

Messiah University
Teacher Education Program
SEMESTER AT A GLANCE – Fall 2025
TEP 312 PRE-STUDENT TEACHING EXPERIENCES

Below are significant events/dates and references that you will want to review in the Pre-Student Teaching Handbook.
The handbook can be found online at www.messiah.edu/teacher, under the “School hosts” tab.

Events/Dates	Activity Description	Notes or References
Students begin T/Th Visits to School Site on 9/16/25	Following on-campus orientation, the pre-student teacher will begin visits to schools.	Clearances, TB Screening, district-specific forms must be on file with TEP Office
Introductory meeting by University Supervisor within the first two weeks of the start of student placement	The university supervisor will schedule an introductory meeting. The purposes of the meeting are to review expectations and to address questions that the pre-student teacher and/or mentor may have.	The university supervisor will complete the INITIAL VISIT PERFORMANCE OBSERVATION FORM on page 26 of the Pre-Student Teaching Handbook.
Identification of Intervention Groups	Mentor teacher identifies students for literacy and math interventions and shares assessment data with pre-student teacher.	See Addendum for TEP 312 on page 2.
Formal Observations	<p>The university supervisor will visit the classroom to formally observe a full lesson being taught at least in part to the whole group of students.</p> <p>The mentor teacher will complete two formal observations during the semester.</p> <p>Both mentors will use the Performance Observation Form for written feedback and conference with the student after each observation.</p>	<p>Both mentors will use the PERFORMANCE OBSERVATION FORM on page 27-28</p> <p>Students are to use the Instructional Planning Templates on page 22, 23, 24, or 25</p>
Video Assignment Video 1 –by 10/16 Video 2 – by 11/20 Part 3 – completed no later than 1 week before final eval	<p>Three part self-assessment activity</p> <p>Part 3 of this assignment may be done in conjunction with the final evaluation conference if planned in advance with the university supervisor.</p>	<p>Assignment and forms on pages 19, 20, 21</p> <p>Reviewed by the university supervisor.</p>
Final Evaluation	Summative evaluation done collaboratively by the mentor teacher and university supervisor and reviewed by the university supervisor with the pre-student teacher in a final conference setting.	Processed electronically (instructions will be sent via email). <i>Forms must be signed electronically.</i> Sample form on page 29-32 Due for TEP Office review by 12/15
<p><i>Note: In addition to the above, the pre-student teachers will:</i></p> <ul style="list-style-type: none"> • <u>Share Individual Competency Inventory(ICI)</u> with university supervisor at start & end of experience; • <u>Teach as much as possible</u> (co-teach with mentor, teach from mentor’s plans, work with small groups, <u>develop and deliver no less than 3 self-created plans</u> using the MU format for planning) • <u>Update Resume and Add at least one artifact</u> (shared with university supervisor) to portfolio by end of semester 		

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Semester at a Glance Addendum for Junior Field Experience Courses
TEP 312 (students in PreK-4 and PreK-4 with Special Education PreK-8 majors)

PreK-4 and PreK-4/Special Education students will be assigned to a grade **K-2** classroom.

Students will be assigned to classrooms/teachers in **pairs**.

Students will be in their field experience placements for the **full school day on Tuesdays and Thursdays** when Messiah University is in session.

In addition to the basic requirements of all junior field experience students described on the Junior Field Experience Overview document, students in these field experiences will **design and/or implement interventions for small groups of K-12 learners** in their assigned classrooms. The K-12 students with whom they work will have been identified by the teacher (using district assessment instruments) as needing intervention (remediation, acceleration, or enrichment) in math and/or literacy. The **assessment data** for the children in this group will be shared with the pre-student teacher in order to illustrate how **assessment data is used to shape specialized instruction**. Times for interventions will be determined by the classroom teacher. The pre-student teacher will do **progress monitoring** and report on students' progress to the classroom teacher.

The Messiah University math and literacy curriculum and instruction faculty will **facilitate hour-long weekly workshops on campus** for the pre-student teachers to provide support **for identifying and planning appropriate interventions** that are aligned with (or identical to) those used by the school. They will also support students in **reflecting** on the implementation of these interventions.

In order to provide the pre-student teachers with experience in both **math and literacy** interventions, students will spend half of the semester working with learners in math and half of the semester working with learners in literacy roughly following the schedule outlined below. In this way, the K-12 learners will receive math and literacy support for the full semester. Based on ongoing assessment of progress, the K-12 learners may be moved in or out of the groups so that group membership could change as the semester progresses.

Mr. Smith's 1st grade class	
Approximate Dates: 9/16-10/23	Approximate Dates: 10/28-12/9
MU student A Working with Elem students 1, 2, 3, 4 in math	MU student A Working with Elem students 5, 6, 7 in literacy
MU student B Working with Elem students 5, 6, 7 in literacy	MU student B Working with Elem students 1, 2, 3, 4 in math