Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the
  packet before submissions. If multiple forms are needed (course addition, course deletion,
  etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program
  revisions and all general education core revisions must be reviewed and approved by the
  Provost and Academic Planning Committee (APC) prior to submission to the Curriculum
  Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month.
  Submit one signed original hard copy and a scanned electronic copy with all signatures
to the Chair of the Curriculum Committee.

1. Originator: Dr. Kurt Eisele / Anne M. Butler
   School of Education: Master's Education Department
   570.408.4058  kurt.eisele@wilkes.edu
   570.408.6814  anne.butler@wilkes.edu

2. Proposal Title: Revision of 4-8 Initial Certification Program Leading to a Master of
   Science in Middle Level Education

3. Check only one type of proposal: (double click on the appropriate check box and change
   default value to “checked”).
   
   □ New Program. (Major or Minor Degree Programs). This requires prior review and approval by
   the Provost and APC.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and
   approval by the Provost and APC.
   □ Program Revision. Significant revisions to a program require review and approval by the
   Provost. The Provost determines if review and approval by APC is necessary.
   □ General Education Revision. Submissions only accepted from the General Education
   Committee (GEC). Must be reviewed and approved by the Provost.
   □ Creation of new departments, elimination of existing department. This requires prior review
   and approval by the Provost and APC.
   □ Course additions or deletions not affecting programs (such as elective courses, transition of
   “topics” courses to permanent courses).
   □ Change in course credit or classroom hours.
   □ Incidental Changes. Includes changes in course/program title, course descriptions, and course
   prerequisites. (Although these changes do require approval by the Curriculum Committee, they
   do not go before the full faculty for approval).
   □ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

___1___ Course Addition Form (plus syllabi) – EDML 5008
_______ Course Deletion Form
_______ Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal is for revision of 4-8 Initial Certification Program leading to a Master of Science in Middle Level Education to reflect requirements mandated by PDE.

Changes include:

- New course, EDML 5008 – Student Teaching Internship in Middle Level Education (6 credits) replacing EDML 5009 – Internship in Middle Level Education (3 credits) to satisfy extra demands and requirements of first-time teachers as required by PDE.
- Increase in program credit requirements from 36 to 39 (reflecting EDML 5008 requirements above)
- Replacing ED 530 -- Using Emerging Technologies to Improve Learning with EDSP 503 – Behavior Management with Field Experience to satisfy PDE requirements for Accommodations and Adaptations for special needs learners. Both ED 530 and EDSP 503 are pre-existing and active courses within the department. No further revision is needed.

On October 9, 2013, the Pennsylvania Department of Education granted Wilkes University approval as a post-baccalaureate, initial certification program provider for grades 4-8 teaching certificates in English/Language Arts, Mathematics, Science, and Social Studies in accordance with new Pennsylvania Chapter 49 mandates. The programmatic changes articulated herein are necessary to meet the PDE requirements.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

NONE. All changes are within programs within the Master’s Education Department.

7. Program Outline. (Not applicable for incidental changes.)
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Post-Baccalaureate 4-8 Initial Certification Program leading to a Master of Science in Middle Level Education: Program Requirements

To be admitted to the program, applicants must:
- Complete the Graduate Education Admission Application, including two letters of reference and official transcripts;
- Have a baccalaureate degree with an overall 3.0 undergraduate GPA from an accredited institution or an advanced degree with an overall 3.0 graduate GPA from an accredited institution;
- Possess a degree in a concentration area selected for certification: Mathematics, the Sciences, English/Communications, or the Social Sciences (18 credits of History courses are required);
- Agree to complete additional coursework if deficiencies are evident after a review of the academic transcript by the program coordinator;
- Provide current & valid clearances: Act 34 State Police Criminal Record Check, Act 151 Child Abuse History Clearance, Act 114 FBI Fingerprint Check all showing “no record,” and a signed Act 24 of 2011 certification.

- **Upon acceptance into the program, students must:**
  - Register for and successfully complete the initial course: EDML 5000 Foundations of the Education Profession with an earned 3.0 GPA in the course. This course is required in the first semester of the program for initial certification students and has a 30-hour face-to-face field experience in addition to online coursework.

- **Prior to enrollment in the Middle Level Professional Practice course, EDML 5008, students must:**
  - Maintain an overall graduate GPA of 3.0 in the program;
  - Complete the Middle Level Professional Practice Application and have an approved middle level mentor teacher;
  - Provide valid, current clearances and other documentation as required by the host school;
  - Provide proof of professional liability insurance covering the conditions of student teaching.

To be recommended by the University for 4-8 certification, the student must:
- Successfully complete the PDE approved EDML program with an overall GPA of 3.0;
- Complete all field hours;
- Successfully complete a student teaching experience with evidence of completion using the PDE 430: PA Statewide Evaluation Form for Student Professional Knowledge & Practice;
- Maintain Good Moral Character through the program’s coursework and field work, so that Wilkes University can correctly affirm the student possesses the personal qualities and professional knowledge and skill which warrant issuance of the requested certificate.

To be approved for 4-8 certification:
- The PDE will approve the student’s application for certification after receiving a recommendation from the University and after receiving evidence of passing scores on the Middle Level 4-8 Core Assessment composed of three subtests: pedagogy (test code 5153), English Language Arts and Social Studies (5154), and Mathematics and Science (5155); and passing scores on the 4-8 Subject Concentration Assessment in one of the following: Social
Studies (5157), English/Language Arts (5156), Mathematics (5158), or Science (5159) (administered by ETS).

- The University can recommend a student for certification prior to passing the Praxis based on meeting the requirements for GPA, Good Moral Character, and program completion; however, testing requirements must be met to be certified by the PDE.
Program Sequence: 39 credits (each course is 3 credits unless noted)
For applicants who have an undergraduate degree or the completion of 18 credits of undergraduate coursework in the selected subject concentration area of Mathematics, English, Science, or Social Studies (History):

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Course Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Education Requirements: 15 credits</strong></td>
<td></td>
</tr>
<tr>
<td>ED 520</td>
<td>Using Assessment to Guide Instruction</td>
</tr>
<tr>
<td>ESL 506</td>
<td>Teaching the Four Skills: Reading, Writing, Listening, &amp; Speaking (15-hour field)</td>
</tr>
<tr>
<td>EDSP 501</td>
<td>Special Education Methodology I with Field Experience (20-hour field)</td>
</tr>
<tr>
<td>EDSP 503</td>
<td>Behavior Management with Field Experience (20-hour field)</td>
</tr>
<tr>
<td>EDAM 5049</td>
<td>Content Reading</td>
</tr>
<tr>
<td>**Middle Level</td>
<td>Professional Practice Requirements: 15 credits**</td>
</tr>
<tr>
<td>EDML 5000</td>
<td>Foundations of the Education Profession (30-hour field)</td>
</tr>
<tr>
<td>EDML 5001</td>
<td>Teaching Adolescent Learners at the Middle Level (15-hour field)</td>
</tr>
<tr>
<td>EDML 5007</td>
<td>Development of the Adolescent Learner at the Middle Level (15-hour field)</td>
</tr>
<tr>
<td>EDML 5008</td>
<td>Student Teaching Internship in Middle Level Education 6 credits (Final Semester: 12 weeks student teaching</td>
</tr>
<tr>
<td><strong>Middle Level Core Knowledge Requirements: 9 credits (Select courses not in concentration area)</strong></td>
<td></td>
</tr>
<tr>
<td>EDML 5002</td>
<td>Mathematics in Middle Level Education</td>
</tr>
<tr>
<td>EDML 5003</td>
<td>Science in Middle Level Education</td>
</tr>
<tr>
<td>EDML 5004</td>
<td>Literacy &amp; Language Arts in Middle Level Education</td>
</tr>
<tr>
<td>EDML 5005</td>
<td>Social Studies in Middle Level Education</td>
</tr>
</tbody>
</table>

** Academic Subject Concentration Requirements**
- Additional coursework could be required from the following courses, after a review of the applicants' transcripts. Applicants would be informed of additional coursework requirements as part of the admission process.
- If applicants do not have a degree in the selected academic subject concentration area or have evidence of successful completion of a minimum of 18 credits of coursework in the selected academic subject concentration, 18 additional graduate credits in the subject concentration would be required. These requirements could also include the core knowledge course in the applicants' concentration area: EDML 5002, 5003, 5004, or 5005.

**Graduate Education**

**Middle Level Mathematics**
| EDML 5010      | Number Theory in Middle Level Education |
| EDML 5011      | Measurement Concepts in Middle Level Education |
| EDML 5012      | Data Analysis, Probability, & Statistics in Middle Level Education |
| EDML 5013      | Algebraic Concepts in Middle Level Education |
| EDML 5014      | Geometry Essentials in Middle Level Education |

**Middle Level Science**
| EDML 5020      | Inquiry and Literacy in Middle Level Science |
| EDML 5022      | Life Sciences in Middle Level Education |
| EDML 5023      | Physical Sciences in Middle Level Education |
| EDML 5024      | Earth & Space Sciences in Middle Level Education |
| EDML 5025      | Chemical Science in Middle Level Education |

**Middle Level English/Language Arts**
| EDML 5030      | Adolescent Literature |
| EDML 5031      | Literary Forms & Media Literacy in Middle Level Education |
| EDML 5032      | Reading Strategies in Middle Level Education |
| EDML 5033      | Teaching & Evaluating Writing I in Middle Level Education |
| EDML 5034      | Teaching & Evaluating Writing II in Middle Level Education |

**Middle Level Social Studies**
| EDML 5040      | U.S. History in Middle Level Education |
| EDML 5041      | Geography in Middle Level Education |
| EDML 5042      | Government & Civics in Middle Level Education |
| EDML 5043      | World History in Middle Level Education |
| EDML 5044      | Fundamentals of Economics in Middle Level Education |
CHANGES:

- Program sequence changed from 36 to 39 credits
- EDML 5008 – Student Teaching Internship – NEW course replacing EDML 5009 – Internship in Middle Level Education
- EDSP 503 – Behavior Management with Field Experience replaces ED 530 – Utilizing Emerging Technologies to Improve Learning
- Academic Subject Concentration Requirements articulated in program sequence for clarity; these are not new, but now appear in the sequence for transparency
- Passing Praxis tests no longer required prior to EDML 5008, as per PDE policy
- Recommendations for certification changed to reflect PDE policy: candidates will be recommended based on GPA, good moral character, and program completion
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the
     proposal and that adequate resources (library, faculty, technology) are available to
     support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this
     proposal” and a signed statement should be attached to this submission.

Dr. Diane Polachek
Chair, Undergraduate Education
Signature Date

Dr. Kurt Eisele
Director of Graduate (Master’s Level) Education
Signature Date

Dr. Mary Kropiewnicki
Chair, Graduate (Doctoral Level) Education
Signature Date

Dr. Rhonda Waskiewicz
Interim Dean, School of Education
Signature Date

Ms. Susan Hritzak
Registrar
Signature Date

Teresa M. Wright
Provost (For new programs, significant revisions and revisions to the General Education
Program revisions only).
Teresa M. Wright
Signature Date

Provost should check here ___ if this proposal is a program revision AND the significance
of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name Signature Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the
provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name Signature Date
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Student Teaching Internship in Middle Level Education

2. Course Number: EDML 5008

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours __6__  Lab Hours ____
   Other ______

4. Course Prerequisites: Successful completion of all required EDML program coursework

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   EDML 5008 Student Teaching Internship in Middle Level Education  Six credits
   This is the culminating course for middle level certification (4-8). Students seeking initial Pennsylvania teaching certification will apply their knowledge of middle-level content and research-based practices in the field by working with young adolescents. Prerequisites: Successful completion of all required EDML program coursework.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Mission

The mission of Graduate Education at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, Graduate Education seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDML 5008</td>
<td>Student Teaching Internship in Middle Level Education</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
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<tbody>
<tr>
<td>online</td>
<td></td>
<td>online</td>
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</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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<tbody>
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</table>

Course Description from Graduate Bulletin

EDML 5008 Student Teaching Internship in Middle Level Education 6 credits

This is the culminating course for middle level certification (4-8). Students seeking initial Pennsylvania teaching certification will apply their knowledge of middle-level content and research-based practices in the field by working with young adolescents. Prerequisites: Successful completion of all required EDML program coursework.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-O000B). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You will find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

Required Textbook(s) & Readings


Recommended Reading List or Resources

Association for Middle Level Education. (2010). *This we believe: Keys to educating young adolescents.* Westerville, OH: author.


Websites:

Association for Middle Level Education: [http://www.amle.org/](http://www.amle.org/)

Pennsylvania Middle School Association: [http://pmsaweb.org/](http://pmsaweb.org/)


**Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study;
2. effective written and oral communication skills and information literacy using an array of media and modalities;
3. practical, critical, analytical, and quantitative reasoning skills;
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity; and
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served; and
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Middle Level Program Outcomes (EDMLPO)
1. The student will strengthen content and process knowledge in the chosen academic specialization.
2. The student will acquire and apply research-based pedagogical knowledge to practice that has been found to be most effective with diverse middle level learners in the chosen academic specialization.
3. The student will apply knowledge of instructional strategies and sound educational practice focused on meeting the needs of diverse adolescent learners in a middle school environment.

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<table>
<thead>
<tr>
<th>Student Learning Objectives &amp; Evidence of Student Learning</th>
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<tbody>
<tr>
<td>The students will:</td>
</tr>
<tr>
<td>ISLO</td>
</tr>
<tr>
<td>SELO</td>
</tr>
<tr>
<td>GEPO</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1. Apply theoretical perspectives on ISLO 1, 2, 3</td>
</tr>
</tbody>
</table>

Wilkes University  
Course Syllabus 10.25.2012
<table>
<thead>
<tr>
<th>2. Demonstrate understanding of the developmental processes of adolescents in the design and implementation of middle level practices and programs</th>
<th>ISLO 1, 2, 3, 4, 5, 6, 7</th>
<th>Online Discussions Synchronous Sessions Observations of Teaching (PDE 430)</th>
<th>PC A3, E 6, 9, F 2, 3, III F</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Identify the learning needs and levels of young adolescent learners through the administration of varied assessments and use assessment data to plan and adjust instruction</td>
<td>ISLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Online Discussions Lesson Plans e-Portfolio Evidence and Reflections</td>
<td>PC A4, 5, 7, 8, B4, E2, 5</td>
</tr>
<tr>
<td>4. Demonstrate effective lesson planning and delivery that meets the needs of adolescents through the use of differentiated instructional practices and the application of specific instructional strategies appropriate to the specific content area</td>
<td>ISLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Online Discussions Synchronous Sessions UbD Lesson Plans 1-4 Internship Log &amp; Task Analysis Observations of teaching (PDE 430)</td>
<td>PC B5, E1, 3, 7, 8, 10, F 1, 4, 6, 9</td>
</tr>
<tr>
<td>5. Develop lessons that address the PA academic standards, currently in effect, for the specific content area and grade level of students being taught</td>
<td>ISLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Online Discussions UbD Lesson Plans 1-4 Observations of teaching (PDE 430)</td>
<td>PC A3, E 6, 9, F 2, 3, III F</td>
</tr>
<tr>
<td>6. Apply research-based strategies to promote social inclusion, achieve effective classroom management and discipline, and incorporate classroom practices that are most appropriate for young adolescents</td>
<td>ISLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Online Discussions Synchronous Sessions UbD Lesson Plans 1-4 Internship Log &amp; Task Analysis Observations of teaching (PDE 430)</td>
<td>PC A6, E4, 10, G 1, 2, 3</td>
</tr>
<tr>
<td>7. Plan and use best practices and demonstrate professionalism when communicating and collaborating with students, parents, fellow teachers, and other professionals to support adolescent development</td>
<td>ISLO 1, 2, 3, 4, 5, 6, 7</td>
<td>Online Discussions Synchronous Sessions UbD Lesson Plans 1-4 Internship Log &amp; Task Analysis Observations of teaching (PDE 430)</td>
<td>PC B6, C 1, 2, 3, H1-6</td>
</tr>
</tbody>
</table>

**Key to Middle States Competencies addressed in assignments.**

Written communication (WC)
Student Teaching Internship Placement Requirements and Procedures

Students should submit the Professional Practice Application (Appendix A) during the semester prior to Student Teaching Internship so appropriate arrangements can be made. Although a student teaching intern may request specific placement, final decisions regarding student teaching internship assignment rest with the Program Coordinator. Teachers are selected and assigned as cooperating teachers based upon the following criteria:

• At least three years of teaching experience, one of which is in the school to which the teacher candidate is assigned
• A teaching assignment appropriate to the subject competency of the teacher candidate
• Recommended by the principal and/or school-district administrators

Wilkes University and the host school will establish a Memorandum of Understanding regarding the student teaching internship placement, with signed copies retained in the office of the Program Coordinator.

The student teaching intern must provide copies of the following documents to the Program Coordinator. The student teaching intern should retain the original documents, and may be asked to provide them to the host school as a requirement of student teaching:

• Complete clearance packet, indicating “no record exists” and being valid for the entirety of the student teaching internship (clearances are valid for one year from date of issuance):
  • Act 114 -- FBI Criminal Record Check (fingerprinting)
  • Act 34 – PA Criminal History Background Check
  • Act 151 – PA Child Abuse History Clearance
  • Act 24 – Arrest and Conviction certification sheet
• Evidence of a negative TB test – may be obtained from your family physician or via the Wilkes University Student Health and Wellness Services
• Proof of liability insurance – may be available as an endorsement to a renters or homeowners policy; may also be obtained privately or through professional organizations such as PSEA

Host schools may require additional documentation, such as a health form or photo ID. Students should be prepared to provide these upon request.

Course Requirements

1. Online Discussions (WC) (CA&R) 6 points each

Students in the internship experience will post and reply to other interns throughout the internship semester on a bi-weekly basis to discuss current issues related to middle level education and teaching young adolescents, as well as to share their experiences, ideas, and resources on a range of topics addressing the practical and theoretical aspects of curriculum design and delivery, instructional planning, and the use of varied assessments to guide instruction.
### Discussion Rubric

<table>
<thead>
<tr>
<th>Posting Your Discussion</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes a substantial post with clear connections to readings or research</td>
<td></td>
</tr>
<tr>
<td>Provides a clear explanation</td>
<td></td>
</tr>
<tr>
<td>Shares own professional experiences based on the readings</td>
<td></td>
</tr>
<tr>
<td>Uses graduate level writing: punctuation, grammar, and spelling is checked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding to Discussions</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads classmates' posts and asks a related question or relates to own experience</td>
<td></td>
</tr>
<tr>
<td>Is respectful of other's opinions</td>
<td></td>
</tr>
<tr>
<td>Suggests a solution or provides additional information</td>
<td></td>
</tr>
<tr>
<td>Uses graduate level writing: punctuation, grammar, and spelling is checked</td>
<td></td>
</tr>
</tbody>
</table>

2. **Synchronous Sessions (OC, TC)** 12 pts each

On several occasions, students will be required to attend a live synchronous session via Skype, Webex, or other video- or audio-conferencing technology. The dates for these sessions are listed on the course syllabus; students are expected to make themselves available for these sessions. Synchronous sessions will be held after school in late-afternoon or evening hours, so as not to interrupt the student teacher’s school day. No session will last longer than an hour and a half.

The keys to successful conferencing are planning and communication. Planning encompasses the technical aspects—checking connection, preparing tools, and the content-management aspects—setting up schedule, planning the presentation piece(s) to which you have been assigned, and so forth. The communication aspect includes clarity of both presentation and content, as well as basic conversation etiquette.

The first videoconference will occur during the first three weeks of your student teaching and will be a whole-group session. The purpose of this videoconference is for student teachers to share their beginning teaching experiences and solicit feedback from others. To prepare for this session, students should spend time in self-reflection: what successes have you encountered? What challenges do you face? Is teaching what you expected it to be? Do you feel prepared to move forward? Are there any specific obstacles or problems with which your peers may be able to help?

At mid-point of the semester, the course instructor will schedule one-on-one conferences with each student to review the student teacher’s progress in the student teaching experience. The course instructor will review both the cooperating teacher’s and university supervisor’s evaluations of the student teacher, and the video- or audio-conference will provide an opportunity for the course instructor to assist the student teacher in articulating areas of needed improvement, setting performance goals, and determining
needed steps to reach those goals. Students should prepare for their individual conferences by reviewing their performance reviews, reflecting on successes and weaknesses of recent lessons, and determining two or three goals for the second half of the student teaching experience.

The final whole-group conference will occur during the last three weeks of the student teaching semester. The purpose of this final gathering is similar to the first whole-group session. Students will prepare a short (five minute) presentation detailing one obstacle or unexpected issue that arose during the student teaching experience, how the student teacher dealt with the situation, a self-reflection report indicating how the student teacher would handle the situation differently should it occur again, and a question for the large group asking for feedback. The course instructor may also ask student teachers to react and respond to current issues, trends in education, or specific situations during this discussion.

**Assessment:** Synchronous Conference Rubric

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepar for the discussion.</td>
<td>Prepar for the discussion.</td>
<td>Minimally prepared for discussion. Remarks and questions show superficial preparation.</td>
<td>Does not prepare for discussion; No remarks or questions are put forth.</td>
</tr>
<tr>
<td></td>
<td>Remarks and questions show thoughtful self-reflection.</td>
<td>Remarks and questions show appropriate self-reflection.</td>
<td>Technology issues may be present.</td>
<td>Technology issues may be present.</td>
</tr>
<tr>
<td></td>
<td>Technology is tested before conference.</td>
<td>Technology is tested before conference.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Shares mostly substantive comments.</th>
<th>Shares some substantive comments.</th>
<th>Shares a few substantive comments.</th>
<th>Shares no substantive comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engages fully with peers, offering many substantive comments in response to those made by others.</td>
<td>Engages with peers, offering some substantive comments in response to those made by others; a few comments may be superficial.</td>
<td>Engages with peers, offering a few substantive comments; many comments may be superficial.</td>
<td>Engages minimally with peers; most comments are superficial.</td>
</tr>
<tr>
<td></td>
<td>All comments are supported with appropriate, logical evidence.</td>
<td>Most comments are supported with appropriate, logical evidence.</td>
<td>Some comments are supported with appropriate, logical evidence.</td>
<td>Comments are not supported with appropriate, logical evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Acts with respect towards topic and peers; following rules of conversation etiquette at all times.</th>
<th>Acts with respect towards topic and peers; follows rules of conversation etiquette at all times.</th>
<th>Acts with respect toward peers; may exhibit some immaturity in thinking and/or behavior. Most rules of conversation</th>
<th>Acts with respect toward peers; exhibits general immaturity in thinking and/or behavior. Sometimes adheres to basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep on topic at all times during the discussion.</td>
<td>Keeps on topic at all times during the discussion.</td>
<td>Etiquette are followed, but there may be interruptions or talking over others.</td>
<td>Rules of conversation.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>All comments advance the argument.</td>
<td>Most comments advance the argument.</td>
<td>Keeps on topic for most of the discussion.</td>
<td>Does not keep on topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments sometimes advance the argument.</td>
<td>Comments generally hinder the conversation.</td>
<td></td>
</tr>
</tbody>
</table>

All assignments listed below will be deposited by the student in an electronic portfolio

2. Instructional Practice

A. Internship Log with Task Analysis (WC, OC, CA&R):
You will develop and maintain a log detailing the hours and the tasks performed during the twelve-week student teaching experience. See Appendix B. You will work with your cooperating teacher to determine how you will assume duties and responsibility for the classroom. A suggested timeline is included in the Student Teaching Internship Handbook.

You should classify your daily work into categories:
- Observation – when you are observing your cooperating teacher or other teachers
- Planning – when you are preparing lessons, checking and reviewing assessments, conferencing with your cooperating teacher or university supervisor, and so forth
- Participating – covers all of the non-instructional duties during which you are actively engaged or taking a leadership role, including lunch and recess duties, attending meetings, helping with field trips or class parties, supervising study halls, etc.
- Teaching -- is the instructional time including large-, small-group, and one-on-one instruction

Have your cooperating teacher sign this log weekly; Upload this document to the dropbox every other week for instructor review.

Upload the entire log, including totaled hours in each category, at the end of the internship to the dropbox and to your electronic portfolio.

B. 1-4. UbD Lesson Plans (WC, OC, CA&R, TC, IL):
While it is required that daily plans are developed throughout the internship, you will construct a minimum of 4 instructional plans using the UbD Framework aligned to applicable academic standards for the content and grade level taught. Refer to SAS, Kellough & Kellough Chapters 5 & 6, as well as other content-related materials from previous EDML courses (See Appendix C & D for the UbD Lesson Plan and Rubric).
Upload each lesson plan to the dropbox and to your electronic portfolio.

3. Observations of Teaching (WC, OC, TC, CA&R):
A minimum of two observations will be conducted by a university supervisor to assess the attainment of required PDE competencies using the PDE 430: PA Statewide Evaluation Form for Student Professional Knowledge & Practice.

The cooperating teacher will complete at least four formal evaluations using the attached form (See Appendix E). Both the cooperating teacher and student teaching intern will sign each completed form; the university supervisor will review these during the on-site visits.

The cooperating teacher will complete a formative and summative evaluation of the intern based on the criteria contained on PDE 430 (See Appendix F & G). The evaluation instruments will be provided to the intern at the beginning of the internship course. Evaluation results will be shared with the intern and reviewed with the intern by the university supervisor.

4. Electronic Portfolio (WC, TC, CA&R, IL):
Throughout your student teaching internship, you will build an e-portfolio in response to the question: How does your teaching impact student learning? The e-portfolio is divided into five sections, corresponding to the field and student teaching competencies articulated by PDE: Planning and Preparation, Classroom Environment, Instructional Delivery, Professional Conduct, and Assessment.

You should select and upload evidence for each section of the e-portfolio. Additionally, you will compose a 1-2 page reflection or introduction to the evidence for each section, including your decision-making process rooted in research, a description of the evidence, and a reflection on your growth and success in each area. (See Appendix H)
Appendix A: Professional Practice Application
Wilkes University
Professional Practice Application
Middle Level Field Experience and Student Teaching

THIS FORM MUST BE SUBMITTED TO YOUR PROGRAM COORDINATOR
BEFORE REGISTERING FOR A COURSE CONTAINING A FIELD EXPERIENCE
SPRING COURSES – Submit this form before OCTOBER 15
FALL COURSES – Submit this form before APRIL 15

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>WIN (Wilkes ID Number)</td>
</tr>
<tr>
<td>Home Address</td>
</tr>
<tr>
<td>City, State ZIP</td>
</tr>
<tr>
<td>Primary Phone</td>
</tr>
<tr>
<td>Secondary Phone</td>
</tr>
<tr>
<td>Preferred Email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preferred Internship Placement Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Name</td>
</tr>
<tr>
<td>Institution Address</td>
</tr>
<tr>
<td>City, State ZIP</td>
</tr>
<tr>
<td>Institution Phone</td>
</tr>
<tr>
<td>Principal / Head of Institution</td>
</tr>
</tbody>
</table>

Have you established a relationship with this school? (For example, have you completed prior field experience in the school, or do you have family members who attend the school?)

YES / NO

If YES, please explain:

What is the school’s policy for placing field experience students and/or student teachers? (Check with the district office.) Are there deadlines to which Wilkes needs to adhere?
What clearances and/or other documentation will be required for you?

- Act 151 – Child Abuse History Clearance
- Act 34 – PA State Police Criminal Record Check
- Act 114 – FBI Fingerprint Check
- Act 24 of 2011 – Arrest/Conviction Report and Certification
- TB Test
- Other (explain)

To whom should these clearances be sent OR must you present the original documents in person?

*Mentor Teacher Information – if you have not made arrangements with a specific teacher, please leave this section blank.*

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Grade/Subject / School building</td>
<td></td>
</tr>
<tr>
<td>Is this an inclusive setting?</td>
<td>Includes children with and without special needs YES / NO</td>
</tr>
</tbody>
</table>

*The mentoring teacher must have a minimum of three years of successful teaching experience under the certification which the student is seeking (grade level and/or subject). This will be verified by the university upon submission of this application.*

*Please indicate a second placement choice, should your preferred site not be available:*

<table>
<thead>
<tr>
<th>Institution Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Address</td>
<td></td>
</tr>
<tr>
<td>City, State ZIP</td>
<td></td>
</tr>
<tr>
<td>Institution Phone</td>
<td></td>
</tr>
<tr>
<td>Principal / Head of Institution</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Wilkes University Middle Level Internship Log

Semester/Year:          Intern's Name:          Page:
Course:                 Intern's Signature:      Date:
Total Hours:            Mentor's Signature:      Date:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Time/Hours</th>
<th>Task Description &amp; Analysis (summarize similar tasks and analyses)</th>
<th>PDE (4-8) Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Title:

Stage 1: Desired Results
Understandings
- What will students understand (about what big ideas) as a result of the unit? “Students will understand that…”

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Knowledge &amp; Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</td>
<td>- What is the key knowledge and skill needed to develop the desired understandings?</td>
</tr>
<tr>
<td></td>
<td>- What knowledge and skill relates to the content standards on which the unit is focused?</td>
</tr>
</tbody>
</table>

Stage 2: Assessment Evidence
What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

Performance Task Summary
- Self-Assessments

Rubric Titles
- Other Evidence, Summarized

Stage 3: Learning Activities
- What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one? Use the WHERE TO acronym to consider key design elements.

<table>
<thead>
<tr>
<th>W</th>
<th>Where are we going? What is expected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>How will we hook the students?</td>
</tr>
<tr>
<td>E</td>
<td>How will we equip students for expected performances?</td>
</tr>
<tr>
<td>R</td>
<td>How will we rethink or revise?</td>
</tr>
<tr>
<td>E</td>
<td>How will students self-evaluate and reflect their learning?</td>
</tr>
<tr>
<td>T</td>
<td>How will we tailor learning to varied needs, interests, and learning styles</td>
</tr>
<tr>
<td>O</td>
<td>How will we organize the sequence of learning?</td>
</tr>
</tbody>
</table>

Appendix D: UBD Lesson Plan Rubric
<table>
<thead>
<tr>
<th>UBD Component</th>
<th>Exemplary (meets the standard of excellence and demonstrates exemplary understanding and implementation of the framework)</th>
<th>Meets Most Requirements (meets the acceptable standard by demonstrating understanding of the framework but not excellent implementation)</th>
<th>Emerging (needs additional work to be acceptable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points for each category as listed in column below</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Essential Question &amp; Big Ideas/Enduring Understanding Points</td>
<td>The essential question is a big idea or core concept and is global in nature.</td>
<td>The essential question is important but may be described as an important knowledge or skill.</td>
<td>Essential question is narrow and can be answered with one correct answer.</td>
</tr>
<tr>
<td>Big Ideas/Enduring Understandings</td>
<td>Describes the most important understandings that will emerge from the instruction. These understandings are useful and valid in authentic settings outside of school.</td>
<td>Lists topic goals that are too specific and could be unit objectives. They are not connected to authentic situations.</td>
<td>Big Ideas/Enduring understandings read as goals or objectives</td>
</tr>
<tr>
<td>Learning Objectives &amp; Alignment to Standards &amp; Anchors</td>
<td>Lists the objectives students must meet in order for the enduring understandings to develop. Knowledge and skills are applied and the verbs indicate areas of understanding and the implementation of the framework.</td>
<td>Objectives clearly stated but all of the elements needed to provide the needed knowledge and skills for the enduring understandings have not been included. Skills are clearly different than knowledge.</td>
<td>Unclear and do not link to the essential questions or enduring understanding. Knowledge and skills and appear the same or are limited.</td>
</tr>
<tr>
<td>Goals and Objectives include: Understanding Essential Questions Knowledge &amp; Skills</td>
<td>PA Academic Standards and Assessment Anchors</td>
<td>Standards and anchors are thorough and linked to the learning objectives.</td>
<td>Appropriate standards &amp; anchors are identified but some links to the standards or anchors may be missing.</td>
</tr>
<tr>
<td>Assessment Strategies</td>
<td>Varied Assessment Strategies</td>
<td>Sound assessment strategies are integrated in addition to the key assessment that will provide the identified evidence that the goals and objectives have been met. Includes a variety of strategies, e.g. formative, summative, benchmark and/or diagnostic as well as portfolios, rubrics, performance tasks, peer review or culminating projects.</td>
<td>Measures tasks, standards and objectives and includes different strategies. May or may not be clearly linked to learning objectives and assessment anchors. May be only project-based or fairly traditional.</td>
</tr>
<tr>
<td>Acceptable Evidence</td>
<td>Rubric or other assessment</td>
<td>Rubric or other assessment</td>
<td>No clear assessment tool</td>
</tr>
<tr>
<td>Learning Activities reflect the following key elements:</td>
<td>Learning activities reflect objectives, standards, and anchors and support student success on assessment.</td>
<td>Learning activities do not clearly support the objectives or assessments. May not include elements 1, 2, or 3.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1) Research Based Instructional Strategies</td>
<td>Each activity reflects objectives and supports attainment of the standards and anchors and the assessments.</td>
<td>Learning activities reflect objectives, standards, and anchors and support student success on assessment.</td>
<td></td>
</tr>
<tr>
<td>2) Big Ideas, Concepts, and Competencies</td>
<td>All key elements are included within the learning activities.</td>
<td>Some but not all of the key elements are clearly identified or fully described to meet the objectives and standards.</td>
<td></td>
</tr>
<tr>
<td>3) Technology integration or hands-on instructional techniques (labs)</td>
<td>Learning activities are framed around research-based instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points Earned (out of 21 possible points) |
### Appendix E – Cooperating Teacher Lesson Observation Form

**Student Teacher Observation Form**  
(adapted from PDE 428 and the New Teacher Center at University of California, Santa Cruz)

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's Working</td>
<td>Current Focus – Challenges – Concerns</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Teacher's Next Steps (include dates for completion)**

<table>
<thead>
<tr>
<th>Coordinating Teacher's Next Steps (include dates for completion)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Next observation date: _______________  
Focus: _______________

*Please check the specific component(s) under each domain that you observed/ discussed today*

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Classroom Environment</th>
<th>Instruction</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of content and pedagogy</td>
<td>Expresses high and clear</td>
<td>Communicates clearly and accurately</td>
<td>Adheres to school procedures related to attendance, punctuality, and the like</td>
</tr>
<tr>
<td></td>
<td>expectations for student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of students</td>
<td>Establishes a culture for</td>
<td>Uses questioning and discussion</td>
<td>Accepts feedback in a professional manner and responds accordingly</td>
</tr>
<tr>
<td></td>
<td>learning for all students</td>
<td>techniques to enhance student learning</td>
<td></td>
</tr>
<tr>
<td>Selects appropriate instructional goals / objectives</td>
<td>Maintains appropriate and</td>
<td>Engages all students in learning</td>
<td>Maintains accurate records of student progress</td>
</tr>
<tr>
<td></td>
<td>respectful interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>between teacher and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and between students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of resources to enhance teaching and learning</td>
<td>Manages classroom procedures and routines</td>
<td>Provides consistent and timely feedback to students</td>
<td>Establishes supportive and cooperative relationships with colleagues</td>
</tr>
<tr>
<td>Designs instruction aligned to goals featuring adaptations for individual student needs</td>
<td>Manages student behavior</td>
<td>Uses informal and formal assessments to meet learning goals and to monitor student learning</td>
<td>Establishes supportive and cooperative relationships with families</td>
</tr>
<tr>
<td>Assesses student learning aligned to goals and adapted to student needs</td>
<td>Organizes physical space</td>
<td>Demonstrates flexibility and responsiveness to student needs</td>
<td>Demonstrates professionalism through personal appearance and presentation</td>
</tr>
</tbody>
</table>

Wilkes University  
Course Syllabus 10.25.2012  
page 24 of 39
Appendix F: WILKES UNIVERSITY FORMATIVE EVALUATION OF INTERNSHIP
[Based on PDE Form 430] (page 1)

Intern Teacher ___________________________ Dates _______________________
Mentor Teacher __________________________ School ______________________
Completed by University Course Instructor ____________________________________

Please rate the candidate on the following scale and criteria:

I. PLANNING AND PREPARATION

A. Demonstrates knowledge of content and pedagogy
B. Recognizes and meets student learning needs
C. Selects and writes appropriate goals and well sequenced lesson plans
D. Communicates understanding of PA academic standards
E. Uses appropriate methods, lessons and technology
F. Assesses student learning aligned to goals as adapted to student needs
G. Applies principles of learning to lesson plan design

II. CLASSROOM ENVIRONMENT

A. Creates a positive inclusive classroom atmosphere
B. Encourages student achievement and quality work
C. Revised equitable learning opportunities for students
D. Establishes effective classroom routines which maximizes instructional time
E. Develops clear standards of conduct and effective management of student behavior
F. Attends to neatness, orderliness and student safety
G. Establishes and maintain rapport with students

WILKES UNIVERSITY
FORMATIVE EVALUATION OF INTERN TEACHER (page 2)

III. INSTRUCTIONAL DELIVERY
A. Communicates content effectively  
B. Demonstrates knowledge of method and techniques for instruction  
C. Implements goals and content that reflect PA standards  
D. Communicates procedures and explanation of content  
E. Follows planned lesson sequence, allowing for appropriate pacing and flexibility  
G. Speaks clearly, audibly and correctly  
H. Uses materials, resources or technology for instruction  
I. Is responsive and flexible in meeting student learning needs  
J. Provides feedback to students on their learning  
K. Uses informal and formal assessments to meet goals and monitor student progress  

IV. PROFESSIONALISM

A. Understands school and district procedures and regulations  
B. Maintains accurate records  
C. Demonstrates interest in school and district events  
D. Demonstrates ethical behavior and integrity  
E. Communicates effectively with students, school personnel and parents  
F. Accepts and acts on feedback  
G. Is punctual and reliable  
H. Reflects on teaching  
I. Cultivates professional relationships with colleagues

Evaluator Signature

Date Signed

COMMENTS:
From: Mentor Teacher

School District

Phone

Date

Building

Email

Re: Intern Teacher

Teaching Assignment

Grades Taught

Subjects Taught

Students Taught

Other (conferences, in-services, faculty meetings)

Recommendation:

_____ Recommend highly

_____ Recommend

_____ Recommend with reservation

_____ Not recommended
WILKES UNIVERSITY SUMMATIVE EVALUATION OF INTERN
[Based on PDE Form 430] (page 2)

Intern Teacher ___________________________ Dates ___________________________

Mentor Teacher ___________________________ School Entity ___________________________

Please rate the candidate on the following scale and criteria:

I. PLANNING AND PREPARATION

A. Demonstrates knowledge of content and pedagogy
B. Recognizes and meets student learning needs
C. Selects and writes appropriate goals and well sequenced lesson plans
D. Communicates understanding of PA academic standards
E. Uses appropriate methods, lessons and technology
F. Assesses student learning aligned to goals as adapted to student needs
G. Applies principles of learning to lesson plan design

II. CLASSROOM ENVIRONMENT

A. Creates a positive inclusive classroom atmosphere
B. Encourages student achievement and quality work
C. Revised equitable learning opportunities for students
D. Establishes effective classroom routines which maximizes instructional time
E. Develops clear standards of conduct and effective management of student behavior
F. Attends to neatness, orderliness and student safety
G. Establishes and maintain rapport with students

WILKES UNIVERSITY
SUMMATIVE EVALUATION OF INTERN TEACHER (page 3)

III. INSTRUCTIONAL DELIVERY

A. Communicates content effectively
B. Demonstrates knowledge of method and techniques for instruction
C. Implements goals and content that reflect PA standards
D. Communicates procedures and explanation of content
E. Follows planned lesson sequence, allowing for appropriate pacing and flexibility
G. Speaks clearly, audibly and correctly
H. Uses materials, resources or technology for instruction
I. Is responsive and flexible in meeting student learning needs
J. Provides feedback to students on their learning
K. Uses informal and formal assessments to meet goals and monitor student progress

IV. PROFESSIONALISM

A. Understands school and district procedures and regulations
B. Maintains accurate records
C. Demonstrates interest in school and district events
D. Demonstrates ethical behavior and integrity
E. Communicates effectively with students, school personnel and parents
F. Accepts and acts on feedback
G. Is punctual and reliable
H. Reflects on teaching
I. Cultivates professional relationships with colleagues

Mentor Teacher Signature

Date Signed

Comments:
Appendix H: MLE Student Teaching e-Portfolio and Reflections

Student teaching interns will keep an e-portfolio of their impact on student learning during their student teaching experience. The purpose of the e-portfolio is for the student teaching intern to demonstrate his/her competency in each of the following areas. Each section of the e-portfolio should begin with a written reflection of the evidence included. This 2-3 page reflection should describe the included evidence and justify how it relates to the assigned competency, including why the student teaching intern chose to include it in the e-portfolio. Finally, each reflection should cite at least two example of research to support the student teaching intern’s choices.

Evidence may include, but is not limited to:

- Lesson plans and/or unit plans
- Video- or audio-recorded lessons
- Examples of student work
- Assessments and resulting data analysis
- Teacher-created handouts, activities, projects, etc.
- Photographs
- Diagrams, drawings, maps
- Classroom rules, attendance records, behavior plans, and other managerial documents
- Evaluations completed by the mentor teacher, local administrator, or university supervisor
- Communication logs
- Personal/professional journal entries

*Please ensure that any identifying information is removed to maintain confidentiality

E-portfolio sections

Student teaching interns should provide a written reflection (introduction) and evidence for each of the following six areas of competence:

A. Planning and Preparation. The candidate:

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
2. Constructs all instructional plans to align with PA PreK-12 Academic Standards.
3. Plans instruction that is responsive to the age and/or related characteristics of the students.
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
6. Assesses existing resources and creates and/or accesses instructional resources appropriate for learners under their responsibility.

B. Classroom Environment. The candidate:
1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Engages in proactive communication with families and community contacts.
6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.

C. Instructional Delivery. The candidate:
1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
4. Uses instructional technology and assesses its impact on student learning.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
8. Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
10. Accesses communication technologies to communicate with families regarding student progress.

D. Professional Conduct. The candidate:
1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
4. Avoids inappropriate relationships, conduct and contact with students.
5. Applies safety precautions and procedures.
6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.

E. Assessment. The candidate:
1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
3. Applies interpretations to inform planning and instruction for groups and individual students.
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students.
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).
7. Assesses their own professional growth through focused self-reflection.

F. Knowledge of Diverse Learners. The candidate:
1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.
2. Promotes a positive learning environment that values and fosters respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Supports the growth and development of all students, particularly those traditionally underserved.
5. Communicates with and engages families, caregivers and the broader community.

OPTIONAL
Because this e-portfolio can be shared externally and can be a valuable resource when the candidate is seeking employment, the e-portfolio should include an introductory section, containing any of the following:
- Letter of introduction from the candidate
• Resume
• Copies of current, valid clearances
• Reference letters – from cooperating teacher, host administrator, university supervisor, university instructor, or others who can attest to competence in the classroom
• Philosophy of education statement
• Copies of diplomas, certificates, transcripts

Graduate Education Course Policies

Attendance Policy:

Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. Discussions cannot be “made-up” after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts.

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all extension due dates are assumed to be absolute unless prior permission for an extension has been granted.

Course Expectations and Late Work Policy:

All coursework will be completed in a manner consistent with the high expectations of a graduate student. All required assignments and discussion postings are to be submitted by the due date and time provided by the instructor. Late discussions are not accepted and result in 0 points. Late submission of assignments may result in a deduction of up to 25% for the assignment.

Required Reference Format:

All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

APA Online References:
http://apastyle.apa.org/
http://owl.english.purdue.edu/owl/resource/560/01/
## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

## Course Technology Integration

**Technology Integration:** This course will take place in an online environment. The students will be responsible to communicate synchronously and asynchronously with colleagues and faculty as specified by the instructor. It is the student's responsibility to correspond with the instructor if he/she is experiencing difficulty with a technical component of the coursework. All communication should be sent via the Wilkes learning management system and Wilkes email.

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.
Wilkes Graduate Education Program Policies

Academic Honesty:
Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal. For more specific information, please refer to the Student Handbook at: http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf

Identity Authentication:
1. The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:
Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

Library Access:
Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more. An excellent resource to support graduate education students in research, writing (including APA & writing conventions can be found at http://wilkes.libguides.com/gradeducation.
The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at http://www.wilkes.edu/pages/662.asp and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

**Writing Support:**
The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/pages/765.asp.

**Act 48:**
Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: https://www.perms.ed.state.pa.us/

**Special Needs:**
Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: 408-4153
# Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units and Weeks</th>
<th>Topic(s) &amp; Readings</th>
<th>Discussions &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong>&lt;br&gt;Week 1</td>
<td>Internship Orientation  &lt;br&gt;Review of syllabus &amp; Requirements</td>
<td>Online Discussions  &lt;br&gt;Internship Log</td>
</tr>
<tr>
<td><strong>Unit 2</strong>&lt;br&gt;Weeks 2-3</td>
<td>Kellough &amp; Kellough Chapter 1  &lt;br&gt;Kellough &amp; Kellough Chapters 4, 8, &amp; 9</td>
<td>Online Discussions  &lt;br&gt;Synchronous Session #1  &lt;br&gt;Cooperating Teacher Observation #1  &lt;br&gt;Internship Log (week 3)</td>
</tr>
<tr>
<td><strong>Unit 3</strong>&lt;br&gt;Weeks 4-5</td>
<td>Kellough &amp; Kellough Chapter 7  &lt;br&gt;Observation of teaching</td>
<td>Online Discussions  &lt;br&gt;University Supervisor Observation #1  &lt;br&gt;Internship Log (week 5)</td>
</tr>
<tr>
<td><strong>Unit 4</strong>&lt;br&gt;Weeks 6-7</td>
<td>Kellough &amp; Kellough Chapters 5 &amp; 6  &lt;br&gt;Formative evaluations will be reviewed with intern</td>
<td>Online Discussions  &lt;br&gt;Synchronous Session #2  &lt;br&gt;(Individual conference)  &lt;br&gt;UbD Lesson Plan 1  &lt;br&gt;Cooperating Teacher Observation #2  &lt;br&gt;Internship Log (week 7)</td>
</tr>
<tr>
<td><strong>Unit 5</strong>&lt;br&gt;Weeks 8-9</td>
<td>Observation of teaching</td>
<td>Online Discussions  &lt;br&gt;UbD Lesson Plans 2 &amp; 3  &lt;br&gt;Cooperating Teacher Observation #3  &lt;br&gt;University Supervisor Observation #2  &lt;br&gt;Internship Log (week 9)</td>
</tr>
<tr>
<td><strong>Unit 6</strong>&lt;br&gt;Weeks 10-12</td>
<td>Praxis II Study Guides (Middle Level &amp; Content)  &lt;br&gt;Summative evaluations will be reviewed with intern</td>
<td>Online Discussions  &lt;br&gt;Synchronous Session #3  &lt;br&gt;UbD Lesson Plan 4  &lt;br&gt;Cooperating Teacher Observation #4  &lt;br&gt;Completed Internship Log  &lt;br&gt;e-Portfolio + Reflections  &lt;br&gt;All assignments are to be uploaded to the dropbox and to the electronic portfolio</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Official title as listed in the most current University Bulletin

2. Course Number: As listed in the most current University Bulletin

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours_______   Lab Hours_______   Other_______

4. Effective date of course deletion (semester/year)

___________________________________________
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

| Course Number: | ____________________________ |
| Course Title: | ____________________________ |

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
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<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong> (Indicate classroom, lab or “other” hours.)</td>
<td></td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Course Description** (as proposed for Bulletin)

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.