Department of Kinesiology, Health, and Sport Science

Health and Physical Education
Student Teacher Handbook
REQUIREMENTS WHILE STUDENT TEACHING

1. **A brief summary of classroom procedures.** For example, how do you take roll, how should the students enter the gymnasium or classroom, what is the policy on allowing students to go to the restroom, what is the discipline policy you should follow?

2. **Fire drill procedures.** For every room or gymnasium you teach in, be sure to have a copy of the proper way to get the students out of the building.

3. **University supervisor’s observations.** The observations/evaluations conducted by your supervisor should be included in your electronic portfolio.

4. **Cooperating teacher observations.** Any observation completed by your cooperating teacher should be included in your electronic portfolio.

5. **Log.** A summary of highlights of daily occurrences should be maintained. This is your opportunity to express your joy or frustrations encountered each day.

6. **Daily lessons and unit plans.** Lesson plans are to be prepared in advance of each lesson, or part of a lesson, you are to teach. These plans are to be submitted to the cooperating teacher for review at least two days in advance of the time the lessons are to be taught. The cooperating teacher may request that plans be submitted earlier if so desired. The format of the lesson plans is to follow IUP format such as that used in HPED 426/526 and HPED 217/655. If the same basic plan is to be taught to more than one class, it is not necessary to write out separate plans for each class taught. However, the plan should show indications of the variations in the lesson which will be implemented to match the characteristics and developmental differences between classes.

7. **Teacher work sample** is an essential experience for all student teachers. The cooperating teacher should provide an opportunity for the student teacher to plan and carry out at least one complete unit, if not more, during the experience. One unit at each experience should be handed into the university supervisor and follow guidelines as provided in the teacher work sample instructions.

8. **Completion of electronic portfolio.** This should be an extension of your portfolio that has been being developed over your academic career. The portfolio must demonstrate your proficiency of the INTASC standards, AHHE standards, and NASPE standards. Please have two CD copies to be turned into the university supervisor by the end of the semester. The Student Teaching Office will not forward your certification papers without these CDs.
INSTRUCTIONS TO COOPERATING TEACHER

The student teacher spends a minimum of seven weeks at both the elementary and secondary levels. The University’s schedule will be followed regarding the first and last day of classes and the school district’s calendar will be followed between those dates. The Department of Health and Physical Education at IUP recommends the following guidelines to assist the cooperating teacher in directing the progress of the student teacher. These guidelines are to be considered a minimum, not to restrict your input in any way.

The students are expected to:

1. Develop written unit and daily lesson plans
   a. Plans should be typed
   b. Students have been instructed to use the format for lesson plans that they are taught at IUP. It includes:
      i. Heading with title, teacher’s name, date, class period/grade levels
      ii. Lesson objectives
      iii. Pennsylvania and national standards being addressed by the lesson
      iv. Materials
      v. A three-column table with columns labeled Time, Concept, Activity. Each lesson should clearly identify a motivational opening, lesson body, and conclusion
      vi. Evaluation component that measures the learning objectives
      vii. Teaching reflection
   c. If you require the student to use your district’s lesson plan format, this would be in addition to IUP’s requirement
   d. Plans must be submitted to the cooperating teacher 2 days in advance of class(es) being taught. Please let the university supervisor know if this is not being followed. The coop is requested to make notes on the plan regarding the student’s adherence and proficiency. Plans should be checked by the university supervisor for proficiency as well.

2. Keep a daily log
   a. To be a reaction/self-evaluation of each day’s activities
   b. Not to be used to repeat daily lesson plans
   c. University supervisor will check to be sure log is up to date and meeting desired results; however, contents of log are student’s personal thoughts and not to be used in a detrimental way.
   d. It is not necessary for coop to check the log unless the student wishes to share this information with him/her
3. Construction of a Teacher Work Sample as outlined in the Course Content section of the webCT

The state requires all HPE majors to have at least ¼ of their experience teaching Health. Often there is little opportunity for teaching Health at the elementary level. If the student teacher is in this situation, it will be necessary to spend ½ of their secondary experience teaching Health. If you are a secondary teacher, please check with the student teacher to determine if the ¼ teaching time in Health is going to be completed during the student teaching experience. If this cannot be met, please notify the university supervisor or Dr. Deutschlander (undergraduate) or Dr. Klingaman (graduate) as soon as possible.

General information

a. a. The students are expected to act responsibly and professionally regarding school hours, attendance, meetings, etc. If you believe the student is not meeting professional standards, please follow these steps:
   i. Discuss your concerns with the student. It helps to have documentation to clarify and verify your concerns. (i.e., Last Wednesday was 10 minutes late; Friday’s lesson plans were not turned in on time, etc.)
   ii. If the situation is not resolved, contact the student’s supervisor
   iii. If the supervisor does not help to resolve the situation, notify the HPE Student Teaching Coordinator (Drs. Deutschlander or Klingaman 724-357-3194)
   iv. If the situation still does not improve contact Dr. Elaine Blair, Chairperson of HPE Department (724-357-2770)
   v. The final step is to contact the College of Education, Dr. Laurie Nicholson (724-357-2485). It is appreciated if this order is followed.

b. Formal conferences between the student and the cooperating teacher should be conducted at least weekly. Informal conferences can occur at any time. It is our firm belief that communication between coop and student is of utmost importance and is always encouraged.

c. At the completion of the student teaching experience, a formal conference is held in which the student’s total performance is discussed regarding the attainment of the competencies. A statement is written by the cooperative teacher, a grade recommended, and parties sign forms provided by the College of Education.

d. The student is encouraged, but not required, to attend extracurricular activities unless conducted during regular school hours.
In this case, attendance should not interfere with his/her instruction periods.

e. The standard policy of the Department of Health and Physical Education is for the university supervisor to visit the student teacher for observation three times during the first experience and twice during the second experience. At this time the supervisor will complete an evaluation form. This will be signed by the student who will receive a copy along with the cooperating teacher, supervisor, and Student Teaching Office. If at any time an unusual problem develops, the cooperative teacher is urged to contact the supervisor and an immediate visit will be arranged.

Suggestions for progression of student assuming responsibilities

a. Student teaching is a full-time experience in a school in which the student teacher experiences as many of the responsibilities and duties of the teacher as possible, and moves progressively toward taking full responsibility for the planning and teaching of all classes. The responsibility on how quickly the student teacher proceeds is determined by the cooperating teacher, the student teacher and the university supervisor, in accordance with the student teacher’s readiness to do so.

b. The student teacher will want to become meaningfully involved in the routine as quickly as possible. This can be accomplished by assigned routine, non-teaching duties within a day or two of the student teacher’s arrival. As the student teacher becomes proficient with these first duties, new assignments of an increasingly more meaningful nature may be added.

c. Listed below is a possible outline of student teacher assignment and responsibilities. This is in no way meant to be a binding format, but should be utilized as a suggested guideline.

FIRST EXPERIENCE

1. Week One
   a. Initial conference with coop to discuss future responsibilities
   b. Observe cooperative teacher’s schedule
   c. Assist where possible
   d. Record daily observations in log book
   g. Lesson outline due for second week
   h. Conference with coop to discuss progress
2. Week Two
   a. Assume responsibility for one to two classes daily
   b. Daily lesson plans submitted at least 2 days in advance
   c. Lesson outline for week three due
   d. Conference with coop

3. Week Three
   a. Assume responsibility for 1-2 additional classes daily
   b. Lesson outline for week 4 due
   c. Conference with coop

4. Week Four
   a. Assume responsibility for 1-2 additional classes
   b. Lesson outline for week 5 due
   c. Conference with coop

5. Week Five
   a. May add additional classes depending upon load to date
   b. Lesson outline for week 6 due
   c. Conference with coop

6. Week Six
   a. Continue to assume more of coop’s schedule
   b. Lesson outline for week 7 due
   c. Conference with coop

7. Week Seven
   a. Should assume all the coop’s load
   b. Conclude all unit and lesson plans
   c. Final conference with cooperating teacher to discuss total program and final evaluation

SECOND EXPERIENCE

Having completed ½ of the student teaching experience, the student teacher should follow the same basic schedule utilized during the first half. However, the pace of the progression may be accelerated so that the student assumes the total teaching load sooner than suggested for the first experience.

**Responsibilities of the Cooperating Teacher**

Please read the files provided with this website and clarify, if necessary, the understanding of its content with the university supervisor.
Hold introductory conference with the student teacher to discuss:

a. The Health and Physical Education curriculum during the time the student will be with you
b. The Health and Physical Education curriculum for the whole semester
c. The general plan you have developed for the student teacher's progression of responsibilities and duties
d. General information about the school such as reporting procedures, bell schedule, lunch procedures, etc. It would be helpful to have available, for the student teacher's use, copies of the school handbook, faculty handbook, and Health and Physical Education curriculum guide(s).
e. Departmental policies and procedures and your own standard class procedures which you wish the student teacher to use

Introduce your student teacher to the school:

a. Tour school plant
b. Introduce student teacher to faculty and staff
c. Introduce student teacher to your classes as a teacher

Review lesson plans and unit plans prior to time plans are to be taught

Observe and critique the student teacher's teaching on a regular basis. Both the strengths and weaknesses should be identified rather than only the weaknesses. Usually it is more effective to select one or two areas of weaknesses that the student teacher can work on rather than have the student attempt to correct all deficiencies at once.

Encourage the student teacher to develop his/her own effective style of teaching

Evaluation and conference. Competencies and performance indicators are included with this website to be used as a guide.

a. As the experience progresses, the student should be continually evaluated on each competency
b. Performance indicators should be checked off as the student displays specific behavior achievement
c. When the majority of the performance indicators are exhibited by the student, that particular competency should be checked as competent
d. Student teachers should be challenged to master every competency to the best of their ability

Final Evaluation: Please note – If more than one coop is involved, all should take part in the final evaluation
a. At the completion of the experience, a formal conference is held in which the student’s total performance is discussed.
b. The Evaluation Form requires a written statement which should reflect additional information concerning the student teacher which will be beneficial in the total evaluation process. If more than one coop is involved, this can be separate statements or a summary of parties involved.
c. Coop and student should sign the evaluation form and return it to the University Supervisor promptly.

Supervisor’s name
Zink Hall
Indiana, PA 15705

Contact the university supervisor immediately should your student teacher experience difficulty of a significant nature. A list of supervisors and their phone numbers is provided in the file “Supervisors.”
PROFESSIONAL PORTFOLIO
STEP 3/CERTIFICATION

• SUBMITT 2 COPIES/CD TO YOUR SUPERVISOR

• SOFT COVER

• INFORMATION TO WRITE ON THE CD/SHARPIE

  1. Full name including middle initial
  2. Step 3 portfolio
  3. Semester & year
  4. Student @ number
  5. HPED

• STANDARDS MUST INCLUDE THE FOLLOWING ARTIFACTS:

  MINIMUM

  1. Elementary health artifact
  2. Elementary physical education artifact
  3. Secondary health artifact
  4. Secondary physical education artifact

DO NOT USE THE SAME ARTIFACTS MORE THAN TWICE IN YOUR STANDARDS
Indiana University of Pennsylvania
CULMINATING STUDENT TEACHING PROJECT
Department of Health and Physical Education

Verifying Positive Impact on K-12 Student Learning
Student Teaching Work Sample

Overview of Project: During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

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

Required Components of the Work Sample

Title Page

Student Teaching Work Sample
Your name
Semester _________ Year _________
Grade level/ Period/Number of Students, Subject, Topic, Textbook, and/or Key Resources

One work sample must be done for Health Education and one must be done for Physical Education

A. Description of the Learning Environment / Inclusive Context

1. Describe the school in one paragraph (name of district, demographic information, key information about student body).
2. Describe the students in the class(es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

B. Planning for Instruction in Inclusive Settings

1. Write a rationale for your unit. The rationale must cite research that supports the need to teach this topic to the age level identified. Address the principle reason for the study of this topic.
2. Identify developmental characteristics of your learners.

3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan given to you in HPED 426/526 Health Science Instruction. Lesson plans within the unit should follow guidelines given in HPED 426/526 for health education. Lesson plans within the physical education unit should follow guidelines given in HPED 217 Teaching Middle School PE or HPED 655 Health and Fitness in the Elementary School.

4. Describe how the unit addresses the Standards for your program area. At least 60% of the goal areas must be addressed.

5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom’s Taxonomy).

6. Briefly describe the integration of culture, interdisciplinary connections and technology.

7. Unit plan must include at least 3 daily lessons with accompanying materials, and completed self-reflections. On your lesson plans, be sure to describe any adaptations to instruction and/or assessment for diverse learners (e.g., special needs students). Each daily lesson plan must address at least 40% goal areas.

C. Evaluation of Instruction

Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teaching that verifies effective implementation of instruction.

2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction.

3. Included on lesson plans: Self-evaluations of teaching effectiveness according to program requirements.

D. Assessment of Student Learning in Inclusive Settings

Provide evidence of formal and informal assessment of your students’ performance to show that they have learned by including in your work sample:

1. A pre-test activity [preliminary test or activity] or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test.

2. What formative assessments [primary assessments] were conducted during the unit? Were any modifications made to your teaching based on the assessments. Describe any modifications of your assessments for special needs students.

3. One alternative assessment [secondary assessment], (e.g., project, oral assessment, portfolio, performance, journal). Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of
the data with grade breakdowns for all students. Provide 3 actual samples of your students' work; one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students’ work with your University Supervisor (delete names of students).

4. A summative post-assessment [post-test or activity] (typically the unit test) to discover what students know and can do at the end of the unit.

D. Analysis of Student Learning

This section will include the following two parts:

1. Pupil Data. This section will include data on learning gains resulting from instruction. Include a spreadsheet which shows the grades from your unit for each student. Make sure to include the final unit grade on the spreadsheet. Do not use students’ real names. Write a 3-4 sentence summary about each student’s performance in your class. State specific reasons for each student’s successes or failures.

2. Interpretation of Results. This section will provide interpretation and explanation of the assessment data. Begin with a discussion of the pupil data. Compare and contrast students’ grades from the pre-test to the post-test (paired t tests; percentages; quartiles, trends & patterns).

3. You will also need to discuss the unit test. Were all the questions/tasks appropriate? Did a lot of students miss one problem? Why? How could you change a problem to help students complete it correctly? Did the unit test accurately measure students’ knowledge? What would you change in the unit if you were to teach it again? [item analysis: item difficulty & item discrimination]

E. Reflection on Teaching Effectiveness and Professional Growth

Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students’ needs. In your reflection:

1. Use Danielson’s four domains to evaluate effectiveness of your unit.
   a. Were your objectives achieved? If some were not achieved, reflect on possible reasons for this.
   b. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
   c. What would you do to improve student performance in this unit if you were to teach it again?
   d. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.

2. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and dispositions would improve your performance in the future. Use Danielson’s four domains in your reflection. Discuss your developmental needs as a teacher and set several specific goals for improvement.
ATTENDANCE

The student teacher is expected to be in his/her assigned school each day during the designated period. The student should report to the school at the same time each day as regular teachers are expected to report and shall be expected to remain in the school until the time regular teachers are permitted to leave the school.

Occasional exceptions to this policy must be approved by the cooperating teacher and the university supervisor. Except in the instance of on-campus attendance at student teaching seminars, student teachers should NOT request to leave the school before the regular dismissal time.

Time lost from student teaching because of illness usually will not result in an extension of the student teaching period. However, should absences for illness and/or other reasons become excessive or result in unsatisfactory teaching performance, the student teacher will be required to make up for lost time.

In the event of illness, the student teacher is to notify the cooperating teacher as soon as possible, preferably the previous night.

The student teacher is to notify the university supervisor no later than 7:15 a.m. on the day the student teacher will be out of school. The university supervisor will establish specific arrangements with the student teacher as to where notification of absence shall be directed.
SUBSTITUTING BY STUDENT TEACHER

When the cooperating teacher is absent from school, a paid substitute teacher is to be employed or other arrangements made so as NOT to leave the student teacher without assistance of approved and responsible personnel. This request is made even though the student teacher may do all the teaching.

In all instances where a substitute teacher is not employed during the absence of the cooperating teacher, the principal of the school is to approve the alternate arrangements for providing assistance to the student teacher.

Student teachers are NOT permitted to be paid substitute teachers during the time they are student teaching.
STUDENT TEACHER DRESS CODE

The student teacher is expected to dress professionally following the dress expectations of IUP's Health and Physical Education Department preferably polo shirts and khaki pants or shorts of appropriate length and style. It is not necessary that the pants be khaki in color but be of similar material and style. If time does not permit for changing, the student teacher should be certain his/her appearance is appropriate for classroom teaching. Dress in this situation must be approved by the university supervisor.
EXTRACURRICULAR RESPONSIBILITIES

Intramural and varsity athletic programs vary so greatly from school to school that it is difficult to establish a single requirement for a student teacher’s responsibility in extracurricular programs. The Department of Health and Physical Education believes experiences in the extracurricular athletic programs of intramural and varsity sports are valuable professional preparation.

If after school intramurals are conducted in the school, the student teacher is encouraged to take on some intramural responsibilities. Intramural activities conducted during regular school hours should be considered part of the student teacher’s responsibilities. If no intramurals are conducted in secondary schools, but varsity sports are a part of the teacher’s responsibility, the student should seriously consider assisting in this program.

Clearly established guidelines should be determine to help the student understand what is expected in these extracurricular activities. This should help the student teacher know the duties and time commitment.

At NO time will the student teacher receive any monetary compensation from the school district for any services provided.
STUDENT TEACHING INFORMATION

Name: ________________________ Phone Number: ____________

Address: ____________________________________________

Email: ________________________________________________

School District: _______________________________________

School Address: ________________________________________

School Phone #: _______________________________________

Cooperating Teacher: ___________________________________

Give detailed directions to your school on the back of this paper. Send to office by end of first week.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

INTASC Standards

**Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

**Knowledge**

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher can relate his/her disciplinary knowledge to other subject areas.

**Dispositions**

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**Performances**

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.**

**Knowledge**

The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.

The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

**Dispositions**

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**Performances**

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

**Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

**Knowledge**

The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

**Dispositions**

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

**Performances**
The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

**Dispositions**

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

**Performances**

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decisionmaking, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Knowledge**
The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

**Dispositions**

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

**Performances**

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

Performances

As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Knowledge

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions

The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

**Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

**Knowledge**

The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

**Dispositions**

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

**Performances**

The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

**Knowledge**

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

**Dispositions**

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

**Performances**

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.
The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

<table>
<thead>
<tr>
<th>Student's Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form is to serve as a permanent record of a student teacher’s professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

**PERFORMANCE EVALUATION**

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

**Category 1: Planning and Preparation** — Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

**Alignment 354.33. (1)/(A), (B), (C), (G), (H)**

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania’s K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

| Sources of Evidence (Check all that apply and include dates, types/titles and number) |
|-----------------------------------------|-----------------------------------------|
| Lesson/Unit Plans                       | Student Teacher Interviews              |
| Resources/Materials/Technology          | Classroom Observations                  |
| Assessment Materials                    | Resource Documents                      |
| Information About Students              | Other                                   |

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating (Indicate N)</th>
</tr>
</thead>
</table>

**Justification for Evaluation**

PDE-430 1
Category II: Classroom Environment — Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior. Alignment: 354.33. (1)(a)(E), (B)

Student Teacher’s performance appropriately demonstrates:
- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate *)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Justification for Evaluation
### Category III — Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.

#### Alignment: 354.33. (1)(β)(D),(F),(G)

**Student Teacher’s performance appropriately demonstrates:**

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

#### Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate □)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Justification for Evaluation**
SECTION IV: Background

Please note: Incorrectly answering the questions in this section may significantly delay the processing of your application.

1. If you have answered “yes” provide a current, original PA Child Abuse Clearance with your application.
2. If you have answered “yes” you will not be automatically prevented from obtaining a PA certificate. A certification denial based on insufficient credentials (such as lack of coursework or test scores) does not need to be acknowledged. Any documentation pertaining to the denial, revocation, suspension, surrender, or reprimand must be submitted with this application.
3. If you have answered “yes” a signed letter of explanation, as well as any documentation pertaining to the disciplinary action, termination, investigation, or resignation, must be submitted with this application.
4. If you have answered “yes” a signed letter of explanation, as well as any public documentation pertaining to the disciplinary action must be submitted with this application.
5. If you have answered “yes” a signed letter of explanation, as well as any public documentation pertaining to the disciplinary action must be submitted with this application.
6. If you have answered “yes” please include the following in your application (A YES answer does not automatically prevent an applicant from obtaining a PA certificate):
   - a signed letter of explanation;
   - your resume;
   - certified court documents related to all criminal matters;
   - a current, original FBI Clearance or registration identification number;
   - a current, original PA Criminal Background Check;
   - a current, original PA Child Abuse Clearance;
   - five letters of reference (at least three must be professional references); and
   - a letter from your probation officer, if applicable.
7. If you have answered “yes” please attach the additional documentation as listed above.

SECTION V: Code of Conduct

The Pennsylvania’s Code of Professional Practice and Conduct for Educators may be found at http://www.pde.state.pa.us/pspc/cwp/view.asp?a=3&q=113571. Review the code and check the box indicating that you have read and will abide by the Pennsylvania’s Code of Professional Practice and Conduct for Educators.

SECTION VI: Affidavit

Complete the Affidavit section by Signing and dating the application. Your signature certifies that all of the information provided in the application is correct and true. Misrepresentation/falsification may result in professional discipline and the revocation of your Pennsylvania certificate.
**CODES & SUBJECT AREAS**

**INSTRUCTIONAL**
- 1405 ART K-12
- 1603 BUS/COMPUTER/INFO TECH K-12*
- 8825 CITIZENSHIP EDUCATION 7-12*
- 2361 COOPERATIVE ED 7-12
- 2840 EARLY CHILDHOOD N-3
- 2810 ELEMENTARY K-6
- 3230 ENGLISH 7-12
- 4820 ENVIRONMENTAL EDUCATION K-12
- 5600 FAMILY/CONSUMER SCI K-12*
- 4810 HEALTH K-12
- 4805 HEALTH & PHYSICAL ED K-12
- 1668 MARKETING/DISTR ED. 7-12
- 6800 MATHEMATICS 7-12
- 2850 MIDDLE LEVEL ENGLISH 7-9**
- 2860 MIDDLE LEVEL MATHEMATICS 7-9**
- 2870 MIDDLE LEVEL CITIZENSHIP ED 7-9**
- 2880 MIDDLE LEVEL SCIENCE 7-9**
- 7205 MUSIC K-12
- 7650 READING SPECIALIST K-12
- 5212 SAFETY ED/DRIVER ED 7-12
- 8875 SOCIAL STUDIES 7-12
- 6075 TECHNOLOGY EDUCATION K-12*

**FOREIGN LANGUAGE**
- 4405 CHINESE K-12
- 4410 FRENCH K-12
- 4420 GERMAN K-12
- 4490 SPANISH K-12

**SCIENCES**
- 8405 BIOLOGY 7-12
- 8420 CHEMISTRY 7-12
- 8440 EARTH AND SPACE SCIENCE 7-12
- 8450 GENERAL SCIENCE 7-12
- 8470 PHYSICS 7-12

**SPECIAL EDUCATION**
- 9265 SPEECH & LANG IMPAIRED K-12
- 9290 VISUALLY IMPAIRED K-12
- 9225 SPECIAL EDUCATION N-12*
- 9205 HEARING IMPAIRED K-12

**EDUCATIONAL SPECIALIST**
- 1825 INSTRUCTIONAL TECH SPECIALIST K-12
- 1875 SCHOOL PSYCHOLOGIST K-12
- 1837 SECONDARY SCHOOL COUNSELOR -7-12
- 1836 ELEMENTARY SCHOOL COUNSELOR K-6

**SUPERVISORY AREAS**
- 2515 COOPERATIVE EDUCATION SUPERVISOR
- 2915 CURRICULUM AND INSTRUCTION SUPERVISOR
- 6415 LIBRARY SCIENCE SUPERVISOR
- 6815 MATHEMATICS SUPERVISOR
- 7215 MUSIC SUPERVISOR
- 2930 PUPIL PERSONNEL SERVICES SUPERVISOR
- 7615 READING SUPERVISOR
- 5227 SAFETY ED/DRIVER EDUCATION SUPERVISOR
- 1815 SCHOOL GUIDANCE SERVICES SUPERVISOR
- 1891 SCHOOL HEALTH SERVICES SUPERVISOR
- 1855 SCHOOL SOCIAL SERVICES SUPERVISOR
- 8415 SCIENCE SUPERVISOR
- 8815 SOCIAL STUDIES SUPERVISOR
- 9215 SPECIAL EDUCATION SUPERVISOR

**ADMINISTRATIVE & LETTER OF ELIGIBILITY**
- 1115 PRINCIPAL K-12
- 2300 VOCATIONAL ADMINISTRATIVE DIRECTOR
- 1150 DISTRICT SUPERINTENDENT
- 1155 ASSISTANT DISTRICT SUPERINTENDENT
- 1165 ASSISTANT IU EXECUTIVE DIRECT
Instructions for Submitting Application for Graduation on URSA

Â The graduation application process is now an online function at the www.iup.edu/ursa website. **Undergraduate students** (Associate Degree students and Baccalaureate Degree students) are required to apply for graduation in their NEXT TO FINAL semester of enrollment, by the established deadlines. **Graduate students** are required to apply early in their final semester of enrollment, within the deadlines as established by the Graduate School. To apply for graduation, please follow these instructions.

1.Â At the URSA homepage, log into the secure area.Â When prompted to enter your user ID, enter your IUP student ID number.Â Enter the @ symbol before you enter the number.

2.Â Enter your PIN.

3.Â Select Student Services and Financial Aid, then Academic Records, then Apply for Graduation.Â Select your level (Undergraduate or Graduate).

4.Â Your IUP official academic record will display, and this contains your name, IUP ID number, Program of study, your major(s) and minor(s).Â **It is important that you check this information carefully, for if a program of study, major, minor is incorrect, your graduation checkout will be affected.** Â If you want to add or change a major or minor, you must contact your assistant dean or your advisor.

5.Â You must select a graduation date.Â Please note that the online graduation application can only be used until the graduation application deadline.Â After the deadline date, the online program is not active.Â If you are applying after the deadline date, you must go in person to your college associate deanâ€™s office and petition for permission to graduate.

6.Â Place the cursor into the box for your Name.Â You must enter your name EXACTLY as you wish it to appear on your diploma.Â Please check all spelling, capital letters, and punctuation.Â Again, what you enter here is the exact way your name will print on your diploma.

7.Â Place the cursor into the address box and type in the address to where you want your diploma sent after you are cleared for graduation.Â Please note that whatever address you enter here has no impact on the address(es) IUP currently has on record for you.Â This diploma mailing address does NOT update any address you have with the university.Â This is strictly for mailing your diploma.

8.Â Please double check all the information you have entered, and if you are satisfied it is correct, click on the gray â€œSubmitâ€ button.

9.Â The information you have entered will display.Â Any time you come back to check this â€œApply for Graduationâ€, the information you have entered will display.Â You can NOT
update this information online. If you have any corrections after you have submitted your information, you must contact the Registrar's Office in Clark Hall.

10. Please go to the link containing information regarding graduation for the date for which you are planning to graduate. You should refer to this graduation information and be watchful for other information to be mailed to you.

11. Log out of URSA.
Addressing Concerns During Student Teaching

During student teaching, if you have any concerns regarding your experience please follow these steps.

1. Bring your concern to the attention of your student teaching supervisor. You should have specific information that helps your supervisor clearly understand your position and why you believe there is a problem that needs to be resolved.

2. If you are not satisfied with the manner in which your supervisor has addressed your concern, your next step would be to bring the problem to the attention of the Teacher Education Coordinator. For undergraduate students this would be Dr. Deutschlander. For graduate students this would be Dr. Klingaman. At this time the coordinators may determine there needs to be a formal conference in which you will meet with department personnel including any of the following: the supervisor, the coordinator(s), and department chair. If the coordinator does not call a formal meeting and you would like to discuss the situation with Dr. Blair, you are encouraged to do so at this point. You may also request a meeting with any of the HPED personnel at this point.

3. If you believe the issue has not been satisfactorily resolved at the department level, you may choose to contact Dr. Nicholson, Field Placement Director of Teacher Education.

Any concerns regarding your grade should be discussed with your Student Teaching Supervisor. If after this discussion you feel you have not received a fair grade for student teaching, you should follow the grade appeal policy as outlined in the Undergraduate or Graduate Catalogs.
Category IV — Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.  
Alignment: 354.33. (1)(b)(1)(J)

Student Teacher's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating</td>
<td>(Indicate □)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Justification for Evaluation
### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and appropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate ✗)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

### Justification for Overall Rating:

---

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/IU</td>
<td>School</td>
<td></td>
<td>Interview/Conference Date</td>
</tr>
<tr>
<td>School Year:</td>
<td></td>
<td>Term:</td>
<td></td>
</tr>
</tbody>
</table>

**Required Signatures:**

- **Supervisor/Evaluator:** ____________________________ Date: ____________
- **Student Teacher:** ____________________________ Date: ____________
- **Certification Officer:** ____________________________ Date: ____________

**Certification Area:** ____________________________ PDE – Certification Code: ____________________________

(To be completed by Certification Officer)

(See Reverse)
RECOMMENDATION FOR CERTIFICATION

Procedure:
Complete application for the Pennsylvania Department of Education Certification and file with the Office of Educational College-School Partnerships by the listed dates appropriate to the anticipated date of graduation.

Requirements:

1. A minimum grade of C in all professional education courses and an overall grade point average of 3.0
2. Review and recommendation by the major academic advisor indicating completion of all departmental teacher education requirements.
3. Completion of student teaching with a minimum grade of C.
4. Successful completion of the PRAXIS Exams (see Praxis file for further information) Area tests.
5. Competency in working with students with special needs

Applications for certification cannot be processed until the student completes the Bachelor of Science in Education degree or its equivalent.

Appeal Provision:

A student who believes that any requirement of this policy has been inequitably applied or that he/she merits special consideration may appeal through the proper channels: academic advisor, chairperson, College of Education dean (or designee), teacher education appeals committee. Appeals must be made before the end of the next regular academic semester following the application.

Every effort should be made to resolve the appeal through the process so described. If, at the conclusion, the student is still in disagreement with the findings, the student may request a review before a special Teacher Education Appeals Committee. The committee will be composed of three voting members representing the faculty, cooperating teachers, and students to be elected each year by the Teacher Education Coordinators Council of the Academy for Teacher Preparation.

To initiate an appeal, the student must file a form obtained at the Dean's Office, College of Education. Appeals will be heard only during the regular academic semester. The student will be expected to submit written documentation of his/her complaint about the process of review for continuation or eligibility in the teacher education program. The committee will review the materials and make its recommendation to the dean, College of Education. A final decision rests with the associate dean of College School Partnerships.
### GENERAL APPLICATION FOR PENNSYLVANIA CERTIFICATE
**FORM PDE 338 G**
(Refer to instructions included with this two page form)

**APPLICANTS:** Please note the following information in regard to your Social Security Number (SSN)

**DATA REQUIRED BY THE FEDERAL PRIVACY ACT (5 U.S.C. Section 552a note)**

**AUTHORITY:** 24 P.S. Section 1224.

**PURPOSE(S):** To be used for (1) registration and maintenance of records of all certificated persons as having met qualifications for teaching, (2) identification and collection of criminal/disciplinary records for certified educators and candidates for certification, and (3) provision of certification data to authorized personnel and agencies.

**DISCLOSURE:** Mandatory. Failure to disclose will prevent further processing of the application.

#### SECTION I – PERSONAL INFORMATION (please print or type)

<table>
<thead>
<tr>
<th>1. Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>2. Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Address</th>
<th>4. Date of Birth (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City/State/Zip Code</th>
<th>5. □ Male □ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Telephone Home/Cell ( )</th>
<th>Work Phone ( )</th>
<th>7. E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Please list all former name(s) beginning with the most recent</th>
<th>9. Are you a United States Citizen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION II-CERTIFICATION INFORMATION

1. Date Initial Bachelor’s Degree conferred  
(Do not list Masters or Doctorate level degree-only Baccalaureate degree)

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Degree</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Subject Area and 4-digit Code of the certification area for which you are applying (enter the area of concentration or endorsement, if applicable):

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>4-digit Code</th>
<th>Concentration(s) / Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION III-HEALTH CERTIFICATE

The Health Certificate section must be completed by a United States licensed physician, physician’s assistant or nurse practitioner

I certify that I am a physician, physician’s assistant or nurse practitioner (circle one) licensed/certified as such in a state of the United States or its capital; that I have examined the applicant and find that the applicant is not disqualified by reason of a mental or physical disability or a communicable disease from the successful performance of the essential functions of a teacher with or without a reasonable accommodation.

<table>
<thead>
<tr>
<th>Signature of Examiner</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State in which licensed</th>
<th>State License No.</th>
<th>Daytime Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION IV-BACKGROUND

Read and answer each question *carefully*...ensure that you have selected the appropriate check box. Incorrectly checking a box may significantly delay the processing of your application. Please refer to the instruction sheet for further information.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever been the subject of a child abuse investigation or report in this or any other state, territory or country? (If yes, read the instructions for this question first, then indicate whether the investigation or report is pending, unfounded, indicated, or founded by checking the appropriate box)</td>
<td>□ Pending □ Unfounded □ Indicated □ Founded □ No</td>
</tr>
<tr>
<td>2. Are you currently the subject of any misconduct investigation by an employer? (If yes, refer to instructions)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>3. Have you ever resigned from or otherwise left any employment (e.g., settlement agreement) while allegations of misconduct were pending, or under investigation? (If yes, refer to instructions)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>4. Is there disciplinary action pending by a licensing agency in this or any other state, territory or country? (If yes, refer to instructions)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>5. Have you ever had any certificate or license for any profession denied, revoked, suspended, surrendered, or received a public reprimand in this or any other state, territory or country? (If yes, refer to instructions)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>6. Have you ever been convicted of a crime classified as a misdemeanor or felony in this state or any other state, territory or country? (If yes, refer to instructions.) (For purposes of this question, convicted includes pleas of nolo contendre and guilty pleas. However, summary offenses do not need to be acknowledged.)</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>7. Are criminal charges pending against you, or are you the subject of an inquiry or investigation by a law enforcement agency in this or any other state, territory or country? (If yes, refer to instructions)</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

### SECTION V-CODE OF CONDUCT

The Pennsylvania code of Professional Practice and Conduct for Educators, which may be found on the PDE website, sets forth the standards for professional practice for Pennsylvania professional educators. All professional educators are expected to conduct themselves in accordance with the Code. Failure to do so may result in professional discipline. Indicate that you have read the code by checking the box below.

- [ ] I certify that I have read and will abide by the Code of Professional Practice and Conduct for Educators.

### SECTION VI-AFFIDAVIT

*I certify that the information provided in this application, including all statements, transcripts and documentation, are correct and true. I understand that the falsification of any statement or document may result in professional discipline, including revocation of my Pennsylvania certificate.*

<table>
<thead>
<tr>
<th>Signature of Applicant</th>
<th>Date</th>
</tr>
</thead>
</table>
INSTRUCTIONS FOR GENERAL APPLICATION - FORM PDE 338 G
PRINT WITH DARK BLUE OR BLACK INK

Completed certification application should be mailed to:

Teacher Education Office
104 Stouffer Hall
1175 Maple Street
Indiana PA 15705

Include payment with your application to the Teacher Education Office
Current Fee: $160.00
Check or Money Order made out to IUP

Put your Banner # on the memo line of your check

SECTION I: Personal Information
1. Print your Last Name, First Name, and Middle Initial
2. Print your Maiden Name, if applicable
3. Print your complete Address and Zip Code
4. Print your Date of Birth
5. Print your Social Security Number
6. Print your telephone numbers in the event you must be contacted
7. Print your current e-mail address
8. Print your former names, if applicable
9. Please state your citizenship status by checking the “yes” or “no” box. If you are not a U.S citizen, you must enclose the following documents with your application:
   • A notarized copy of the front and back of your permanent resident visa, which permits you to permanently reside and work in the United States.
   • A, Declaration of Intent to Become a Citizen of the United States form. This form is included in the Foreign Supplement Package available from the PDE website at: www.teaching.state.pa.us. This does not apply to Foreign Language teachers.
   • If you have become a citizen since submitting your last application, you must return your original Alien Provisional Certificate as well as a notarized copy of your U.S. Naturalization Paper for conversion.

If the documentation noted above is not submitted with the PDE 338 G form, the application will be returned to you.

10. Check the appropriate box for “Male” or “Female”

SECTION II: Certification Information

1. Enter the Month/Year, name of degree, and college from which you received your initial bachelor’s degree. Do not list information regarding Masters or Doctorate degrees.
2. List the Subject Area for which you are applying and specify the Code. Select a Subject Area and Code from the Subject Areas and Codes list.

SECTION III: Health Certificate

A U.S. licensed physician must sign the Health Certificate section of this application. PDE will not accept a nurse or physician’s assistant signature. The Health Certificate section is not required if the applicant holds, or has held, a PA certificate including Emergency Permits or Temporary Teaching Permits.