

4] Participate in the NCTE-IUP affiliate and attend one local or regional professional conference or equivalent.

5] Complete requirements for the electronic teaching portfolio at Step 2.

Placement

The intern, in consultation with the Director/Coordinator, will select three potential sites for placement. Notification of placement will come from the College of Education Office of Educator Preparation. Students must have completed Step One with valid Act 34 (Criminal Record), Act 151 (Child Abuse), Act 114 (Fingerprinting), Act 24 (Report of arrest or conviction), Act 126 training, TB and speech and hearing tests, and liability insurance in order to be placed in a school context.

Guidelines for Completion

The intern should make telephone contact with the cooperating teacher about three weeks prior to the beginning of the internship semester. It is appropriate to schedule a meeting with the cooperating teacher and/or to arrange for an initial observation day prior to the beginning of the internship. At the meeting, the intern and cooperating teacher should agree on when the intern should report for the beginning of the field experience. They should also discuss and review the curriculum, and the intern should be provided with any materials necessary for his or her preparation to assist in the classroom. Applications for the internship are available from the Post-Bac. Coordinator.

The intern should observe the co-operating teacher and his or her classes intensively over a period of time. The intern should also observe other English teachers at the site, at the recommendation of the co-operating teacher and the IUP supervisor. The intern will conduct classroom observations which will result in a research project on some aspect of student learning. The focus of the project will be established through conversation with the co-operating teacher and the university supervisor. The research project should reflect some area of special interest to the intern that has emerged as he or she begins to take theory studied in on-campus courses into classroom practice. The research study should result in a short written report on the findings.

Each intern should join the National Council of Teachers of English and, if possible, the Pennsylvania Council of Teachers of English Language Arts. Membership forms are available from the Coordinator and on the council websites. Attendance at a professional conference is also encouraged.

Each intern will keep a journal focused on the experiences and learning of the internship. The journal will include reports of observations, including those conducted as part of the research project. It should also include insights and reflections gained through interactions with students in small group and whole class teaching situations. Reactions to sessions attended at the professional conference should also be included in the journal.

Evaluation

   Near the end of the 95 hours, the IUP supervisor will conduct an observation of the intern's teaching, and the supervisor and the cooperating teacher will meet with the intern to discuss the various strengths and limitations all three have noted in the intern's performance. The supervisor and cooperating teacher will review the journal and research report and inform the intern of the grade to be recorded. The journal will weigh approximately 75% and the research study will weigh 25% in that decision. Criteria will include insights, effort, growth, and achievement in developing awareness of successful teaching methods in secondary English.

Electronic Portfolio Step 2 Guidelines

   At the end of ENGL 698 001, students submit an electronic portfolio in Live Text that includes evidence showing that they have met selected InTASC, NCTE, and program standards. Artifacts include lesson and unit plans with reflections and reference, a "discovery paper" that provides a description, analysis, and reflection on teaching and learning from a 95-hour observation in a secondary ELA classroom, ENGL 614 and/or EDUC 552 projects and papers (or equivalents) showing evidence of meeting standards. In addition to lesson plans developed in methods courses, candidates also include the lesson plan used to teach during the   observation experience. This is generally a mini-lesson or lesson that candidates implement after consultation with and guidance from the cooperating teacher. The e-portfolio also includes a home page, a   teaching philosophy, a reflection on diversity experiences, and a standards page with links to artifacts. Toward the end of the internship, the supervisor completes the e-portfolio Step 2 checkout. E-portfolios, which candidates place in Live Text, receive final evaluations from their supervisors, providing evidence of candidates' completion of all internship and Step 2 requirements. The e-portfolio represents necessary components of portfolios (collection, selection, and reflection) and also serves as an assessment tool to indicate candidates' proficiencies while providing evidence for having met NCTE/CAEP standards.

ENGL 542 (3 Cr.):   Pre-Student Teaching Internship (See course syllabus for details)

Course Goal	Assignment/Task
1	Complete application.
2, 3, 4, 5	Record notes from observations of Cooperating Teacher's classroom into a reflective journal.
2, 3, 5	Study one aspect of teacher-student interaction and write a report of classroom research findings – grounded in appropriate professional literature.

2, 3, 4	Design and teach a lesson in reading and literature and a lesson in composition or series of lessons under the mentorship of the Cooperating Teacher.
1, 2, 3	Complete requirements for the electronic teaching portfolio at Step 2.
1, 3	Participate in the NCTE-IUP affiliate and attend one local or regional professional conference.

Indiana University of Pennsylvania -- Department of English Teaching English
Pre-Student Teaching Internship Application
ENGL 698 001: Internship in Teaching in Secondary Schools (3 Credits)

 Semester _____   Year _____

IMPT: Please complete and return this application to Dr. Linda Norris, Coordinator
STUDENT INFORMATION

Banner ID @_____

Name _____

Address _____

Street _____

City State Zip_____

Phone Number_____

Program: _____   **Advisor:** _____

Credit Hours Completed To Date:_____**Credit Hours Applying For (3-6)**:_____

School Choice 1_____**Choice 2**_____

School District (1)_____(2)_____

School Building (1)_____(2)_____

Cooperating Teacher Requested (1)_____(2)_____

School Phone Number (1)_____(2)_____

Address (1)_____

(2)_____

Number of Hours Working Each Day____ / Week _____
Number of weeks = 95 hours

SIGNATURES

Student's signature and date _____   / _____

Program Coordinator's signature and date _____   /_____

Electronic Portfolio Step 2 Guidelines

At the end of EDUC 542 (or equivalent internship), students submit an electronic portfolio that includes evidence showing that they have met selected InTASC, NCTE, and program standards. Evidence includes artifacts from coursework as well as particular assignments in EDUC 542. The e-portfolio also includes a home page, a teaching philosophy, a reflection on diversity experiences, and a standards page with links to artifacts. At the end of the internship, candidates meet with the supervisor, at which time the supervisor completes the e-portfolio Step 2 checkout. E-portfolios,   which candidates place in Live Text, are forwarded to the Teacher Education Office in the College of Education and Communications along with final evaluations, providing evidence of candidates' completion of all internship and Step 2 requirements. The e-portfolio represents   necessary components of portfolios (collection, selection, and reflection) and also serves as an   assessment tool to indicate candidates' proficiencies while providing evidence for having met CAEP standards.

Step TWO Portfolio Evaluation

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Indiana University of Pennsylvania
Post-Bac. Certification in Teaching
English, 7-12

> **Complete the Standards for Step Two in Live Text which will be reviewed by Dr. Norris or another English education faculty member in order to complete Step Two.**

When you have completed Step Two and passed the Praxis II exam, you will be ready to register for ENGL 698 002 to do your student teaching and Step Three.

IMPT: **Be sure ALL clearances and tests are all up to date in order to student teach**

Appendix C
ENGL 698 002: Student Teaching for Secondary English Education
Example Syllabus: *note that the syllabus you receive may vary slightly*

Course Description

The fifteen-week student teaching experience is 6 credits at the graduate level and is the culminating experience for Pennsylvania state certification at IUP. This experience complies with the Pennsylvania State, Intact, and CAEP standards for teacher certification.

Students enrolled in this course should have completed the ENGL 552 secondary English methods course and the ENGL 698 001 internship, have filed an application for student teaching, and have been accepted for placement in a school site with a cooperating teacher. Students doing this clinical experience must have current Act 34 (criminal record check), Act 151 (child abuse) clearances, Act 114 (Fingerprinting), Act 24 (Report of Arrest or Conviction   ) on file with the Teacher Education Office and must have completed Act 126 training and up to and including Step Two of the Three-Step Process for teacher certification, including passing the Praxis II exam. Students should also be preparing to complete the Application for PA State Certification (see instructions on the College of Education website and in the Student Teaching Handbook).

Required Text

The *Student Teaching Handbook*, available on the College of Education and Communications website and at the Co-op Store, includes information that will guide candidates through the student teaching experience; it contains all of the forms that the student teacher, cooperating teacher, and university supervisor will be completing for observations and evaluations as well as the basic requirements and competencies for the semester of student teaching and for certification in English Education. Student teachers are required to purchase a copy of the Student Teaching Handbook or access it on-line. The College of Education requires that candidates read the Handbook carefully so as not to miss any important information that could prevent them from certification or graduation in a timely manner, particularly the grading scale that will be used for assessments at mid-semester and at the end of student teaching. Students should have discussed the handbook during the ENGL 693 course, but they also may want to take some time to read everything once again and write down any questions or comments they might have. Student teachers can discuss these materials and any questions they have when the supervisor comes to the school for the first visit. Student teachers should be sure to share the handbook with their cooperating teacher if s/he does not have a copy.

Please be sure to fill out the student teacher information sheet at the end of this syllabus and have it ready for your supervisor to collect at your first on-site meeting. Most importantly, all candidates must read the responsibilities for secondary English student teachers outlined below. All supervisors require the same

expectations so that we are consistent with all of the student teachers we supervise in the English Education program.

Course Requirements for Student Teachers

We require that each student teacher complete the Step 3 electronic portfolio in Live Text. This electronic portfolio will be used to meet the Step 3 requirement for the College of Education. (See Step 3 Electronic Portfolio Checklist at the end of this document.)*   The university supervisor will review your e-portfolio and use it as part of your final evaluation. You must also maintain a three-ring binder with hard copies of all documents from student teaching. Your supervisor will periodically check your binder to be sure that you are completing all of the required artifacts for student teaching and so that s/he will be able to assess a final grade. In the binder keep your clearances (scanned copies of clearances are not needed for the electronic portfolio), absentee form, a copy of each evaluation form for the observations you, the cooperating teacher, and supervisor make, a copy of your lesson plans (and/or unit plans), your written reflections about the lessons after you taught them, your observations of other teachers/classes, and your reactions to the professional articles/books you are reading (see the detailed list of Specific Requirements below.)

We also require that you keep in your binder a journal (or log) and word-process it at least once a week about your experiences from that week--what you learned, what went well, and what you still have questions about, what came up at meetings you had--anything that you think would be pertinent to your growth and development as a secondary English teacher. You may want to share this journal   dialogically with your cooperating teacher. Your supervisor may ask that you email him/her your weekly journal entries.

You must also include a teacher work sample in your binder (or in a separate binder). Your Step 3 E-Portfolio will include all Word documents from your TWS (See Step 3 E-portfolio Checklist at the end of this document).

Another worthwhile thing you might want to do during student teaching is make a video recording of yourself teaching a class. Most of your schools have the video equipment for you to make a recording, and if they don't, just ask your university supervisor to bring a camcorder any time you are ready to have a lesson recorded.

Be sure to get the contact information from your supervisor (phone and e-mail) so that you can be in frequent communication with her/him during the times between school visits. The university supervisor is required to conduct a minimum of three formal observations of the student teacher during the fifteen weeks and conduct formal mid-semester and final evaluations with the cooperating teacher and student teacher.

Remember that you are a guest to your host school; please dress and conduct yourself as a professional at all times. We hope that you will learn much from as well as enjoy this valuable preparatory experience.

---

* You are required to purchase a Live Text license to use for your Step 1, 2, and 3 electronic portfolios.

Goals and Objectives°

The student teacher will learn to

- 1] Manage the instructional environment, including managing student behavior;
- 2] Create an environment of respect and rapport;
- 3] Communicate challenging learning expectations to the student;
- 4] Promote a safe environment conducive to learning;
- *5] Plan instruction based on Pennsylvania Academic Standards; appropriate subject matter; assessment of student needs and potential; instructional goals and methods to achieve them; local state and federal mandates; and knowledge of resources;
- *6] Select, implement and adapt effective instructional strategies, curriculum resources and technologies in collaboration with the cooperating teacher to meet the needs of diverse learners;
- *7] Design and adapt instruction based on identifying, assessing, and building on the students' prior knowledge, experiences, and skills in each English language arts content area;
- *8] Appropriately utilize problem analysis, creativity, problem solving and decision making skills in teaching;
- *9] Vary teaching approaches, including inquiry, direct instruction, and cooperative learning;
- *10] Develop, utilize, and communicate appropriate measurement, assessment, and evaluation procedures in the instructional process;
- 11] Demonstrate awareness of the importance of continuing professional growth by joining professional organizations, reading professional journals, and drawing from other professional resources;
- 12] Demonstrate integrity, ethical behavior, and professional conduct and obey all local, state, and federal laws and regulations;
- 13] Establish and maintain collaborative relationships with the cooperating teacher and other colleagues across the grade levels and seek ways to improve student learning;
- 14] Communicate effectively with parents/guardians, other agencies, and members of the wider community, as appropriate to the student teaching role, in support of improved student learning.

° **Asterisks indicate objectives that relate to the Student Teaching Work Sample.**

Specific Requirements for Student Teachers in Secondary English Education°
Student teachers are required to create an electronic portfolio using LiveText and   maintain a hard-copy binder that demonstrates their abilities to meet each of the generic and English Education   outcomes for student teaching; the following items will meet these outcomes, must be included in the binder for the   final grade for student teaching, and may be used as artifacts for the electronic portfolio:

- Teaching journal: The journal will consist of the following entries:
    *Journal entry #1: (component of Student Teaching Work Sample): A one-paragraph description of your school, including name of district, name of school, demographic information, and key information about the student body as you understand it in the early days of your experience.

    *Journal entry #2: (component of Student Teaching Work Sample): One to two paragraphs about one of the classes that you will eventually teach. Describe the students (gender, ages, characteristics as learners, manner of dress, behavior, interactions, academic performance, etc.). Do not use actual names in this report.

    Remainder of journal entries should be reflections of your own teaching experiences (may be shared

dialogically with the cooperating teacher). Here are some questions to stimulate your reflective thinking. Choose 1 each week to analyze and reflect on. Submit your journal entry electronically via e-mail to your university supervisor by 5:00 p.m. each Sunday.

- Think of any problems, conflicts between theory and practice, struggles or confusing situations that you have experienced. What might have caused the problem, conflicts, etc.? What are possible solutions? How were your teaching beliefs challenged?
- What did you enjoy about your week's experiences? What did you enjoy? Why was it enjoyable to you? What does this say about you as a teacher?
- What success(es) did you have? What accounted for the success?
- What strength(s) did you exhibit last week? Why is this strength important to you as a teacher?
- What area(s) of improvement did you think you need? Why is this area of improvement important to you as a teacher?

- Observations of and reflections on cooperating teacher's and other classrooms for a total of **5 observations** to meet this requirement.

- Evidence of at least two preparations (teaching classes for at least two different grades or topics with regular formal and informal feedback from co-op and university supervisor); **assuming full responsibilities for a minimum of one week is required and for two weeks is suggested to meet this requirement.**

- Short and long range plans **in advance** of teaching with critiques by co-ops and revisions by student teacher to meet this requirement.

- Responses **to 3-5 professional article readings** (or book equivalents) directly related to classroom contexts and/or issues to meet this requirement

- Three examples of visuals: bulletin boards and/or or other instructional media enhancing student learning (photographs, videos) to meet this requirement.

- *One or more unit plans with assessments and reflections (may include detailed descriptions of reading/writing workshop) to meet this requirement.

- Record of duties that reflect or share cooperating teacher's obligations, activities (may be recorded in journal entries) to meet this requirement.

- Formal midterm and final evaluations by all three parties (student teacher, cooperating teacher, and university supervisor) and PDE-430 form at midterm and final completed by university supervisor to meet this requirement.

- Absence form to be completed at the end of student teaching and returned to university supervisor to meet this requirement.

° **Asterisks indicate requirements that will fulfill components of the Student Teaching Work Sample.**

Professional Portfolio Option

It is also suggested that student teachers complete a showcase portfolio or brochure for professional interviews and job searches. Students may want to have their cooperating teacher and university supervisor provide feedback for them as they are putting their professional portfolio together during student teaching. This portfolio should also be saved electronically. Be sure to obtain proper permission if you are using students or student work in your portfolio, especially if a website is created. Included in this portfolio or brochure may be the following items (co-ops or supervisors may suggest others besides those listed):

- Current resume
- Teaching philosophy
- All current test and clearance forms (Praxis scores, Act 34, Act 151, Act 114, TB, speech and hearing, university transcript, etc.).
- Recommendation letters (at least 3 including cooperating teacher, supervisor, university professors, clinical instructors)
- Samples of best lesson or unit plans including grading rubrics
- Samples of student work
- Photographs of bulletin boards, displays, or projects with written explanations or captions
- Video of teaching

CULMINATING STUDENT TEACHING PROJECT
Student Teaching Work Sample

NOTE: Your university supervisor will contact you the first week of student teaching and will review this project as part of your requirements for student teaching at your first on-site meeting.

Overview of Project: During student teaching you will engage in a teacher-research project in which you will prepare a "work sample" to provide evidence of the effects of your teaching including verification that you have had a positive impact on your students' learning. Your teacher-research project and work sample will indicate your ability to:

- Engage in thorough and effective standards-based planning.
- Use best practices that provide opportunities for student success.
- Use appropriate assessment strategies to foster and document the development of your students' knowledge and skills.
- Analyze student assessment results, reflect on them, and adapt instruction accordingly.

Required Components of the Work Sample:
Please word-process this document and place it in your hard-copy binder; you may also use elements of this work sample in your Step 3 electronic portfolio.
Label each section as follows:

Title Page

        Student Teaching Work Sample

        Name␣Semester␣Year ___

        School Site

        Grade Level/Period, Number of Students, Subject, Topic, Textbook and/or Key Resources (NOTE: Choose ONE class; you may choose your smallest class for the work sample)

A. *Description of the Learning Environment*
Teaching Journal Entries 1 & 2 (see detailed descriptions of these entries above under Specific Requirements))

B. *Planning for Instruction (Unit Plan)*
1. Using the unit plan template provided below, include the following components:

- Title of unit and length/duration
- Rationale for unit (include why this unit of study is important for students, why it should be delivered at this time, the purpose it will serve for students, how the learning will serve students beyond the classroom)
- Pa. Standards for English/Language Arts that will be addressed and critical thinking skills that will be exercised
- An explanation of skills that students must bring with them to successfully meet the new learning goals and how you will determine if students have these skills (consider   Bloom's taxonomy and/or Gardener's multiple intelligences); include a pre-test, activity,   or survey so you will be able to describe your students' prior knowledge
- Briefly describe your integration of culture, interdisciplinary connections, and/or technology in this unit
- Three lesson plans from unit (one from beginning, one from middle, and one from end) along with any adaptations to instruction and/or assessment for diverse learners and self-reflections/evaluations for each of these three lessons
- **At least two** formative assessments must be conducted (include any adaptations for special needs students); may use alternative assessment, such as journal entries, performance, project, etc.
- Appropriate summative assessment (post-test or final project or performance)
- Analysis of student learning (evaluation of and reflection on unit). Include the following components in your analysis:

        1. What do your students' grades/scores indicate about the effectiveness of the

unit?

2. Write a brief summary of learning for 3 students (no last names): if possible, one for whom assessment indicates s/he met all objectives; one for whom assessment indicates s/he met most objectives; and one for whom assessment indicates s/he met only a few or no objectives (if all were in one or two of these categories, that is also possible). Include in your summary possible reasons for students' success or failure.

3. What, if anything, will you change in the unit?

C. Evaluation of Instruction

1. One observation evaluation of one of the unit's lessons by cooperating teacher

2. One observation evaluation of one of the unit's lessons by university supervisor

3. Self-evaluation (included with the three lesson plans)

D. Assessment of Student Learning (included in unit plan)

E. Analysis of Student Learning (included in unit plan)

F. Reflection on Teacher-Research Project (attach to the end of the unit plan)

Finally, reflect on your teacher-research project, including:
- How Danielson's four domains (Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities) affected your unit's effectiveness
- What you learned about successful and unsuccessful classroom activities
- What you might do to improve student learning if you teach this unit again
- What you learned about student learning
- What you learned about conducting teacher-research, including the value that it has and how it might work for your own professional development

G. Evaluation of the Work Sample:
The work sample will be counted as approximately 1/3 of the overall student teaching grade. This project will be scored using an adaptation of the rubric on the College of Education website under the
Teacher   Work   Sample.

	Distinguished **4**	**Proficient** **3**	**Basic** **2**	**Unsatisfactory** **1**
A. Description of Learning Environment/Incl usive Context InTASC 2, 3, 7 Danielson	Description consists of a full, <u>detailed</u> description of the school site and student body, including cultural and community attributes that affect the learning environment.	Description includes relevant information about the school site and cultural characteristics of the student body.	Description includes basic information about the school site and students.	Description is incomplete and/or missing key information.
B.1-6 Planning for Instruction in **Inclusive** **Settings: Unit** **Plan** ISTE 2 InTASC 1, 4, 5, 7 Danielson	TWS Unit plan follows required format. Unit plan discusses in detail the rationale for this topic, and addresses required subject-specific P-12 student standards. Interdisciplinary connections and incorporation of technology to enhance student learning are the focus of much of the unit. Critical thinking plays a major role in the unit.	TWS Unit plan follows required format. Unit clearly identifies the rationale for this topic and addresses required subject-specific P-12 student standards. Interdisciplinary connections and incorporation of technology are evident in the unit. Critical thinking plays a key role in the unit.	TWS Unit plan follows required format. Unit plan includes a limited rationale for the topic and addresses required subject-specific P-12 student standards. Some interdisciplinary connections and technology are addressed in the unit. Critical thinking is minimally addressed in the unit.	TWS Unit plan does not follow required format and/or does not address required subject-specific P-12 student standards. Rationale for the topic may not be noted. Interdisciplinary connections and technology are lacking. Critical thinking skills are not evident.

B.7 Planning for Instruction in Inclusive Settings: Selected Lesson Plans ISTE 1, 2 InTASC 1, 2, 4, 5, 7, 8 Danielson Domains 1b, 1c, 1e, 3b, 3c CAEP 1.1, 1.3, 1.4, 1.5	Lesson plans are detailed, follow required format, and effectively address required subject-specific P-12 student standards. All lesson objectives are learner-centered, measurable, and integrate technology into all learning domains. Critical thinking skills are included throughout all lesson plans. All lesson activities address objectives appropriate to all learners in inclusive settings and incorporate multiple perspectives. There are a wide variety of creative instructional activities.	Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. . Technology is incorporated in multiple lessons. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to diverse learners in inclusive settings. There is some variety of creative instructional activities.	Lesson plans follow required format and address required subject-specific P-12 student standards. Lesson objectives are learner-centered and measurable. Some attention is given to critical thinking skills and incorporation of technology. Most lesson activities address objectives that are appropriate to learners in inclusive settings. Instructional activities lack variety or creativity. Technology is incorporated in multiple lessons.	Lesson plans do not follow required format and/or do not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered and may not be appropriate to all learners in inclusive settings. Instructional activities lack variety or creativity.

C.1-2 Evaluation of Instruction: **Evaluation by Supervisors and Cooperating Teachers** ISTE 2, 3, 4 InTASC 9 Danielson Domains 4a, 4e,	Observations by cooperating teacher and university supervisor clearly confirm that the candidate modeled and applied technology standards and best practices. Candidate met or exceeded all student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate modeled technology standards and best practices. Candidate met the majority of student teaching expectations.	Observations by cooperating teacher and university supervisor indicate that the candidate met at least half of the student teaching expectations.	Observations by cooperating teacher and university supervisor show that the candidate met fewer than half of the student teaching expectations.
C.3 Evaluation of Instruction: **Self-Evaluations on** **Lesson Plans** InTASC 2, 4, 9 Danielson	Self-evaluations include constructive and substantive reflection, with relevant connections to learning theories, clear understanding of pedagogical content knowledge, cultural impact, and a systematic and effective approach to improvement.	Self-evaluations include reflection with relevant connections to learning theories, adequate understanding of pedagogical content knowledge, cultural impact, and an effective approach to improvement.	Self-evaluations include a few connections to relevant learning theories but some connections may not be relevant. Minimal understanding of pedagogical content knowledge demonstrated and/or approach to improvement may be lacking.	Self-evaluations lack substance, with minimal ability to self-assess demonstrated. No connections to relevant learning theories included; plan for improvement is inadequate or may be missing

D.1-3 Assessment of Student Learning in Inclusive Settings: Design of Assessments ISTE 2 InTASC 2, 6 Danielson Domains 1b, 1f, 3d CAEP 1.1, 1.2, 1.3, 1.5	Creative and thoughtful design of pre- and post-assessments is evident. Assessments are standards-based and successfully evaluate targeted objectives. All assessments are contextualized, culturally appropriate, and learner-centered. Grading system and rubrics are creative and integrate technology appropriately. Samples of student work are included.	The design of pre- and post-tests is effective. Assessments successfully evaluate targeted objectives. All assessments are culturally appropriate, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.	The design of pre- and post-tests is satisfactory. Assessments evaluate targeted objectives. The majority of assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre- and/or post-assessments. Assessments fail to evaluate targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. Samples of student work may not be included.
D.4 Assessment of Student Learning in Inclusive Settings: Impact on Student Learning InTASC 2, 6 Danielson	Pre-/Post-assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.	Pre-/Post-assessment results provide evidence of student learning. Data confirm that at least 50% of students learned as a result of instruction.	Pre-/Post-assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.

E. Analysis of Student **Learning: Pre-/Post-Tests, Formative and Alternative Assessments**	A thorough appraisal of assessment data is effectively presented. Comparison of pre- and post-test performance is detailed and reflection on student performance is thoughtful and perceptive. Candidate discusses cultural and community impact of	Analysis of all assessment data is complete and effectively reported. Candidate compares pre- and post- test performance and offers a rationale for the quality of student performance. Candidate identifies cultural or community impact of student learning.	Analysis of all assessment data is complete but not effectively reported. Comparison of pre- and post-test performance either lacks details and/or offers a partial rationale for the quality of student performance. The greater impact of student learning	Analysis of all assessment data lacks details and/or is not effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance. Impact of student learning is not
F. Reflection on Teaching **Effectiveness** ISTE 1, 2, 5 InTASC 1, 6, 9 Danielson Domains 1a, 1b, 1c, 1e, 3d, 4a CAEP 1.1, 1.2, 1.3	Reflection on teaching effectiveness is detailed and includes connections to the Danielson Framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate demonstrates understanding of their own cultural frame of reference and proposes a systematic plan for adapting instruction to meet the needs of each learner.	Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several appropriate adaptations for improving each student's performance based on results of this work sample.	Reflection on teaching effectiveness makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links theories to practice. Candidate discusses general ideas for improving student performance but does not use the data to address issues relevant to specific students and/or does not address some of the obvious issues raised by	Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning theories to practice.

F. Reflection on Professional Growth ISTE 5 InTASC 9, 10 Danielson Domains 4a, 4d, 4e, 4f CAEP 1.1, 1.2	Candidate provides a comprehensive plan for professional growth and improvement in teaching, which incorporates enhanced responsiveness to cultural differences and integration of technology to enhance instruction.	Candidate identifies several areas for professional growth and sets goals for personal development, including the development of technological skills and cultural sensitivity.	Candidate identifies minimal areas in which further growth is needed and sets up goals for improvement; but/or does not address key issues that are evident from the results of the work sample.	Candidate is unable to plan effectively for future professional growth.

Portfolio Evaluation Step Three

Indiana University of Pennsylvania

College of Education and Educational Technology

Step THREE-- Student Teaching Portfolio

(To be completed by the student teacher's supervisor by the end of student teaching)

Student's Name: _____

Banner ID: _____

Program: _____

Semester: _____   Year: _____

Scoring for Work Sample:

_____points Description of the Learning Environment / Inclusive Context

_____points Planning for Instruction in Inclusive Settings: Unit Plan

_____points Planning for Instruction in Inclusive Settings: Selected Lesson Plans

_____points Implementing Instruction: Evaluation by Supervisors

_____points Implementing Instruction: Self-Evaluations on Lesson Plans

_____points Assessment of Student Learning in Inclusive Settings: Design of Assessments

_____points Assessment of Student Learning in Inclusive Settings: Impact on Student Learning

_____points Analysis of Student Learning: Formative and Alternative Assessments

_____points Reflection on Teaching Effectiveness

_____points Reflection on Professional Growth

_____*points TOTAL RUBRIC SCORE*

Please note that raw scores cannot be converted directly to percentages on a scoring rubric. There are various options for determining a percentage. One is to use a formula such as the following:

Apply Rubric Formula: (Total Rubric Points x 52) / 30 + 48 =_____% Grade: _____

For example: (26 x 52) = 1352 / 30 = 45.07 + 48 = 93.07 %   Grade: A

Another option is to calculate the percentage using the following website: www.roobrix.com. The site contains a table in which you provide a few pieces of information, including what you want the lowest passing percentage to be, and the table calculates the percentage for you immediately.

Additional copies of this form may be obtained at http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio_Checksheet-Step3.pdf

Student Teacher Information

Semester_____Year _____

Please complete this form and return it to your supervisor at your earliest convenience.

Name _____

Cooperating teacher, school address, and phone where you are student teaching

_____

_____

Address and phone where you are living during student teaching

_____

Address and phone (home, if different from above)

_____

Banner ID # _____   E-mail address _____

Telephone (day) _____   (evening) _____

Birthdate _____

Name of High School/Year High School Diploma Awarded/ Favorite Course(s)

_____

Briefly list any prior work experiences, special honors, awards, or degrees

_____

_____

Other interests besides English Education

_____

What are some of your favorite books and films and why are these your favorites?

_____

_____

Which courses and/or experiences have been most beneficial in preparing you to become a secondary English teacher and why?

_____

_____

On the back of this sheet or as an attachment, please briefly explain why you want to teach secondary English and what your philosophy of teaching is.

Outcomes Assessment Matrix for ENGL 698 002 --Student Teaching

Goals/Objectives	Assignments	Program Objectives	NCTE/CAEP Standards	InTASC Standards	PDE Standards
11	5 classroom observations	I. G	I II	3, 9	III. A
3, 4, 5, 6, 7, 9, 10, 14	Evidence of lesson/unit preparations	II. A, B, C, E, F, G, H, I	I II III IV	7, 8	II. B II. C
1, 2, 8, 12, 13, 14	Journal at least once a week about experiences from that week	I. G, I	VII	9	
11	Responses to 3 – 5 professional articles (or book equivalents)	I. G, I II. D	VII	9	III. A
7 – 10	*Electronic portfolio (TWS) *CAEP Assessment	I. A-I. II. A-I	I - VII	9	II. A II. B II. C
1-14	A three-ring binder with hard copies of all documents	I. A-I II. A-I	I - VII		II. A II. B II. C

5, 6, 9, 14	Instructional media enhancing student learning	I.C, II.I	V.4	8	II. B
6	A video of teaching a class (optional)	I.C			

11, 13	Evidence of sharing cooperating teacher's obligations	I. D, H, I	VII	10	III. C
1-10	Formal observations	I. A, B, D, E, F, H, I II. A-C, E-I	V	7, 8	II. A II. B II. C II. D
1-14	Formal midterm and final evaluations by all three parties	I. A-I II. A-C, D-I	I - V	1 – 10	II. A II. B II. C II. D

All of the following requirements must be met to be cleared for student teaching.

I. Passing PRAXIS II Score

II. All clearances must be current for your entire student teaching placement.

- Act 34 Criminal History Clearance
- Act 151 Child Abuse Clearance
- Act 24 Report of Arrest or Conviction
- FBI Fingerprinting - Act 114
- Act 126 Training
- TB Test (less than 1 year old)
- Proof of Liability Insurance

III. Complete all documents listed below:

Student Teaching Forms & Documents

- Non-Criminal Offense Form
- Memo of Understanding
- Guest Host Form
- Letter to Cooperating Teacher(s)
- Copy of Personal Data Form
- Authorization to Discuss Academics
- Release of Address to Recruiters
- Residence While Student Teaching Form
- Signature Form(s) – Cooperating Teacher Signatures

IV. Complete forms

- Handbook verification form (required) - Student Teaching Handbook
- Activity Fee Waiver (if eligible)
- Health Fee Waiver (if eligible)
- Liability Insurance (required)
- Register for Appropriate Section(s) Student Teaching

NOTES:

Signature Page

Please read carefully and initial each item; then sign to indicate understanding and compliance.

_____1. All lesson plans are to be word processed and kept in a notebook for review by the university supervisor.

_____2. Student teachers must provide the university supervisor with a class/bell schedule during the first week of teaching.

_____3. Student teaching is a full time responsibility. Hours begin before students arrive to school and   may extend after they leave. Student teaching may involve evening commitments at the school.

_____4. Weekly reflections (journal entries) must be emailed to the university supervisor by 5:00 p.m.   each Sunday.

_____5. Observation reports should be made available for review by the university supervisor during observation visits.

_____6. Summaries of professional readings should be made available for review b the university   supervisor during observation visits.

_____7. If the student teacher will not be in school on the day an observation has been scheduled,   he/she must notify the university supervisor by telephone ASAP.

_____8. If a schedule change makes a scheduled observation impossible, the student teacher must inform the university supervisor by telephone or e-mail ASAP at least 1 day prior to the scheduled   observation.

Name_____**Date** _____

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

_____
Print Name

_____
Signature

_____
Date

Submit to Dr. Emily Wender by September 15 of the year your application is accepted.

The Post-baccalaureate in English, 7-12 Certification Program will keep this signed document on file.