



TEACHER EDUCATION PROGRAM

Guidelines for 300 Level Pre-Student Teaching Field Experiences

TEP 312 – PreK-4 Certification: Grades PreK-2	(Fall)
TEP 314 – PreK-4 Certification: Grades 3-4	(Spring)
TEP 316 – Middle Level Certification: Grades 6-8	(Fall)
TEP 318 – Middle Level Certification: Grades 4-5	(Spring)
TEP 310 – Secondary and K-12 Certification Areas	(Fall & Spring)

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Overview of Messiah University's Pre-Student Teaching Field Experiences

The 300 level Pre-student Teaching Field Experiences, designed for juniors in all certification areas, require students to teach small groups and whole group instruction, to prepare instructional materials, but not yet to be in full control of the classroom. *(from PDE guidelines)*

The field experience will serve as a laboratory where pre-student teachers will be able to connect learning from campus-based courses to active engagement in authentic, appropriate grade-level settings with learners.

The pre-student teacher will serve as an aide/assistant to the mentor teacher and will become as fully engaged with learners and the learning process as possible during time in schools. The pre-student teacher should be a helpful, cheerful, well-prepared, and welcome addition to the classroom.

Students enrolled in Pre-student Teaching Field Experiences will be in schools as follows during their field experience semester:

In schools full days on T-R

TEP 312 – PreK-4 Certification: Grades PreK, K, 1, or 2 (Fall)

TEP 314 – PreK-4 Certification : Grades 3 or 4 (Spring)

TEP 318-Middle Level Certification: Grades 4 or 5 (Spring)

In schools on T-R mornings

TEP 310 – Secondary and K-12 Certification Areas (Both Fall & Spring)

TEP 316 – Middle Level Certification: Grades 6, 7, or 8 (Fall)

Key Participants in the Field Experience

Pre-Student Teacher – The Messiah University student enrolled in the pre-student teaching field experience and identified concurrent courses on campus

Mentor Teacher – The classroom teacher(s) who hosts the pre-student teacher(s) and who oversees and assesses their work in that setting

University Supervisor – A Messiah University faculty member specifically assigned to support the work of the pre-student teacher and the mentor teacher in this field experience. *(At the end of the semester and in communication and collaboration with the mentor teacher, the university supervisor will provide an official recommendation regarding the pre-student teacher's readiness for the next field experience and/or student teaching.)*

Learners – The children/youth served by the mentor teacher and the pre-student teacher

Instructor – A Messiah University faculty member who teaches the courses that run concurrently with the field experience

Principal or Assistant Principal – The building administrator(s) responsible for guiding the work of educational professionals in that setting; on occasion, an administrator may assume a role in a field experience situation

Building/District Specialists – Pre-student teachers may find it helpful/necessary to interact with various educational specialists as a way to better understand and more effectively serve learners; specialists may include, but are not limited to, Special Educators, TESOL/ESL Educators, School Counselors, etc.

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The Junior Pre-Student Teaching Field Experience Concurrent Courses

Juniors are concurrently enrolled in one or more university courses (each semester) simultaneously with their field experience. Curriculum and Instruction courses, such as Literacy or Math, provide content knowledge and skills while other concurrent courses, such as Instructional Design and Assessment, are provided to enable the pre-student teacher to develop capabilities that will allow them to effectively plan for and teach all learners in diverse settings.

A mandate of the PA regulations is that students enrolled in field-based courses also have on-campus discussions/debriefings to assist them in reflecting on school experiences. Concurrent course instructors will depend on observations and reflections from in-school experiences to augment classroom discussions and activities on campus.

Course instructors have agreed to limit the number and complexity of any in-school assignments for campus classes in order to allow the pre-student teacher and the mentor teacher considerable freedom to determine how best to engage/utilize the pre-student teacher in the mentor's classroom.

The following chart shows campus courses in which the pre-student teacher is enrolled this semester. Pre-student teachers should discuss related in-school assignments with their mentor teachers as early as possible in the semester to begin planning for these.

FIELD EXPERIENCE	CONCURRENT COURSES
TEP 312 (PreK-4/Dual in Fall)	EDUC 301 – Literacy CC&I EDUC 303 – Math CC&I EDUC 330 – Instructional Design & Assessment EDSP 307 – Inclusion Practices
TEP 314 (PreK-4/Dual in Spring)	EDUC 302 – Literacy CC&I EDUC 304 – Math CC&I EDUC 342—Social Studies CC&I EDUC 347—Science CC&I
TEP 316 (Middle in Fall)	EDUC 331 – Instructional Design & Assessment EDSP 307 – Inclusion Practices EDUC 305 – Middle Level Methods
TEP 318 (Middle in Spring)	EDUC 302 – Literacy CC&I EDUC 304 – Math CC&I EDUC 342—Social Studies CC&I EDUC 347—Science CC&I
TEP 310 (Secondary, Art, FCS, HPE, Modern Languages, Music either semester)	EDUC 331 – Instructional Design & Assessment OR Certification Area Specific C&I Course EDSP 307 – Inclusion Practices

Expectations

Specific expectations for mentor teachers, university supervisors, and pre-student teachers are outlined on the orientation power points provided by the Teacher Education Program. These power points can be found on our website:

http://www.messiah.edu/info/21163/school_hosts

Guidelines for All Participants

The success of the pre-student teaching field experience depends on communication and coordination among the three primary participants: mentor teachers, university supervisors and pre-student teachers. The following guidelines and expectations are provided to assist each of these three participants in working together to support students' developmental progress.

Guidelines for Mentor Teachers

Support your pre-student teacher by applying the following guidelines:

- Welcome the pre-student teacher(s) into your classroom with the understanding that they come to learn and be of assistance to you and your students.
- If possible, provide adequate workspace for your pre-student teacher(s) in the classroom setting.
- Introduce your pre-student teacher to learners in ways that will help to establish them as your co-worker or assistant teacher.
- Acquaint your student with school policies and procedures. *(If possible, provide them with a copy of these or the location where they may access them.)*
- Share instructional guides/directives that you and/or your building must follow. *(For example, be sure the pre-student teacher reviews the established curriculum and knows what the school goals are for standardized testing and student learning.)*
- Provide as many opportunities as possible for your student to be actively engaged with children both in your classroom and in the school at large.
- Facilitate, as needed, meetings between your pre-student teacher and other educational specialists such as the ESL teacher in your building, learning support teacher, a school counselor, building principal, etc.
- Insist on thorough, quality planning done in advance by your pre-student teacher. This includes that the pre-student teacher:
 - a. uses an established planning format as provided by Messiah University (see appendix)
 - b. develops and provides to you a comprehensive written plan for your review and feedback at least 48 hours in advance of teaching a lesson

- Communicate openly and frequently with your pre-student teacher.
 - a. provide oral and written feedback to document pre-student teacher progress and final evaluation information
 - b. complete two observation reports using the Performance Observation Form (this can be in a large or small group setting) which will be emailed to you
 - c. email completed form to the student, supervisor, and field experience coordinator and discuss feedback immediately following the observation, or as soon as possible
- Model for your pre-student teachers, providing them with the freedom to attempt teaching strategies and procedures that may differ from your own.
- Remain in the classroom while your student is teaching for liability purposes and to provide feedback on performance.
- Report emerging problems or concerns (e.g., attendance, communication, preparation, professionalism) immediately to the university supervisor and/or the TEP office.
- Collaborate with the university supervisor at the end of the semester as he/she makes an official recommendation as to the readiness of the pre-student teacher for the next level of field experience and/or student teaching.
- Provide input into the electronic *Final Evaluation* that will arrive as a link in your e-mail toward the end of the semester and requires your attention in a timely manner. This should be done during a conference with the university supervisor.

Guidelines for University Supervisors

- Provide ongoing support for your pre-student teacher and mentor teacher by maintaining contact with them throughout the semester.
- Provide feedback and mark weekly reflection forms students post to Canvas each Friday.
- Provide feedback to the pre-student teacher at least three separate times in the semester through these opportunities:
 - a. Initial visit on-site: communicate and clarify expectations and procedures required by pre-student teachers and mentor teachers. *(Please complete the Initial Visit Performance Observation Report form, emailing completed form to the student, mentor, and field experience coordinator.*
 - b. Site visit to school setting *(after mid-point in semester)*: the purpose is to observe pre-student teacher working with children and to provide general feedback on student's performance and to review. *(Please complete the Performance Observation Report form, emailing completed form to the student, mentor, and field experience coordinator.)* Explain final evaluation completion details.
 - c. Review self-monitoring video assignment; meet to assist student in setting goals and critiquing instructional practices.
 - d. Site visit to school setting *(toward the end of the experience)*: the purpose is to confer/collaborate with the mentor teacher in preparation of the final evaluation form and recommendation for the pre-student teacher's future in the TEP. Please meet and/or discuss this final evaluation with the pre-student teacher. *(Please complete electronic Junior Field Experience Final Evaluation Form through Falcon Link; mentor teacher and university supervisor will electronically sign this online form)*

Document and inform the TEP office of early concerns that may inhibit the student from moving on to the subsequent field experience.

Document all observations, conferences with student and/or mentor teacher, email communication, etc. and archive these in an electronic student file for reference/referral.

Guidelines for Pre-Student Teachers

Prepare in advance for time in schools by:

- Gathering copies of clearances and TB report to carry with you to your school
- Establishing concrete travel plans for getting to school on each day scheduled
- Learning as much about the district/building to which you are assigned by visiting the district website
- Represent yourselves, the TEP, and Messiah University well!
- Maximizing your opportunities for learning and professional development when you are in schools by adhering to the following procedural guidelines/expectations:
 - a. Respecting and abiding by the policies and procedures of the school and classroom to which you are assigned; communicate and dress professionally; attain and review school policies and classroom rules for reference.
 - b. Arriving punctually at your assigned school every morning at the time teachers are expected to arrive at the building.
 - c. Remaining at the field experience site as long as possible, departing appropriately to safely return to campus for any scheduled classes; *(When Messiah University is not in session for fall, spring, or holiday recesses, you are not required to report to your field experience classroom but may do so with prior arrangements with your mentor and principal. If your school holds a teacher in-service day on an in-school day, please attend with permission.)*
 - d. Notifying mentor teacher and university supervisor immediately in the event of illness or a serious, unavoidable conflict with your school attendance. Report absence to the TEP using electronic reporting system on Falcon Link.
 - e. Being attentive to news and weather reports since school delays/closings may occur; (If your district declares a one or two-hour delay, please report to your school at the appropriate, delayed time. Be sure to clarify these expectations with your mentor teacher in advance of any inclement weather.) Observing a delayed schedule will be a learning experience.
 - f. Maintaining an accurate, written account of time/activities in school; students are expected to be in schools each day they are scheduled; (a minimum of 120 hours must be logged to fulfill the field experience requirement for Prek-4, Dual & Middle Level; 80 hours for Secondary & K-12). Submit a Qualtrics report of your school experiences and hours by the end of the semester.
 - g. Providing a weekly reflection and report to your university supervisor every Friday in Canvas.
 - h. Attending chapel on days when there are no school visits scheduled is a requirement. You will be excused from chapel on school visitation days. You may always attend alternate chapels.
 - i. Submitting all written instructional plans using the Messiah University Instructional Plan model for your certification area (see appendix) to your mentor teacher for approval at least 48 hours in advance of the class. Your teacher will review/approve your plans. Do not use classroom field time to work on your written instructional plans. If you do not have adequate plans, your mentor is advised to prohibit you from teaching. It is possible that you and your mentor teacher may co-plan or even that you may teach from the mentor's plans on occasion. You do need some experience in developing and teaching your own plans – so do

not just rely on your mentor's plans to carry you through.

- j. Organizing all written instructional plans that have been approved by your mentor teacher for ready review at all times by your mentor and/or university supervisor.
- k. Engaging as actively as possible in duties, activities, opportunities provided by the mentor teacher; practicing clear communications; regularly and deliberately reflect on your observations and experiences; strive to be both an effective teacher and an engaged, enthusiastic learner as you complete responsibilities in the school setting.
- l. Completing assignments in a timely fashion as expected by your university supervisor.
- m. Seeking and using input for improved performance of your classroom roles and responsibilities.

Messiah University Pre-Student Teachers are not available to attend events at their host school on days that interfere with university classes. These events can be valuable to the learning experience, and we encourage you to attend when you are free, however, this time does not count for field experience hours. As Pre-Student Teachers, you are not allowed to miss university classes for school events.

Messiah University Pre-Student Teachers may not serve as substitute teachers during their field placement. The purpose of the field placement is to provide supervised field experience with a certified teacher who can provide support and feedback. Messiah University Pre-Student Teachers may work as substitute teachers during days/semesters when they are not fulfilling the requirements of a field experience.

GRADING

The field experience performance is evaluated and graded (Pass/Fail) separately from performance in concurrent courses. Grades earned in the concurrent courses associated with this field experience will not guarantee that the pre-student teacher will be determined to be eligible for subsequent field experience courses and/or student teaching.

A passing grade (“P”) in the pre-student teaching field experience and endorsement by the mentor teacher and university supervisor are essential in order for a pre-student teacher to move on to the next level of field experience for his/her program and/or to be considered as an appropriate candidate for the Professional Semester.

The pre-student teacher will be required to complete the following performances, self-assessments and reflective activities, as prescribed below:

Pre-Student Teaching Experience Requirements	
✓	Student must be in schools each day they are scheduled and document hours completed.
✓	Student will arrange to teach a minimum of three times for formal observation. Two by mentor teacher, one by university supervisor.
✓	Student will complete two video recording of their teaching for the Self-monitoring video assignment. Video, reflections, and instructional plans will be uploaded in Canvas for university supervisor to view.
✓	Student will update their resume with their pre-student teaching experience.
✓	Student will create and add a minimum of one artifact from the field experience to the professional portfolio. This will be shared with and approved by the university supervisor prior to the final evaluation.
✓	Student will complete a self-assessment inventory (ICI, see below) at the beginning and end of each junior field experience. This will be shared with the university supervisor at both times, beginning and end of semester.

ICI Self-Assessment Tool to self-determine/report progress toward student teaching and certification: An ICI (Individual Competence Inventory) allows the pre-student teacher to self-assess progress toward successful command of the capabilities needed for teacher certification. The ICI also provides a working document from which the pre-student teacher, mentor teacher, and university supervisor can establish goals and chart progress during the field experience and into student teaching.

APPENDIX

The Appendix includes samples of the forms that will be used throughout the field experience. The planning models are distinctive by certification areas.

- Forms for Pre-Student Teacher Use:
 - a. Individual Competence Inventory
 - b. Weekly Goal and Reflection Assignment
 - c. Self-Monitoring Video Assignment
 - d. Video Reflection forms
 - e. Instructional Design Model (for PreK-4, PreK-4/Special Education, Middle Level, Art, FCS, Health, Modern Languages, & Secondary Education)
 - f. Physical Education Model
 - g. Music Planning Model
 - Electronic forms for use by Mentor Teacher and/or University Supervisor
 - h. Initial Visit Form
 - i. Performance Observation Report (2 by mentor teacher, 1 by university supervisor)
 - j. Final Evaluation (done collaboratively by mentor teacher & university supervisor)
-

I.C.I. (Individual Competence Inventory)
For Pre-Student Teaching Field Experience Students

Name: [Click here to enter text.](#)

Major: [Click here to enter text.](#)

Student Teaching

Semester [Click here to enter text.](#)

Take time now to reflect upon and rate your current perceived level of competence for each of the following items. Use the following ratings:

C – Competent, confident, capable
competent at this time

S – Satisfactorily skilled; adequately competent

H – Help needed in this area; Less than

This I.C.I. is for your personal assessment and gives you an opportunity to develop goals and strategies for areas where you want to improve during this semester and beyond. This is a NON-GRADED activity, but it should trigger thoughts about the numerous and varied capabilities and competencies needed by an educator in today's schools and your own sense of preparedness to assume the role of teacher.

COMPLETE ELECTRONICALLY, SAVE A COPY OF OF THIS I.C.I. FOR YOUR FILES, PRINT A COPY FOR YOUR INSTRUCTOR AND BRING TO OUR FIRST CLASS MEETING.

Category/Competence to Consider	Rating C, S, H	Comment/Examples
I. Planning and Preparation		
A. Knowledge of Content		
1. Demonstrates depth and command of factual and skill-based knowledge	Click here to enter text.	Click here to enter text.
2. Identifies and effectively uses available content-based resources	Click here to enter text.	Click here to enter text.
B. Knowledge of Students and Learning		
1. Utilizes learning theories, learning styles, and nature of learners to guide planning	Click here to enter text.	Click here to enter text.
2. Makes developmentally and individually appropriate choices on content and related activities	Click here to enter text.	Click here to enter text.
3. Seeks information about learners which is necessary to make sound instructional choices	Click here to enter text.	Click here to enter text.
C. Planning for Instruction		
1. Develops detailed daily written plans	Click here to enter text.	Click here to enter text.
2. Writes and uses valid instructional goals and objectives	Click here to enter text.	Click here to enter text.
3. Purposefully selects teaching methods that achieve stated objectives	Click here to enter text.	Click here to enter text.
II. Classroom Environment		
A. Relationships with students		
1. Establishes positive rapport with students	Click here to enter text.	Click here to enter text.
2. Models and expects from students, respect for others and for the school environment	Click here to enter text.	Click here to enter text.
3. Acknowledges and provides for student needs	Click here to enter text.	Click here to enter text.
4. Challenges learners to think, question, interact	Click here to enter text.	Click here to enter text.

B. Managing Students and the Instructional Setting		
1. Practices firm, fair, consistent and positive discipline	Click here to enter text.	Click here to enter text.
2. Maintains a safe, clean, aesthetically pleasing environment	Click here to enter text.	Click here to enter text.
3. Models expected behaviors and practices	Click here to enter text.	Click here to enter text.
4. Uses routines and procedures to support orderly learning environment	Click here to enter text.	Click here to enter text.
5. Establishes and communicates expectations for student behavior	Click here to enter text.	Click here to enter text.
6. Uses a variety of appropriate and constructive discipline techniques	Click here to enter text.	Click here to enter text.
7. Recognizes and deals effectively with discipline problems	Click here to enter text.	Click here to enter text.
8. Displays awareness of all student activity in the instructional setting	Click here to enter text.	Click here to enter text.
III. Instructional Delivery		
A. Instructional Strategies		
1. Adapts strategies to meet individual needs and learning styles of students	Click here to enter text.	Click here to enter text.
2. Involves students as active participants in the learning process	Click here to enter text.	Click here to enter text.
3. Explains material at the appropriate age/ability level/pace of learners	Click here to enter text.	Click here to enter text.
4. Uses appropriate questioning levels and strategies	Click here to enter text.	Click here to enter text.
5. Gives directions which are clear and understood by students	Click here to enter text.	Click here to enter text.
6. Incorporates creative teaching materials and/or media	Click here to enter text.	Click here to enter text.
7. Teaches effectively to: (a) large group	Click here to enter text.	Click here to enter text.
(b) small and/or cooperative learning groups	Click here to enter text.	Click here to enter text.
(c) individuals	Click here to enter text.	Click here to enter text.
8. Manages transitions between activities	Click here to enter text.	Click here to enter text.
9. Relates classroom learning to realistic situations	Click here to enter text.	Click here to enter text.
10. Conveys enthusiasm about teaching and students	Click here to enter text.	Click here to enter text.
11. Utilizes technology and media to enhance learning	Click here to enter text.	Click here to enter text.
B. Assessment		
1. Integrates assessment as an essential component of learning and instruction	Click here to enter text.	Click here to enter text.

2. Considers assessment results in shaping future instruction	Click here to enter text.	Click here to enter text.
3. Utilizes feedback to students to enhance student learning	Click here to enter text.	Click here to enter text.
4. Assesses progress of students daily	Click here to enter text.	Click here to enter text.
IV. Professionalism		
A. Human Relationships		
1. Cooperates and collaborates effectively w/other professionals	Click here to enter text.	Click here to enter text.
2. Interacts appropriately with students	Click here to enter text.	Click here to enter text.
3. Demonstrates respect for others and their opinions	Click here to enter text.	Click here to enter text.
4. Respects cultural and ethnic differences; empathizes with others	Click here to enter text.	Click here to enter text.
5. Negotiates and resolves differences	Click here to enter text.	Click here to enter text.
6. Adheres to the PA Code of Professional Practice and Conduct for Educators	Click here to enter text.	Click here to enter text.
7. Participates in school meetings, conferences, and events as appropriate	Click here to enter text.	Click here to enter text.
8. Maintains confidentiality, privacy, and dignity of others	Click here to enter text.	Click here to enter text.
B. Organization, Management, Problem Solving		
1. Establishes priorities and schedule for accomplishing work	Click here to enter text.	Click here to enter text.
2. Identifies problems, available resources, and possible solutions	Click here to enter text.	Click here to enter text.
3. Demonstrates sound judgment and common sense	Click here to enter text.	Click here to enter text.
4. Assists in maintaining a neat, orderly, attractive classroom	Click here to enter text.	Click here to enter text.
5. Assists in managing routine clerical tasks and record keeping	Click here to enter text.	Click here to enter text.
6. Completes responsibilities/assignments/tasks in a timely manner	Click here to enter text.	Click here to enter text.
7. Utilizes time well	Click here to enter text.	Click here to enter text.
C. Personal Performance Characteristics		
1. Sets and achieves high expectations for own performance	Click here to enter text.	Click here to enter text.
2. Accepts constructive criticism and uses it for improved performance	Click here to enter text.	Click here to enter text.
3. Uses self-assessment/reflection to improve performance	Click here to enter text.	Click here to enter text.
4. Demonstrates flexibility and openness to change	Click here to enter text.	Click here to enter text.

5. Assumes personal/professional responsibilities	Click here to enter text.	Click here to enter text.
6. Demonstrates energy, drive, and stamina	Click here to enter text.	Click here to enter text.
7. Exhibits self-confidence and poise as a teacher	Click here to enter text.	Click here to enter text.
8. Demonstrates initiative	Click here to enter text.	Click here to enter text.
9. Demonstrates knowledge of relevant school/district procedures and policies	Click here to enter text.	Click here to enter text.
10. Is punctual and reliable in attendance	Click here to enter text.	Click here to enter text.
D. Communication Skills		
1. Speaks clearly, with correct pronunciation, grammar	Click here to enter text.	Click here to enter text.
2. Writes clearly, with correct grammar	Click here to enter text.	Click here to enter text.
3. Presents written work that is clear and legible	Click here to enter text.	Click here to enter text.
4. Uses vocal inflection and projection effectively	Click here to enter text.	Click here to enter text.
5. Adapts communication appropriately for varying audiences/environments	Click here to enter text.	Click here to enter text.
6. Asks pertinent and purposeful questions of other professionals	Click here to enter text.	Click here to enter text.
7. Processes verbal, written, and non-verbal communication and responds appropriately	Click here to enter text.	Click here to enter text.

WEEKLY GOAL and REFLECTION ASSIGNMENT

DIRECTIONS: This form will be a running record of your goal setting and reflections. Start with week 0 and move through week 12 of your placement adding on to the document each week.

Each week (starting with the end of week 1 in the field placement), you will reflect on what you did to accomplish the two goals you set the week before and what evidence you have collected to document your progress. You will then identify two goals for the coming week and identify what you will do to work toward those goals. Your goals may be the same from week to week or they may change based on your professional judgment and input from your university supervisor and mentor teacher.

You will save this document each week with a different name (Professional Reflection Week # __) and upload it to Canvas for your university supervisor to review.

The Danielson **domains** and *components* listed below will be the guiding framework for your goal-setting.

DOMAIN 1: Planning and Preparation	DOMAIN 2: Classroom Environment	DOMAIN 3: Instruction	DOMAIN 4: Professional Responsibilities
<i>1a. Demonstrating knowledge of content and pedagogy</i>	<i>2a. Creating an environment of respect and rapport</i>	<i>3a. Communicating with students</i>	<i>4a. Reflecting on teaching</i>
<i>1b. Demonstrating knowledge of students</i>	<i>2b. Establishing a culture for learning</i>	<i>3b. Using questioning and discussion techniques</i>	<i>4b. Maintaining accurate records</i>
<i>1c. Setting instructional outcomes</i>	<i>2c. Managing classroom procedures</i>	<i>3c. Engaging students in learning</i>	<i>4c. Communicating with families</i>
<i>1d. Demonstrating knowledge of resources</i>	<i>2d. Managing student behavior</i>	<i>3d. Using assessment in instruction</i>	<i>4d. Participating in the professional community</i>
<i>1e. Designing coherent instruction</i>	<i>2e. Organizing physical space</i>	<i>3e. Demonstrating flexibility and responsiveness</i>	<i>4e. Growing and developing professionally</i>
<i>1f. Designing student assessments</i>			<i>4f. Showing professionalism</i>

Week 1-12 Reflection and Writing of Goals: (This assignment needs submitted in CANVAS each Friday, by 11:59 PM.)

Place an X in the box(es) to indicate which of the following activities you have done this past week.

WEEK #1

	Observe my mentor
	Assist my mentor with non-instructional tasks
	Work with small groups of learners
	Co-plan and/or co-teach with my mentor
	Deliver a lesson that my teacher planned
	Independently plan and deliver a lesson on (or mini-lesson, or introductory segment, etc.)
	Supervise playground, lunch, bus duty, etc.
	Accompany students to an assembly or field trip, etc.
	Talk with a school professional outside of my area (Spec. Ed., Counselor, ESL teacher, HPE teacher, etc.
	Other opportunities: (please specify)
This row must be filled out each week	Summary of your experience (in complete sentences):

REFLECTION ON THIS PAST WEEK'S GOALS:

GOAL 1

1. Copy and paste the Danielson Domain for last week's goal #1 here (see above sections).
2. Copy and paste the component of your chosen Domain that most closely aligns with your goal #1 from last week here (see above sections).
3. Copy and paste goal #1 from last week here (see above sections).
4. What did you do to work toward achieving this first goal?
5. What evidence did you collect to demonstrate your progress toward this goal?

GOAL 2

1. Copy and paste the Danielson Domain for last week's goal #2 here (see above sections).
2. Copy and paste the component of your chosen Domain that most closely aligns with your goal #2 from last week here (see above sections).
3. Copy and paste goal #2 from last week here (see above sections).
4. What did you do to work toward achieving this goal?
5. What evidence did you collect to demonstrate your progress toward this goal?

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM

Student Self-Monitoring Video Assignment

Purpose of the Self-Monitoring Video Assignment

Effective teachers spend on-going time reflecting, self-critiquing, monitoring and adjusting their own instructional practices and performance.

To assist Messiah University students to cultivate the practice of self-monitoring, diagnosing ways to improve, and adjusting practice to effect improvement, this assignment is required of all pre-student teachers in the junior field placement and all student teachers.

Completing the Video Assignments

PART 1:

- The student will plan and teach a lesson, as coordinated with the host teacher. The lesson will be video recorded.
- The student will complete and submit in Canvas the **Video 1 Reflection Sheet**, critiquing his/her performance and the coordinating lesson plan.
- The student will submit the video link in the assignment folder in Canvas. Directions for downloading and uploading are in the assignment.

PART 2:

With goals established in PART 1 of this assignment, the student will plan and teach a lesson, as coordinated with the host teacher. The lesson will be video recorded.

- The student will complete and submit in Canvas the **Video 2 Reflection Sheet**, critiquing his/her performance and the coordinating lesson plan.
- The student will submit the video link in the assignment folder in Canvas. Directions for downloading and uploading are in the assignment.

PART 3:

Once PART 2 is completed, the university supervisor/mentor will meet with the student either before or as part of the final evaluation conference. During this conference, the university supervisor/mentor will help the student reflect on his/her goals and performance in order to support improved future teaching effectiveness.

If in need of assistance, please use this link to submit an IT request:

<http://rt.messiah.edu/SelfService/CreateServiceRequest.html>

Please do NOT post these on any public site such as YOUTUBE or FACEBOOK

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
STUDENT SELF MONITORING ASSIGNMENT
SELF CRITIQUE/RESPONSE FORM FOR FIRST VIDEO RECORDED LESSON

PERFORMANCE AREA	RATING (5=VERY EFFECTIVE, 1=NOT EFFECTIVE)	COMMENTS/IDEAS FOR IMPROVING OF PERFORMANCE CLICK ON BOX BELOW TO ENTER TEXT
1. Lesson was well-planned and student was well prepared	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Lesson pace was appropriate	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Lesson had some content/concepts and reinforcement besides "lecture"	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. All materials were prepared in advance for lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Lesson had distinct components (opening/body/closing)	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Teacher was poised and at ease with group	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Teacher was enthusiastic & inspired interest in topic	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Teacher's voice, speech, and mannerisms were appropriate	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Teacher was able to generate student reactions/comments & incorporate these into lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Teaching technique/approach was effective/appropriate for given audience	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Lesson was adapted to address needs of all learners	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Assessment occurred as part of the lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
13. Based on assessment, it could be determined that learning occurred as a result of this lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
14. Student reactions to teacher	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
15. Student reactions to lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
16. Overall sense of success of lesson	5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Write brief, but thoughtful answers to the following questions.

A) In general, I think the strengths in the final teaching of this lesson were:

B) 3 areas where I really want to focus attention and strive for improvement are: (These will be your identified goals for video 2 of this assignment)

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
STUDENT SELF MONITORING ASSIGNMENT- PART 2
SELF CRITIQUE/RESPONSE FORM FOR SECOND VIDEO RECORDED LESSON

Step A: After the first video recording and self-critique, you set 3 goals for improvement as follows. You've consulted with your cooperating teacher and university supervisor for suggestions as to how to attain these goals, set specific plans/strategies in place to accomplish the goals, and now report on the progress made toward them using the chart below.

GOAL (3 areas identified in self-critique 1)	WHAT I DID TO ATTAIN THIS GOAL	SELF-PERCEIVED PROGRESS TOWARD THIS GOAL
<u>Goal Area 1:</u>		
<u>Goal Area 2:</u>		
<u>Goal Area 3:</u>		

Step B: From your second video, select a 10–15-minute lesson segment that you believe documents progress toward one or more of the goal areas above. Share your progress in a written response below and discuss this video segment with your university supervisor. The supervisor will document completion for the TEP.

Lesson segment and progress toward one or more of the goal areas above:

Messiah University
Instructional Plan Template for
Elementary, Early Childhood, Middle Level, K-12, and Secondary Education
(Including Art, FCS, Modern Languages, Health)

Name: _____ **Subject:** _____
Date: _____ **Topic:** _____
Grade: _____ **School:** _____

A. Instructional Goal (with Learned Capability specified)

B. Pennsylvania Academic Standard(s)

C. Essential Content (only what is necessary to perform the instructional goal)

D. Instructional Objective (Summative Assessment Strategy, same as Part F)

<i>context</i>	
<i>performance:</i> <i>capability</i>	
<i>performance:</i> <i>action</i>	
<i>quality</i>	

E. Instructional Sequence

1. Pre-instructional Phase (preparing learners: attention, motivation, expectancy)
2. Instructional Phase (engaging learners with essential content)
3. Post-instructional Phase (strengthening learning through continued practice)

F. Summative Assessment (Consistent with Instructional Objective, Part D)

[provide any additional details related to implementing the instructional objective]

G. Modifications and Accommodations for Individual Learners

H. Resources

1. Materials
2. Advance Preparations
3. References

I. Daily Lessons (repeat for each daily lesson)

1. Time Estimate
2. Expectancy, Motivation, Interest, Attention (Anticipatory Set)
3. Specific Learning Activities (simply list from Part E)
4. Review, Wrap-up (Closure)

Messiah University Physical Education Lesson Plan Template

*There are directions provided on this form to assist you as you develop lesson plans. These are indicated by **

Student Teacher _____ Cooperating Teacher _____
District _____ School _____
Unit _____ Lesson # _____ Lesson _____
Grades(s) _____ Date(s) _____ Time allotted _____
Facility _____ # of students (M) _____ (F) _____ (Tot) _____

Lesson Objectives – (SMART) cognitive, affective, psychomotor

1. National Standard –
2. State Standard –
 - a. Benchmark – *related to standard (district/school)
 - i. EQ for lesson – *related to Unit EQ and Benchmark

**(when referring to these in plan use 1 for National Standard, 2 for State Standard, and a. for the Benchmark etc.)*

3. Integration (reading, writing, math) – *evident, measurable
4. Vocabulary –
5. Prerequisite(s) – *What must students already know to progress toward the EQs and Benchmark(s) for this particular lesson?
6. Equipment/Supplies – *List items and # of each
7. Safety Procedures –
8. Rain Alternative –
9. Modifications for Differentiation –

Content and Time	Organization, Formations, and Teaching Points	Expected Student Outcomes
*Major categories should be aligned across the 3 columns		
Set up		

Content and Time	Organization, Formations, and Teaching Points	Expected Student Outcomes
Arrival (Time)	<p>This column is for notes in bullets or outline form.</p> <ul style="list-style-type: none"> - Quick glances - Key words/phrases - Include content <ul style="list-style-type: none"> ~organization – equip distribution, transitions etc. ~Formations – location and grouping of students in each step of plan – circles, scattered, lines, squads etc. May diagram ~Teaching points – techniques/tips to remember ~Resources – attach these on separate page – PPT, assessments, handouts etc. - 	<p>What students will know and do.</p> <p>Write these in a SMART format: Specific, Measurable, Attainable, Realistic, Timebound</p>
Attendance (Time)		<p>These are additional cues for writing these outcomes.</p> <p>Action – action verb (e.g. walk, shoot, write etc.)</p> <p>Condition – circumstances, be specific (e.g. in squads, in 4 minutes, etc.)</p> <p>Criteria – measurement tool (e.g. time, distance, completed, accomplished etc.)</p>
Intro (Time)		
PE - Warm-up (Time)		
Review (Time)		
Lesson Focus (Time)		
Application (Time)		
Culminating Activity (Time)		
PE - Stretching (Time)		
Closure (Time)		
Dismissal (Time)		

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
Lesson Plan Template for Music Education: Secondary

Name: _____

Class: _____

Date: _____

Song or Topic: _____

Grade: _____

School: _____

**National Standards
Achieved** (check all that
apply):

- ☐ Singing alone and with others a varied repertoire of music
- ☐ Performing on instruments alone and with others a varied repertoire of music
- ☐ Improvising melodies, variations and accompaniments
- ☐ Composing and arranging music with specific guidelines
- ☐ Reading and notating music
- ☐ Listening to, analyzing, and describing music
- ☐ Evaluating music and music performances
- ☐ Understanding relationships between music, the other arts and disciplines outside the arts
- ☐ Understanding music in relation to history and culture

1. Lesson Focus (concepts and skills to emphasize):

2. Lesson Objectives:

a.

b.

c.

d.

3. Introduction/Motivation

4. Sequence:

a.

b.

c.

d.

e.

5. Review/Wrap-Up:

6. Classroom Setup

7. Materials Needed:

a.

b.

c.

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
INITIAL VISIT PERFORMANCE OBSERVATION FORM & CONFERENCE NOTES
 (for use with Junior/Senior Field Experience at the time of the first On-Site Observation)

Purposes of Initial Visit to Schools by University Supervisor:

1. To establish personal contact with the student, the host teacher, and possible with other building personnel
2. To become acquainted with the classroom environment & climate, learners, logistics of the placement while making an initial assessment of the student's performance as he/she assists the host teacher in working with learners
3. To address questions that the host teacher and/or student may have regarding the experience

The University Supervisor/Mentor will document this first visit by completing this form after discussing topics of interest/orientation with the student & school host.

Student Name	Host Teacher
School/District	Grade Level
Date of Initial Visit	Supervisor
Impressions of Student in the Classroom Setting	
What Was Observed	Supervisor's Comments/Input
Topics Discussed with Host Teacher and/or Student	

MESSIAH UNIVERSITY TEACHER EDUCATION PROGRAM
PRE-STUDENT TEACHING PERFORMANCE OBSERVATION FORM
(for use with all Junior Pre-Student Teaching Field Experience On-Site Observations)

Student Name _____ Date _____ Grade _____
 Level _____

Observer Name _____
 School/District _____
 (University Supervisor or Mentor Teacher)

Use these ratings:

M	<u>Meets expectations:</u>	Student is working at the expected level for the junior field experience. The student will need to <u>continue to develop</u> skills in this area, but is progressing as expected for a junior field experience student.
NI	<u>Needs Improvement:</u>	Student is not working at the level expected of a junior field experience student. Student will need to focus on this area in subsequent observations and/or field experiences in order to be successful in student teaching. A student with multiple areas that need improvement at the end of this pre-student teaching experience will likely need to complete an additional field experience prior to beginning student teaching.
NS	<u>Not Seen:</u>	Particular teacher performance was not able to be observed during this lesson

<i>Area and Specific Performance to be rated:</i>	<i>Rating</i>	<i>Comments/Suggestions</i>
Domain 1: Planning and Preparation		
1a. Demonstrates solid content knowledge		
1b. Focuses instruction on a clearly articulated instructional goal		
1c. Provides sufficient detail in instructional plan to fully support the learning goal for all students		
1d. Prepares support materials which are ready for use at the start of instruction		
1e. References PA Standards		
Domain 2: Classroom Environment		
2a. Approaches classroom management proactively		
2b. Establishes and/or maintains a positive climate for learning		
2c. Identifies and responds to problems in timely/effective manner		
Domain 3: Instructional Delivery		
3a. Engages students as active participants		

3b. Employs effective instructional practices to meet individual students' learning needs		
3c. Uses valid and reliable assessment procedures		
3d. Uses available resources effectively, including media and technology		
3e. Uses vocal inflection, projection, and volume effectively		
Domain 4: Professional Responsibilities		
4a. Uses self-assessment and reflection to improve performance		
4b. Communicates professionally with students and adults		
4c. Exhibits self-confidence and poise		
4d. Meets established deadlines for submission of weekly schedule, instructional plans and other required materials		
4e. Assumes appropriate roles and responsibilities of classroom teacher/aide		

Additional Comments Points for Discussion

Based on our discussion, we have identified the following area to focus on in future teaching opportunities:

Signature _____

Date _____

Student

Signature _____

Date _____

University Supervisor or Mentor Teacher

MESSIAH UNIVERSITY
Teacher Education Program
Pre-Student Teaching Experience Final Evaluation Form
TEP 310, 312, 314, 316, 318

<i>Student:</i>	<i>Semester/Year:</i>	<i>Certification Area:</i>
<i>University</i>	<i>Mentor</i>	<i>Grade</i>
<i>Supervisor:</i>	<i>Teacher:</i>	<i>Level(s):</i>

The following categories are a means of rating the students' performance as compared with program/ certification expectations for all pre-student teaching field experience students. The university supervisor is responsible for the completion of this form with significant input from the mentor teacher. Performance in this pre-student teaching experience, along with other data, will provide a basis for decisions about a student's readiness for the Professional Semester (student teaching).

D	DISTINGUISHED	Notably surpasses expectations for level of performance of a pre-student teacher. Demonstrates exceptional understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher
P	PROFICIENT	Effectively meets expectations for level of performance of a pre-student teacher. Demonstrates significant understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher.
B	BASIC	Adequately meets expectations for level of performance of a pre-student teacher. Demonstrates acceptable understanding of the teaching/learning process; the roles and responsibilities of a teacher; and the knowledge, skills, and attitudes of a beginning teacher
U	UNSATISFACTORY	Does not meet expectations of a pre-student teacher.

I. Planning and Preparation	
A. Demonstrating knowledge of content and pedagogy	
1. Demonstrates command of content knowledge	D P B U
2. Incorporates instructional strategies in lesson plans that are appropriate for the content	D P B U
3. Appropriately references PA Standards	D P B U
B. Demonstrating knowledge of students	
1. Seeks information about learners which is necessary to make sound instructional choices	D P B U
C. Setting instructional outcomes	
1. Sets outcomes that represent high expectations and rigor	D P B U
2. Connects outcomes to previous and future learning	D P B U
D. Demonstrating knowledge of resources	

1. Aligns materials with learning outcomes	D P B U
2. Selects materials that are appropriately challenging	D P B U
3. Materials supplement teachers' content knowledge	D P B U
E. Designing coherent instruction	
1. Designs instruction to engage students and advance them through the content	D P B U
2. Intentionally organizes instructional groups to support student learning	D P B U
3. Develops detailed written plans describing teaching methods to achieve stated objectives	D P B U
F. Designing Student Assessments	
1. Connects assessments to learning outcomes	D P B U
2. Examines results of assessments to guide potential future planning	D P B U
II. Classroom Environment	
A. Creating an environment of respect and rapport	
1. Establishes positive professional rapport with students	D P B U
2. Models and holds students accountable for respecting others and the school environment	D P B U
B. Establishing a culture for learning	
1. Establishes and communicates high expectations for student learning and participation	D P B U
C. Managing classroom procedures	
1. Incorporates routines and procedures to support orderly learning environment	D P B U
2. Leads transitions and directions with little or no loss of instructional time	D P B U
D. Managing student behavior	
1. Establishes and communicates high expectations for student behavior	D P B U
2. Recognizes and deals effectively with discipline problems	D P B U
3. Displays awareness of all student activity in the instructional setting	D P B U
E. Organizing physical space	
1. Arranges classroom to support student learning	D P B U
2. Makes appropriate use of available technology	D P B U

III. Instruction	
A. Communicating with students	
1. Explanations are clear, with appropriate scaffolding and explanations of possible misconceptions	D P B U
2. Conveys enthusiasm about teaching and students	D P B U
B. Using questioning and discussion techniques	
1. Uses appropriate questioning levels and strategies to encourage students to think, question, interact	D P B U
C. Engaging students in learning	
1. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding	D P B U
2. Incorporates creative teaching materials and/or media	D P B U
D. Using assessment in instruction	
1. Integrates formative and summative assessment as an essential component of learning and instruction	D P B U
E. Demonstrating Flexibility and Responsiveness	
1. Adjusts instruction in response to student needs	D P B U
IV. Professional Responsibilities	
A. Reflecting on Teaching	
1. Sets and achieves high expectations for own performance	D P B U
2. Accurately assesses the effectiveness of instructional activities used	D P B U
3. Identifies specific ways in which a lesson might be improved	D P B U
B. Maintaining Accurate Records	
1. Maintains accurate records of student progress	D P B U
2. Establishes priorities to complete responsibilities/assignments/tasks in a timely manner	D P B U
3. Disseminates information about completed and/or missing assignments	D P B U
C. Communicating with families	
1. Regularly makes information about the instructional program available	D P B U
2. Regularly sends home information about student progress	D P B U
3. Develops applicable activities designed to engage families successfully in their cultural norms	D P B U

D. Participating in the professional community	
1. Seeks to develop professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success	D P B U
2. Moves beyond classroom duties by contributing to school initiatives and projects	D P B U
3. Processes verbal, written, and non-verbal communication and responds appropriately	D P B U
E. Growing and Developing Professionally	
1. Readily accepts feedback and uses it for improvement	D P B U
2. Exhibits self-confidence and poise as a teacher	D P B U
3. Demonstrates initiative	D P B U
4. Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback	D P B U
F. Showing Professionalism	
1. Demonstrates sound judgment, integrity, and confidentiality	D P B U
2. Adheres to the PA Code of Professional Practice and Conduct for Educators	D P B U

Specific subjects, grade or ability levels, and/or program experiences for which student teacher was responsible:

Student areas of strength:

Student areas to focus on in preparation for next field experience/student teaching:

Mentor Teacher Signature _____ Date_____

University Supervisor Signature _____ Date_____