CONCEPTUAL FRAMEWORK
FOR INITIAL
PREPARATION PROGRAMS

Domain 1: Planning and Preparation
Components
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1b: Demonstrating Knowledge of Students
1c: Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

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

Domain 3: Instruction
Components
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
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Domain 4: Professional Responsibilities
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Preface

Educator preparation programs at IUP are committed to the IUP Framework for Educator Preparation. The framework is modeled on the work of Charlotte Danielson (2007) as set forth in *Enhancing Professional Practice: A Framework for Teaching*.

This handbook organizes the unit-wide guidelines, policies, and procedures that govern the IUP Pre-Student Teaching Field Experiences: the Pre-Student Teaching Clinical Experience I and Pre-Student Teaching Clinical Experience II (EDUC 242 and EDUC 342). The handbook also defines unit-wide expectations for the candidates, the faculty teaching the course, and the mentor teacher. For the candidates, in particular, this handbook serves as a reference to help them accomplish the unit-wide goals of each of the field experiences.

Application forms and evaluation forms for the pre-student teaching field experiences are available through LIVETEXT. The unit-wide evaluation forms will be used to assess all candidates and may be supplemented by other departmental requirements. The faculty member teaching the course will discuss all evaluations and the candidate’s reflection during a final meeting with each candidate.

Please note that individual programs and/or departments often have additional objectives and expectations for candidates. In their individual EDUC 242 and EDUC 342 course syllabi, faculty members will delineate specific program requirements and review the sections of this handbook that apply to the scheduled field experience.
Pre-Student Teaching Clinical Experiences in Educator Preparation Programs at IUP

Pre-student teaching field experiences, required by the Pennsylvania Department of Education, are an integral part of initial educator preparation programs at IUP. Early field experiences provide teacher candidates with opportunities to connect what they learn in college classrooms with applications in PreK-12 settings. Best practice suggests that educator preparation programs should provide teacher candidates with practical experience in classrooms, during which they receive feedback through continual and consistent evaluations that measure their attainment of appropriate competencies determined for the experience. The pre-student teaching clinical experiences at IUP have been designed with these practices in mind.

At IUP, candidates complete a sequence of at least two pre-student teaching clinical experiences. Candidates spend a minimum of 35 hours in a PreK-12 classroom for each experience, although some programs may require more hours. Candidates complete these experiences when they are enrolled in EDUC 242 and 342, which combine classroom instruction/seminars with placements in PreK-12 educational settings.

Pre-Student Teaching Clinical Experience I is customarily scheduled during the sophomore year or the first semester of junior year after the candidate has been admitted to Step One. Pre-Student Teaching Clinical Experience II is generally scheduled in the candidate’s junior year, during or after the methods course in the major or at an appropriate time in the departmental course sequence.

Candidates may complete their field experiences in an assigned Pennsylvania school during specific times throughout the semester, during university breaks, or at the end of the Spring semester in May. A field placement agreement must have been fully executed between the education entity and IUP before any field placement may begin.

Applications for Field Placement - https://www.iup.edu/teachereducation/forms/
Admission to Step One

Candidates who intend to register for EDUC 242 or EDUC 342 (in the case of transfer students given transfer credit for EDUC 242) in any given semester MUST be approved for admission to Step One by the last business day of the regular add/drop period for that semester. This drop/add period is generally the Friday of the 1st week of classes or Monday of the second week of the semester.

Requests for Field Placement

The application form and all other required forms for a pre-student teaching field placement are available on LIVETEXT (https://www.livetext.com/doc/9835289). The application must be accompanied by the following forms:

- Guest/Host Relationship Form
- Memo of Understanding
- Certification of Non-Criminal Offense and Habitual Use of Drugs and Alcohol
- Certification of Understanding – Evaluation of Professional Dispositions
- In addition, all health (TB), background checks (Act 34, Act 151, Act 24, and Act 114), training for child abuse reporting (Act 126), and liability insurance MUST be current for the entire duration of the field experience. These should be uploaded to Castle Branch. Candidates are encouraged to update their yearly clearances each summer. Expired clearances can jeopardize field placements.

Candidates will follow established department/program guidelines for the Pre-Student Teaching Clinical Experience I field experience. The field experience for Pre-Student Teaching Clinical Experience II must be in the candidate’s major certification area and at a different site and grade level from those in the first experience.

In order for candidates to gain the broadest experience possible, they should not request a placement in the school from which they graduated. In addition, candidates should not ask to be placed in a school district in which a relative is employed or attends, OR at which the candidates themselves have previously had a supplemental contract (for example, as a coach). Such applications will not be processed.

All placements are processed through the Office of Educator Preparation. Candidates or their family members may not make their own arrangements or contact teachers, principals, or any school district personnel to make such arrangements. School administrators have denied permission for candidate placements when this process is violated.

Submission of Applications - Semester Prior to the Field Experience Semester

In the semester prior to the field experience semester, program coordinators are to submit to the Clinical Services Specialist the names and requests of those who require field placements.

For EDUC 242, these initial requests should be submitted after the advising period, when coordinators will have a better idea about which candidates will be seeking admission to Step One, and requiring field placement in the following semester. Education majors who have been advised to apply for admission to Step One and register for EDUC 242 in the following semester should make sure that they contact the program coordinator about applying for field placement.

Initial requests for EDUC 342 can be submitted after the advising period as well.
Submission of Applications - Field Experience Semester

If program coordinators, due to extenuating circumstances, have to submit applications in the field experience semester, those applications MUST be submitted to the Clinical Services Specialist no later than the SECOND FRIDAY after classes begin in the Fall or Spring semester.

*Candidates should not submit completed applications directly to the Office of Educator Preparation.* Completed applications must be submitted to the course instructor/program coordinator for approval. *Candidates should check with their course instructor/program coordinator for deadlines.* **Course instructor/program coordinators must sign the application forms.**

Field Placement

If a candidate’s first request for placement is rejected, the Clinical Services Specialist will send a request to the second choice indicated on the application form. The Office of Educator Preparation will confer with the course instructor, the program coordinator, and the candidate if additional requests for a placement cannot be confirmed. After a field placement is approved by a school district, all parties involved (mentor teacher, course instructor, candidate) will be notified through a LIVETEXT email. Candidates should then log on to their LIVETEXT accounts to access the necessary information.

Some school districts/clinical sites require clearances to be sent to them before any placement can be confirmed. Should this need arise, the Office of Educator Preparation will contact the candidate, who will be responsible for sending the required clearances. Failure to comply in a timely fashion can jeopardize a field placement.

Candidates must understand that any record or discrepancy that is brought to light in a background check may deter a school district from hosting a candidate. If a record exists or a “hit” occurs, which indicates that information was found in the database and requires review, in any clearance, the candidate **will be contacted by the Office of Educator Preparation** and will be asked, via email, to grant permission for personnel from that office to disclose the contents of the "hit" to the point-of-contact and/or overseeing administrator of a proposed placement **as per IUP/site agreements.** If a candidate refuses to permit this disclosure, the Office of Educator Preparation will not request a field placement. An educational entity or clinical site may deny a request for a placement at any time. After permission to disclose is obtained via email the Clinical Services Specialist will contact the point-of-contact and/or overseeing administrator to disclose the record or reason for the review and if accepted request a placement. No more than **five** requests for placement will be attempted per semester for such a candidate.
Goals and Guidelines for Pre-Student Teaching Clinical Experiences I and II

The pre-student teaching clinical field experiences provide candidates with opportunities to connect their learning in the college classroom with best practices in PreK-12 classrooms. In addition, these experiences allow candidates to reflect on their career choices based on a realistic understanding of the teaching/learning environment.

In their field experiences, candidates are expected to:

- Observe and reflect on the characteristics of students at various developmental levels.
- Observe and reflect on the teaching strategies of mentor teachers in their disciplines.
- Observe and reflect on mentor teachers’ professional conduct toward learners and schools.
- Observe and reflect on mentor teachers’ responsibilities in the classroom and the larger school community.
- Assist with, and when appropriate, teach lessons in their mentor teachers’ classrooms.

These field experiences are designed to help candidates recognize and understand:

- The teacher’s role in classroom organization, planning, and preparation.
- Methods of teaching and assessment that reflect the tools of inquiry and the structure of the discipline.
- A teaching/learning environment that encourages positive social interaction, self-motivation, and active engagement in learning.
- Instructional choices based on knowledge of the subject matter, the individual students, the community, and local, state, and national curriculum goals.
- The ways in which learners differ in their approach to learning and how certain classroom environments can promote and encourage their learning.
- The diversity among learners in a classroom (for example, exceptionalities, gender, race and ethnicity, culture, and socioeconomic status).
- The teacher’s relationships with diverse student populations, students’ families, colleagues, and agencies in the larger community.
Roles and Expectations of Field Experience Participants

Teacher Candidates

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

- Hold current Act 34, 151, 24, and 114 clearances, TB test, liability insurance, and have completed current Act 126 training **BEFORE** entering the partnership school. All these should be uploaded to CastleBranch. Bring originals of such documents to the school site on the first day or supply them to the site prior to the first day if the site requires early submission.

- If applicable, contact your mentor teacher as soon as your placement is approved to discuss the best days and times for your field experience and to discuss how you should prepare for the experience.

- Follow protocols for parking and being admitted to the school. Identify these protocols prior to your visit.

- **Stop at the main office on the first day upon your arrival at the school. Introduce yourself** as a Pre-Student Teacher working with (name of Mentor Teacher) **before going to the classroom. Present IUP identification and have your original clearances with you.**

- **Dress professionally.** It is important that you make a very good professional impression. In the past, candidates have been turned away when they arrived wearing jeans or attire that school personnel deem inappropriate.

- **Silence your cellphones** when you are in the school.

- **Respect confidential information.** Do not discuss details of the experience, particularly information about students, outside of the school setting.

- **Write a thank-you note** to your mentor teacher when the experience has concluded.

- **Complete the dispositions evaluation form assigned through LIVETEXT by Watermark** when the experience has concluded.

- **Complete all departmental/program requirements for the field experience.**

University Faculty

The instructor of the course is responsible for meeting regularly with pre-service teacher candidates enrolled in the course. If appropriate, faculty should also provide candidates with assistance in choosing partner schools and in completing the application forms. The Office of Educator Preparation will not process application forms that do not bear the course instructor/program coordinator’s signature.

The instructor of the course is responsible for supervising and evaluating the teacher candidate. There is no mandatory requirement for on-site university supervision of Pre-Student Teaching Clinical Experiences. Individual programs have specific requirements regarding on-site faculty supervision.
The instructor of the course is responsible for meeting regularly with pre-service teacher candidates enrolled in the course.

Prior to the field experience, the course instructor (either EDUC 242 or EDUC 342) should devote at least one of the regularly scheduled class meetings with teacher candidates to:

- Review the handbook, as well as department/program expectations.
- Review the Framework for Educator Preparation at IUP and ensure that candidates are familiar with the Danielson Model and its connection to their reflection papers.
- Discuss the overall goals of the field experience.
- Discuss what candidates should do during their field experience.

At the end of the field experience, the course instructor (either EDUC 242 or EDUC 342) should have a meeting with each teacher candidate to:

- Review candidate’s logs, if required.
- Review the candidate’s reflection paper.
- Discuss the mentor teacher’s evaluation of the candidate.
- Review any other assignments and make a final evaluation of the experience with the candidate.

**Mentor Teachers**

Mentor teachers play an important role in the Pre-Student Teaching field experiences. Research has shown that novice teachers often exhibit the values and behaviors they learn from their mentor teachers. Therefore, mentor teachers, as positive role models, can have considerable influence on teacher candidates.

The Office of Educator Preparation anticipates that mentor teachers will use their experience to help teacher candidates clarify their own thinking about the teaching and learning process, and the learning environment. By providing teacher candidates with opportunities to observe and to participate in the classroom, mentor teachers can expose them to different teaching situations and assist them in analyzing myriad issues, including age-appropriate learning activities, classroom management strategies, and strategies to reach all learners. Through conversations, mentor teachers can also help teacher candidates grapple with the challenges and rewards of teaching, and consequently, develop realistic expectations for the profession.

At the end of the field experience, the mentor teacher will complete the appropriate evaluation form as well as an evaluation of the candidate’s dispositions. These forms are available on LIVETEXT (by Watermark).
Frequently Asked Questions about Pre-Student Teaching Field Experience

How is the Pre-Student Teaching application processed?

Submit the completed application to the course instructor or program coordinator as determined by your program. The instructor/program coordinator will collect all applications, review your choices, sign the application forms, and submit them to the Office of Educator Preparation.

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

No. The administrators in the school district and the mentor teacher have the final say on the approval of your request for a placement. It can be rejected at either point. School districts are often inundated with requests, and district personnel have little time or inclination to entertain individual phone calls.

How do I request a school district?

Place the names of two school districts and schools on the application. The Clinical Services Specialist will work through the contact persons in the school districts to finalize placement requests.

Will I get my choice of schools?

Choice of schools cannot be guaranteed. The Office of Educator Preparation makes requests but must wait to see if the school administrator and the mentor teacher accepts the request.

How do I determine which schools to choose?

Choose sites that will benefit you the most. Do not select a school district you plan to request for student teaching. Do not select the school district from which you graduated, in which a relative attends or works, or at which you hold a supplemental contract.

What grade/age levels should I choose?

Each department has requirements pertaining to the grade levels or subject areas that will provide the broadest experiences to prepare you for student teaching. Follow those guidelines.

How will I know whether my request has been accepted?

You will receive notification through a LIVETEXT email and/or an email from the assigned University Instructor/Program Coordinator.

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

It can take anywhere from four to eight weeks. If you do not hear about your request after that time, please discuss the matter with your course instructor/program coordinator.

What happens if my first request is not accepted?

The Office of Educator Preparation will immediately contact the second school district indicated on your application.
How do I make contact with the mentor teacher with who I have been placed?

If appropriate for your program, immediately after receiving approval, contact the mentor teacher to ask for a time and the best way (through phone, email, or a meeting) you can discuss the Pre-Student Teacher Contract. It is wise to give several alternative times when you are free. Give your phone number and times when the mentor teacher can reach you. Confirm the dates when you will be in the mentor teacher’s classroom. Provide your mentor teacher with a copy of the Suggested Experiences for the appropriate field experience. If appropriate, you may provide discipline-specific competencies for Pre-Student Teaching/Pre-Clinical Experience II (EDUC 342). Some programs may have an introductory letter and/or materials that you can forward to your mentor teacher.

What is the protocol I should follow on my first visit to the school?

Be at the school on the specified date. Arrive at the school early. Stop at the main office and introduce yourself as a Pre-Student Teacher from IUP and give the name of the mentor teacher with whom you will work. If you do not know the room number, ask for directions to the classroom. Have your clearances available.

What should I do while I’m at the school?

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

What assignments should I complete during the field experience?

The assignments will be explained by the course instructor. Complete all assignments required by your course instructor. You will also complete an evaluation form on your professional dispositions as well as a reflection essay about your experience organized according to Danielson’s Four Domains.

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

You will be denied permission to register for EDUC 242 or EDUC 342. If you complete your Pre-Student Teaching over the semester break, your instructor will give you an “L” grade until your field experience report/portfolio has been submitted. The instructor will then have your grade changed.

Can I take both experiences at the same time?

No. The theory upon which the two Pre-Student Teaching experiences are based is that they are continuous and sequential beginning in the sophomore year/first semester of junior year.
Professionalism in Teaching

Professionalism encompasses many different aspects in the school setting. It can be reflected in your attire, as well as your interactions with and behavior around students, other teachers, administrators, and parents. Although school districts may vary in some of their expectations for professionalism, teacher candidates representing IUP are expected to present themselves in a professional manner at all times during their field experiences. You have devoted a great deal of time and effort to becoming excellent educators. Making wise choices in the area of professionalism can have an impact on your future.

Professionalism in Dress and Appearance

As participants in field experiences, teacher candidates are guests in the school districts as well as representatives of IUP. As such, you should use good judgment in selecting attire for the classroom. In most cases, men are required to wear a shirt with a collar and a tie. Suit coats are generally not required. Women should wear dresses or blouses and dress slacks or skirts that are suitable for the classroom. Clothes that are too short, too tight, or too revealing are not appropriate choices for working in public schools.

Teacher candidates should remember that jeans and sneakers or athletic shoes are not considered professional by many school districts and will be deemed unacceptable for any field placement (unless you are in an HPED placement, or it is the day of an outdoor field trip and your mentor teacher has recommended casual attire). Male candidates should know that it is generally not acceptable to show up in school without wearing socks. All teacher candidates need to be aware that although some attire may be perfectly appropriate for other occasions, it may still be unacceptable for schools which tend to be more conservative than the university setting to which you have become accustomed. When in doubt about your clothing choice, it is wise to err on the side of caution and choose a different outfit.

Professionalism in dress and appearance would also include appropriate personal grooming. Neatness is important and teacher candidates should be neat and well-groomed. Visible body piercings and tattoos may be a statement of your individuality and style, but they may also be considered a distraction in the classroom by many school districts. Teacher candidates should bear in mind that school personnel (including your mentor teachers and school administrators) can expect you to be more conservative and ask you to remove or cover any such adornments. Failure to do so can result in the school requesting that your placement be terminated due to non-compliance with the school dress code. Teacher candidates need to consider these professional recommendations before their first visit to the school and attempt to maintain a professional image throughout each experience. Teacher candidates should remember that as educators they are also role models.
Professionalism in Language

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

Professionalism in Behavior

Your behavior says a great deal about you not only as an educator, but also as an individual. Your students, their parents, other teachers, and school personnel will form opinions about you based not only on the way you dress and speak but also on the manner in which you conduct yourself in all situations. As prospective educators, you need to consider your actions/conduct so that you can offer appropriate and mature behavior that your students can model.

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

Title IX Sexual Harassment and Sexual Violence Policy and Resources

IUP is committed to an educational and work environment free from any form of sexual harassment and sexual violence. Please use the provided link to IUP’s Title IX Sexual Harassment and Sexual Violence Resources page, https://www.iup.edu/socialequity/policies/title-ix/, to access IUP’s Sexual Harassment and Sexual Violence Policy, which includes definitions, reporting, and complaint procedures.

The Academic Integrity Policy

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

Chapter 235. Code of Professional Practice and Conduct for Educators

Pre-Student teachers, like their mentors, are expected to follow the Code of Professional Practice and Conduct for Educators during observations and participatory work within the field. Use this link https://www.pacode.com/secure/data/022/chapter235/chap235toc.html, for the full version of Chapter 235.
Candidates in all initial educator preparation programs are formally assessed on their professional dispositions in EDUC 242, EDUC 342, and in Student Teaching.

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

The instrument and rubric for evaluation professional disposition are located at https://www.livetext.com/doc/10530412.
IUP Pre-Student Teaching Handbook
Certification of Understanding and Acknowledgement of Content, Policies and Guidelines

I, _____________________________________________________________, certify, by signing on the line below, that I have read and understand the instrument and rubric for evaluating Professional Dispositions in field experiences for EDUC 242, EDUC 342, and in the student teaching semester. This signature also indicates that I have read the contents of the Pre-Student Teaching Handbook including, but not limited to, the Academic Integrity Policy, The Code of Professional Practice and Conduct for Educators, Title IX Sexual Harassment and Sexual Violence Policy and Resources, expectations for clearances, and I will adhere to said policies and guidelines.

Print Student Name:  _________________________________

Student Signature:   _________________________________ Date:  ___________________________

* Please return this signed document to the instructor of the EDUC 242 or EDUC 342 course before field placement begins.
EDUC 242 – Pre-Clinical I Danielson’s Components of Professional Practice
All EDUC 242 Pre-Clinical experiences will be evaluated based on the following Domains and Components

**Domain 1: Planning and Preparation**
Component 1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage
Component 1d: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

**Domain 2: The Classroom Environment**
Component 2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction
Component 2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals
Component 2d: Managing Student Behavior
- Expectations
- Monitoring student behavior
- Response to student misbehavior

**Domain 3: Instruction**
Component 3a: Communicating with Students
- Directions and Procedures
- Oral and Written language
Component 3c: Engaging Students in Learning
- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**Domain 4: Professional Responsibilities**
Component 4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession
Component 4f: Showing Professionalism
- Service to students
- Advocacy
- Decision making
EDUC 342 – Pre-Clinical II - Danielson’s Components of Professional Practice
All EDUC 342 pre-clinical experiences will be evaluated based on the following Domains and Components.

**Domain 1: Planning and Preparation**

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

**Component 1b: Demonstrating Knowledge of Students**
- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

**Component 1c: Setting Instructional Outcomes**
- Values
- Clarity
- Suitability for diverse students
- Balance

**Component 1d: Demonstrating Knowledge of Resources**
- Resources for teaching
- Resources for students

**Component 1e: Designing Coherent Instruction**
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

**Component 1f: Designing Student Assessments**
- Congruence with instructional goals
- Criteria and standards
- Use for planning

**Domain 2: The Classroom Environment**

**Component 2a: Creating an Environment of Respect and Rapport**
- Teacher interaction with students
- Student interaction

**Component 2b: Establishing a Culture for Learning**
- Importance of the content
- Student pride in work
- Expectations for learning and achievement

**Component 2c: Managing Classroom Procedures**
- Management of instructional groups
- Management of transits
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

**Component 2d: Managing Student Behavior**
- Expectations
- Monitoring student behavior
- Response to student misbehavior

**Component 2e: Organizing Physical Space**
- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

**Domain 3: Instruction**

**Component 3a: Communicating with Students**
- Directions and procedures
- Oral and written language

**Component 3b: Using Questioning and Discussion Techniques**
- Quality of questions
- Discussion techniques
- Student participation

**Component 3c: Engaging Students in Learning**
- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

**Component 3d: Using Assessment in Instruction**
- Quality: accurate, substantive, constructive, and specific
- Timeliness

**Component 3e: Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
- Response to students
- Persistence

**Domain 4: Professional Responsibilities**

**Component 4a: Reflecting on Teaching**
- Accuracy
- Use in future teaching

**Component 4b: Maintaining Accurate Records**
- Student completion of assignments
- Student progress in learning
- Non-instructional records

**Component 4c: Communicating with Families**
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

**Component 4d: Participating in a Professional Community**
- Relationships with colleagues
- Service to the school
- Participation in school and district projects

**Component 4e: Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

**Component 4f: Showing Professionalism**
- Service to students
- Advocacy
- Decision making