

# A GUIDE FOR THE SECONDARY EDUCATION PROGRAM



Education Program's website:

<https://upb.pitt.edu/teacher-education-program>

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## Table of Contents

<a href="#">Mission Statement</a> .....	3
<a href="#">Goals of the Secondary Education Program</a> .....	4
<a href="#">Requirements for Students</a> .....	5
<b>Course Specific Requirements</b> .....	7
<a href="#">EDUC 1307 Secondary Methods</a> .....	6
<a href="#">EDUC 1334 Literacies across the Middle and Secondary Curriculum</a> .....	6
<a href="#">Field Placement Documentation</a> .....	8
<a href="#">Lesson Appraisal Form</a> .....	9
<a href="#">Lesson Reflection Rubric</a> .....	11
<a href="#">Lesson Plan Template</a> .....	12
<a href="#">Lesson Plan Rubric</a> .....	14
<a href="#">Professional Dispositions Inventory</a> .....	16

## Mission Statement of the Education Program

The University of Pittsburgh at Bradford is a student-focused and inclusive educational community dedicated to the education of students in a world of rapid political, economic, scientific, and cultural change. The Education Program seeks to graduate Middle and Secondary school teachers who have content knowledge, sound pedagogical strategies, knowledge of the history and structure of middle and secondary schools and demonstrate competencies of theory and practice in education that prepare them to become responsible and productive citizens of a globally connected and sustainable world who value and embrace diverse perspectives and are innovative facilitators of learning in a diverse world.

The Education Program accomplishes this by:







- ✓ helping students acquire communication, information-gathering, critical thinking skills and technological proficiency.
- ✓ requiring education students to follow Pitt-Bradford's General Education curriculum requirements, the same requirement for all majors. This ensures every student graduates with an appreciation and understanding of the many other fields of study that affect our understanding of the human experience.
- ✓ promoting collaboration among classmates, faculty and master teachers and administrators in area school districts.
- ✓ providing cross-curricular collaboration within our program and with area school districts.
- ✓ providing field based experiences through the entire education curriculum.
- ✓ designing culturally affirming, relevant and sustaining learning experiences that will foster real world experiences.
- ✓ demonstrating the code of ethics required of educators.

The University of Pittsburgh at Bradford provides program completers with a foundation for lives that are both professionally fruitful and personally satisfying.

*Mission Statement Revised February 2023*

[Back to Table of Contents](#)

## Goals of the Secondary Education Program

-  To provide the student with a range of instructional methods, classroom management, best practices, and research methods to address the needs, interests, and challenges associated with adolescents and teen culture.
-  To provide the student with supervised experiences in planning lessons, experimenting with advanced technology, and evaluating learners' progress to stimulate leadership characteristics in their content areas.
-  To provide the student with planned experiences in analyzing his/her own teaching performances and using feedback from others to enhance and refine his/her teaching skills.
-  To provide the student with instructional methods that address reading, writing, speaking, listening, critical thinking skills and learning styles of 21<sup>st</sup> century adolescents.
-  To guide and nurture the student as he/she develops confidence when working with middle and secondary students and colleagues who work with 21<sup>st</sup> century adolescents.
-  To encourage students to apply a range of the methods, classroom management, observational strategies, and best practices in their field experiences to maximize the learning sequence and prepare them for student teaching.

[Back to Table of Contents](#)

## **Requirements for Students**

Each course includes a statement in its syllabus and information on Courseweb that outlines the field placement, expectations of the course, and documents for field observations.

Two courses in the Secondary Education Program include field experiences to satisfy Stage 3 requirements and meet 150 hours. Secondary Methods, scheduled in the fall semesters, includes 70 hours (35 hours in a middle school and 35 hours in a secondary school). Literacies across the Middle and Secondary Curriculum, scheduled in spring semesters, includes 80 hours in a middle or secondary school. The student will conduct an Action Research project with a middle or secondary student in the Literacies across the Middle and Secondary Curriculum. These courses are taken once the candidate has been admitted to the Secondary Education Certification Program.

Due to the nature of when content courses are scheduled by other departments, field hours are scheduled around the times those courses are offered. Students receive grades for the field placements in each course.

### **Expectations**

Students are expected to dress professionally and conservatively without showing skin, tattoos, or facial piercings. An Education Program name badge must be worn at all times.

Dr. William Clark, Assistant Professor of Secondary Education, must be notified of any excused absence, along with the cooperating teacher. Make-up hours may be required to meet the PDE requirement.

Students keep a log of each placement in Secondary Methods and Literacies across the Middle and Secondary Curriculum. Logs include the information from the Suggested Field Observation Guidelines and Finished Classroom Observation Summary. The Action Research Project is designed with a timeline, reporting guidelines and assessments of each meeting with the subject.

### **Journal**

Keep a journal of observations and reflections while working in the field. Each entry should be dated and neatly written as a record of your experiences. Use suggestions from the Field Observation Guidelines. The last journal entry must be a self-evaluation and reflection of the overall field block experience using the Finished Classroom Observation Summary as a guide. The journal will be reviewed by the instructor.

PLEASE NOTE: Do NOT refer to students by name when writing classroom observations as it is a violation of confidentiality.

### **PDE Competencies**

Students keep records of when and how PDE Competencies (Based on the Charlotte Danielson Framework of Teaching) are met from Ed Practicum II through courses in their year before student teaching.

## Course Specific Requirements

### **EDUC 1307 Secondary Methods**

This course introduces candidates to instructional design, actual instruction, and classroom climate for secondary content areas. The course includes field experience to acquaint students with various educational settings as well as the roles and responsibilities of teachers in schools.

To coordinate schedules with content courses, field hours are designed in three week blocks with a one week transition period between the placements. During the field block time, one class day each week is scheduled as a field day where students are presenting lessons in the field to at least three classes at the middle and secondary levels. This is in addition to other days scheduled to satisfy the criteria.

#### **Assignments**

*Interview an adolescent and a teacher or member of the learning support staff:*

Candidates will conduct interviews and an activity to discover, identify and share what an adolescent knows about a specific content area, and the teaching philosophy of a specific educator in the school.

*Four lesson plans:*

Candidates will create and present four lesson plans that use methods introduced in the course that are related to the student's content. Lessons include a classroom management plan and PA Core Standards, as well as those in specific content areas.

*Final Project:*

Candidates will create a model of their first lesson as a student teacher. The project includes a 15-minute presentation in class with supporting material.

*Field experiences:*

Candidates will attend **35 HOURS IN MIDDLE SCHOOL - 35 HOURS IN SECONDARY SCHOOL.**

Candidates design, deliver and assess lessons using a specific method for two to three consecutive classes. The lesson plans must be approved and initialed by the cooperating teacher and the course instructor before teaching. Candidates will also report on the school's culture, administrative structure and resources available for instruction.

*Three written reflections:*

Candidates will write three reflections on their learning in the field, in readings and in class. Candidates are to accomplish a set of PDE teacher competencies.

### **EDUC 1334 Literacies across the Middle and Secondary Curriculum**

The course is structured in four parts:

*Part I - Understanding literacies, cultures, school systems and the adolescent student*

*Part II - Before reading/writing*

*Part III – During reading/writing*

*Part IV – After reading/writing*

#### **Assignments**

Candidates will create a lesson plan for each part of the course. Each lesson plan uses literacy strategies related to the candidates' content. Lessons include PA Core Standards, as well as those in the specific content areas.

*The final project:*

Action Research: Candidates will design and apply 2 literacy strategies that can be used for instruction. Candidates need to address Pre and During **or** During and Post strategies. Candidates will share information on their field placement students, the rationale for selecting the strategies, an overview of how they would be implemented to address specific literacy concerns observed in the field or a student they worked with in the field. The Action Research project will have two elements (paper and presentation).

*Field experiences:*

Candidates will attend **80 HOURS IN A MIDDLE SCHOOL OR A SECONDARY SCHOOL**. Candidates will report on how literacy is incorporated or addressed by the teacher. Candidates will design, deliver and assess lessons using literacy strategies. The lesson plans must be approved and initialed by the cooperating teacher and the course instructor before teaching.

*Reflections:*

A self-reflection of each lesson will be written.

Candidates will also research, design, implement and assess and Action Research Project to address the need(s) of an adolescent student in the candidate's content.

[Back to Table of Contents](#)

# University of Pittsburgh at Bradford

## FIELD PLACEMENT DOCUMENTATION FORM

This is to certify that \_\_\_\_\_ successfully completed a field placement  
(name of student)  
in the \_\_\_\_\_ at \_\_\_\_\_.  
(grade) (name of school)

DATE	SIGNATURE OF TEACHER	AMOUNT OF TIME SPENT
1.		Hours
2.		Hours
3.		Hours
4.		Hours
5.		Hours
6.		Hours
7.		Hours
8.		Hours
9.		Hours
10.		Hours
	<b>Total Hours</b>	

Student Signature \_\_\_\_\_

Date \_\_\_\_\_



# University of Pittsburgh at Bradford

## Education Program

### APPRAISAL OF FIELD LESSON AND EXPERIENCE

STUDENT \_\_\_\_\_ GRADE/SUBJECT \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER \_\_\_\_\_ SCHOOL \_\_\_\_\_

#### Category I: Lesson Planning and Preparation –

Teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher made plans and set goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Category	Exemplary - 3 Points	Superior - 2 Points	Satisfactory - 1 Point	Unsatisfactory - 0 Pts
<b>Criteria for Rating</b>	The teacher candidate demonstrated exemplary knowledge of content, standards, students and pedagogy in preparation of the lesson.	The teacher candidate showed adequate knowledge of content, standards, students and pedagogy in preparation of the lesson.	The teacher candidate showed minimal knowledge of content, standards, students and pedagogy in preparation of the lesson	The teacher candidate showed no knowledge of content, standards, students and pedagogy in preparation of the lesson
<b>Rating</b> (Indicate with √)				
<b>Comments</b>				

#### Category II: Classroom Environment –

Teacher candidate established and maintained a purposeful and equitable environment for learning, in which students felt safe, valued, and respected, by instituting routines and setting clear expectations for behavior.

- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom procedures resulted in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Ability to establish and maintain rapport with students

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Pts
<b>Criteria for Rating</b>	The teacher candidate <i>consistently</i> demonstrated indicators of performance.	The teacher candidate <i>usually</i> demonstrated indicators of performance.	The teacher candidate <i>adequately</i> demonstrated indicators of performance.	The teacher candidate <i>rarely</i> demonstrated indicators of performance.
<b>Rating</b> (Indicate with √)				
<b>Comments</b>				

**Category III – Instructional Delivery –**

Teacher candidate showed through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies

- Instructional goals reflected Pennsylvania standards
- Communication of procedures and clear explanations of content
- Use of instructional goals showed a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies encouraged many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Effective use of technology

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Pts
<b>Criteria for Rating</b>	The teacher candidate <i>consistently</i> demonstrated indicators of performance.	The teacher candidate <i>usually</i> demonstrated indicators of performance.	The teacher candidate <i>adequately</i> demonstrated indicators of performance.	The teacher candidate <i>rarely</i> demonstrated indicators of performance.
<b>Rating</b> (Indicate with √)				
<b>Comments</b>				

**Category IV – Professionalism –**

Teacher candidate demonstrated qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

- Effective communication, both oral and written with students and colleagues
- Professional dress and behavior

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Pts
<b>Criteria for Rating</b>	The teacher candidate <i>consistently</i> demonstrated indicators of performance.	The teacher candidate <i>usually</i> demonstrated indicators of performance.	The teacher candidate <i>adequately</i> demonstrated indicators of performance.	The teacher candidate <i>rarely</i> demonstrated indicators of performance.
<b>Rating</b> (Indicate with √)				
<b>Comments</b>				

**Additional Comments on back:**

**Thank you.**

Name of Teacher \_\_\_\_\_ Email: \_\_\_\_\_

## Field Lesson Reflection Rubric

Student's Name \_\_\_\_\_

CATEGORY	4 - Distinguished	2- Proficient	0 - Basic	Score
<b>Content and connections</b>	The reflection defines and supports his/her progress of applying information from the course when preparing and delivering the lesson in the field.	The reflection defines his or her progress of delivering the lesson in the field.	The writer merely critiques the field lesson.	
<b>Classroom Management</b>	Teacher candidate has a clear and well organized classroom management plan that was appropriate for adolescents and incorporated into the actual lesson.	Teacher candidate has a clear classroom management plan, but it was not incorporated into the actual lesson.	Teacher candidate does not have a clear and well organized classroom management plan.	
<b>Evidence and Examples</b>	Teacher candidate shares examples from the field of how students responded to the lesson and specific explanations.	Teacher candidate shares examples, but gives no explanations.	Teacher candidate merely critiques the field lesson.	
<b>Self-Reflection</b>	Teacher candidate shares what worked well and what could be improved with specific examples.	Teacher candidate shares what only worked well or what could be improved with specific examples.	Teacher candidate does not share what worked well or what could be improved.	
<b>Grammar, Spelling, punctuation</b>	Teacher candidate makes no errors in grammar, spelling, or punctuation that distract the reader from the content.	Teacher candidate makes 1-2 errors in grammar, spelling, and/or punctuation that distract the reader.	Teacher candidate makes more than 3 errors.	

**Comments:**



NAME OF TEACHER CANDIDATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

LESSON SUBJECT / TOPIC: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_

**1. STANDARDS**

**2. OBJECTIVES**

**3. BLOOM'S TAXONOMY OF OBJECTIVES**

**4. UNIVERSAL DESIGN FOR LEARNING (UDL) GUIDELINES**

**5. SEQUENCE OF LEARNING AND ASSOCIATED ACTIVITIES (Identify the objective each sequence of learning component is addressing)**

- a) PRIOR KNOWLEDGE
- b) ANTICIPATORY SET
- c) MODELING
- d) GUIDED PRACTICE
- e) INDEPENDENT PRACTICE
- f) CHECKING FOR UNDERSTANDING
- g) CLOSURE
- h) HOMEWORK

**6. DIFFERENTIATION**

Higher Level Extension Teaching Strategy:

Lower Level/Reteaching Strategy:

**7. EVIDENCE OF SPECIAL CRITERIA APPLICATION**

**8. ASSESSMENT**

Formative Assessment/s:

Summative Assessment/s:

**9. INDIVIDUAL INSTRUCTOR CRITERIA**

**10. TEACHER CANDIDATE LESSON PLAN REFLECTION**

EDUCATION DEPARTMENT - LESSON PLAN RUBRIC

LESSON PLAN	POINTS POSSIBLE	POINTS RECEIVED
<b>Standard(s) and Objective(s)</b>		
Provided each of the applicable PA Core Standards and Anchor as well as any other required standard/s.	1	
Objectives aligned with selected standard/s and were written in Mager's format.	1	
The appropriate Bloom's taxonomy of objectives was identified and rationale for each one was provided.	1	
The appropriate multiple intelligences were identified and rationale for each one was provided.	1	
The appropriate UDL Guidelines were identified and rationale for each one was provided.	1	
<b>Materials and Supplies</b>		
A complete list of materials needed to teach the lesson was provided. Copies of all utilized assessments, handouts, etc. was attached.	1	
The technology/media implemented during the lesson plan was described.	1	
<b>Strategies/Methods of Teaching</b>		
Referred to the students' prior content area knowledge when introducing the lesson.	1	
Created an <i>engaging and interactive</i> anticipatory set that aligned with the lesson objective/s.	1	
Demonstrated an <i>engaging and interactive</i> model of the lesson plan outcome.	1	
Demonstrated an <i>engaging and interactive</i> guided practice activity that aligned with the lesson plan objective/s.	1	
Demonstrated an <i>engaging and interactive</i> independent practice activity that aligned with the lesson plan objective/s.	1	
Explained checking for understanding strategies during different lesson plan checkpoints.	1	
Demonstrated an <i>engaging and interactive</i> closure activity that aligned with the lesson plan objective/s.	1	
Created an <i>engaging</i> homework assignment that reinforced the lesson plan objective/s.	1	
<b>Differentiation Strategies</b>		
Created a higher-level extension that met the lesson objective/s.	1	
Created a lower-level extension activity that met the lesson objective/s.	1	

<b>Evidence of Special Criteria Application</b>		
Discussed student/s exceptional needs and the implication for instruction.	1	
Described instructional or classroom adaptations that needed to be addressed.	1	
If the teacher candidate was aware of a student who had an IEP, accommodations that would need to be met were described and followed in the lesson plan.	1	
<b>Assessment</b>		
Provided a detailed description of the specific formative assessment(s) to be implemented along with their objective alignment. Included the assessment(s) within the lesson plan.	1	
Provided a detailed description of the specific summative assessment(s) to be implemented. Included the assessment(s) within the lesson plan	1	
Formative assessment performance criteria were identified.	1	
Summative assessment performance criteria were identified.	1	
<b>Individual Instructor Criteria</b>		
Followed the individual instructor's specific content criteria.	1	
<b>Lesson Plan Reflection</b>		
Reflected on how to choose and align standards with objectives.	1	
Reflected on the choice and development of instructional strategies and their complementary activities.	1	
Discussed their checking for understanding technique/s effectiveness.	1	
Described and discussed their formative assessment/s effectiveness.	1	
Reflected on and discussed what went well in the lesson plan and areas that needed to be improved upon.	1	
<b>Professional Demeanor, Skills, and Abilities</b>		
Lesson plan and supporting material adhered to correct composition, grammar, spelling, and punctuation rules.	1	
Professional attire was worn during the lesson plan presentation.	1	
Professional language was used during the lesson plan presentation and during professional discussions.	1	
Assisting students with classwork or redirecting misbehavior was observed.	1	
The provision of a warm, accepting classroom environment was observed.	1	
<b>TOTAL SCORE</b>	<b>35</b>	

**Discussion – Areas of Strength**  
**Discussion – Areas of Growth**

# University of Pittsburgh at Bradford Education Program

NAME OF STUDENT:

COURSE:

NAME OF EVALUATOR:

DATE:

**Please add any comments on the bottom of the page, especially if a ranking of “N” is given.**

## PROFESSIONAL DISPOSITIONS INVENTORY

Dispositions should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students. The dispositions, briefly described, have been aligned to the domains and components of the Charlotte Danielson Framework for Teaching (2007) that forms the core of the knowledge base within the teacher education unit conceptual framework. The following rubric provides a synthesis and summary evaluation of the candidate’s professional dispositions.

**D = Distinguished: Strives for excellence and is above average in character trait**

**P = Proficient: Demonstrates expected levels of the character trait**

**N = In need of improvement: Behavior or attitude lacking or below expected levels**

PROFESSIONAL DISPOSITIONS	D	P	N
<b>Ability to accept constructive criticism graciously:</b> Candidate listens carefully to feedback, responds by making suggested changes, views feedback as an opportunity for growth, and does not act defensively or make excuses. <i>(Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement ~ Danielson).</i>			
<b>Enthusiasm &amp; Engagement:</b> Candidate demonstrates enthusiasm for course content and willingly participates in group discussions and class activities. <i>(Student teachers initiate or adapt activities and projects to enhance their understanding. Teachers should promote and support curiosity in students and encourage active inquiry ~ Danielson).</i>			
<b>Persistence:</b> Candidate demonstrates the commitment to task completion at a high level of competency even when faced with challenges. <i>(Teachers should be committed to mastering best practices informed by sound theory ~ Danielson)</i>			
<b>Organization:</b> Candidate demonstrates efficient and effective organizational skills. <i>(Teachers establish and monitor routines, procedures ..., and the efficient use of time. ~ Danielson)</i>			
<b>Self-reflection:</b> Candidate reflects on his/her personality traits and professional skills, understand how these may affect others, and identify strategies for improvement. <i>(Teachers should recognize that professional reflection combined with experience leads to professional growth ~ Danielson).</i>			
<b>Resourcefulness:</b> Candidate develops, utilizes, and shares with others a wide range of personal and professional resources in professional endeavors. <i>(Teachers should be professionally active lifelong learners ~ Danielson).</i>			



<b>Honesty and Integrity:</b> Candidate models personal and academic integrity, takes responsibility for his or her actions, is truthful and honest when dealing with parents, students, faculty and staff, and acts for the good of the school and university community. <i>(Teachers should exercise sound judgment and ethical professional behavior, including online activity, that models personal and academic integrity ~ Danielson).</i>			
<b>Diversity:</b> Candidate demonstrates the belief that all children can learn and shows respect for all forms of diversity. <i>(Teachers should be sensitive to individual differences among students. Interact effectively and respectfully to promote understanding of students' varied cultural traditions and learning strengths and needs ~ Danielson).</i>			
<b>Respect for others:</b> Candidate develops and maintains collegial and respectful relationships that encourage sharing, planning and working together and appreciates the various attitudes, beliefs, ideas and opinions of others. <i>(Teachers should interact with their students, colleagues, administrators, parents, and community members with courtesy, civility and support that represents a positive role model ~ Danielson).</i>			
<b>Self-reliance:</b> Candidate looks to him/herself first to solve problems drawing on his or her own abilities and knowledge for solutions. <i>(Teachers should demonstrate procedures to increase self-awareness, self-control, self-reliance, and self-esteem in students and themselves ~ Danielson).</i>			
<b>Preparedness:</b> Candidate thoroughly and consistently prepares for classes and field experiences. Candidate submits assignments and field reports by established due dates. <i>(Teachers should model dedication and professionalism by punctual class attendance, active and respectful participation, completion of readings and assignments, and overall performance in courses ~ Danielson).</i>			
<b>Professionalism:</b> Candidate follows the requirements of the school and university in terms of timeliness, dress, grooming and demonstrates full commitment to the field of education and is eager to take on and fulfill responsibilities. <i>(Teachers should model appropriate grooming and dress. Teachers model appropriate oral and written language ~ Danielson).</i>			
<b>Communication:</b> Candidate demonstrates appropriate and professional communication skills (i.e. email, telephone).			

**Comments:**

#### Benchmark Courses

- ❖ EDUC 0204 Introduction to Education
- ❖ EDUC 0235 Instructional Design
- ❖ EDUC 1307 Secondary Methods
- ❖ EDUC 1318 Early Math Foundations
- ❖ EDUC 1325 Development of Exceptional Children
- ❖ EDUC 1345 Educational Theories and Practices
- ❖ HPEDU 1400 Methods of Teaching Physical Education

**Any instructor can complete a dispositions inventory at any time he/she feels it is necessary.**