

# **Master of Arts in Teaching English MA/TE**

## **Handbook 2011-2012**



### **Graduate Studies in English Indiana University of Pennsylvania**

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**MA/TE Website: [www.iup.edu/english/mateachingenglish](http://www.iup.edu/english/mateachingenglish)  
College of Education Website: [www.iup.edu/education](http://www.iup.edu/education)**

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## Master of Arts in Teaching English Handbook

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## **ABOUT THIS HANBOOK**

Welcome to the Master of Arts in Teaching English program, also known as MA/TE. We are one of the master's programs housed within the graduate program of Composition and TESOL. We are very excited to have you here with at IUP and hope this will be an excellent experience for you. This handbook contains essential information for all students enrolled in the Master of Arts in Teaching English program. It is necessary for registration, advising, and fulfilling all requirements for teacher certification and graduation. Keep all of your official papers together with this handbook in a folder, and take special care not to lose it. Bring this handbook and your folder with you *each time* you visit your advisor.

**IMPORTANT:** To view this handbook online, visit the College of Education website at [http://www.iup.edu/teacher education](http://www.iup.edu/teacher%20education), click on "Forms and Documents," and scroll down to the link for the current Program Handbook. The College of Education website will be most helpful to MA/TE students seeking Pennsylvania teacher certification, and the MA/TE website: [www.iup.edu/english/mateachingenglish](http://www.iup.edu/english/mateachingenglish) will be helpful to all MA/TE students. It is also your responsibility to know the policies and information provided in the Graduate Catalog; you may find it online at <http://www.iup.edu/graduatestudies/catalog/default.aspx>

**SAVE THE DATE, ORIENTATION:** There will be an orientation for new MA/TE students (or those wanting a "refresher") on **the first day of classes**. Students will be notified of the time and place of the meeting by e-mail. Please arrange your schedule accordingly as this orientation is a vital time for questions and answers about the program. Please bring this handbook with you, noting questions you have.

## **MASTER OF ARTS IN TEACHING ENGLISH PROGRAM OVERVIEW**

The Master of Arts/Teaching English (MA/TE) Program understands and recognizes recent national studies of teacher training that focus on the value of research in teaching literature, composition, and language through academic course work and supervised field experiences. Candidates will fulfill 2 different semesters of field experiences: (a) 120-hour internship at a local middle or high school, and (b) 15 weeks of student teaching at a local middle or high school.

This program is structured for:

- In-service secondary English teachers who are interested in advanced, in-depth study in the teaching of English, 36 semester hours or;
- Students with a B.A. in English (or its equivalent) who wish to pursue initial teacher certification through the Praxis exams and semester hours of student teaching required in addition to the core courses, 42 semester hours

### **What makes our MA/TE program unique?**

- Award-winning, experienced, caring, and dedicated faculty
- Collaborative learning environment among peers and faculty
- Culturally diverse population of students
- Current practice with multimodal learning | technology and literacy
- High rates of retention and completion
  
- **Certification in Other States:** The MA/TE at IUP will certify you to teach secondary English in Pennsylvania and at least 45 other states. If you are planning to seek employment in a state other than Pennsylvania, be sure to check the specific requirements for that state on the College of Education website ([www.coe.iup.edu/teach/ed/index.htm](http://www.coe.iup.edu/teach/ed/index.htm)).
  
- \*Pennsylvania teacher certification also requires each candidate to have successfully completed 6 credits of college level math.

## **PHILOSOPHY OF THE MATE PROGRAM**

Current theory and practice suggest that effective English teachers—

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

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

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

### **InTASC Standards\***

#### **The Learner & Learning**

Learner Development  
Learning Differences  
Learning Environments

#### **Content**

Content Knowledge  
Application of Content

#### **Instructional Practice**

Assessment  
Planning for Instruction  
Instructional Strategies

#### **Professional Responsibilities**

Professional Learning and Ethical Practice  
Leadership & Collaboration

For a complete overview of the standards, including performance criteria, essential knowledge, and critical dispositions, go to:

[http://www.ccsso.org/Resources/Publications/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_A\\_Resource\\_for\\_State\\_Dialogue\\_%28April\\_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

\*See also **Appendix B** in this handbook for a list of additional useful websites.

## **IUP MA/TE ADMISSION REQUIREMENTS**

Applications to the MATE program are accepted on a rolling basis; our classes do fill up early and we recommend that applicants submit all materials by the end of January. We do not require GRE scores. To request information or to apply, please visit: <http://www.iup.edu/graduate> (click on Graduate Admissions).

### **ADMISSION**

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

- Goal statement
- Official transcripts for previous colleges attended
- Letters of recommendation
- A resume or vita (optional)

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

## **APPLICATION**

To apply, submit the following items to IUP's Graduate Admissions Office in the School of Graduate Studies and Research:

- 1) Application form (online or paper version)
- 2) Official transcripts from previous colleges or universities attended
- 3) Letters of recommendation (2-3)
- 4) Goal statement
- 5) Non refundable application fee (see Graduate Admissions website for fee amount)

We do not require a writing sample (except for the goal statement).

Once your application file is received by Graduate Admissions in the Graduate School, they will make sure it is complete. If not, they will hold it until all items have been received. Then they will forward it to the MA/TE director, where faculty will review it and make a decision about acceptance. The decision will be relayed to the Graduate School and the Graduate School will send you a letter informing you of the decision.

**Note:** The minimum 3.0 GPA requirement while enrolled in the MATE program is required by state law and is the same for all education majors at all colleges and universities in Pennsylvania. To apply to the program though, the graduate school considers an application if the applicant's cumulative undergraduate grade point average was at least a 2.6 if the bachelor's degree was earned within the past five years. If the bachelor's degree is older than five years, the minimum cumulative grade point average required is 2.4. Applicants whose cumulative undergraduate grade point averages do not meet minimum standards will be required to submit a Miller Analogies Test (MAT) score. The required score is 395. If a student has less than a 3.0 GPA at the time of making application, s/he must pass all three sections of the Praxis 1 and submit official scores to the College of Education along with the application.

## **IUP TEACHER EDUCATION- UNDERSTANDING THE THREE-STEP PROCESS**

***There are three steps for graduate students to follow for admission to the Certification Track:***

**At the end of your first Academic Year** (fall or spring) semester, you are to complete the **Application to Teacher Education** form (a yellow folder- you may pick this up from the College of Education (COE), 104 Stouffer) and submit it to the MA/TE Program Coordinator for approval. The E-Portfolio and Application for Teacher Education must be reviewed by the MA/TE Program Coordinator and forwarded to the College of Education and Educational Technology Student Teaching Office prior to being assigned to your initial field experience (**Pre-Student Teaching Internship**). In your application to the COE, You will need to show evidence that you have met the following requirements (each of these are explained below in more detail):

- 6 credits of college mathematics
- 6 credits of English
  - one 3 credit English literature course
  - one 3 credit writing/composition course
 (if taken as an undergraduate, submit the undergrad transcript minimum 3.0 GPA)

- ACT 34- current criminal record check
- ACT 151- child abuse check
- ACT 114- fingerprinting check
- Completion of speech/hearing and TB tests
- Praxis I exam reports (PPST)
- Satisfactorily completed essay (\*can be the same one used for admittance MA/TE)
- Portfolio (CD and Evaluation form- included in this handbook)
- Proof of Liability Insurance
- Copy of undergraduate transcripts

**YOU WILL SUBMIT THIS PRIOR TO YOUR PRE-STUDENT TEACHING INTERHSIP**

**Step ❶ Apply for Admission to the Teacher Education Program**

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

- Apply and receive acceptance to the MA/TE Program
- Submit an application form for admission to the Teacher Education Program in the College of Education. You may obtain it from the College of Education Teacher Education office in 104 Stouffer Hall. You will need to meet with your advisor to do the application review and to obtain his or her signature before you can submit this application.

**Obtain ACT 34 Clearance, Act 151 Clearance, and Act 114 Fingerprinting.** ACT 34 is a check for past criminal activity and is required by Pennsylvania law for all people who work with children. It involves a record check by the State Police for Pennsylvania residents and also a fingerprint check by the FBI for out-of-state residents. ACT 151 is a check for past child abuse activity and is also required by Pennsylvania law. Act 114, fingerprinting, is now required for teacher certification. Schools are not permitted to allow anyone without these clearances to work in their setting. Forms for these clearances are available in the Student Teaching Office in Stouffer Hall. You may register and pay for ACT 34 clearance online. An appointment for having fingerprints taken on campus can be arranged through the College of Education at the beginning of the field experience term. Your fingerprints must be registered in order for you to work in a school for both the internship and student teaching. You may also obtain the required forms online at the Pennsylvania Department of Education website at: [HTTP://WWW.TEACHING.STATE.PA.US/TEACHING/CWP/VIEW.ASP?A=13&Q=32413](http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=32413). There is a charge for each clearance check. *Students who do not have clearances may not be admitted to EDUC courses until they obtain them, as required by Pennsylvania law.*

**College Math Credits.** To be certified to teach any subject by the Pennsylvania Department of Education, an individual must have earned a minimum of 6 credits of college level mathematics (note that Math 100 cannot count toward meeting this requirement). All students seeking initial certification through the IUP MA in Teaching English Program, must have the requisite math credits prior to applying for certification through IUP.

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

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

**Pass the PRAXIS I Exam.** The PRAXIS exams are required by state law and minimum scores are set by the Pennsylvania Department of Education. See the section on the PRAXIS elsewhere

in this handbook and on the College of Education website, and go to the Career Services office in Pratt Hall for the latest PRAXIS information bulletins.

**Write the required essay**, as outlined in the Teacher Education Program application. **Note:** You may duplicate the Personal Goals essay you wrote for your application to the MATE Program in the English Department. Simply copy it and submit it with the application for admission to the Teacher Education Program in the College of Education.

**Complete a portfolio CD review and Step One checkout (included in this Handbook) with your advisor.** (This may be part of your English 693 course). The CD portfolio is an on-going process, and the requirements will be explained to you by your instructors.

**Obtain the approval signature of the MATE director in your Teacher Education Program application and Step One checkout form.**

**IMPORATANT- A NOTE ABOUT CLEARANCES:**

Once you have received your clearances, take the originals to the Student Teaching office for verification. A copy will be made for the Student Teaching Office files, and the original will be returned to you. Keep the original copy in case you need to present it when you enter the school. Bring a copy to your program coordinator for your MA/TE file as well. Plan ahead, not having updated clearances can affect your placements.

Each clearance costs \$10 and may be paid with a certified check or money order; the clearances are good for one calendar year. **Please be aware, these clearances are also needed for student teaching, and should they expire before you begin your student teaching, you will need to reapply for current, up-to-date clearances.** You must have these clearances to complete both the internship and student teaching.

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

**Step 2 Meet Eligibility Requirements for Student Teaching**

Once you have been admitted to the Teacher Education Program in the College of Education, you must meet these eligibility requirements to begin student teaching:

- Have a minimum GPA of 3.0
- Completed Step 1 (above)
- Completed all courses with a grade of C or higher
- Passed the PRAXIS I exam (for admission to Step 1)
- Passed the PRAXIS II exam for admission to Student Teaching
- Obtained current ACT 34, ACT 151, and ACT 114 clearances
- Obtained Speech and Hearing clearances
- Passed updated TB test
- Updated electronic portfolio review as outlined in Engl-698-001
- Obtained your advisor's signature on the Step 2 Portfolio Evaluation form.

You may begin making plans to do your student teaching once you have—  
Filed an application with the Director of MA/TE *the semester before you plan to do your student teaching*. Be sure to check in with the MA/TE coordinator the semester before you student teach and complete the application for student teaching. **Students must take ENGL 693 before they expect to student teach.**

***Then...***

The MA/TE director will assign you to a school and cooperating teacher. You may request a specific school or teacher, but not all requests may be honored. You will need to register for ENGL 698-002 Student Teaching (6 credits).

### **Step 3 --Apply for State Certification**

At about the mid-point of the semester in which you are student teaching, you should apply for certification to the Pennsylvania Department of Education. You'll need to file this application with IUP's Office of Student Teaching and Field Experiences in Stouffer Hall at least once month before graduation. Your completed application will be forwarded to the Pennsylvania Bureau of Teacher Certification for Pennsylvania Teacher Certification.

In order for IUP to recommend your application for certification, by the end of student teaching you must have—

Completed Steps ❶ and ❷ above

Completed ENGL-698-001 Student Teaching with a grade of C or higher

The overall minimum GPA, as required by the state of Pennsylvania:

- 3.0 or higher
- Final passage of the electronic professional portfolio, including CD and Step 3 evaluation
- Completed application for graduation
- Completed application for Pennsylvania Teacher Certification
- A review and recommendation by (1) your advisor or the MA/TE Director, and (2) the IUP Teacher Certification Officer, indicating you have completed all requirements

**NOTE.** Please be sure to apply for graduation the semester before you student teach and graduate. We strongly suggest that you complete all required courses before student teaching because taking courses after you student teach will delay graduating on time and obtaining certification to teach. Students should not be taking any courses while they are student teaching.

### **PRE-STUDENT TEACHING FIELD EXPERIENCE—ENGL 698 001 (see syllabus Appendix C)**

Pre-student teaching is required by the Pennsylvania Department of Education for secondary English teaching certification and part of the MA/TE program at IUP. Such early experiences in schools enable the prospective teacher to connect the theories studied in on-campus courses with classroom contexts. IUP offers a range of diverse experiences including the Philadelphia Urban Seminar for students opting a two-week intensive practicum in an urban setting. If you are interested in that, please tell your advisor and apply for the program by obtaining a packet from the College of Education. **All placements for pre-student teaching are made by officials in the College of Education.**

During the semester, most students complete the required 120 hours of observation and participation in schools that are usually within a 20-mile radius of IUP. Interns will spend the equivalent of 15 full days in the school, working with the cooperating teacher who serves as the on-site supervisor. Ideally, the intern will spend the majority of the 120 hours with two of the classes taught by the cooperating teacher. Interns are also expected to observe several English teachers in the school, however, and should plan their time accordingly. It is generally better if the field experience provides for continuity with the same students across time.

The school districts most frequently used for pre-student teaching placements are Indiana, Marion Center, Homer Center, Purchase Line, and United. Students may want to arrange a schedule which permits field experiences based on a MWF or TR class schedule. Those who do their initial field experiences near campus are better able to take advantage of opportunities for scheduled meetings with peers and faculty to discuss what they are seeing and doing in the schools. Students are also required to create artifacts for their professional portfolios. See Step One, Two, and Three evaluation forms elsewhere in this handbook.

#### **Internship Application**

Two forms are required to set up your internship:

##### **1) Internship Application:**

The Internship Application is located on p. 22 in this handbook. Please complete it the semester prior to the internship and write a job description that goes along with it. Then return both to the program coordinator. **The job description** should be a statement for your internship discussing what your goals will be while working at your internship location. Using the syllabus as your guide, reflect on ideas or assignments that will help shape this description.

## **2) Internship Syllabus:**

The Pre-Student teaching internship syllabus is located in this handbook in Appendix C .

Before making a request, however, it is strongly suggested that all perspective interns talk to people, visit schools, and observe teachers. Complete and return this form to your program coordinator, making an appointment to discuss your placement needs. **We would like all students to have both a high school and middle school experience. Generally though, a student who interns in a middle school will student teach in a high school and vice versa. So think carefully about your placements.**

### **Internship Requirements**

During the 120-hour internship, each intern will be assigned a supervisor from IUP, typically the program coordinator. The assigned supervisor will make one early contact with the cooperating teacher. Later in the internship term, the assigned supervisor will observe the intern at least once during the 120 hour period and then will conference with both the student and the cooperating teacher concerning the student's final grade. **Students should not begin their placements until they have notified their supervisor.**

### **Assignments**

Students keep an observation log of their observations and experiences at the internship site. After each day's observation, the students should reflect on interesting aspects of what they have noted and reflect on those observations, making connections to the literacy learning theory they are studying in their courses. Students discuss their experiences with others enrolled in pre-student teaching during the semester. At the end of pre-student teaching, each student is asked to write a teacher-research project on some aspect of classroom interaction focused upon in the observation and reflection. Be sure to discuss the research project with both the cooperating teacher and the internship supervisor. At the completion of the internship, the intern will submit an updated version of his or her Electronic Portfolio on CD and a **Level 2 Electronic Portfolio Evaluation form.** (The Step 3 Evaluation form with the Work Sample burned onto a CD will be collected at the end of the student teaching experience.) See syllabus for more details on each assignment.

### **STUDENT TEACHING—ENGL 698 002 (see syllabus Appendix D)**

The fifteen-week student teaching experience is 6 credits at the graduate level and is the culminating experience for Pennsylvania state certification and completion of the MA in Teaching English degree (certification track) at IUP. This experience complies with the Pennsylvania State, INTASC, and NCATE standards for teacher certification.

Students enrolled in this course should have completed all course work requisite for the MA in Teaching English (certification track), have filed an application for student teaching, and have been accepted for placement in a school site with a cooperating teacher. Students doing this field experience must have current Act 34 (criminal record check), Act 151 (child abuse) clearances, Act 114 (Fingerprinting), and must have completed up to and including Step Two of the Three-step Process for teacher certification, including passing the Praxis II exam. Students will complete the application for graduation early in this semester through Graduate Studies and Research and will also need to complete the Application for PA State Certification (see instructions on the College of Education website and in the *Student Teaching Handbook*). Be sure to complete the necessary paperwork for student teaching.

***The application for student teaching can be found in the Student Teaching Handbook.***

### ***Student Teaching Calendar***

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

### ***Student Teaching Handbook***

Before student teaching, all student teachers must purchase the *Student Teaching Handbook* or download it from the College of Education website. It is also available for a fee at the CO-OP Bookstore. Though much of the information included in *the Student Teaching Handbook* must be adapted for MA/TE students, the information is relevant on some level. **Once the handbook is purchased, you must send verification of purchase to the student teaching office.**

### ***Student Teaching Interview***

The student teacher must make arrangements with his/her cooperating teacher prior to the beginning of his/her assignment. You must return the completed signature form and a copy of the letter of introduction you sent to your cooperating teacher to the student teaching office. Failure to do this may interfere with your student teaching assignment. Many cooperating teachers are expecting you to come to the school for an interview and will call the student teaching office if you do not attend to this matter. Look on your assignment form for the name, address, phone number, and e-mail of your cooperating teacher.

### ***Student Teaching Placement***

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

### ***Taking Courses While Student Teaching***

Taking courses while student teaching is strongly discouraged. Questions regarding this policy should be discussed with the MA/TE Program Coordinator and with the Associate Dean for Student Teaching. A request for permission form is available in the student teaching office in Stouffer Hall.

### **PRAXIS EXAMS**

MA/TE students who are not already certified must obtain copies of the PRAXIS I and PRAXIS II Test Registration Bulletins from Career Services and apply to take the teaching exams. You must pass both of these tests before you will be allowed to student teach, as they are required for certification. Be sure to consult the Career Services office for test dates and forms. Information is also available on line from the College of Education and the Career Services web sites.

**The most current information may be found at—**

[http://www.coe.iup.edu/teach\\_ed](http://www.coe.iup.edu/teach_ed) (Look under "Forms and Documents")

To obtain teacher certification in Pennsylvania, English Education majors must take two different tests in the PRAXIS Series. These tests are as follows:

**PRAXIS I Test (a.k.a. PPST – Pre-Professional Skills Test)**

**PRAXIS II (An English Specialty Area test, and one segment consisting of General Knowledge and Communication)**

**Please be aware of how these tests coordinate with the Three-Step Process for Teacher Certification.**

***When should I take Praxis 1? This test should be taken before or during the first semester of enrollment at IUP.*** The tests are offered on various dates; however, you may only take two on one day and one on another day. Be sure to check on the test dates and take the test in a timely

manner. PRAXIS I is now available on line and may be scheduled at the student's convenience.

**When should I take Praxis 2?** You must pass this prior to student teaching.

### **The PRAXIS I Test (a.k.a. PPST)**

The PRAXIS I is made up of three subtests: Math, Reading, and Writing.

The exams are part of the eligibility requirements for enrolling in the professional education sequence. Step 1 of IUP's Three Step Process for Teacher Education indicates in part that "...each exam may only be **taken twice**." Students who are not successful in two attempts may complete and file an appeal to the Teacher Education Office for special consideration. The Three Step Process and the Praxis Appeal Form are both available for download at [HTTP://WWW.COE.IUP.EDU/TEACH\\_ED/FORMS.HTM](http://www.coe.iup.edu/teach_ed/forms.htm)

**The math subtest** has multiple-choice questions that pertain to number sense and operation sense, mathematical relationships, data interpretation, geometry and measurement, and reasoning. The test takes sixty minutes.

**The reading subtest** involves reading different types of texts and responding to multiple choice questions regarding your understanding of the material. These questions are to be completed in sixty minutes.

**The writing subtest** is divided into two sections. The first part is sixty minutes long and has multiple choice questions pertaining to word usage and sentence errors. After the multiple choice portion of the writing test, you will have thirty minutes to write an essay on an assigned topic.

There is a fee for the three subtests of the PRAXIS I (Math, Reading, and Writing). There is also a registration fee every time you schedule a testing date.

Students now have the option to take computer-based tests for the PRAXIS I. To schedule a test at IUP, call 724-357-4994.

### **PRAXIS II (English Specialty Area Test)**

The last of the tests in the PRAXIS Series is English Language, Literature and Composition: Content Knowledge. This test has multiple-choice questions and lasts for two hours. There is a fee for Praxis II plus the registration fee. You must complete the PRAXIS II successfully before applying for student teaching. There is no limit on the number of times you may take the test.

**To register for these tests, or to obtain more information about the PRAXIS Series, visit:**

IUP's College of Education website: [http://www.coe.iup.edu/teach\\_ed](http://www.coe.iup.edu/teach_ed)

ETS website: [HTTP://WWW.ETS.ORG/PRAXIS/](http://www.ets.org/praxis/)

**TO REGISTER FOR THE EXAM CONTACT:** Career Services Office in 311 Pratt Hall or call Career Services at 724-357-2235.

## THE COHORT MODEL

As of Spring, 2009, the MA/TE program has been remapped in order to build a cohort. The idea of a cohort facilitates the building and fostering of relationships among students as they move throughout the program. There are many opportunities for students to teach, learn, discuss, study, and present together in courses and at national conferences. We see this change as an important process in the learning experience of the MA/TE students.

## MA/TE DEGREE AND COURSE REQUIREMENTS

Sequencing of MATE program

Student Name: \_\_\_\_\_

Banner ID # \_\_\_\_\_

Certification: Yes \_\_\_ No \_\_\_

### YEAR 1

#### **1<sup>st</sup> Semester (9 credits total)**

**ENGL 692:** American English Grammar (3)

**ENGL 614: Critical Pedagogy in English Education** (3)

**ENGL 526:** ESL Methods and Materials (3)

**Completed/Grade**

\_\_\_

\_\_\_

\_\_\_

#### **2<sup>nd</sup> Semester (9 credits total)**

**ENGL 630:** Research on the Teaching of Literacy and Literature (3)

**ENGL 518:** Adolescent Literature (3)

**ENGL (762, 763, 772, or 773\*)** (3)

\_\_\_

\_\_\_

\_\_\_

*\*Recommended for students seeking initial certification (PRAXIS Subject Test)*

#### **Summer (3 credits total)**

**ENGL 730:** Teaching Writing (3)

\_\_\_

### YEAR 2

#### **3<sup>rd</sup> Semester (9 credits)**

**ENGL 693:** Teaching English in the Secondary Schools (3)

**Teaching Elective 1:** (either, EDEX 650\*, EDSP 577\*\*) (3)

(\*=both are required for initial certification: \*\*=highly recommended)

**Teaching Elective 2:** (3)

\_\_\_

\_\_\_

\_\_\_

#### **4th Semester (6 credits total)**

**ENGL 698 001:** Pre- Student Teaching Internship (3) or

**FDED 581-sec 501:** Field Experiences in Urban Centers (3)

**EDSP\*:** (704, 746, 747, 748) (3)

(For initial certification, students must take one additional graduate course in ed. psychology)

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### YEAR 3

#### **5th Semester (6 credits total)**

**ENGL 698 002:** Student Teaching (6)

\_\_\_

### **NOTES:**

1. Students seeking initial certification as secondary teachers must also student teach, as required by the PA Department of Education (additional 6 Credit Hours).
2. Students seeking initial certification as secondary teachers must take EDEX 650; EDSP 577 to satisfy PA Dept. of Education certification req. One of the above will count as a Professional Elective.
3. Students who have not had an undergraduate or graduate course in Adolescent Literature must take ENGL 518 Adolescent Literature to meet a certification requirement.
4. Total Credit Hours with initial certification: 42  
Total Credit Hours without initial certification: 36

## **NOTES**

### ***Academic Requirements***

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

### ***Advising***

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

### ***Book Borrowing***

Dr. Miller, Dr. Alvine, and Dr. Kerr have each created a lending library of current journals, YA texts, and other textbooks on the 3<sup>rd</sup> floor of Sutton Hall in or outside their offices. Students are asked to sign out books and return them. Check with each professor as to their loan policy and lending library.

### ***Bulletin Boards***

MA/TE Bulletin boards are located outside of the English student lounge in 113 Leonard and 343 Sutton. Check the boards and your mailbox for information that pertains to you and the program. From time to time, important information for MA/TE students will be posted on the boards.

### ***Criminal Offenses***

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

### ***E-Mail***

Each student, upon receiving admittance to IUP, will be assigned an e-mail address for use throughout his/her education at the university. Addresses can be obtained by looking up your name in the online directory on the IUP web page. Your advisor and many other professors will contact you throughout the semester using e-mail. You may contact any IUP employee or student via e-mail. Addresses are in the directory on the IUP webpage. IUP email is Web accessible. You may also access Internet functions through the IUP computer system. Dr. Miller hosts a list serve for all MATE students. Should you need to post something, please feel free to send it along.

### ***Financial Aid and Graduate Funding***

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

#### ***Funding for Graduate Student Travel to Present Papers***

This fund supports graduate students currently enrolled in a doctoral or master's program who are presenting papers at professional meetings. Doctoral and master's students may apply for up to a total of \$750 in funding for the fiscal year (with \$500 maximum per conference).

#### ***Graduate Student Professional Development Fund***

Graduate students can apply for up to \$300 to support their participation in scholarly and creative activities that add to professional development in a significant way. The graduate student must provide a clear description of the proposed activity and explain how it adds to his or her scholarly development. As part of the application, a faculty member must describe the importance of the

activity as it relates to the student's scholarly goals and educational progress. Examples of eligible activities include: serving as a moderator, discussant or session chair at a disciplinary conference; presenting research methodology for feedback at a roundtable discussion at a conference; or leadership activities related to professional or disciplinary associations. Simply attending a conference, while a valuable learning experience, is not eligible for support. Support to individual students will not exceed \$300 per academic year.

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

### ***Getting to IUP***

If you will be flying in, then you will need transportation from the airport to campus. Indiana is located about 65 miles (105 km) from the Pittsburgh International Airport (PIT). We recommend you call Stewart Bus Line at 724-726-5730 to reserve a seat. Their service runs weekdays only, not weekends, and a one-way ticket costs about \$55 USD. A taxi-cab from the Pittsburgh airport to Indiana is very expensive.

### ***Graduation and Certification***

Graduation applications and certification applications are available on line. Very early in the student teaching semester, you should apply for graduation. Your application for graduation will trigger a request for your Program Coordinator to approve you for graduation. Those seeking certification must apply for certification through the College of Education. The MATE Program Coordinator will verify that you are certifiable.

### ***Housing***

For housing on campus while you are here, there are a number of options. University Square Apartments (telephone 724-349-5711) and Wedgfield Apartments (telephone 724-463-7595) have graduate-friendly units within walking distance to campus; there are many other choices, too. Also recommended but not within walking distance is Westgate Terrace Apartments (724-463-0480). Downtown Indiana and grocery/convenience stores are within walking distance from campus. We have a public bus service that runs to nearby shopping centers. Summertime in Indiana is also good time to buy fresh produce at the local farmers' markets.

### ***Job Searching***

A successful job search begins with good grades in your courses, professional growth and involvement, a solid performance in student teaching, strong letters of recommendation, and a good teaching portfolio. Networking with other students about where the jobs are, what questions are being asked in interviews, and how to create resumes are also important. For resumes and cover letters, you can also visit the Writing Center to see samples, or visit the Writing Center website at [WWW.WC.IUP.EDU](http://WWW.WC.IUP.EDU). Your single best source of information is Career Services, located in 302 Pratt Hall. Telephone 724-357-2235.

### ***Keeping in Touch With Us\****

The English Department faculty hopes that you will always remember the many good experiences you had at IUP. We want to remember you, too. Please keep us informed of your current address and employment. Send updated addresses and job status information to:

Dr. Linda Norris  
Program Coordinator, MA/TE  
Indiana University of Pennsylvania  
110 Leonard Hall  
Indiana, PA 15705  
Email: [lnorris@iup.edu](mailto:lnorris@iup.edu)  
724-357-3969

\*you can also join IUP English Education on Facebook

### **Mailboxes**

You will be provided a student mailbox in the student lounge, 113 Leonard Hall . Be sure to check with the graduate secretary in 111 Leonard Hall if you do not yet have a mailbox.

### **Meeting Room or Student Lounge**

Leonard Hall Room 113 has been designated as the student lounge. Often students meet there, work, eat, and talk. Student mailboxes are also located there.

### **Personal Data Form**

Please complete this form in detail which can be found in the student teaching handbook and give it to your cooperating teacher when you visit or send it with your letter of introduction. A copy must be returned to the student teaching office several weeks prior to your student teaching.

### **Personal Webpage**

While you are a student here, you will have a personal webpage on the IUP server and you can store files on your 'H' drive which can be accessed at campus computers as well as from other locations if properly set up. Special computer orientation sessions are held each semester in each one of the student computer centers. Simply ask one of the computer consultants located in each on-campus lab or go to the Student Computing Help Desk in the IT Support Center, located in the Suites on Grant, Lower Level.

### **Professional Organizations**

Part of your professional training to become an English teacher includes involvement in student activities organizations, statewide and national organizations. Some of which you may join for a life-time. A hallmark of IUP's MA/TE program is the number and variety of long-established clubs and activities. Becoming involved in these organizations is not only a way to have fun, but it is also your link to program information, theory and best practices, deadlines, jobs, strong letters of recommendation, and ideas that help to round-out your preparation.

**EGO- ENGLISH GRADUATE ORGNIZATION.** IUP's English Graduate Organization (EGO) serves many functions. EGO is a place where you can share your ideas, concerns, and graduate experience with your peers. The organization serves as a place to make friends, learn about and participate in events, and to ensure that your voice as a graduate English student is heard. SEE: <http://www.iup.edu/page.aspx?id=40981>.

**GRADUATE SCHOLARS CONFERENCE.** Every fall or spring our graduate students present papers, hold discussions, and conduct creative performances at a one-day conference on campus. This is an excellent opportunity for students to showcase their work. Look for flyers in the halls advertising these events.

**JOURNALS.** There are several journals in English Education that will help you bridge the divide between theory and practice. You might consider a subscription to any of the following journals which also have student discounts: *English Journal*, *English Education*, *College Compositions and Communication*, *Journal of Adolescent and Adult Literacy*, *College English*, *Pedagogy*, *Research in the Teaching of English*, *Reading Research Quarterly*, and *the International Journal of Critical Pedagogy*.

**NCTE.** The National Council of Teachers of English, [www.ncte.org](http://www.ncte.org). is the national English language arts organization that determines policies and standards for our field. Annually, NCTE hosts the NCTE conference and other smaller conferences relating to best practices in English, It also offers books, top journals, guidelines, and policies related to the ELA. NCTE offers discounted rates for students.

**NCTE-IUP.** IUP has an active student chapter of the National Council of Teachers of English, the primary professional organization for English teachers in the United States. Members meet about once a month. Recent activities include hosting a luncheon for our student teachers, a study

session for the PRAXIS II exam, and a newsletter.

**PAC-TE.** PAC-TE (The Pennsylvania Association of Colleges and Teacher Educators) IS DEDICATED TO PROVIDING STRONG ADVOCACY FOR TEACHER EDUCATION WITHIN THE COMMONWEALTH by 1. Promoting quality programs of teacher education; 2. Working with professional colleagues who are dedicated to the concept of education for all children and youth; 3. Collaborating with professionals who believe that the quality of education depends upon the effectiveness of those who teach; 4. Advocating the improvement of teacher performance and teacher education programs; 5. Providing opportunities for the individual professional growth of all persons who are concerned with teacher education 6. Serving various councils and committees of national, state, and local government and professional associations in the ongoing effort to improve the professional status and image of teacher education.

There is an annual fall and spring conference each year in Pennsylvania. Dr. Norris is the co-editor of the organization's journal, *The Pennsylvania Teacher Educator*. See <http://www.pac-te.org/>

**PCTELA.** The Pennsylvania Council of Teachers of English and Language Arts (PCTELA), a professional organization committed to promoting literacy and lifelong learning, empowers and inspires educators through professional development and collegial communication. There is an annual conference each year in Pennsylvania. See: <http://www.pctela.org/vision.htm>

### **THE WHAT TO DO IF'S...**

**If you do not pass your Speech and Hearing Test** -- don't panic. You can re-take the test. Contact the Speech and Hearing Clinic in Davis Hall for more information about this test.

**If you do not pass your TB test** -- contact Pechan Health Center. They will advise you in the event that your test result is positive and explain to you what this means. Be sure to keep a statement and/or verification of your status in the folder kept by your advisor. *Don't delay having this test.*

**If you do not meet the minimum grade requirement to enter the program** -- you will need to raise your grade point average in order to re-apply and be considered for admission. In the meantime, you should explore other majors.

**If you receive a D or F** in any course that requires a C or higher, including an English, English Education, math, or science course -- you must complete a D/F Repeat Form and re-take the course and then must receive a grade of C or higher to remain in the program. You can only repeat one course and only one time. But before you attempt this, contact your advisor for the proper form and for advice on how to replace the grade. Don't delay. See Course Repeat Policy in Graduate Catalog for more information.

**If you want to register for classes** -- you will need to obtain a Personal Identification Number (PIN). This number will also tell you when you may register. Your advisor has your PIN, and you will need to meet with him/her to obtain it. If your advisor does not have your PIN, contact the graduate English department secretary.

**If your GPA drops below 3.00** – after being put on academic probation, you will have one semester to raise your GPA to good standing or you will be dismissed from the University and will not be allowed to complete your degree program. See Academic Standing Policy in Graduate Catalog for more information. \*Note that all education majors, including English Education, must maintain a 3.0 to meet the state of Pennsylvania's requirement for certification. These are also the minimum GPA requirements for graduation.

## FACULTY DIRECTORY

### English Education Resource Pool Faculty and Advisors

Name	Email address
Dr. Lynne Alvine	LALVINE@IUP.EDU
Dr. Jo-Anne Kerr	J-A.KERR@IUP.EDU
Dr. sj Miller	S.J.MILLER3@IUP.EDU (web site: www.sjmiller.info)
*Dr. Linda Norris	LNORRIS@IUP.EDU
Dr. Bruce Novak	BRUCE.NOVAK@iup.edu
Dr. Helen Sitler	HCS@IUP.EDU

\*MA/TE Program Director

### English Department Faculty

**Please check with the English Department Secretary, Kelly Kirsch (Kelly.Kirsch@iup.edu), 110 Leonard Hall, 724-357-2261 for further updates to this directory.**

Faculty/Staff Name	Building/Room	Ext.	Email (@iup.edu unless indicated otherwise)
Alvine, Lynne	S353	2744	lalvine
Berlin, Gail	S406	7969	gail.berlin
Bizzaro, Patrick	L-215C	4935	Patrick.Bizzaro
Bizzaro, Resa	L-201B	2603	Resa.Bizzaro
Black, Laurel	K116	5518	ljblack
Cahalan, James	L-209D	4934	jcahalan
Camp, Carolyn	L-114E	4939	ccamp
Carse, Wendy	L-103	2271	wcarse
Chow, Sung Gay	L-215E	4936	JFDC
Comfort, Susan	L-220	4483	scomfort
Craig, Chauna	S352	2576	ccraig
Dandurand, Karen	L-209A	3966	karenddd
Deckert, Sharon	S344	4878	sharon.deckert
Downing, David	L-109A	6486	downing
Dube, Reena	L-201J	2473	reena.dube
Farrington, Tony	K140	0165	anthony.farrington
Goebel, Janet (Honors College)	Whitmyre	4971	jgoebel
Hanauer, David	L-215D	2274	Hanauer
Hibsman, Tim	L-114D	2989	
Hurlbert, Mark	S354	2322	hurlbert
Kerr, Jo-Anne (undergrad. Eng. Ed. Program Dir.)	S359	2617	j-a.kerr
Kuipers, Chris	L-209B	4937	c.kuipers
Marsden, John	L-109D	3964	marsden
Miller, sj	S342	2382	s.j.miller3
Nienkamp, Jean	L-215A	3967	nienkamp
Norris, Linda (grad. Eng. Ed. Program Dir.)	S343	3969	lnorris
Novak, Bruce	L-109B 4938		
Bruce.Novak@iup.edu			
Orchard, Christopher	K246	4941	corchard

Pagnucci, Gian (Dept. Chair)	L-110	2261	pagnucci
Park, Gloria	S346	3095	gloria.park
Perdue, Tina (Ass't. Chair)	L-110	2261	perdue
Powers, Heather	K104A	4013	hjh
Pristash, Christine	S461		c.d.pristash
Rafoth, Ben	Eicher 217	3029	brafoth
Savova, Lilia	L-216	3958	lsavova
Sell, Mike	L-203	2272	msell
Shelly, Lynn	Punxsutawney		Lynn.shelly
Sherwood, Kenneth	S347	2457	kenneth.sherwood
Sitler, Helen	S360	2120	hcs
Slater, Thomas	S345	4879	tslater
Smith, Sedef	S338	4878	Sedef.Smith
Stilwell, Rosalee	Punxsutawney		1norway@comcast.net
Tannacito, Dan (L-201H)	Eicher 212	6944	djt
Thompson, Todd	L-201B	4931	todd.thompson
Villa, Judith	K117	5517	jvilla
Watson, Veronica	S349	4072	Veronica.watson
Welsh, Susan	L-109C	2266	sbwelsh
Williamson, Michael M.	S351	2671	mmwimson
Williamson, Michael T.	S350	5913	mtwill
Wisnicki, Adrian	L-114B	3965	Adrian.Wisnicki
Yang, Lingyan	S-339	2604	lingyan

For further English Department assistance, please contact:

Maggie Shotts            L-111    2263    mjshotts@iup.edu (graduate English education)

Jackie Rohrabough    L-110    2262    jrohra@iup.edu  
Kelly Kirsch            L-110    2261    kelly.kirsch@iup.edu

FAX:    724-357-2265



## **ELECTRONIC PORTFOLIO**

The professional electronic portfolio consists of artifacts created during the student's engagement in the MA/TE program. There is no specific order in which the portfolio is to be developed. Students will initially create the portfolio for Step 1 during the first AY semester an MA/TE student is enrolled in courses. Papers and projects completed prior to the creation of the e-portfolio should be saved as electronic files so that they may be added to the portfolio later.

**The Electronic Portfolio will be submitted to the program coordinator for evaluation three times with the appropriate e-portfolio form (see Forms attached on the following pages in this Handbook):**

Step 1) during the first AY semester an MA/TE student is enrolled in courses;

Step 2) at the completion of the 3-credit internship; and then,

Step 3) near the completion of the 6-credit student teaching semester.

With each stage of completing the E-Portfolio, add artifacts throughout the remainder during the time that you are taking classes and/or involved in field experiences.

**Students may also want to create an additional electronic portfolio CD by the end of the student teaching semester as a professional portfolio which includes:**

- Current resume
- Teaching philosophy
- Samples of best lessons or unit plans including grading rubrics and standards met
- Samples of student work
- Student work sample with all assessments
- Photographs or other artifacts of bulletin boards, displays, or projects with written explanations or captions
- Supervisors may suggest items in addition to those listed above including:
- Recommendation letters (at least 3 including cooperating teacher, supervisor, university professional clinical instructors)

### **NEED E-PORT HELP?**

To create your e-portfolio, you can access:

<http://www.coe.iup.edu/portfolio/> or call Davis Hall -- Room 127 (724) 357-3165, for hours of operation

or, if you are computer savvy, try: [www.coe.iup.edu/ccac/eportfolio](http://www.coe.iup.edu/ccac/eportfolio)

***Looking for a quiet and comfortable place to work, a place to meet other students interested in writing, literature, and teaching? Visit the IUP Writing Center, located in 218 Eicher Hall. The Writing Center is free to all IUP students.***

**PHONE 724-357-3029**

**[WWW.IUP.EDU/WRITINGCENTER](http://WWW.IUP.EDU/WRITINGCENTER)**



## **FORMS**

*The forms on the following pages are to be used at various times as you move through the English education program. Print them as you need them.*

## **NOTES**





**Step ONE Portfolio Evaluation**  
**COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY**  
**Indiana University of Pennsylvania**

**Master of Arts in Teaching English**

Student's Name: \_\_\_\_\_ Banner \_\_\_\_\_

Major: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Standard Evaluated	Met with Distinction	Met	Met with Weakness	Not Met	Comments
InTASC Subject Matter (25% of SPA specific & PDE content standards to be met)*					
All ISTE Standards					
<b>Use additional spaces to identify departmental specific requirements</b>					

**Portfolio is complete for Step One:** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Additional Comments:**

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For additional forms see: [http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio\\_Checksheet-Step1.pdf](http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio_Checksheet-Step1.pdf)

\* See Appendix A for NCTE and PDE content standards

# Indiana University of Pennsylvania -- Department of English

## Master of Arts in Teaching English Internship Application

ENGL 698 001: Internship in Teaching in Secondary Schools (3 Credits)

\_\_\_ Fall \_\_\_ Spring \_\_\_ Year \_\_\_

Please complete and return this application to Dr. Linda Norris, MA/TE Co-Coordinator.

### STUDENT INFORMATION

Banner ID: @ \_\_\_\_\_ SSN \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Street \_\_\_\_\_

City State Zip \_\_\_\_\_

Phone Number \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_ Advisor: \_\_\_\_\_

Credit Hours Completed To Date: \_\_\_\_\_ Credit Hours Applying For (3 -6): \_\_\_\_\_

	<u>Choice 1</u>	<u>Choice 2</u>	<u>Choice 3</u>
School District:	(1) _____	(2) _____	(3) _____
School Building:	(1) _____	(2) _____	(3) _____
Cooperating Teacher Requested:	(1) _____	(2) _____	(3) _____
School Phone number:	(1) _____	(2) _____	(3) _____
Address:	(1) _____	(2) _____	(3) _____

Number of Hours Working Each: \_\_\_\_\_ /Day / Week. Number of weeks \_\_\_\_\_ = **120 hours**

### SIGNATURES

Student's signature and date: \_\_\_\_\_ / \_\_\_\_\_

Program Coordinator's signature and date: \_\_\_\_\_ / \_\_\_\_\_

## Electronic Portfolio Step 2 Guidelines

At the end of ENGL 698-001 (or equivalent internship), students submit an electronic portfolio that includes evidence showing that they have met selected InTASC, NCTE, and program standards. Artifacts include lesson and unit plans with reflections and reference, a “discovery paper” that provides a description, analysis, and reflection on teaching and learning from a 120-hour observation in a secondary ELA classroom, ENGL 693 projects and papers (or equivalents) showing evidence of meeting ISTE standards. In addition to lesson plans developed in methods courses, candidates also include the lesson plan used to teach during the observation experience. This is generally a mini-lesson that candidates implement after consultation with and guidance from the cooperating teacher. The e-portfolio also includes a home page, a teaching philosophy, a reflection on diversity experiences, and a standards page with links to artifacts. At the end of the internship, candidates meet with the supervisor, at which time the supervisor completes the e-portfolio step 2 checkout. E-portfolios, which candidates place on CDs, are forwarded to the Teacher Education Office in the College of Education and Educational Technology along with final evaluations, providing evidence of candidates’ completion of all internship and Step 2 requirements. The e-portfolio represents necessary components of portfolios (collection, selection, and reflection) and also serves as an assessment tool to indicate candidates’ proficiencies while providing evidence for having met NCTE/NCATE standards.

### Step 2 E-Portfolio Alignment with NCTE Standards

Step 2 Electronic Portfolio Checkout	NCTE Standards
Home Page	
Philosophy	2.1
Reflections on Diversity Experiences (Subsequent to attendance at various activities that relate to different types of diversity, candidates reflect on their experiences and in doing so identify and explain how their understandings about creating and maintaining an inclusive learning environment and using ELA as a means for helping learners become familiar with their own and others’ cultures are augmented. Furthermore, candidates make connections between these experiences and pedagogy.)	2.2
Lesson plan w/ reflection	2.3
Discovery Paper	3.7.1
Standards Page (InTASC, ISTE) with links to artifacts. (ISTE standards are met for the Step 1 E-Portfolio Checkout and thus do not appear on the revised rubric for the Step 2 E-Portfolio.	
<b>InTASC Standards</b> 1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary	2.1 4.1

<p>individually and within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences. <b>(Artifacts may include lesson and unit plans, teaching philosophy, and the discovery paper)</b></p>	<p>2.1 2.2</p>
<p>2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <b>(Artifacts may include reflections on diversity experiences, lesson or unit plans that include adaptations for diverse learners and reflections written subsequent to implementation of lessons, teaching philosophy)</b></p>	<p>2.1</p>
<p>3. Learning Environment: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. <b>(Artifacts may include teaching philosophy and ENGL 693 lesson plan)</b></p>	<p>3.1 3.2</p>
<p>4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structure of the discipline he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. <b>(Artifacts may include papers or projects from content courses, lesson or unit plans)</b></p>	<p>4.10</p>
<p>6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. <b>(Artifacts may include lesson/unit plans and teaching philosophy)</b></p>	<p>4.1 4.2</p>
<p>7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context. <b>(Artifacts may include lesson/unit plans and reflections)</b></p>	<p>4.1 4.2</p>
<p>8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build</p>	<p>2.1 2.2</p>

<p>skills to apply knowledge in meaningful ways. <b>(Artifacts may include lesson/unit plans and reflections)</b></p> <p><b>9.</b> Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner. Performance 9(e): The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic gender, and learning differences to build stronger relationships and create more relevant learning experiences. <b>(Artifact: reflection on diversity experiences)</b></p>	
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Electronic portfolio data, using a revised rubric (see Step Two below), will be collected beginning with the Fall 2011 semester.



**Indiana University of Pennsylvania  
College of Education and Educational  
Technology**

**Step TWO Portfolio Evaluation**  
At the completion of ENGL 698-001 or  
Philadelphia Urban Seminar if substituting  
for ENGL 698-001 (See course syllabus for  
details)

**Master of Arts in Teaching English**

Student's Name: \_\_\_\_\_ Banner ID: \_\_\_\_\_

Major: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Standard Evaluated	NCTE Standards	Target	Acceptable	Unacceptable	Comments
<b>InTASC Standard 1</b> Learner Development	4.1				
<b>InTASC Standard 2</b> Learning Differences	2.2				
<b>InTASC Standard 3</b> Learning Environment	2.1				
<b>InTASC Standard 4</b> <b>Content Knowledge</b> (100% of NCTE & PDE content standards to be met)	3.1 3.2				
<b>InTASC Standard 6</b> Assessment	4.10				
<b>InTASC Standard 7</b> Planning for Instruction	4.1 4.2				
<b>InTASC</b>	4.1				

<b>Standard 8</b> Instructional Strategies	4.2				
<b>InTASC</b> <b>Standard 9</b> Professional Learning & Ethical Practice (Reflections on Diversity)	2.2				
Lesson Plan w/ Reflection	2.3				
Discovery Paper	3.7.1				
Teaching Philosophy	2.1				
Resume					

Portfolio is complete for Step 2: \_\_\_\_\_ Yes      \_\_\_\_\_ No  
 Comments:

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print this form and submit it, along with your portfolio CD, to your instructor for ENGL 698-001. If substituting the Philadelphia Urban Seminar for ENGL 698-001, submit this form and the CD to the Director of the MA/TE program.

Website for additional forms:  
[http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio\\_Checksheet-Step2.pdf](http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio_Checksheet-Step2.pdf)

**Master of Arts in Teaching English**  
**Portfolio Evaluation Step Three**



**Indiana University of Pennsylvania**  
**College of Education and Educational**  
**Technology**

**Step THREE-- Student Teaching Portfolio**  
**(To be completed by the student teacher's**  
**supervisor by the end of student teaching)**

Student's Name: \_\_\_\_\_ Banner ID: \_\_\_\_\_

Major: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

**Scoring for Work Sample:**

- \_\_\_\_\_ points Description of the Learning Environment / Inclusive Context
- \_\_\_\_\_ points Planning for Instruction in Inclusive Settings: Unit Plan
- \_\_\_\_\_ points Planning for Instruction in Inclusive Settings: Selected Lesson Plans
- \_\_\_\_\_ points Implementing Instruction: Evaluation by Supervisors
- \_\_\_\_\_ points Implementing Instruction: Self-Evaluations on Lesson Plans
- \_\_\_\_\_ points Assessment of Student Learning in Inclusive Settings: Design of Assessments
- \_\_\_\_\_ points Assessment of Student Learning in Inclusive Settings: Impact on Student Learning
- \_\_\_\_\_ points Analysis of Student Learning: Formative and Alternative Assessments
- \_\_\_\_\_ points Reflection on Teaching Effectiveness
- \_\_\_\_\_ points Reflection on Professional Growth

\_\_\_\_\_ **points TOTAL RUBRIC SCORE**

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

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

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

**Portfolio is complete for Step Three Evaluation  Yes  No**

**Additional Comments:**

**Evaluator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Website for additional forms:  
[http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio\\_Checksheet-Step3.pdf](http://www.coe.iup.edu/teachereducation/Portfolio/Rubrics/Portfolio_Checksheet-Step3.pdf)

## PDE and NCTE/IRA Content Standards

The Step 1 e-portfolio checklist calls for students showing that they have met at least 25% of content standards (for target). Content standards include PDE and NCTE/IRA standards

NCTE/IRA standards are available at: <http://www.ncte.org/>. The PDE content standards are below:

### I, Knowing the Content

#### I.A. Language/Linguistics including:

- Linguistic change, etymology, and processes of word formation
- Variation: dialects, registers (language used within different groups and settings)
- Semantics: ambiguity, euphemism, connotation, denotation, and jargon
- Syntax: word order and sentence structure
- Grammatical/linguistic theories and practices.

#### I.B. Reading/Literature including:

- Reading independently: including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and nonfiction works
- Reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining author's purpose
- Evaluating a variety of media, including the Internet and film

#### I.C. Literature including:

- Reading, analyzing, and interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial, and cultural perspectives
- Historical and cultural contexts of the works and writers
- Literature for adolescents and young adults
- Historical and contemporary literary movements
- Characteristics of literary types, forms, elements, and styles

#### I.D. Composition/Writing including:

- Regard writing as a process: prewriting, determining purpose/audience, drafting, revising, editing and publishing.
- Practice various types and modes of writing: descriptive and informational pieces, analysis and persuasive, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes
- Evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions
- Skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language

- Understand effective word choice and usage
- Apply technology to composition
- Writing workshop

I.E. Speaking and Listening including:

- Contributing to and participating in small and large group discussions and individual and group presentations
- Speaking appropriately in formal situations
- Listening to others for different purposes, such as interviewing, extracting information, summarizing, and reflecting
- Practice with audiotape and videotape

I.F. Research and Technology including

- Selecting and defining research topics
- Organizing, summarizing, and presenting the main ideas from research in oral and written form
- Documenting and attributing sources of information in an appropriate format style
- Accessing information using traditional and emerging resources
- Apply technology to enhance the study of language and literature using computers and media

<b>PDE Content Standards</b>	<b>NCTE/IRA Standards</b>
I.A. Language/Linguistics	4, 6, 9, 10
I.B. Reading/Literature	3
I.C. Literature	1, 2, 3
I.D. Composition/Writing	4, 5, 6
I.E. Speaking & Listening	4
I.F.. Research & Technology	7, 8

Useful Web Sites

College of Education and Educational Technology:  
<http://www.iup.edu/education/>

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

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

English Department MA/TE:  
<http://www.iup.edu/upper.aspx?id=92695>

InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf](http://www.ccsso.org/Documents/2011/InTASC%2011%20Standards%20At%20A%20Glance.pdf)

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

IUP Teacher Education: <http://www.iup.edu/teachereducation>

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

NCTE/NCATE Program Standards:  
[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_72611.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_72611.pdf)

Pa. Department of Education: <http://www.education.state.pa.us>

Pa. Department of Education Standards Aligned System: <http://www.pdesas.org>

## Appendix C

### ENGL 698 001: Master of Arts in Teaching English Pre-Student Teaching Internship Course Syllabus (3 Credit Hours) Indiana University of Pennsylvania

#### Information about the Course and Relationship to Conceptual Framework:

This course is a required course in the IUP MA/TE program which takes a social constructionist view of knowledge and literacy learning. Students in the course engage in reflective thinking and develop stronger professional competence through observation and participation in a secondary English classroom under the guidance of a master teacher. The 3-credit pre-student teaching internship complies with the principles, attitudes, characteristics, knowledge, issues and relationships among standards outlined and advocated in the NCTE's *Guidelines for the Preparation of Teachers of English Language Arts*.

#### Description

Students enrolled in the IUP Master of Arts in Teaching English (M.A./TE) degree program are required to serve a three-credit internship in a school. Those seeking initial English certification, typically complete the internship with a master teacher in a secondary school classroom during the semester prior to student teaching. The internship provides candidates with an opportunity to observe and assist the experienced teacher and to observe adolescents in English classes -- as they develop their literacy skills.

Although they are to observe and assist in relatively minor ways at the start, interns should have the opportunity to teach a few lessons and/or one unit of instruction during this field experience -- so that they are well prepared for student teaching the following semester. How extensively the intern is involved in actual teaching and when he or she takes on responsibilities for planning and delivery of lessons will vary. Decisions about how much and what types of teaching the intern will do are to be made collaboratively between the intern and the cooperating teacher -- with the support of the university supervisor.

Interns will spend the equivalent of 15 full days in the school (120 hours), working with the cooperating teacher who serves as the on-site supervisor. Ideally, the intern will spend the majority of the 120 hours with two of the classes taught by the cooperating teacher. Interns are also expected to observe several English teachers in the school, however, and should plan their time accordingly. Interns may want to arrange to spend one full day in the school, but it is generally better if the field experience provides for continuity with the same students across time.

#### Goals

The intern will:

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

#### Course Requirements

- 1] Record notes about teaching and learning activities observed in the cooperating teacher's classroom in a journal.
- 2] Study an aspect of teacher-student interaction and write a report of findings grounded in appropriate professional literature.
- 3] Design and teach a lesson or series of lessons under the mentorship of the cooperating teacher.

- 4] Participate in the IUP/NCTE affiliate and attend one local or regional professional conference.
- 5] Complete requirements for the electronic teaching portfolio – at Step 2.

#### Placement

The intern, in consultation with the Coordinator of the M.A./TE program, will select three potential sites for placement. Notification of placement will come from the College of Education Office of Student Teaching. Students must have valid Act 34 (Criminal Records) and Act 151 (Child Abuse) Clearances in order to be placed in a school context.

#### Guidelines for Completion

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

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

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

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

#### Evaluation

Near the end of the 120 hours, the IUP supervisor and the cooperating teacher will meet with the intern to discuss the various strengths and limitations all three have noted in the intern's performance. The supervisor and cooperating teacher will review the journal and research report and inform the intern of the grade to be recorded. The journal will weigh 75% and the research study will weigh 25% in that decision. Criteria will include insights, effort, growth, and achievement in developing awareness of successful teaching methods in secondary English.

#### **MA/TE Coordinator's contact information:**

**Dr. Linda Norris**  
**110 Leonard Hall**  
**Indiana, PA 15705**  
**Phone: (724) 357-3969 or -2263**  
**E-mail: lnorris@iup.edu**  
**Office: 343 Sutton Hall**

**ENGL 698 001 (3 Cr.): Pre-Student Teaching Internship**

Course Goal	Assignment/Task	Eng. Ed. Obj.	NCTE	INTASC
1	Complete application.	I d	3.1.6	
2, 3, 4, 5	Record notes from observations of Cooperating Teacher's classroom into a reflective journal.	I g	1.2, 1.3, 2.1, 2.3, 3.1.2, 3.1.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.7.1, 3.7.2	1, 2, 3, 9
2, 3, 5	Study one aspect of teacher-student interaction and write a report of classroom research findings – grounded in appropriate professional literature.	I g	1.2, 1.3, 2.3, 2.5, 3.1.2, 3.1.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.7.1, 3.7.2,	1, 2, 3, 9
2, 3, 4	Design and teach a lesson or series of lessons under the mentorship of the CT.	I b, c, f I a, b, c, e	1.2, 2.1, 2.2, 2.4, 2.7, 3.1.1, 3.1.2, 3.1.4, 3.1.6, 3.1.7, 3.1.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.4.2, 3.4.3, 3.4.1, 3.5.1 all, 3.6.1 all, 4.1-4.11, 4.2, 4.3, 4.4, 4.5, 4.6, 4.12.1, 4.12.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
1, 3	Participate in the IUP.NCTE affiliate and attend one local or regional professional conference.	I d, h, I II d, f, g, h, i	2.3, 2.5, 2.6, 3.1.3, 3.1.4, 3.4.2, 3.4.3, 4.1	10
1, 2, 3	Complete requirements for the electronic teaching portfolio at Step 2.	II d, e, f, g, h, i	2.3, 2.5, 2.6, 3.1.2, 3.1.3, 3.1.4, 3.7, 4.1, 5.1, 5.2.1, 5.2.2, 5.2.3	1, 2, 3, 4, 9

**ENGL 698 002: Internship -- Student Teaching (6 cr.)**

The requirements for student teaching at IUP are generally the same for undergraduate and graduate students seeking initial certification in secondary English. This syllabus revision was prepared by Dr. Jo-Anne Kerr and Dr. Linda Norris. It was adapted for the use of graduate-level student teachers by Dr. Lynne Alvine, Dr. sj Miller, and Dr. Linda Norris.

MA/TE Coordinator's contact information:

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**Course Description**

The fifteen-week student teaching experience is 6 credits at the graduate level and is the culminating experience for Pennsylvania state certification and completion of the MA in Teaching English degree (certification track) at IUP. This experience complies with the Pennsylvania State, INTASC, and NCATE standards for teacher certification.

Students enrolled in this course should have completed all course work requisite for the MA in Teaching English (certification track), have filed an application for student teaching, and have been accepted for placement in a school site with a cooperating teacher. Students doing this field experience must have current Act 34 (criminal record check), Act 151 (child abuse) clearances, Act 114 (Fingerprinting), and must have completed up to and including Step Two of the Three-step Process for teacher certification, including passing the Praxis II exam. Students will complete the application for graduation early in this semester through Graduate Studies and Research and will also need to complete the Application for PA State Certification (see instructions on the College of Education website and in the *Student Teaching Handbook*).

**Required Text**

The *Student Teaching Handbook*, available on the College of Education website, Dr. Miller's website [www.sjmilller.info](http://www.sjmilller.info) and at the Co-op Store, is the packet of information that guides candidates through the student teaching experience; it contains all of the forms that the student teacher, cooperating teacher, and university supervisor will be completing for observations and evaluations as well as the basic requirements and competencies for the semester of student teaching and for certification in teaching secondary English. (The handbook is designed for undergraduate English Education students, but is also relevant to the graduate students completing certification through the MA/TE degree program. Student teachers are required to purchase a copy of the *Student Teaching Handbook* and/or they may also read it on-line and print relevant forms. The College of Education requires that candidates read the Handbook carefully so as not to miss any important information that could prevent certification or graduation in a timely manner, particularly the grading scale that will be used for assessments at mid-semester and at the end of student teaching. Students are to have discussed the handbook during the ENGL 693 course, but they also may want to take some time to read everything once again, and write down any questions or comments they might have. Student teachers can discuss these materials and any questions they have when the supervisor comes to the school for the first visit. Student teachers should be sure to share the handbook with their cooperating teacher if s/he does not have a copy.

**Please be sure to fill out the student teacher information sheet at the end of this syllabus and have it ready for your supervisor to collect at your first on-site meeting.** Most

importantly, all candidates **must** read the responsibilities for secondary English student teachers outlined below. All supervisors require essentially the same expectations so that we are consistent with all of the student teachers we supervise in the undergraduate and graduate English education programs.

### **Course Requirements for Student Teachers**

We require that each student teacher complete the **Step 3 electronic portfolio CD** this semester. This electronic portfolio CD will be used to meet the Step 3 requirement for the College of Education. The electronic portfolio must include evidence of meeting the generic and English education outcomes listed on the mid-term and final evaluation forms from the College of Education. The university supervisor will collect your e-portfolio and use it as part of your final evaluation.

You must also provide a **three-ring binder with hard copies of all documents from student teaching** in addition to the CD. Your supervisor will periodically check your binder to be sure that you are completing all of the required artifacts for student teaching and so that s/he will be able to assess a final grade. In the binder keep your clearances (scanned copies of clearances are not needed for the electronic portfolio), absentee form, a copy of each evaluation form for the observations you, the cooperating teacher, and supervisor make, a copy of your lesson plans (and/or unit plans), your written reflections about the lessons after you taught them, your observations of other teachers/classes, and your reactions to the professional articles/books you are reading (see the detailed list of Specific Requirements below.)

We also require that you keep a **journal (or log)** and write reflections about classroom experiences and insights (word-processed) at least once a week – what you have learned, what went well, what do you still have questions about, and what came up at meetings you had-- anything that you think would be pertinent to your growth and development as a secondary English teacher. You may want to share this journal dialogically with your cooperating teacher.

You will also complete a **work sample** and you will include the Word documents from this project in your electronic portfolio. See complete details for the work sample below.

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

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

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

### **Goals and Objectives**

The student teacher will learn to

- 1] Manage the instructional environment, including managing student behavior;
- 2] Create an environment of respect and rapport;
- 3] Communicate challenging learning expectations to the student;

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

### **Specific Requirements for Student Teachers in Secondary English Education**

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

Teaching journal: The journal will consist of the following entries:

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

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

Remainder of journal entries should be reflections of your own teaching experiences (may be shared dialogically with the cooperating teacher). This part of your journal must be written in no less than once a week for a **total of 15 journal entries** to meet this requirement.

- Observations of and reflections on cooperating teacher's and other classrooms for a total of **5** observations to meet this requirement.
- Evidence of at least two preparations (teaching classes for at least two different grades or topics with regular formal and informal feedback from co-op and university supervisor);

assuming full responsibilities for a minimum of one week is required and for two weeks is suggested to meet this requirement.

- Short and long range plans **in advance** of teaching with critiques by co-ops and revisions by student teacher to meet this requirement.
- Responses to **3-5 professional article readings** (or book equivalents) directly related to classroom contexts and/or issues to meet this requirement.
- Three examples of visuals: bulletin boards or other instructional media enhancing student learning (photographs, video recordings) to meet this requirement (include as artifacts in e-portfolio)
- \*One or more unit plans with assessments and reflections (may include detailed descriptions of reading/writing workshop) to meet this requirement (component of TWS)
- Record of duties that reflect or share cooperating teacher's obligations, activities (may be recorded in journal entries) to meet this requirement.
- **Formal midterm and final evaluations by all three parties** (student teacher, cooperating teacher, and university supervisor) and PDE-430 form at midterm and final completed by university supervisor to meet this requirement.
- **Absence form** to be completed at the end of student teaching and returned to university supervisor to meet this requirement.

### **Professional Portfolio Option**

It is also suggested that student teachers complete a showcase portfolio or brochure for professional interviews and job searches (see Campbell, et. al, 2011 referred to in the ENGL 693 course for examples). Students may want to have their cooperating teacher and university supervisor provide feedback for them as they are putting their professional portfolio together during student teaching. This portfolio should also be saved electronically. Be sure to obtain proper permission if you are using students or student work in your portfolio, especially if a website is created.

Included in this portfolio or brochure may be the following items (co-operating teachers or supervisors may suggest others besides those listed):

Current resume

Teaching philosophy

All current test and clearance forms (Praxis scores, Act 34, Act 151, Act 114, TB, speech and hearing, university transcript, etc.).

Recommendation letters (at least 3 including cooperating teacher, supervisor, university professors, clinical instructors)

Samples of best lesson or unit plans including grading rubrics

Samples of student work

Photographs of bulletin boards, displays, or projects with written explanations or captions

Videotape of teaching

Indiana University of Pennsylvania  
**CULMINATING STUDENT TEACHING PROJECT**

***Verifying Positive Impact on K-12 Student Learning  
Student Teaching Work Sample and Step 3 Electronic Portfolio***

***Updated: April 2009***

**NOTE:** Your university supervisor will contact you the first week of student teaching and will explain this project as part of your requirements for student teaching at your first on-site meeting. You will burn this onto a CD and submit it at the end of the semester

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

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

**Required Components of the Work Sample**

**Title Page**

Student Teaching Work Sample  
Title/Topic of Unit of Instruction  
Your name  
Semester \_\_\_\_\_ Year \_\_\_\_\_  
School site \_\_\_\_\_  
Grade/Level, Period, Number of Students, Subject, Topic, Textbook, and/or Key Resources

**A. Description of the Learning Environment / Inclusive Context**

Teaching Journal Entries 1 & 2 (see detailed descriptions of these entries above under Specific Requirements)

1. Describe the school in one paragraph (name of district, demographic information, key information about student body. (Journal entry #1)
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. (Journal entry #2)

**B. Planning for Instruction in Inclusive Settings**

1. Identify a rationale. Why is this topic important to students? Why at this time? What purpose will this knowledge serve for the students? What purpose will this knowledge serve beyond the classroom? What is its use? Address the principal reason for the study of this topic.

2. Identify prerequisite Skills. What skills must the learner bring to this new topic? How will you determine whether the student has these skills? How will you collect information for making this diagnosis?
3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
4. Describe how the unit addresses the P-12 student standards for your subject area
5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy).
6. Briefly describe the integration of interdisciplinary connections and technology.
7. Include at least **3 complete daily lesson plans** from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. Individual programs may require additional daily lesson plans. On your lesson plans, be sure to describe adaptations to instruction and/or assessment for learners *with special needs and English language learners*. Each daily lesson plan must address *subject-specific P-12 student standards*.

### 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 teacher 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 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. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the knowledge and skills that are part of the unit—i.e., whether they already have met the objectives.
2. At least **two formative assessments** conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for *learners with special needs and English language learners*.
3. **One alternative 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 to your University Supervisor (delete

- names of students).
4. **A summative post-test assessment** (typically the “unit test”) to discover what students know and can do at the end of the unit.

### **E. 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 the students’ real names. Write a 3-4 sentence summary about 3 students, 1 who exceeded expectations, 1 who met expectations, and 1 who did not meet expectations. Discuss the students’ prior knowledge and how they performed throughout your unit. State specific reasons for each student’s success or failure.
2. **Interpretation of Results.** This section will provide interpretation and explanation of assessment data. Begin with a discussion of the pupil data. Compare and contrast each student’s grade from the pre-test to the post-test. You will also need to discuss the unit test. Were all aspects of the assessment appropriate? Did a lot of students demonstrate misunderstanding in one area? Why? How could you change the assessment to help students to complete it correctly? Did the unit assessment accurately measure students’ knowledge? What would you change in the unit if you were to teach it again?

### **F. 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 (Planning & Preparation, The Classroom Environment, Instruction, Professional Responsibilities) to evaluate the effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.
2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
4. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.
5. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or 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.

This project was adapted from the Oklahoma State University’s “Clinical Practice (Student Teaching) Work Sample” assignment. Many thanks to Nadine Olson for sharing this with us.

### **G. Evaluation of the Work Sample:**

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

**Work Sample Scoring Guide:**

	NCTE Standards	Target 3	Acceptable 2	Unacceptable 1
Description of Learning Environment/Inclusive Context		Description consists of a full, detailed description of the school site and student body.	Description includes relevant information about the school and students.	Description is incomplete and/or missing key information.
Planning for Instruction in Inclusive Setting: Unit Plan	4.1	Unit plan follows required format. Unit plan addressed required NCTE standards. Interdisciplinary connections and technology are the focus of much of the unit. Critical thinking plays a clear role in the unit.	Unit plans follow required format. Unit plan addressed required NCTE standards. Interdisciplinary connections and technology are addressed in the unit. Critical thinking is evident.	Unit plan does not follow required format and may not address NCTE standards. Interdisciplinary connections and technology are minimal. Critical thinking skills are not evident.
Planning for Instruction in Inclusive Setting: Selected Lesson Plans	4.1	Lesson plans follow required format and effectively address required NCTE student standards. All lesson objective are learner centered and measurable. Critical thinking skills are integrated. All lesson activities address objectives appropriate to all learners in inclusive settings. There is evidence of a variety of instructional activities.	Lesson plans follow required format and address required NCTE standards. All lesson objectives are learner centered and measurable. Some attention to given to critical thinking skills. All lesson activities address objectives appropriate to learners in an inclusive setting.	Lesson plans do not follow required format an may not address required NCTE standards. Some lesson objectives may not be learner centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner centered and may not be appropriate to all learners in inclusive settings. Instructional materials may be inadequate to meet the needs of all learners in inclusive settings.
Implementing Instruction and Evaluation by Supervisors		Observations by cooperating teachers and university supervisor indicate that the candidate exceeded student teaching expectations (see evaluation form).	Observations by cooperating teachers and university supervisor indicate that the candidate met the majority of the student teaching expectations (see	Observations by cooperating teachers and university supervisor indicate that the candidate did not meet several student teaching

			evaluation form).	expectations (see evaluation form).
Implementing Instruction: Self-Evaluation on Lesson Plans	3.7.1	Self-evaluations present a thorough analysis of the lesson, link learning theories to practice, and offer a systematic approach to improvement.	Self-evaluations are reflective, link some learning theories to practice, analyze positive and negative aspects of lesson, and include ideas for improvement.	Self-evaluations lack depth and detail. They are superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or cooperating teacher, and fail to link learning theories to practice.
Assessment of Student Learning in Inclusive Setting	4.10	Highly effective design of pre- and post-tests is evident. Assessments are standards-based and effectively assess targeted objectives. All assessments are contextualized, meaningful, and learner-centered. Grading system and rubric are effectively designed. Samples of student work are included.	The design of pre- and post-test is satisfactory. Assessments effectively assess targeted objectives. Assessments are mostly contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre- and/or post-test. Assessments fails to assess targeted objectives and/or are not contextualized, meaningful, or learner centered. Rubrics are either not included or are ineffective. Grading system is unsatisfactory. Samples of student work may not be included.
Analysis of Student Learning: Formative and Alternative Assessments	4.10	A thorough, detailed analysis of data. Comparison of pre- and post-test performance is detailed and reflection on student performance is thorough and insightful.	Analysis of data is complete and effectively presented. Compares pre- and post-test performance and offers a rationale for the quality of student performance.	Analysis of data may lack details and/or may not be effectively presented. Comparison of pre- and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance.
Reflection on Teaching Effectiveness	3.7.1	Reflection on teaching effectiveness is detailed and includes connections to the Danielson framework. Commentary is based on learning theories and how they relate to and inform classroom	Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson framework. Commentary links	Reflection on teaching effectiveness is superficial and/or does not related to the Danielson framework. Commentary does not adequately

		practice. Candidate proposes a systematic, effective plan for improving student performance based on results of this work sample.	learning theories to practice. Candidate offers several effective ideas for improving student performance based on results of this work sample.	analyze teaching practices and/or link learning theories to practice. The ideas offered by candidate for improving student performance are inadequate and/or ineffective and may not be based on the results of this work sample.
Reflection on Professional Growth	3.7.2	Candidates provides a comprehensive plan for professional growth and improvement in teaching.	Candidate identifies several aspects of professional growth needed and sets several goals for improvement.	Candidate is unable to plan effectively for future professional growth.

**Student Teacher Information**

**Semester** \_\_\_\_\_ **Year** \_\_\_\_\_

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

Name \_\_\_\_\_

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

\_\_\_\_\_

Address and phone where you are living during student teaching

\_\_\_\_\_

Address and phone (home, if different from above)

\_\_\_\_\_

Banner ID # \_\_\_\_\_ E-mail address \_\_\_\_\_

Telephone (day) \_\_\_\_\_ (evening) \_\_\_\_\_

Birthdate \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

Other interests besides English education

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

**Outcomes Assessment Matrix for ENGL 698 002 -- Student Teaching (6 Cr.)**

Goals/Objectives	Assignments	Program Objectives	NCTE Standards	InTASC Standards	PDE Standards
11	5 classroom observations	I. G	1.2, 1.3, 2.3, 5.1, 5.2	9	III.A
3, 4, 5, 6, 7, 9, 10, 14	Evidence of lesson/unit preparations	II. A, B, C, E, F, G, H, I	2.7, 3.1.2- 3.1.8, 3.2-3.7, 4.1-4.12.2, 5.1, 5.2	1 – 8	II.B II.C
1, 2, 8, 12, 13, 14	Journal at least once a week about experiences from that week	I. G, I	2.3, 3.1.1, 3.7-3.7.2, 5.1, 5.2	9	
11	Responses to 5 professional readings (or equivalents)	I. G, I II. D	2.5, 3.7-3.7.2, 5.2.2	9	III.A
1-14	Electronic portfolio evidence meeting the items listed on the Step Three evaluation form	I. A-I II. A-I	2.1, 2.2, 2.4, 2.6, 2.7, 4.1-4.12.2, 5.2.2, 5.2.3	1 – 9	II.A II.B II.C
1-14	A three-ring binder with hard copies of all documents	I. A-I II. A-I	2.1, 2.2, 2.4, 2.6, 2.7, 4.1-4.12.2, 5.2.2, 5.2.3	1 – 9	II.A II.B II.C
5, 6, 9, 14	Instructional media enhancing student learning	I.C, II.I	3.6-3.6.3, 4.6, 4.8	8	II.B
6	A videotape of teaching a class (optional)	I.C	3.6.3	1 – 9	
11, 13	Evidence of sharing cooperating teacher's obligations	I. D, H, I	1.2, 1.3, 2.3, 5.2.2	1 – 10	III.C
1-10	Formal observations	I. A, B, D, E, F, H, I II. A-C, E-I	5.2.1	1 – 9	II.A II.B II.C II.D
1-14	Formal midterm and final evaluations by all three parties	I. A-I II. A-C, D-I	5.2.1	1 – 9	II.A II.B II.C II.D