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| **Neumann Letterhead.jpg****STUDENT TEACHING HANDBOOK****for****EARLY ELEMENTARY (PK – 4)****&** **SPECIAL EDUCATION (PK – 8)****&****SECONDARY EDUCATION (GRADES 7 – 12)****CERTIFICATIONS****NEUMANN UNIVERSITY****SCHOOL OF EDUCATION****&****HUMAN SERVICES****Dr. Amy Hoyle****Dean, School of Education and Human Services****Dr. Richard A. Cunningham****Coordinator of Student Teaching****cunningr@neumann.edu****610-558-5636****Dr. Cynthia Ferraro, Student Teacher Placement Specialist****ferraroc@neumann.edu****610-558-5577** |

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| **Neumann University****School of Education and Human Services****Student Teaching Handbook**This handbook contains pertinent information about the policies, procedures and requirements associated with the student teaching experience, and serves as the official guide for all participants in that process, including cooperating teachers, field supervisors, and students enrolled in EDU461, EDU462, ECE490, and EDU497.**Questions or comments concerning information contained in the manual should be directed to the Office of Field Experience & Certification:****Dr. Richard Cunningham, Coordinator of Student Teaching** **Rm#323, Rocco Abessinio Building,****610.558.5636****Revised 2016 by Richard Cunningham, Ed.D. & Cynthia A. Ferraro, Ph.D.****Adapted, in part, from:** **PSU Student Teacher Handbook, Kutztown University Student Teacher Handbook, and Widener University Student Teacher Handbook** |

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**I. TEACHER EDUCATION AT NEUMANN UNIVERSITY**

**A. OVERVIEW OF TEACHER PREPARATION PROGRAMS**

The School of Education and Human Services offers programs leading to certification in Early Elementary Education (Grades PK-4), in conjunction with Special Education certification (Grades PK-8), and Secondary Education (Grades 7-12: English, Social Studies, and General Science/Biology), in coordination with the University’s Division of Arts and Sciences. All teacher certification programs are approved by the Pennsylvania School of Education. Students who successfully complete the dual major in the Early Elementary Education and Special Education will be eligible for the Instructional I certificate upon completion of all required certification tests. Students completing an appropriate major in the School of Arts and Sciences will be eligible for the Instructional I certificate in Secondary English, Social Studies, Mathematics, or General Science/Biology (7-12) upon completion of all required certification tests.

Teacher Education at Neumann emphasizes the liberal arts as the foundation for academic and professional development. Therefore, the professional component of teacher education combined with the liberal arts in a curriculum which seeks to develop the student's habits of intellectual curiosity and inquiry; the ability to use the results of inquiry to seek change; and professional ideals and values consonant with those of Christian humanism and for the purpose of serving the diverse populations and learning needs of today and the future.

The professional education component of the programs includes specialized study of the foundations of educational theory and principles and methods of teaching and learning, combined with field experience. In addition, students may complete an approved minor in a related academic discipline or interdisciplinary area. Thus, provision is made for beginning professional competence in a variety of learning environments. Students have the opportunity to participate in a cooperative education program to gain career-related experience in a variety of educational settings.

Field experiences are a part of nearly every education course and of some allied requirements; thus, students are involved in actual practice situations from the beginning of their studies through the culminating fourteen-week professional practicum. Settings for field experience vary and include public, parochial and other private schools, pre-schools and early learning centers. Several courses make specific use of Neumann's state-accredited Child Development Center. Also, learning places other than schools and childcare settings, such as museums, institutes, parent education centers and specialized facilities are used for field experience opportunities. The practicum or student teaching experience is divided into two seven-week placements, with a focus on both the typical and atypical classroom.

It is expected that the School of Education will generate an educational program which will result in the preparation of professional teachers who have a strong understanding of child development and are aware of the basic styles of learning and how to use the current methods and teaching styles to promote student growth, learning, and development. The program will prepare the teacher candidate to sit for the appropriate Pennsylvania Educator Certification Tests (PECT) and become state-certified, and thus qualified, to practice in the profession.

<http://www.pa.nesinc.com/PageView.aspx?f=GEN_Tests.html>

<http://www.pa.nesinc.com/>

<http://www.ets.org/praxis/pa>

**B. PLACEMENT PROCEDURES**

The placement of student teachers is a complicated process involving many individuals. The following is a set of guidelines have been established to insure the most professional and beneficial placement for each student. Additionally, we recognize the challenges and responsibilities undertaken by our partner schools and have enacted these procedures to ensure a positive working relationship with them.

• The first and foremost consideration for placement is the identification of a school which will create a positive experience for teacher candidate, their cooperating teacher(s) and their young students. The student teacher, faculty, host teachers, and school administrators are involved in the placement process. **Student teachers may not, under any circumstances, contact the schools personally in an effort to secure or influence a placement in a school or with a particular teacher.**

• Experienced educators serve as University supervisors who provide a supportive experience for the student and cooperating teacher.

• The teacher candidate’s intended certifications (PK-4, Special Education, or Secondary Education) inform the specific type of classroom and school placement, and in some cases, the length of the student teaching experiences.

• Student needs in terms of transportation and distance to the placement will be taken into consideration. While we try to support students who have specific needs in terms of transportation, no guarantees can be made.

• The Coordinator of Student Teaching must follow all application procedures in accordance with the policies of our partner school districts, diocesan schools, or private schools. Therefore, any special requests for or related to placements ***must*** be made through the Coordinator of Student Teaching. Every effort is made to accommodate/negotiate specific needs. Please note the following specific conditions as they relate to student teaching placement procedures:

1. It is to be noted that student teacher candidates cannot independently arrange their placements. All student teaching placements must be approved by the Coordinator of Student Teaching.

2. Student teacher candidates who wish to use a paid position as their placement must have the position approved by the coordinator of student teaching prior to making any arrangements. This placement must also be confirmed in writing by the administrator of the designated school.

3. All placements must be assessed to determine if they are aligned with the grade level and teaching requirements for the appropriate area of certification.

4. Students who are seeking teacher certification for Pennsylvania Department of Education Instructional I. Certification in Early Elementary Education (PK-4) and Special Education (PK-8) or Pennsylvania Department of Education Instructional I. Certification in Secondary English, Social Studies, Mathematics, or Biology and General Science (7-12) must complete 14 weeks of student teaching on a full day basis.

5. Student teaching placements must be in the content area covered by the

certification being sought. The Early Elementary Education (PK-4) and Special Education (PK-8) certifications require that a student teacher will split their placement between a regular education classroom at the PK-4 grade level and a special education placement at the PK-8 grade level or be placed in inclusive PK-4 classroom that has identified exceptional students in the classroom.

6. Pennsylvania Department of Education Instructional I. Certification in

Secondary English, Social Studies, Mathematics, or Biology and General Science (7-12) must complete 14 weeks of student teaching on a full day basis in grades 7 through 12 in the content area for the certification sought. A secondary student teacher who is seeking special education certification for PK-8 must student teach at those grade levels either in a split placement or in a mainstreamed classroom.

• Requests for official transcripts may be made by some school organizations. Students should be prepared to submit the authorizing Student Teaching Application form (distributed in Seminar I for Undergraduate Students and Graduate Orientation for Graduate Students) to the Registrar's Office upon notification from the Coordinator of Teaching. Additionally, submission of Act 34 Pennsylvania State Police Clearance, Child Abuse Clearance (Act 151), FBI Fingerprints record, PDE 6004, and evidence of a negative TB test are required to apply for student teaching. It is Pennsylvania law that university students submit a negative result on a tuberculosis test and valid FBI, Act 34, Act 151, and PDE 6004 clearances prior to being admitted to public or private schools for all field experiences, including student teaching.

<https://epatch.state.pa.us/Home.jsp> - Act 34 PA State Police Criminal Record Check

<https://www.compass.state.pa.us/cwis/public/home> - Child Abuse

<https://www.identogo.com/locations/pennsylvania> or <https://uenroll.identogo.com/> - FBI Fingerprint (Service Code: **1KG6Y3)**

[www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu/) - Act 31 Certificate: Recognizing & Reporting Child Abuse

\*Either a personal physician or the university’s Health and Wellness Services located on the second floor of the Bachmann Building can administer the tuberculosis TB test. The test utilized is often the Mantoux test, but can also be a chest x- ray. The valid FBI Clearance and Fingerprint Check can be obtained by following instructions at <https://uenroll.identogo.com/> To obtain a valid Act 34 Clearance (Criminal Record Check), candidates can submit an application online at [https://epatch.state.pa.us.](https://epatch.state.pa.us/) To obtain a valid Act 151 Clearance (Child Abuse History Clearance), candidates can download an application from: [http://www.dpw.state.pa.us;](http://www.dpw.state.pa.us/)directions for submission are included on this web site.

The student teaching candidate should make copies of the original records of these clearances and submit to their Seminar I/Graduate Seminar instructor. Additionally, candidates should present the original documents to either the host school office or a central office, depending upon district policy, so that the district can record that candidates’ clearances are current. Candidates should keep the originals of all five documents in a safe location since they will need them to apply for professional teaching positions.

• Once placement has been made for a student and a cooperating teacher at a designated school or district, the placement **cannot** be changed. Steps to avoid problems concerning transportation and other potential conflicts of interest must be discussed, in person, with the Coordinator of Student Teaching ***during the application process***.

**II. THE PRACTICUM**

The last semester of senior year is designated as the time for the student teaching experience. This experience is divided into two segments. Phase one is entitled "Pre-Student Teaching,” during which the student prepare for student teaching. (Undergraduate students do this during the Senior Seminar I class, EDU 461.) During phase two, "Student Teaching," the student registers for the Practicum (ECE 490 for undergraduates majoring in PK-4/Special Ed; EDU 497 for Secondary Education students; and EDU 575 for graduate students) and Senior Seminar II (EDU 462) for undergraduates/Graduate Seminar for graduate students (EDU 570). By participating in these experiences, the student is gradually introduced to the complexities of teaching and managing a total classroom experience.

**A. PRE-STUDENT TEACHING GUIDELINES**

Application for student teaching takes place during Seminar I or during the graduate orientation meeting in the semester preceding student teaching. There are two distinct foci for the pre-student teaching experience:

• **Pre-student teachers meet the current student teachers.** (Graduate students are not required to participate in this experience.) Pre-student teachers have the opportunity to get a glimpse of the daily work and preparation required in the practicum experience by interviewing two different current student teachers. Pre-student teachers can examine the current student teachers’ portfolios and ask relevant questions concerning requirements and other issues regarding the student teaching experience.

• **Pre-student teachers meet their cooperating teachers:** Pre-student teachers have the opportunity to learn about the specific classrooms in which they will be teaching by setting up interviews with each of the assigned cooperating teachers and observing in their classrooms.

The conversations and observations during the pre-student teaching experience must be written up according to the guidelines on the next page entitled, **Pre-Student Teacher Journal.** This journal is to be completed by the end of Seminar I (or, at the beginning of Seminar II if a student teacher placement was not secured by the end of Seminar I) and will be submitted at the end of the semester in the pre-student teacher’s binder. Pre-student teachers should plan to make two (2) or more full-day visits. If this is not convenient for the cooperating teacher, shorter visits totaling **ten (10) hours** may be completed instead.

**PRE-STUDENT TEACHING JOURNAL**

**There should be three entries in the Pre-student Teaching Journal. Entries 1 and 2 require interviews with two different current student teachers. Graduate students are not required to complete this first requirement.** **Entry 3 represents your full day or partial visits totaling ten (10) hours to your cooperating teacher/s classroom. The organization of your student teaching binder is also required.**

**Entries 1 AND 2** focus on observations and conversations held with two current student teachers. Each of these entries should include the following:

Pre-Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher Interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The narrative entries should focus on a description of the topics addressed in your conversation with and observations of the student teacher.

**Suggested topics include:**

 1. Neumann University requirements for student teaching;

 2. Relationships with university supervisor, cooperating teachers;

 student learners, school principals, parents, school staff;

 3. Classroom and time management;

 4. Lesson planning and unit planning;

 5. Journaling, record keeping, and grades.

Reflect on your conversations with two (2) student teachers. What did you learn about the student teaching experience? What new insights have you gained? Try to identify questions or problems you still have.

**ENTRY 3** focuses on visits and conversations with cooperating teacher(s). Pre-student teachers will interview their cooperating teachers on these and other topics:

 1. Classroom and school schedules;

 2. District, archdiocese, or school curriculum guidelines and state/Common Core

 standards in the subject matter areas to be taught;

 3. Available textbooks, technology, and reference materials;

 4. Hands-on teaching materials;

 5. Resources available outside of the classroom (i.e., reading

 specialist, librarian, instructional support team, support staff);

 6. Assessment strategies, record keeping, and report cards;

 7. Parent-teacher relationships/conferences;

 8. Teaching strategies and classroom management techniques;

 9. Homework policies.

***The First Days in the Classroom***

Attempt to record the answers to the following questions. Doing this may help to focus your attention and to relieve the initial nervousness.

1. ***Arrival Procedures***

1. When is a professional employee required to be in the school building?

2. When is the teacher required to be in his/her room?

3. Who turns on the lights and prepares the room for the day's instruction and activities?

4. How do the students get to school?

5. When are the students permitted to arrive on the school grounds?

6. Are there regulations regarding the entrances that are mandatory for all students?

7. What are the students permitted to do when they arrive?

8. When are they permitted to enter the building?

9. When does the first student arrive?

10. Once a student enters his/her room, may he/she leave? If so, for what purposes and where may he/she go? What may he/she do? Is a hall pass required?

11. If he/she may not leave, what is he/she permitted to do?

12. At what time does school officially begin?

13. How do students know that the day's formal activities have begun?

***B. Homeroom/Classroom Procedures***

14. What part does the teacher play in the opening exercises?

15. What part does the student play?

16. Exactly what is included in the school’s formal opening exercises?

17. How do the students know which subject or activity starts the day? Does this vary seldom, sometimes, or often? (Elementary)

18. How do the students know that the first class is about to begin? (Elementary)

19. What is the general atmosphere of the class (control)?

20. What are the students permitted to do during instruction?

21. What are the students permitted to do during free time or a study hall?

22. When may a student sharpen his/her pencil?

23. When may a student leave the room? For what purposes may he/she leave?

 Is a hall pass required?

24. When does the first activity generally end? (Elementary)

25. How is the transition from the first subject/class to the second subject/class executed?

26. What may a student do during the transition periods? (Elementary)

27. What do the various bells mean? (Secondary)

28. Who is responsible for corridor behavior during the passing of classes? (Secondary)

29. What responsibilities are associated with having a homeroom or monitoring a study hall? (Secondary)

***C. Recess Procedures (Elementary only)***

30. What are the school regulations regarding recess and organized play?

31. When does the recess period(s) begin and end?

32. What may a student do during recess period(s)?

33. Who is in charge of the students?

34. Is there more than one class at recess at a time? If so, who is in charge?

35. Where may students play?

36. What are the limits of the school grounds?

37. Do all students have to go out if the class does?

38. What arrangements are made for the students who do not go out?

39. Are students ever denied recess privileges? If so, for what reasons?

***D. Cafeteria Procedures***

40. When does lunch begin?

41. Where is the cafeteria? Where do teachers eat?

42. Is the lunch period open or closed?

43. What may a student do during the lunch period?

44. What pattern of lunch program control is established as school policy?

45. Who is in charge of the students while they are in the cafeteria?

46. Do you have lunch duty and, if so, what are the responsibilities?

47. Where may the students go after lunch? When may they go? Who is in charge?

48. When is the lunch period over and how are students dismissed from the lunch room?

49. When and how do the students know it is time to resume studies?

50. What is the general practice for students' activities if the lunch period is inside? (Elementary)

***E. Classroom Rules***

51. Are class rules/consequences posted in the room?

52. Does the school list rules for student behavior, such as in a school code of behavior or student handbook?

53. What is the protocol for managing student behavior?

54. After all other avenues have been exhausted, how do teachers write referrals related to student behavior infractions?

***F. School Personnel/Related Information***

55. Who is the nurse?

56. Where is the nurse's office?

57. What is the nurse's schedule?

58. How do you locate him/her if he/she is not in the building?

59. Are any students on medication? If so, who administers the medication?

60. Where is this information located?

61. Are there students with illnesses or disabilities that require special attention while in your care?

62. Where is the principal's office? How many assistant principals are there, if any, and what are their specific duties?

63. What are the administrators’ names?

64. Who is the school secretary?

65. What are the regulations regarding teachers’ use of secretarial help?

66. Who is the custodian? How may you use his/her services?

67. Who is the library media specialist or library aide? Where is the library located?

68. Is there a computer laboratory? If so, who uses the lab and when?

69. Who is/are the guidance counselor(s)? Where is the guidance office located, and how do teachers use their services?

***G. Information about students***

70. Know the students' names.

71. Who are the responsible class leaders?

72. Who are the students with special needs (IEP’s)?

73. How many students are in the classroom? In each period?

74. Has grouping been arranged, and for what purposes is it used at present?

75. How are students given assignments?

76. What are the rules about homework?

77. By whom may a student be taken from school? What is the school policy?

78. What is the school policy for picking up students from school?

79 What is the school policy for giving information about a student? May students' addresses be given to parents of other students?

***H. School Facilities/Policies***

80. Where is the supply room?

81. What supplies are available?

82. What is the school policy regarding ordering supplies?

83. Where are audio-visual, software and other technology-related supplies stored?

84. How are supplies checked out?

85. Where is audio-visual and technology-related equipment stored?

86. What equipment is found in the classroom? In the equipment area?

87. Is there a technology coordinator to assist teachers in integrating technology into the curriculum?

***I. Dismissal Procedures***

88. When does the school day end?

89. Who prepares the classroom for the next day's activities?

90. What are the regulations regarding teachers' dismissal of students?

91. Where may students wait for parents?

92. What are teachers’ duties related to dismissal?

***J. Emergency Procedures***

93. What is the signal for a fire or intruder drill?

94. What are your responsibilities when these drills occur?

95. What pathway do you take to get out of the school?

96. What if the pathway is blocked?

97. What are the normal first aid procedures for minor bumps or bruises?

98. In the event of a serious accident - after administering any reasonable first aid

 - what procedure should be followed?

99. What procedure has been established for dealing with body fluids (blood, etc.) in both emergency and non-emergency situations?

***K. Grading and Evaluation Procedure***

100. How often are report cards sent home?

101. What subjects are covered on the school report card?

102. What symbols are used for evaluating students on the report card?

103. What system does your cooperating teacher use to decide on a grade or evaluation?

104. What criteria does your cooperating teacher take into consideration when deciding on a grade?

105. What standardized tests are administered to students during the school year?

106. Are parent conferences scheduled? If so, when and for what purposes?

107. How does your cooperating teacher communicate with parents, and how do parents communicate with him/her? How does he/she want you to communicate with parents and under what circumstances?

The host classroom has been established to operate efficiently. Find answers to as many of the above questions as possible on the first several days of student teaching and in the days to follow. Review the list periodically throughout the student teaching experience. Add items to this list, as needed.

• **BINDER (AKA: Student Teacher Portfolio):** Since the Pre-student Teaching Journals will be placed in a student’s binder, student teachers are required to purchase and set-up their binder as a pre-student teaching requirement. (A table of contents can be found on p.50)Pre-student teachers will also spend time observing the cooperating teacher as he/she works with children. After interviewing and observing your cooperating teacher, reflect on the event. What did you learn about the particular classroom in which you will be student teaching? What new insights have you gained?

• **PRE-STUDENT TEACHING** **VISITS TO SCHOOLS – REMINDERS:**

1. Photo copies of clearances must be on file with the Coordinator of Student Teaching **before** the pre-student teaching experience. PLEASE NOTE: MOST PLACEMENTS REQUIRE CLEARANCES PRIOR TO ACCEPTING YOUR APPLICATION/ REQUEST TO STUDENT TEACH.

2. Provide a copy of this handbook for each cooperating teacher. Check to be sure that each principal also has a copy.

3. Usually the best times for an observation are from 8:30 AM to12:30 PM. Arrange visitations in advance with your cooperating teacher.

4. Arrive early for the visit. Check in at the office; you may need to sign in and out.

Collect information concerning the school, and, if possible, talk with the principal/director.

5. **Dress professionally!**  The guidelines below must be followed.

• **PROFESSIONAL APPEARANCE**

**Female Students**

**Appropriate:** Dress slacks, sweaters, jackets, dresses and skirts (appropriate length), dress shoes, nylons or socks, styled hair and long hair tied back (no hair hanging in face), natural makeup

**Not Appropriate:** Sweat clothes (shirts or pants), jeans, shorts, stretch slacks (stirrup), tight skirts, short skirts, tight tops, T-shirts, low rise pants and midriff tops, very high heels, sneakers, ripped or wrinkled clothing, extremely long or brightly colored/decorated nails, unstyled hair, excessive jewelry, excessive makeup, or obvious piercings and tattoos

**Male Students**

**Appropriate:** Dress slacks, **tie (a must)**, sweaters, sports jackets, vests, socks, dress shoes, appropriate haircut

**Not Appropriate:** Sweat clothes (shirts or pants), jeans, shorts, tight shirts, T-shirts, sneakers, ripped or wrinkled clothing, earrings, other obvious piercings or tattoos, and excessive jewelry

• **PROFESSIONAL CONDUCT FOR ALL STUDENTS**

**Inappropriate:** Smoking, drinking (alcohol), or drugs (illegal) anywhere "in or on the school grounds." No food, gum, candy, soda are to be eaten in the classroom or while teaching.

1. Bring a positive and receptive attitude to your visits with a desire to learn and develop professional expertise. Look and act energetically and enthusiastically.

2. Be courteous and friendly towards all school personnel. Only positive remarks should be made within the confines of the school.

3. Take careful notes for your growth as a professional educator.

4. Student information and school conversations are strictly confidential.

**B. INFORMATION ABOUT THE STUDENT TEACHING EXPERIENCE**

Congratulations, student teachers, on reaching this important capstone experience in your program! Enrollment in student teaching indicates that students have met specific eligibility requirements, including the successful completion of academic coursework in their disciplinary area. Students at this stage have been evaluated and approved to participate in student teaching by both an academic advisor and the Coordinator of Student Teaching, Dr. Richard Cunningham. Student teaching is the most challenging experience of your teacher preparation program, where putting into practice all that you have learned in your courses will lay the foundation and begin to define your unique approach to the profession of education.

We consider the personnel at each of the public and private schools of the student teaching placement a partner in your development as a novice educator. Therefore, it is expected that you recognize the importance of nurturing a positive relationship with those partners from the very beginning of student teaching. The successful outcome of the student teaching experience is contingent upon the mutual care and concern exercised between the student teacher, cooperating teacher, and university supervisor. To this end, it is of utmost importance that you put forth your very best efforts throughout the entire student teaching experience. This is your best opportunity to demonstrate your professionalism, cooperation, collaboration, and teaching strategies.

The primary responsibility of the student teacher is to fulfill, as effectively as possible, every role of the classroom teacher. Being a novice teacher requires hard work, commitment, dedication, professionalism, and skillfulness. All student teachers are encouraged to, and in some cases required to, be participants in many activities at the host school. While student teaching, you will make myriad decisions on a daily basis and need to periodically take the time to reflect on how you are living up to the role of professional educator (see ***Student Teacher Guidelines*** section in this handbook).

Student teaching is a memorable, once-in-a-lifetime experience for you. Welcome the challenges and appreciate the learning opportunities offered by the students and the many new people that you will meet! Take the time to reflect on a weekly basis just how much you evolve as a professional educator. Take risks and attempt innovative strategies. More importantly, accept feedback as meaningful, and remember that teachers are lifelong learners. As long as you learn something meaningful from all of your experiences, you are developing in the right direction. Reflect on all of the good teachers you have been fortunate to have had throughout your life. Then, strive to become the same type of role model so that someday your students will think of you as one of their outstanding teachers.

**C. STUDENT TEACHING GUIDELINES**

The final semester of your program will be devoted exclusively to student teaching. Student teachers spend a minimum of 14 weeks working in their assigned placements on a full-time teaching schedule. Part of the student teaching process includes a weekly seminar, on campus, focusing on the teaching practicum. Two credit hours are awarded to undergraduates and 3 credits to graduate students for the seminar. In addition to the seminar, 10 undergraduate credits and 6 graduate credits will be granted for the successful completion of the practicum experience.

An appropriately certified supervisor, assigned by the University, will visit the student teacher throughout the practicum. A student teacher's performance shall be evaluated using criteria determined by the School of Education and Human Services of Neumann University, in compliance with 10 INTASC Standards and the Principles of Effective Teaching set forth by the Pennsylvania Department of Education on form PDE 430. If, in the collective judgment of the professionals designated by Neumann University, the student teacher fails to meet these standards, then the University shall withhold a favorable recommendation to the Pennsylvania Department of Education for professional certification. In addition, in the event that the student teacher's performance is unsatisfactory, he/she can be withdrawn from the site of the practicum.

The student teaching experience is a formal introduction to the field of education. It is expected that the student teacher maintain high standards of professionalism and act in accordance with the ideals and ethics of the teaching profession. Although the student teachers are not evaluated as master teachers, they are expected to grow in their sensitivity toward the children's needs, teaching techniques, knowledge of the curriculum and classroom management. This is an appropriate time for preparing and implementing strategies, activities and investigating resources.

One of the most important aspects of teaching is preparation or planning. It is a critical basis for successful lessons, and thus, the **no other courses may be taken while student teaching.** Senior Seminar is the professional development portion of student teaching, and sufficient time must be spent on this experience, as well.

Part of the preparation for the classroom includes presenting lesson plans and unit plans to the cooperating teacher for approval. Sharing of plans should take place far enough in advance to allow for revision, if necessary, in keeping with the suggestions of the cooperating teacher. Only when more valuable outcomes can be anticipated should there be any variance from the plan. All lesson plans with a self-evaluation and the cooperating teacher's feedback and recommendations must be filed in your student teaching binder.

**STUDENT TEACHER RESPONSIBILITIES**

The student teaching experience is designed to provide prospective educators with the opportunity to observe and teach in the classroom and learn first-hand the responsibilities and duties of teachers. This is possible only with the continued invitation and cooperation of the host school and its teaching and administrative personnel. The student teacher has the responsibility to promote a positive working relationship within the school setting. The following are requirements that will facilitate this relationship:

1. Demonstrate respect for the individual learner as a unique person. Neumann University’s education programs are committed to our University’s core values of ***Reverence, Integrity, Service, Excellence, and Stewardship (RISES)*** and regard a humanistic and democratic approach to teaching as integral to 21st century education.
2. Show respect for all school personnel. The classroom represents the real world with real students and real situations, rather than the ideal concepts that the student teacher may expect. Thus, listen and observe, avoiding unfavorable remarks about situations or individuals that may not be entirely understood.
3. Recognize that the first few days are often difficult and that adjustment to the new surrounding may cause some to become apprehensive. These are typical feelings at the outset of the student teaching experience and should diminish as the classroom activities become routine.
4. Maintain a professional appearance and persona. Students and school personnel are more inclined to respond appropriately to the student teacher if their appearance is conservative and mature, in mannerisms, vocabulary, and behavior that reflects a high degree of professionalism.
5. Follow the daily and weekly schedule of the host school during the entire student teaching experience, ***not*** Neumann University’s holiday or semester break schedule.
6. Maintain the same work day hours as that of the host school and cooperating teacher. Most student teachers arrive to school early and stay at the school well beyond the dismissal time. This demonstrates your dedication to your students and to the learning process.
7. **Avoid absences during student teaching.** The student teaching placement is a minimum of 14 consecutive weeks. While excused absences are permitted during the student teaching experience, a doctor's note or other proof of the necessity of the absence, may be required. If the student teacher is absent for more than three days, an extension of the student teaching experience may be required. Students must make their supervisor and the coordinator of student teaching aware of any absences.

In the event of a necessary absence, please do the following: (a) notify your cooperating teacher immediately; (b) notify other school personnel, if requested; (c) notify your university supervisor. Be sure to have all the phone numbers and e-mail addresses available at your home and be mindful of communicating your absence well in advance.

8. Become familiar with and follow the rules, regulations, and policies of the host school and building.

9. Maintain an ethical and professional attitude toward all members of the local community.

1. Participate in parent conferences and/or parent meetings, in-service workshops, faculty meetings, including grade level, department, and /or team meetings.
2. Be available for regular planning and feedback sessions with the cooperating teacher and university supervisor. Conferences with the cooperating teacher should be held on a daily basis.
3. **Prepare unit and daily lesson plans in advance of teaching assignments** **and provide copies for both the cooperating teacher and university supervisor.**  Daily plans must be given to the cooperating teacher at least 24 hours in advance, initialed by the cooperating teacher, and returned to cooperating teacher with any needed refinements. The first lessons taught in each major subject area should be word-processed and prepared in detail according to the Neumann University ***Lesson Plan Format***. The ***Lesson Plan Format*** can be found within this handbook in the ***Forms Section***. A detailed lesson plan should always be provided for the supervisor at the beginning of an observation.
4. Be creative with lesson implementation. Apply and evaluate varied instructional strategies. Obtain curriculum guidelines from the cooperating teacher and utilize outside resources and materials to complement the lesson and/or unit plan.
5. Learn to handle routine discipline problems, and refer serious problems to the cooperating teacher or other appropriate school personnel.
6. Utilize instructional technology and integrate technology into your lesson plans. Discover what technology is available for your use and how to access it.
7. Prepare bulletin boards and other displays. The number of bulletin boards completed is contingent upon the grade level and the number of bulletin boards available in the classroom. The cooperating teacher should be consulted about this.
8. Take as many photographs of your work as possible. If you plan on photographing students, you will need to learn the school policy related to photographing students during classroom instruction and may need to have consent forms signed by the students’ parents/guardians.
9. Self-reflect and assess personal growth as a teacher on a continuous basis.
10. Identify the services provided by various school personnel and community agencies.
11. Observe and assist in managing and/or facilitating extracurricular activities that are a part of the cooperating teacher’s routine schedule, if practical.
12. Keep all non-teaching activities to a minimum, if possible.
13. Demonstrate exemplary work habits by being prepared, organized, and always going that extra mile with all responsibilities.
14. Write thank you notes to your cooperating teachers, principals, etc., upon completion of each student teaching placement. (Handwritten notes are more personable and meaningful.)

**STUDENT TEACHER EVALUATIONS**

At least (6) planned observations are required during the student teaching experience. Additionally, impromptu observations by the supervisor can be expected. The student teacher binder/portfolio should be available for the supervisor to review during every observation.

Conferences with the student teacher, cooperating teacher (if available), and supervisor are normally held immediately after an observation. The basis for this conference is documented on the ***Student Teacher Observation*** form, which can be found in the ***Forms Section*** of this handbook.

It is recommended that Cooperating Teachers assess student teacher progress via feedback on lesson/unit plans and at least one formal observation per week.

The Mid-Semester and Final Evaluations ***(PDE 430 Form)*** are reviewed by the cooperating teacher with the student teacher during the middle of the student teaching placement and again during the last week of student teaching. The final ***PDE 430*** evaluations will be submitted to the Coordinator of Student Teaching and kept in a secure location within the office of the Dean of Education and Human Services.

The student teacher will complete a Self-Evaluation using the ***PDE 430*** form and will submit this to their supervisor during mid-semester and final evaluation period. The self-evaluation should be used to help the student teacher revise his/her goals and strategies for the remainder of the placement.

**CAREER PLANNING**

Using the ***Teacher Information Management System (TIMS),*** you will apply for ***certification*** upon graduation and after all requirements have been met. This step also requires approval by the Dean of the School of Education and Human Services. Please note the website for ***TIMS*** is as follows:

<http://www.portal.state.pa.us/portal/server.pt/community/tims__teacher_information_management_system/20476>

**CERTIFICATION TESTS (Basic Skills and PECT Examinations)**

It is required that the PAPA examinations are passed prior to acceptance into Neumann University’s Teacher Education Program. In addition, students are encouraged to follow the provided timeline for completion of the required PECT examinations during the degree program.

* [**http://www.pearsonvue.com/pect/**](http://www.pearsonvue.com/pect/)
* **PAPA PRE-SERVICE ACADEMIC PERFORMANCE ASSESSMENT (PAPA)**
	+ PA001 – READING
	+ PA002 – MATHEMATICS
	+ PA003 – WRITING
	+ PA701 – COMBINED – READING, MATHEMATICS, AND WRITING
* <http://www.ets.org/praxis/pa/requirements>
* **ETS CORE ACADEMIC SKILLS FOR EDUCATORS**
	+ 5712 – READING
	+ 5722 – WRITING
	+ 5732 – MATH
	+ 5751 – COMBINED READING, WRITING, AND MATH
* <http://www.pa.nesinc.com/PageView.aspx?f=GEN_Tests.html>
* **EARLY ELEMENTARY PREK-4**
	+ PA006 – PREK-4: MODULE 1
	+ PA007 – PREK-4: MODULE 2
	+ PA008 – PREK-4: MODULE 3
	+ COMBINED PREK-4: MODULES 1, 2, AND 3
* **SPECIAL EDUCATION PREK-8 TESTS**
	+ PA011 – SPECIAL EDUCATION PREK-8: MODULE 1
	+ PA012 – SPECIAL EDUCATION PREK-8: MODULE 2
	+ PA703 – COMBINED SPECIAL EDUCATION PREK-8: MODULES 1 AND 2

Resume writing and credentialing assistance are provided during Senior Seminar and from the Office of Career and Personal Development. The Director of Career and Personal Development and the Senior Seminar instructor will share information about professional opportunities and assist students in making contacts.

A professional portfolio (the Student Teacher Binder/electronic portfolio) will be developed during Senior Seminar to document how the student teacher has met the INTASC Standards and to exhibit other professional materials as designated by the PA Dept. of Education.

**IT IS PARTICULARLY IMPORTANT THAT YOU REVIEW THIS PORTION OF THE HANDBOOK WITH COOPERATING TEACHER.**

**D. GUIDELINES FOR THE COOPERATING TEACHER**

While student teaching, the cooperating teacher will be both teacher and learner. No one will be quite as important to the student teacher. The cooperating teachers are experienced instructors who agree to assist in preparing teacher candidates to enter the classroom. They will provide you with direction, guidance in your initial efforts in teaching, and counsel as you work toward gaining the skill and efficiency that characterize the assured, effective professional. Please keep in mind that you, the student teacher, are teaching under the cooperating teacher’s certificate; therefore your actions directly reflect upon the cooperating teacher. Follow cooperating teacher suggestions and directives as they have experience with the students, school culture, and the day-to-day routine of classroom teaching.

**The State has established the following minimum qualifications for cooperating teachers:**

***Selection of Cooperating Teachers:*** The general standards for program approval located in the Pennsylvania School Code require that cooperating teachers have an earned baccalaureate degree, three years of successful teaching experience, and at least one year in the district or school where they are currently teaching. Cooperating teachers agree to voluntary participation in the program and are selected by district/school officials, in consultation with the student teaching office, to serve as mentors.

Cooperating teachers are required to possess teaching credentials that correspond with a student teacher’s degree program. To that end, a student teacher obtaining a Bachelor of Arts degree with PK-4 certification is required to student teach with a cooperating teacher who holds the corresponding degree(s) and certification(s), as mandated by the Pennsylvania Department of Education. The same will apply for the PK-8 Special Education certification and a Secondary Degree certification.

The following excerpt from the PA Department of Education’s Framework for K-12 Program Guidelines specifically highlights the “Student Teaching and Cooperating Teacher Requirements.” See page 22 at <http://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf>

*Stage 4: Student Teaching and Cooperating Teacher Requirements*

 *There is a minimum of 12 weeks of full-time student teaching required. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a cooperating teacher with appropriate professional educator certification (3 years satisfactory certified teaching experience on the appropriate certificate and 1 year certified experience in the specific placement) who is trained by the preparation program faculty (22 Pa. Code §354.25(f)).*

 *Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of 6 weeks in two different grade bands.*

Please note: While the PA Department of Education stipulates a minimum number of weeks for student teaching, the University has established the student teaching time frame of 14 weeks for a full placement or two 7-week placements for a split placement.

Please be advised that the University will determine the actual duration of student teaching to accommodate school and district calendars and schedules; the actual number of calendar weeks may exceed 14 weeks. This is especially important during the spring semester when schools schedule spring breaks and administer different academic tests.

**Student teachers must keep in mind that their first approach to problem-solving will be through their cooperating teachers, and that they are NOT to be bypassed. It is imperative to respect the confidential nature of many of the topics of conversations and be a willing assistant and associate. Cooperating teachers hold the ultimate and final responsibility for what their students do and learn; the student teacher must respect this responsibility.**

We extend the utmost respect and gratitude to the cooperating teachers, the expert professional educators who mentor our students. The value of the professional services provided by the cooperating teachers is considerably beyond the small honorarium they receive.

**Special Education Placements**

Students seeking Special Education Certification PK-8 **are required** to student teach in a placements setting or settings such as:

1. A mainstream classroom setting that:

 a. Has a minimum of 25% of the students who have been identified as exceptional and have current IEP’s

b. Provides students with opportunities to gain knowledge and experience in a variety of special education settings and across the continuum of disability services *(Pa. Code §14.14)* to include: Learning Support, Life Skills Support, Emotional Support, Speech and Language Support, Autistic Support, and Multiple Disabilities Support.

 c. Provides students with the ability to gain knowledge and experience by participating in Itinerant, Resource, Part- Time and/or Full-Time classroom service models.

d. Provides students with opportunities to experience the activities specified on the Student Teacher Checklist for Special Education (see pp. 53-54 of the Student Teaching Manual).

 2. A special education classroom setting that:

 a. Provides students with opportunities to gain knowledge and experience in one of the PK-8 Special Education settings across the continuum of services *(Pa. Code §14.14)* to include: Learning Support, Life Skills Support, Emotional Support, Speech and Language Support, Autistic Support, and Multiple Disabilities Support. Although students will be placed in one classroom, they will be required to gain some knowledge and experience in the other settings when possible.

b. Provides students with the ability to gain knowledge and experience by participating in Itinerant, Resource, Part-Time and/or Full-Time classroom service models.

 c. Provides opportunities for students to gain knowledge and experience in the activities specified on the Student Teacher Checklist for Special Education (see pp. 53-54 of the Student

Teaching Manual).

**COOPERATING TEACHER RESPONSBILITIES**

***Before the Student Teacher Begins***

1. Become acquainted with the teacher education program by reading the materials provided by the University. Please communicate any questions and/or concerns with the University supervisor.

2. Meet with the student teacher prior to the first day of the placement to exchange personal background information, to describe your classes and teaching style, and to discover any special needs or questions the student teacher may have. Please exchange phone numbers and e-mail addresses.

3. Be friendly and enthusiastic; this is a time of mixed emotions for the student teacher who is eager to get started, but anxious about being able to meet your expectations and to complete all of the University’s student teaching requirements.

4. Prepare your class for the arrival of the student teacher. Individual letters or group letters can be prepared to introduce the students (elementary) and to welcome the student teacher, who should be designated as your co-teacher, rather than as a “student.”

5. Provide a work space and storage space for the student teacher. Collect copies of textbooks, schedules, seating charts, list of other teachers, building floor plan, emergency procedures, curriculum guides, etc., for the student teacher.

***After the Student Teacher Arrives***

6. Introduce the student teacher to your fellow teachers and other school personnel.

7. Tour the building with the student teacher, indicating the locations of equipment, supplies, and special services and resources.

8. Discuss community resources.

9. Describe your students, pointing out strengths and weaknesses as you know them, including any physical disabilities and/or other exceptional characteristics.

10. Be specific about building and district policies and about your requirements and priorities. Note regulations concerning field trips, playground supervision, parent contacts, record keeping, safety precautions, etc. Tell the student teacher what must be done, what must not be done, and what may be decided by the student teacher. Describe non-teaching responsibilities that the student teacher will be expected to assume.

***During Student Teaching***

As an agent for the University and for the teaching profession, the cooperating teacher must function in several roles at the same time: in a supportive role as the student teacher's protector, defender, and friend; in a supervisory role as an objective person who screens potential teachers for the profession; and perhaps most importantly, in the role of a master teacher who models expectations and provides guidance when needed.

It is important, also, for the cooperating teacher to maintain an appropriate balance between the role of guiding and directing the student teacher and the role of non-interference, providing freedom for the student teacher to try a variety of approaches and to develop a functional, personal teaching style. Specific tasks for three of the cooperating teacher’s significant roles follow.

***The Management Role***

11. Assess on a continuing basis the student teacher's readiness to accept additional tasks and responsibilities. Develop a schedule for the student teacher's to assume all teaching and non-teaching responsibilities. Assist the student teacher in organizing materials to complete university requirements. Consult with the university supervisor(s) about the student teacher's readiness to assume greater teaching responsibilities.

12. Help the student teacher to arrange a meaningful schedule of observations, both in your classroom and in other classrooms, and follow up these observations by discussing and comparing specific teaching techniques.

13. Maintain open communication with the student teacher. Discuss differences in philosophy between the student teacher and yourself. Help to interpret University requirements for appropriate application in your classroom. Recognize that the student teacher is still a student and may need to be reminded, as well as praised, when appropriate.

***The Instructional Role***

14. Acquaint your student teacher with your long-range plans for the semester and the year so that his/her planning will be consistent with the overall objectives you have established. In addition, show him/her sample plans that might serve as preliminary guides for his/her initial planning. Help the student teacher develop a technique of preparing written plans that satisfy your needs and that meet building and University expectations.

15 Explain your system of collecting and organizing instructional materials and encourage the student teacher to add to his/her professional file.

16. Explain that while an experienced teacher might not rely on detailed plans, your student teacher needs to prepare daily written plans that provide for more specific and accurate thinking, giving him/her greater confidence in front of the class, and serving as a tangible basis for suggesting improvements

 17. Work with the student teacher in selecting and planning activities. Require that daily plans be submitted to you for approval at least 24 hours in advance for all lessons that are to be taught by the student teacher. Give suggestions for revising plans as necessary.

 18. Discuss classroom management techniques with the student teacher. Indicate those techniques that have succeeded for you and those that have failed. Identify any of your own strategies or procedures that you want the student teacher to maintain.

19. Establish a procedure for handling any problems that may arise while the student teacher is in charge of students.

20. Try to maintain an appropriate balance between remaining with the student teacher and leaving him/her to work independently with the students.

21. Observe the student teacher regularly in the teaching role and make written comments--strengths and suggestions for improvement--for later discussion. Note techniques and alternative approaches for meeting particular objectives. (It may be convenient to write your comments directly on your copy of the student teacher's lesson plan.)

22. Assist the student teacher in evaluating students' work, including alternative methods of assessment, and in determining grades.

23. Encourage the student teacher to use initiative and creativity by giving him/her the freedom, within acceptable limits, to initiate new practices and procedures.

***The Supervisory Role***

24. Provide continuous feedback to the student teacher (as a result of your observations) to facilitate self-evaluation and self-improvement by the student teacher. If possible, conduct brief evaluative conferences with the student teacher on a daily basis. Be encouraging, while expressing faith in the student teacher as he/she builds self-confidence. Critique the student by using questions that encourage the student teacher to identify a variety of alternatives.

25. Maintain open communication with the University supervisor. **Contact the supervisor immediately when problems or questions arise concerning the student teacher's performance, University requirements, or evaluation procedures.**

26. Formative assessment data for the student teacher is provided through the ***Student Teacher Observation*** form, which can be found in the ***Forms Section*** of this handbook. This form should be used by the cooperating teacher on a weekly basis to document the student teacher’s progress and to provide constructive suggestions for improvement.

27. ***The Mid-Semester Evaluation*** (PDE 430 and PDE 430 Cover Sheet) is conducted midway through the placement in order to provide the student teacher with feedback for improvement, which can be found in the ***Forms Section*** of this handbook. The cooperating teacher will discuss with the student his/her strengths and the areas which need improvement. These forms should be given to the student teacher who will share them with their supervisor. The University supervisor will also discuss the Mid-Semester Evaluation with the cooperating teacher. The due date for Mid-Semester Evaluation will be shared with the cooperating teacher by the University supervisor.

28. The ***Final Summative Evaluation*** (PDE 430 and PDE 430 Cover Sheet) is conducted during the final week of the student teaching placement. During this evaluation session, the cooperating teacher will mark the final grade and supporting details using the PDE 430 form and PDE 430 Cover Sheet, which can be found in the ***Forms Section*** of this handbook. These forms should be given to the student teacher who will share them with their supervisor. The University supervisor will also discuss the final evaluation with the cooperating teacher. The date for final evaluation will be given to the cooperating teacher by the university supervisor.

**E. GUIDELINES FOR THE UNIVERSITY SUPERVISOR**

It is important to keep in mind that the supervisor is a liaison between the cooperating school and the university.

***Supervisor Observations***

 1. The supervisor will make planned and impromptu observations.

2. A minimum of six formal lesson observations will be made during each

placement.

 3. Conferences with the student teacher and the cooperating teacher will be held after a lesson observation.

 4. Student teachers will receive an annotated copy of the ***Student Teacher Observation*** form, which will provide him/her with feedback/conference notes (see ***Student Teacher Observation*** form in ***Forms*** section of this Handbook).

***Communication***

 5. Establish appropriate lines of communication with the student teacher on an individual basis.

 6. Discuss the University’s student teaching requirements with the student teacher and the cooperating teacher at the beginning of the student teaching placement to ensure appropriate interpretation and application of these requirements based on their specific classroom situation. This should be done during the first week of student teaching.

 7. Alert the Coordinator of Student Teaching of any serious problems encountered. Supervisors should solicit assistance from the coordinator if problems persist with either the student teacher or the cooperating teacher.

***Supervisor Evaluations***

 8. Feedback is provided through the ***Student Teacher Observation*** form, which can be found in the ***Forms*** section of this Handbook.

 9. During student teaching, a variety of methods of assessment should be used to evaluate the student (see pages 28-29, 55-56, and 66-75).

 10. The supervisor prepares mid-semester and final evaluations on the PDE 430 form which are shared during conferences with the student teacher.

 11. Grades are determined by the supervisor with written and verbal input provided by the cooperating teacher. Grades are based on the evaluation criteria provided on pages 28-29, 55-56, and 66-75 and the Mid-Semester/Final Evaluations (see PDE 430 in the ***Forms*** section of this handbook).

**F. METHODS OF ASSESSMENT**

**Student Teacher's Self-Evaluation**

Since the purpose of the practicum is to provide clinical experience utilizing learning theories, teaching techniques and alternative assessment strategies, it is imperative that students reflect on their own application of concepts. Student teachers have the opportunity to assess themselves via:

* Self-evaluation using the **PDE 430 Form**, to be completed and submitted to University Supervisor during the mid-term and final evaluation period - **PDE 430 STUDENT SELF-EVALUATION** to be used in conjunction with the cooperating teacher's and supervisor's mid- semester and final evaluations of the student teacher;
* Lesson plan critiques;
* Development of 10 specific goals (to be included on page 1 of Section II of the Student Teaching Binder);

**Cooperating Teacher' Evaluation of Student Teacher**

Cooperating teachers, in a position to witness and facilitate tremendous progress in the student teacher’s growth, provide critical feedback to student teachers via their assessments. This feedback may take the form of:

* Daily feedback, both verbal and written;
* Review of lesson plans and unit;
* Weekly formal observations;
* Mid-Semester evaluation;
* Final evaluation of the placement.

**Supervisor's Evaluation of the Student Teacher**

The university supervisor is an integral part of the practicum; he/she provides the

foundations upon which the student teacher stands. In this capacity, the supervisor can

make strong connections between what was learned through coursework and what the

student teacher is experiencing. The supervisor will provide the following:

* Active participation in on-campus meetings;
* Observations on-site;
* Conferences on-site with the student teacher;
* Conferences with the cooperating teacher;
* Written evaluation of each observation;
* Feedback on all items on ***Student Teacher Weekly Checklist*** and ***Student Teacher Special Education Checklist;***
* Mid semester evaluation and conference;
* Final evaluation and conference.

**G. STUDENT TEACHING EVALUATION CRITERIA**

**EXEMPLARY (Grade: A)**

**PDE 430 Scale (10-12 points)**

INITIATIVE:

Shows creativity, originality, enthusiasm, and initiative beyond the realm of normal responsibility. Generates new ideas. Volunteers to take on responsibility.

KNOWLEDGE OF SUBJECT: Shows superior knowledge of subject for a teacher at this stage in his/her career.

CLASSROOM MANAGEMENT: Maintains order. Utilizes a variety of appropriate classroom management techniques. Shows sensitivity to cultural differences. Develops a positive rapport with students.

TEACHING STRATEGIES: Shows mastery of a variety of teaching strategies pertaining to the social, personal, and cognitive domain. Provides for individual differences, and promotes interaction in a variety of situations, i.e., between teacher and students, students and teacher, and/or students with one another. Regularly uses higher level cognitive objectives and inquiry techniques where applicable. Utilizes a variety of multisensory and/or audiovisual materials and, demonstrates that topics have been researched in-depth before teaching.

LESSON PLANNING: Regularly prepares long-range and daily lesson plans using the correct terminology. Plans demonstrate the use of learning outcomes and performance tasks. Plans are developed ahead of time. Developmentally appropriate activities are included.

ASSESSMENT SKILLS: Effectively evaluates the impact of his/her teaching. Effectively evaluates the attainment of learning outcomes for students using a variety of methods. Always uses assessment feedback to inform instruction.

PROFESSIONALISM: Is professional in appearance, dependable, punctual, and in regular attendance. Demonstrates a positive attitude. Maintains confidentiality. Attends school meetings, conferences, and programs. Interacts easily with all school personnel. All work is submitted on time.

COMMUNICATION SKILLS: Is able to speak and write standard English correctly and effectively. Is able to read critically.

**STUDENT TEACHING EVALUATION CRITERIA**

**SUPERIOR (Grade: B+)**

**PDE 430 Scale (8-9 points)**

INITIATIVE: Shows a high degree of creativity, enthusiasm and initiative.

KNOWLEDGE OF SUBJECT: Shows good knowledge of subject.

CLASSROOM MANAGEMENT: Maintains order. Utilizes several appropriate classroom management techniques. Shows sensitivity to cultural differences. Develops a rapport with students.

TEACHING STRATEGIES: Uses several teaching strategies. Provides for individual differences. Frequently promotes interaction in a variety of situations, i.e., between teacher and students, students and teachers, cognitive objectives where applicable. Utilizes multisensory and/or audiovisual materials where applicable. Demonstrates that topics have been researched before teaching.

LESSON PLANNING: Regularly prepares long-range and daily lesson plans utilizing correct terminology. Plans and demonstrates the use of learning outcomes. Plans are developed ahead of time. Developmentally appropriate activities are included.

ASSESSMENT SKILLS: Regularly evaluates the impact of his/her teaching. Evaluates the attainment of learning outcomes for students. Frequently uses assessment feedback to inform instruction.

PROFESSIONALISM: Is professional in appearance, dependable, punctual, and regular in attendance. Is positive. Maintains confidentiality. Interacts with all school personnel. Attends school meetings, conferences and programs. All work is submitted on time.

COMMUNICATION SKILLS: Is able to speak and write standard English effectively. Is able to read critically.

**STUDENT TEACHING EVALUATION CRITERIA**

**SUPERIOR (Grade: B)**

**PDE 430 Scale (6-7 points)**

INITIATIVE: Shows sufficient creativity, enthusiasm and initiative.

KNOWLEDGE OF SUBJECT: Shows good knowledge of subject.

CLASSROOM MANAGEMENT: Maintains order most of the time. Utilizes more than one appropriate classroom management technique. Shows sensitivity to cultural differences.

Develops a rapport with students.

TEACHING STRATEGIES: Uses more than one teaching strategy. Provides for individual differences. Promotes some interaction between teacher and students, students and teacher, and/or students with one another. Is aware of and uses higher level cognitive objectives some of the time where applicable. Utilizes multisensory and/or audiovisual materials where applicable. Demonstrates some research of topics.

LESSON PLANNING: Regularly prepares long-range and daily lesson plans. Uses correct terminology most of the time. Plans seem to reflect the use of learning outcomes. Most planning is developed ahead of time. Some developmentally appropriate activities are included.

ASSESSMENT SKILLS: Evaluates the impact of his/her teaching. Evaluates attainment of learning outcomes for students. Sometimes uses assessment feedback to inform instruction.

PROFESSIONALISM: Is professional in appearance, dependable, punctual and regular in attendance. Is positive. Attends all school meetings, conferences, and programs. Maintains confidentiality. Interacts with school personnel. All work is submitted on time.

COMMUNICATIVE SKILLS: Is able to speak and write standard English effectively. Is able to read critically.

**STUDENT TEACHING EVALUATION CRITERIA**

**SATISFACTORY (Grade: C+/C)**

**PDE 430 Scale (4-5 points)**

INITIATIVE: Performs required tasks, with some creativity, enthusiasm and/or initiative.

KNOWLEDGE OF SUBJECT: Shows adequate knowledge of subject.

CLASSROOM MANAGEMENT: Maintains order most of the time. Can utilize at least one classroom management technique. Shows sensitivity to cultural differences.

TEACHING STRATEGIES: Can carry out more than one teaching strategy. Provides on occasion for individual differences. Promotes some interaction between teacher and students, students and teacher and/or students with one another.

LESSON PLANNING: Regularly prepares lesson plans using correct terminology most of the time. Some planning is done ahead of time.

ASSESSMENT SKILLS: Has begun to evaluate the impact of his/her teaching. Is aware of learning outcomes for students and attempts to evaluate them. Sometimes uses assessment feedback to inform instruction.

PROFESSIONALISM: Is professional in appearance, dependable, punctual and regular in attendance. Maintains confidentiality. Attends most school meetings, conferences, and programs. Knows school personnel. All work is submitted.

COMMUNICATION SKILLS: Is able to read and write standard English. Is able to read critically.

**STUDENT TEACHING EVALUATION CRITERIA**

**UNSATISFACTORY (Grade: D+/D)**

**PDE 430 Scale (2-3 points)**

INITIATIVE: Lacks creativity, enthusiasm and/or initiative.

KNOWLEDGE OF SUBJECT: Shows weakness in knowledge of subject.

CLASSROOM MANAGEMENT: Has considerable difficulty maintaining order. Appears unaware of classroom management techniques. Shows some insensitivity to cultural differences.

TEACHING STRATEGIES: Is unable to carry out a consistent teaching strategy. Rarely provides for individual differences. Does not utilize multisensory and/or audiovisual materials.

LESSON PLANNING: Has inadequate lesson plans. Planning is not done ahead of time.

ASSESSMENT SKILLS: Does not continuously evaluate impact of his/her teaching. Assessment does not reflect student attainment of learning outcomes. Has difficulty seeing relationship between teaching and assessment.

PROFESSIONALISM: Is not always professional in appearance, dependable, punctual or regular in attendance. Not all work is completed or submitted.

COMMUNICATION SKILLS: Use of written and oral standard English needs improvement and the steps are taken to improve.

**STUDENT TEACHING EVALUATION CRITERIA**

**UNSATISFACTORY (Grade: F)**

**PDE 430 Scale (0-1 points)**

Any one or more of the following:

INITIATIVE: No creativity, enthusiasm and/or initiative demonstrated.

KNOWLEDGE: Serious weakness in knowledge of subject area.

CLASSROOM MANAGEMENT: Difficulty in maintaining order. Does not implement classroom techniques. Insensitive to cultural differences.

TEACHING STRATEGIES: Lacks knowledge and ability to implement appropriate teaching methodology.

LESSON PLANNING: Inadequate and/or incomplete lesson plans.

ASSESSMENT SKILLS: Inaccurate and inconsistent evaluation of the impact of his/her teaching. Difficulty in assessing students. Does not use assessment data to inform teaching.

PROFESSIONALISM: Is not always professional in appearance, dependable, punctual or regular in attendance. Not all work is completed or submitted.

COMMUNICATION SKILLS: Use of written and/or oral standard English needs improvement.

**Any breach in confidentiality, ethical and/or legal concern (including, but not exclusive to, drugs and alcohol) may be considered a reason for removal from a school.**

**III. FORMS**

**AND**

**JOURNAL FORMAT**

**NEUMANN UNIVERSITY**

**LESSON PLAN FORMAT**

**HEADING**

 **Subject:**

 **Grade:**

 **Unit Title:**

 **Lesson:**

 **Estimated Time Period for the Lesson:**

**AREAS OF THE LESSON PLAN**

**I. Learning Objective(s):**

**II. Core and / or State Standard and / or INTASC Standard(s):**

**III. Materials and Equipment:**

**IV. Procedures:**

**V. Accommodations for Exceptional Students**

**VI. Student Assessment and Evaluation:**

**VII. Teacher Self-Assessment:**

**Neumann University**

**Annotated Lesson Plan**

|  |  |
| --- | --- |
| **Subject** |  |
| **Grade** |  |
| **Unit Title** |  |
| **Lesson** |  |
| **Estimated Time Period** |  |

1. **Learning Objective(s)**

What will students know, understand, and be able to do by the end of this lesson?

* + (3) original objectives
		1. An original objective – **cognitive domain**
		2. An original objective – **affective domain**
		3. An original objective – **psychomotor domain**

Use [Verbs from Bloom's Taxonomy](http://dox.utdallas.edu/chart1057) … Keep in mind the higher the word is on the pyramid, the more challenging the level of thought. These higher levels of thinking should be goals, as appropriate for your students.



V

Pennsylvania Department of Education Academic Standards (Use a minimum of 2-4 Standards, presented in their entirety.)

<http://www.pdesas.org/>

<http://www.pdesas.org/module/content/search/#search>

COMMON CORE STANDARDS - <http://www.pdesas.org/standard/commoncore>

1. **Materials and Equipment:** What materials and equipment will be used by both the teacher and learners and how will these materials be used?
2. **Procedure:** The following will be embedded within this section:
* Describe step by step teacher and learner behaviors
* What motivational strategies will you use to introduce the lesson?
* How will you draw on learner’s prior knowledge and experiences with topic of the lesson?
* What instructional strategies and techniques will you use to teach the lesson?
* Describe what the students will do during the lesson.
* How will you conclude the lesson and build a bridge to the next one?

You will need to include the above-mentioned criteria in the Procedures section of your lesson plan, as per the following Madeline Hunter lesson plan format:

* Anticipatory Set (Introduction)
* Development
* Conclusion (Closure)

**IV. Accommodations for Exceptionalities & ELL Students:** What modifications or accommodations will be incorporated into the lesson to support the learning experience for all students, including those with disabilities or other challenges.

**V. Student Assessment/Evaluation:** Describe how you will determine the extent to which the students have attained the learning objective(s).

* Is the assessment consistent with the learning objective(s)?
* What will the guided practice activities be?
* What will the independent practice activities be?
* What transitional activities will be used to connect to the next lesson?

Observable, measurable progress toward the attainment of each of the objectives stated in Section I. Learning Objectives (i.e. rubric, rating scale, comprehension check)

Resources:

<http://www.rubistar.com/>

<http://rubistar.4teachers.org/index.php>

<http://school.discoveryeducation.com/schrockguide/assess.html>

**Vl. Teacher Self-Assessment** – To be completed after the lesson to determine:

* Strengths of your teaching performance.
* Teaching areas that may need improvement.
* The difference between what you wanted to accomplish (the objectives) and what you actually attained.

Resource: <http://linguistics.byu.edu/faculty/henrichsenl/lessonplanning/lp_17.html>

Student teachers are expected to consider the strength of their teaching and areas in need of improvement in relationship to the INTASC Principles for Effective Teaching. The standards and the key indicators associated with them follow.

<http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf>

<http://www.ecu.edu/cs-educ/teached/upload/INTASCStandardsIndicators.pdf>

***PLEASE NOTE:***

* Weekly lesson plans may only be used after the student has mastered the writing of detailed plans and with permission of supervisor;
* Lesson plans should be displayed daily on the student teacher’s desk;
* Another lesson plan format can be found on Blackboard Learn; this option will be presented during Senior Seminar;
* ***A minimum of one unit plan*** will be written and implemented during the student teacher placement and will be submitted in Senior Seminar. Please refer to the ***Unit Plan Outline*** for details.

**UNIT PLAN OUTLINE**

Initially you will be teaching individual lessons by creating lesson plans that follow the topics provided by your cooperating teacher. Eventually, you will be expected to develop a unit of study that will encompass numerous lesson plans and outline what you will teach, how you will teach it, and what learning activities and assessments you will use during this process. A unit is a set of related lessons that address a single topic, theme, or skill. For example, a literature unit might address a particular book. Units range in length from just a few lessons (perhaps a week in length) to several lessons (perhaps more than a month.) The following sections must be completed for your unit plan.

**UNIT TITLE:**

**GRADE LEVEL: TIME LINE:**

**Part I. Community of Learners**

Describe the prior educational experiences of the class in relationship to the unit being presented. For example, the third grade children already know story structure, and the thinking and story skills appropriate to that level. This unit will build on this knowledge and develop new skills. A brief description of the socioeconomic background and individual differences of the class should also be included in this area.

**Part II. Planning Questions:**

In order to develop and teach a unit plan, sufficient background knowledge is required. To successfully design such an instructional tool, it is necessary to research the content standards or outcomes that are the focus of the plan. This information is typically found in the school's curriculum guide, state curriculum standards, or the textbook(s) that are being used. It is important that you seek other resources that will assist you with motivational activities and learning activities to support the teaching of the content standards or outcomes. This section of your unit represents an encyclopedic description of the concepts that demonstrates your own in-depth understanding of the subject matter. You must cite bibliographic references to document the accuracy, adequacy and appropriateness of this research. This description must lead you to the scope and sequence of topics to be taught, the development of learning visuals and activities, use of technology, and the selection of assessment tools.

 This section of the unit should answer the following questions:

 1. What are the **standards or outcomes** the student is to master? Use these standards or outcomes to develop a theme, issue, big idea, or, unit questions.

 2. What should the students know at the end of the unit?

 (**Factual knowledge and understanding**)

 3. What will the students be able to do at the end of the unit? (**Skills**)

 4. How will the unit be taught? (**Process/Activities**) Select activities that lead students to mastery.

 5. What will the students produce at the end of the unit?

 (**Products or evidence of mastery**)

 6. How will the teacher **assess** the products to determine if the students have learned the content and skills? (**Tests, rubrics, etc.**)

 7. Based on the description of your community of learners, what adaptations or accommodations will need to be made for students in your classroom?

**Part III. Vocabulary:**

Identify those words that are most important to the development of the unit, and define them in developmentally appropriate language.

**Part IV. Lesson Plans:**

Since this unit plan is based on a model of student performance, it important that your lessons move students beyond understanding and into application. Therefore, it is suggested that you follow the follow the steps outlined on page 9 of this manual.

In order to develop learning objectives for your unit plan, take the content standards or outcomes that you identified in Part II of your unit plan and place them in the context of the level of thinking that you expect your students to reach. (Think Bloom’s: knowledge, comprehension, application, analysis, synthesis, or evaluation). Every lesson plan that you write for your unit plan must address the achievement of these learning objectives. Be sure that each lesson's assessment task demonstrates how well your students have achieved your learning objectives.

**Part V: Materials:**

All learning visuals, handouts, worksheets, etc. must to be included with each lesson plan.

**Part VI: References**

All resources used in the development of the unit plan (description of the concept, vocabulary, and lessons) must be included in a formal reference list. Use APA format.

**INTERSTATE TEACHER ASSESSMENT SUPPORT CONSORTIUM**

**(INTASC) JOURNAL ENTRIES\***

As you enter your student teaching placements, it is important for you to become a reflective practitioner. Through careful and systematic observation of classroom phenomena, you can reflect on, or think about, your daily practice and thereby improve your teaching and the quality of the learning that occurs in your classroom. The entries that you make can provide vital information for you as you hone your own teaching strategies and develop an environment conducive to learning. These entries will also serve to document your progress towards attaining competency in the 10 INTASC, national standards for effective, professional teaching.

\*Journal entries and format for the student teacher portfolio will be discussed and further explained in Seminar.

# INTASC Standards

(Interstate New Teacher Assessment Support Consortium Standards)

The following is a list of these standards and requirements for you to incorporate into your thinking and writing:

**Standard One - Knowledge of Subject Matter:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard Two - Knowledge of Human Development:** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

**Standard Three - Adapting Instruction for Individual Needs:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard Four - Multiple Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard Five - Classroom Motivation and Management Skills:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

**Standard Six - Communication Skills:** The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard Seven - Instructional Planning Skills:** The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Standard Eight - Assessment of Student Learning:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Standard Nine - Professional Commitment and Responsibility:** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard Ten - Partnerships:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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**Summary of Updated InTASC Core Teaching Standards**

[**http://www.southeastern.edu/acad\_research/colleges/edu\_hd/student\_success/passport/2011INTASCstandards.pdf**](http://www.southeastern.edu/acad_research/colleges/edu_hd/student_success/passport/2011INTASCstandards.pdf)

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRIC FOR SEMINAR – STUDENT TEACHER PORTFOLIO**

**\_\_\_\_\_ Title/Cover Page (5 Points)**

\_\_\_\_\_ **Table of Contents (5 Points)** (Use Avery “Ready Index”)

\_\_\_\_\_ **Section I (Professional Materials) (20 Points):** Organized for interview process

**Scoring System-Section I:**

|  |  |  |
| --- | --- | --- |
| **20 = Exemplary** | **16 = Meets Expectations** | **12 = Needs Improvement** |

|  |
| --- |
| **20 = Exemplary – All required professional materials are within Section I of portfolio and are of excellent quality (Danielson Domain 4, INTASC Standards 9 & 10).** |

|  |
| --- |
| **16 = Meets Expectations – The majority of professional materials are within Section I of portfolio and are of good quality** **(Danielson Domain 4, INTASC Standards 9 & 10).** |

|  |
| --- |
| **12 = Needs Improvement – Missing over half of required professional materials and included portfolio items are not presented in a professional manner (Danielson Domain 4, INTASC Standards 9 & 10).** |

 \_\_\_\_\_ Philosophy of Education, Mission, Goals, or Autobiography

 \_\_\_\_\_ Cover Letter

 \_\_\_\_\_ Resume

 \_\_\_\_\_ Letters of Recommendation (3-5)

 \_\_\_\_\_ Standard Application Forms:

 \_\_\_\_\_ PA Standard Teaching Application

\_\_\_\_\_ PA Certification Applications (TIMS Online - Dept. of Education):

 \_\_\_\_\_ PAREAP Application/Optional

 \_\_\_\_\_ PAEDUCATOR.NET Application/Optional

\_\_\_\_\_ Degree

\_\_\_\_\_ Transcript(s)

\_\_\_\_\_ Copies of Clearances

\_\_\_\_\_ Letters and Notes of Commendation/Optional

\_\_\_\_\_ Certificates or Awards from Special Training or In-Service Sessions/ Optional

\_\_\_\_\_ Memberships and Other Materials (to showcase experience or background/

Optional

\_\_\_\_\_ **Section II (Student Teaching Items) (50 Points)**

**Scoring System-Section II**

|  |  |  |
| --- | --- | --- |
| **50 = Exemplary** | **40 = Meets Expectations** | **30 = Needs Improvement** |

|  |
| --- |
| **50 = Exemplary – All required professional materials are within Section II of portfolio and are of excellent quality. Lessons and Unit Plan/s demonstrate a strong knowledge of content and pedagogy as aligned with the PA Academic Standards (Danielson Domains 1 & 4, INTASC Standards 1, 2, 7, 9 & 10).** |

|  |
| --- |
| **40 = Meets Expectations – The majority of professional materials are within Section II of portfolio and are of good quality. Lessons and Unit Plan/s show knowledge of content and pedagogy as aligned with the PA Academic Standards (Danielson Domains 1 & 4, INTASC Standards 1, 2, 7, 9 & 10).** |

|  |
| --- |
| **30 = Needs Improvement – Missing over half of required professional materials and included portfolio items are not presented in a professional manner. Lessons and Unit Plan/s demonstrate a weak knowledge of content and pedagogy as aligned with the PA Academic Standards (Danielson Domains 1 & 4, INTASC Standards 1, 2, 7, 9 & 10).** |

\_\_\_\_\_Pre-Student Teaching Journals (3)

\_\_\_\_\_ “Checklist of Weekly Requirements and Special Education Activities” Form

\_\_\_\_\_ School Information (Calendar, Schedule, and Seating Charts, School Policies/Student Handbook

\_\_\_\_\_ **Unit and Lesson Plans** – Divided by subject and date each plan, placing each plan in chronological order with most recent on top.

\_\_\_\_\_ **Record Keeping and Student Evaluations** – Attendance records; evaluations you use to assess your students; grade book and/or grade records; information on individual differences, special needs youngsters, and how you accommodated these youngsters.

\_\_\_\_\_ **Correspondence:** Letter to parents; thank You notes; absentee forms, if absent.

\_\_\_\_\_ **Evaluations**

 \_\_\_\_\_ **Student Teacher:** PDE 430 Evaluations Forms

 \_\_\_\_\_ **Cooperating Teacher Evaluation** **Forms**: Lesson Plan critiques, Weekly Observations, PDE 430 Mid-Term and PDE 430 Final Evaluation

\_\_\_\_\_ **Supervisor Evaluation Forms:** Lesson Plan critiques, PDE 430 Mid-Term Evaluation, PDE 430 Final Evaluation

\_\_\_\_\_ **Staff Development and In-Service Notes and Materials:** Information, agendas, notes and reflections gathered from a variety of professional meetings that may include team meetings, department meetings, faculty meetings, staff in-service, and professional development days or conferences.

\_\_\_\_\_ **Section III – INTASC Standards (50 Points):** Evidence of Competency for the 10 PA State Standards adopted from Interstate New Teachers Assessment and Support Consortium (INTASC)

**Scoring System-Section III**

|  |  |  |
| --- | --- | --- |
| **50 = Exemplary** | **40 = Meets Expectations** | **30 = Needs Improvement** |

|  |
| --- |
| **50 = Exemplary – All INTASC Standards, INTASC Journal Entries, and artifacts are within Section III of portfolio and are of excellent quality (Danielson Domains 1, 2, 3 4, INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10).** |

|  |
| --- |
| **40 = Meets Expectations – ALL INTASC Standards, INTASC Journal Entries, and artifacts are within Section III of portfolio and are of good quality (Danielson Domains 1, 2, 3 4, INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10).** |

|  |
| --- |
| **30 = Needs Improvement – Missing two or more of the 10 INTASC Standards and artifacts within Section III of portfolio, as well as weak journal entries for the included INTASC Standards (Danielson Domains 1, 2, 3 4, INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10).** |

1. \_\_\_\_\_ Knowledge of Subject Matter (Unit Plan is artifact for this Standard)

 2. \_\_\_\_\_ Knowledge of Human Development and Learning

 3. \_\_\_\_\_ Adapting Instruction for Individual Needs

 4. \_\_\_\_\_ Multiple Instructional Strategies

 5. \_\_\_\_\_ Classroom Motivation and Management Skills

 6. \_\_\_\_\_ Communication and Technology Skills

 7. \_\_\_\_\_ Instructional Planning Skills

 8. \_\_\_\_\_ Assessment of Student Learning

 9. \_\_\_\_\_ Professional Commitment, Responsibility, and Development

 10.\_\_\_\_\_ Partnerships: School/Community Involvements

\_\_\_\_\_ **Section IV Special Education Checklist of Requirements (30 Points)**

**Scoring System-Section IV**

|  |  |  |
| --- | --- | --- |
| **30 = Exemplary** | **25 = Meets Expectations** | **20 = Needs Improvement** |

|  |
| --- |
| **30 = Exemplary – All required Special Education criteria are presented within Section IV of portfolio and are of excellent quality (CEC/Council for Exceptional Children for Professional Practice/Teaching & Assessment: 1.1-1.12).** |

|  |
| --- |
| **25 = Meets Expectations – The majority of Special Education criteria are within Section IV of portfolio and are of good quality (CEC/Council for Exceptional Children for Professional Practice/Teaching & Assessment: 1.1-1.12).** |

|  |
| --- |
| **20 = Needs Improvement – Missing over half of required Special Education criteria and included Special Education criteria are not presented in a professional manner and weak in content (CEC/Council for Exceptional Children for Professional Practice/Teaching & Assessment: 1.1-1.12).** |

\_\_\_\_\_ **Section V Overall Organization and Presentation of Professional Portfolio (20**

**Points)**

**Scoring System-Section V**

|  |  |  |
| --- | --- | --- |
| **20 = Exemplary** | **16 = Meets Expectations** | **12 = Needs Improvement** |

|  |
| --- |
| **20 = Exemplary – All required professional materials are logically organized with a strong sense of professionalism (Aligned with PA Dept. of Education PDE430).**  |

|  |
| --- |
| **16 = Meets Expectations – The majority of professional materials are logically organized with a good sense of professionalism (Aligned with PA Dept. of Education PDE430).**  |

|  |
| --- |
| **12 = Needs Improvement – Professional materials are not logically organized and portrays a weak sense of professionalism (Aligned with PA Dept. of Education PDE430).**  |

\_\_\_\_\_ **Section VI Prompt Attendance and Participation in Senior Seminar (20**

**Points, as per course syllabus)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total Points: \_\_\_\_\_\_ /200**

**Comments:**

**RECOMMENDED TABLE OF CONTENTS**

**(AVERY “READY INDEX”)**

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| **1. PROFESSIONAL MATERIALS** |

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| **2. STUDENT TEACHING ITEMS** |

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| **3. UNIT AND LESSON PLANS** |

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| **4. RECORD KEEPING AND STUDENT EVALUATIONS** |

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| **5. CORRESPONDENCE** |

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| **6. EVALUATIONS** |

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| **7. STAFF DEVELOPMENT AND IN-SERVICE MATERIALS** |

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| **8. INTASC STANDARDS** |

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| **9. SPECIAL EDUCATION** |

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| --- |
| **10. MISCELLANEOUS** |

**NEUMANN UNIVERSITY**

**SCHOOL OF EDUCATION AND HUMAN SERVICES**

**LIST OF WEEKLY REQUIREMENTS FOR EARLY ELEMENTARY EDUCATION, SPECIAL EDUCATION, AND SECONDARY EDUCATION**

 1. **Week 1 (for 7 week placements)**

**Weeks 1 and 2 (for 14 week placements)**

 \_\_\_\_\_Submit pre-student teaching journal.

\_\_\_\_\_Submit your daily schedule and the school calendar to your supervisor.

 \_\_\_\_\_Examine the daily schedule.

 \_\_\_\_\_Become familiar with the teacher and student edition of texts and

 programs.

 \_\_\_\_\_Help with routine functions.

 \_\_\_\_\_Be attentive to student needs (individual assistance and small group

 work).

 \_\_\_\_\_Seek to understand the philosophy and policies of the school; obtain

 copies of any and all school codes, handbooks, and guidelines.

\_\_\_\_\_Attend parent-student conferences and home and school meetings.

 \_\_\_\_\_Talk with your cooperating teacher about possible topics for your

 unit plan.

 \_\_\_\_\_Write a letter to the parents introducing yourself.

 **2. Week 2 (for 7 week placements)**

**Weeks 3 and 4 (for 14 week placements)**

 \_\_\_\_\_Teach one subject for the week.

 \_\_\_\_\_Assist with daily classroom routines.

 \_\_\_\_\_Conference daily with the cooperating teacher, sharing lesson plans

 (Plans are to be prepared in advance.)

 \_\_\_\_\_Include observations of several teachers in your journal.

 \_\_\_\_\_Develop and write a set of 10 bulleted student teaching goals.

 **3. Week 3 (for 7 week placements)**

**Weeks 5 and 6 (for 14 week placements)**

 \_\_\_\_\_Add a second subject; teach this subject plus the original subject for one week.

 \_\_\_\_\_Assist with lunchroom, study hall, playground and other duties with the cooperating teacher.

 \_\_\_\_\_Continue to confer with the cooperating teacher receiving feedback on weekly observation forms concerning progress.

 \_\_\_\_\_Develop a record keeping system which includes whole

 class/individual differences/methods of evaluation. \_\_\_\_\_Observe the resource room or gifted classroom and talk with the reading specialist and school psychologist.

**4. Week 4 (for 7 week placements)**

**Weeks 7 and 8 (for 14 week placements)**

 \_\_\_\_\_Continue teaching previous subjects, picking up a third subject.

 \_\_\_\_\_Continue handling classroom routines and duties.

 \_\_\_\_\_Conference with the cooperating teacher and demonstrate

 implementation of feedback from cooperating teacher and supervisor.

 \_\_\_\_\_The student teacher should complete the Self-Evaluation (PDE430 Form) and review the final evaluation with the cooperating teacher (PDE 430 Form).

 \_\_\_\_\_Create a Bulletin Board or other display of student work.

 **5. Week 5 (for 7 week placements)**

**Week 9 and 10 (for 14 week placements)**

 \_\_\_\_\_Continue all teaching and routine responsibilities, adding an additional subject.

 \_\_\_\_\_Continue to confer with the cooperating teacher.

\_\_\_\_\_The student teacher should attend parent conferences, home and school meetings, faculty meetings, in service workshops and other school functions.

 **6. Week 6 (for 7 week placements)**

**Week 11 and 12 (for 14 week placements)**

 \_\_\_\_\_Add another subject to previous responsibilities. \_\_\_\_\_Confer and plan with the cooperating teacher to review and modify goals to be achieved during the remainder of the placement.

 \_\_\_\_\_Develop a learning center or game related to subjects taught.

 \_\_\_\_\_Continue record keeping and evaluation.

 **7. Week 7 (for 7 week placements)**

**Week 13 and 14 for 14 week placements**

 \_\_\_\_\_Take on all teaching and classroom responsibilities.

 \_\_\_\_\_Continue to confer with the cooperating teacher, sharing feedback;

 the final conference should be held with the student to note

 strengths and areas needing improvement.

 \_\_\_\_\_Submit all completed forms and Student Teaching Binder to the supervisor.

 \_\_\_\_\_Write Thank You notes to Cooperating Teacher and Principal.

 \_\_\_\_\_Attend conference with supervisor to review achievements made

 during placement.

**8. Please Note: There is also a Special Education Checklist of Requirements and state Special Education standards outlined in the syllabus for the Special Education Practicum. Please refer to the Special Education Checklist of Requirements on the next page.**

**Student Teaching Checklist for Special Education Experiences**

Special education student teachers are also expected to engage in additional activities that are listed in the Forms Section with the Checklist of Weekly Requirements and that meet the state’s Special Education standards outlined in the syllabus for the Special Education Practicum.

Listed below are several key experiences recommended for the successful completion of the special education practicum. As a student teacher, you are encouraged to seek permission from your cooperating teacher to take part and learn about as many of these processes as possible while you are completing your placement. Please fill out the information below, add an explanatory comment, and include copies of any relevant documents or materials to support your participation in the process. These documents may also be used as artifacts in your portfolio to support the accomplishment of state standards.

**Date Experience or Activity Comments**

\_\_\_\_\_ Multidisciplinary Evaluation Team (MDET) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Child Study Team Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Student Assessment Process \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Curriculum Based Assessment (CBA) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Functional Behavioral Assessment (FBA) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Informal Reading Inventory (IRI) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ IEP Development Process \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Specially Designed Instruction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Annual IEP Re-Evaluation-Goal Setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Parent/Teacher Informational Conferences \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Accommodations Checklist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Instructional Adaptations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Response to Intervention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_ Universal Assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_ Tier 1 accommodations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_ Tier 2 accommodations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_ Tier 3 accommodations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date Experience or Activity Comments**

\_\_\_\_\_ Progress Monitoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Extent of Special Education Student Participation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 in State Assessment

\_\_\_\_\_ Special Education Student Participation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 in Alternative Assessments

\_\_\_\_\_ School/District Due Process \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Additional Experiences/Materials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Autism Support Checklist:**

**\_\_\_\_\_ Visual Supports**

 \_\_\_\_\_Visual Schedules - classroom and individual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Classroom transitions and routines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Instructions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Choice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Safety \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Physical boundaries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_Sensory supports**

**\_\_\_\_\_**Modulating supports - weighted vest or blanket, bean bag chair

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **\_\_\_\_\_**Calming interventions - what does the teacher/child use to help calm the student - favorite toy, picture of family, familiar item from home

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_Sensory alerting strategies - anything used to stimulate under-responsivity to sensory input

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_Communication**

 **\_\_\_\_\_**Assisted communication devices \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **\_\_\_\_\_**Picture Exchange communication system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_**Social skills training \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_Executive Functioning**

 **\_\_\_\_\_**Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **\_\_\_\_\_**Defining space - labeling areas and supplies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **\_\_\_\_\_**Home-school checklists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **\_\_\_\_\_**Curriculum supports \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Neumann University**

**School of Education & Human Services**

**Student Teacher Observation Form**

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

**Cooperating Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade & Subject:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scale:** Using the guide below please indicate your evaluation of skills, performances, and characteristics exhibited by intern.

**O –** Observed

**N/O and / or N/A –** Not Observed and / or Not Applicable

**3** – Exemplary

**2** – Superior

**1** – Satisfactory

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | **O** | **N/O or N/A** | **3** | **2** | **1** | **0** |
| Demonstrates knowledge of subject matter, content, and pedagogical skills. |  |  |  |  |  |  |
| Planning a lesson that demonstrates organization and lesson planning skills aligned with Academic and Core Standards. |  |  |  |  |  |  |
| Working with focus students using appropriate and varied teaching strategies with adaptations for individual student needs. |  |  |  |  |  |  |
| Actively engages students in the lesson. |  |  |  |  |  |  |

**0 –** Unsatisfactory

**PLANNING AND PREPARATION**

**CLASSROOM ENVIRONMENT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | **O** | **N/O or N/A** | **3** | **2** | **1** | **0** |
| Demonstrates enthusiasm and maintains student attention. |  |  |  |  |  |  |
| Uses a variety of appropriate positive reinforcement strategies. |  |  |  |  |  |  |
| Effective management of student behavior that maintains a positive rapport with students. |  |  |  |  |  |  |
| Attention to equitable learning opportunities for students. |  |  |  |  |  |  |
| Effective classroom routines and procedures resulting in little or no loss of instructional time. |  |  |  |  |  |  |

**PROFESSIONALISM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | **O** | **N/O or N/A** | **3** | **2** | **1** | **0** |
| Accepts and uses constructive criticism relative to the analysis and reflection of a lesson. |  |  |  |  |  |  |
| Demonstrates a positive attitude toward profession of education. Shows integrity and ethical behavior, professional conduct as stated in **PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS.** |  |  |  |  |  |  |
| Arrives for internship on time. |  |  |  |  |  |  |
| Gives extra time to attend in-service, faculty meetings, IEP meetings, parent-teacher conferences, and stays after school to prepare and/or collaborate with cooperating teacher for future lessons/units. |  |  |  |  |  |  |
| Knowledge of school and /or district procedures. |  |  |  |  |  |  |
| Exhibits professional appearance. |  |  |  |  |  |  |

**INSTRUCTIONAL DELIVERY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | **O** | **N/O or N/A** | **3** | **2** | **1** | **0** |
| Resources and communication of procedures provides clear explanation of content, knowledge of learning environment, and uses this information to plan instruction. |  |  |  |  |  |  |
| Modeling appropriate/correct language and grammar. |  |  |  |  |  |  |
| Use of instructional goals that reflect the PA Academic and Core Standards that show a recognizable sequence, clear student expectations, and adaptations for individual needs. |  |  |  |  |  |  |
| Engagement of students in learning and adequate pacing/transitions during instructional delivery. |  |  |  |  |  |  |
| Planning of assessments with formal and informal assessments aligned with learning goals, information about students, and activities to plan for assessment. |  |  |  |  |  |  |
| Demonstrates good listening skills and feedback to students on their learning. |  |  |  |  |  |  |
| Use questions that access higher levels of thinking. |  |  |  |  |  |  |
| Utilizes technology within the lesson. |  |  |  |  |  |  |
| Knowledge of students with flexibility and responsiveness in meeting the learning needs of students (i.e. differentiated instruction). |  |  |  |  |  |  |

 **ADDITIONAL COMMENTS**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Neumann University**

**School of Education & Human Services**

**Record of Student Teacher Absences**

Note to the Cooperating Teacher:

Please read the policies governing student teacher absences in The Student Teacher Handbook (pages 17-18). Please record all student teacher tardiness and absences below. A copy of this report should be given to the supervisor both at the Mid-Term Conference and the Final Conference.

NAME OF STUDENT TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INCLUSIVE DATES OF THIS REPORT: From \_\_\_\_\_\_\_\_\_\_\_\_\_ To \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month | Day | Reason for Absence or Lateness | Excused | Unexcused |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Cooperating Teacher

SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Teacher

**PLEASE NOTE:** When deemed necessary or appropriate, written excuses from a doctor, the University’s nurse (or other) should be shown to the cooperating teacher or principal and then filed with this report.

# Chapter 235 CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

www.pa**code**.com/secure/data/022/chapter235/chap235toc.html‎

235.1. [Mission.](http://www.pacode.com/secure/data/022/chapter235/s235.1.html)
235.2. [Introduction.](http://www.pacode.com/secure/data/022/chapter235/s235.2.html)
235.3. [Purpose.](http://www.pacode.com/secure/data/022/chapter235/s235.3.html)
235.4. [Practices.](http://www.pacode.com/secure/data/022/chapter235/s235.4.html)
235.5. [Conduct.](http://www.pacode.com/secure/data/022/chapter235/s235.5.html)
235.6. [Legal obligations.](http://www.pacode.com/secure/data/022/chapter235/s235.6.html)
235.7. [Certification.](http://www.pacode.com/secure/data/022/chapter235/s235.7.html)
235.8. [Civil rights.](http://www.pacode.com/secure/data/022/chapter235/s235.8.html)
235.9. [Improper personal or financial gain.](http://www.pacode.com/secure/data/022/chapter235/s235.9.html)
235.10. [Relationships with students.](http://www.pacode.com/secure/data/022/chapter235/s235.10.html)
235.11. [Professional relationships.](http://www.pacode.com/secure/data/022/chapter235/s235.11.html)

**Authority**

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

**Source**

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

#### § 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

#### § 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

#### § 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

#### § 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

#### § 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

#### § 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

#### § 235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

#### § 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

#### § 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

#### § 235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

#### § 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employee.

(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

**PROFESSIONAL DISPOSITIONS FOR**

**EDUCATORS AND TEACHER CANDIDATES**

**PROFESSIONAL DISPOSITIONS** are defined as the verbal and non-verbal expression of attitudes, values and beliefs when interacting with students, families, colleagues, and communities (NCATE).

The following five dispositional areas evaluated in

Neumann University teacher candidates are evidenced by their:

• **Interactions with Students**

• **Professional Ethics and Practices**

• **Effective and Appropriate Communication and Collaboration**

• **Reflective Planning and Teaching for Student Learning**

• **Sensitivity to Diversity and Equity**

**Interaction with Students –** Interaction with students encompasses those behaviors that evidence the candidate’s regard for thelearners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. Inaddition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students and by modeling positive interpersonal skills.

**Professional Ethics and Practices -** Professional ethics and practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category. In particular, professional ethics and practices encompass ethical behaviors as required by the PA coded of Professional Practices and Conduct. As such, the teacher candidate accepts constructive feedback as part of learning and professional growth; sets realistic goals for self-improvement; reflects upon strengths and weaknesses of their own work and offers alternative actions on an as-needed basis; maintains a commitment to lifelong learning and scholarly inquiry.

**Effective and Appropriate Communication and Collaboration -** Easily identified as a skill domain, effective communication within a dispositional framework refers to one’s regard for honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students, considering the audience as well as the message. Effective communication includes positive dialogue to resolve varied dilemmas and hinges on the strictest maintenance of confidentiality. In that honorable and non-judgmental professional discourse, especially in relation to the candidate’s progress, is essential for growth, effective and appropriate communication is tied to collaboration. Both effective, appropriate communication and collaboration require respect for and acceptance of all group members and the use of professional judgement in one’s words and actions when sharing ideas and expressing opinions.

**Planning and Teaching for Student Learning -** Planning and teaching for student learning refers to the beliefs about student learning and how these are evidenced in the planning and teaching processes. Acknowledging that effective teaching requires creativity and effort, research and knowledge of content and students, the teacher candidate’s commitment is evidenced through the development of challenging and engaging lessons and the use of best practices. It is essential to plan lessons and units with a focus on professional standards that are systematic, thoughtful, and attentive to the student population and the individual needs of students. Positive dispositions in this area are reflected in rich and varied teaching approaches founded on the belief that all children can learn. Additionally, teacher candidates must critically analyze lessons and approaches to determine their effectiveness and demonstrate an attitude of problem solving and perspective taking.

**Sensitivity to Diversity and Equity -** Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations. Sensitivity to diversity and equity comprises a cultural awareness that demonstrates a civility and respect for diversity; exhibits fair, consistent, and equitable treatment of all; advocates on behalf of all learners and families; and promotes a positive learning environment that values and fosters respect for all learners.

Adapted in part from <http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf> and http://ncate.org/Standards/UnitStandards/Glossary/tabid/477/Default.aspx#P

**PENNSYLVANIA DEPARTMENT OF EDUCATION PDE FORM 430:** Forms and a list of indicators and evidence to be used during the evaluation process are provided in a separate distribution to supervisors.

Please Note: The official PDE 430 Form can be found at

http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Fees%20and%20Forms/PDE%20430.pdf

As per the PA Department of Education, this form must be used at least twice during the 12-week (minimum) student teaching experience.

**PERFORMANCE EVALUATION**

# Directions: Examine all sources of evidence provided by the student teacher / candidate and bear in mind the aspects of teaching for each of the four categories used in this form.

**These four categories are as follows:**

**1. Planning and Preparation**

**2. Classroom Environment**

**3. Instructional Delivery**

**4. Professionalism**

# Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the Student Teacher.

 **TEACHING COMPETENCIES (PDE 430)**

**Category I: Planning and Preparation**

1) Knowledge of content.

2) Knowledge of pedagogy.

3) Knowledge of Pennsylvania’s K-12 Academic Standards.

4) Knowledge of students and how to use this knowledge to impart instruction.

5) Use of resources, materials, or technology available through the school or district.

6) Instructional goals that show a recognizable sequence with adaptations for individual student needs.

7) Assessments of student learning aligned to the instructional goals and adapted as required for student needs.

8) Use of educational psychological principals/theories in the construction of lesson plans and setting instructional goals.

**Category III: Classroom Environment**

1) Expectations for student achievement with value placed on the quality of student work.

2) Attention to equitable learning opportunities for students.

3) Appropriate interactions between teacher and students and among students.

4) Effective classroom routines and procedures resulting in little or no loss of instructional time.

5) Clear standards of conduct and effective management of student behavior.

6) Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher.

7) Ability to establish and maintain rapport with students.

**Category III: Instructional Delivery**

1) Use of knowledge of content and pedagogical theory through his/her instructional delivery.

2) Instructional goals reflecting Pennsylvania K-12 standards.

3) Communication of procedures and clear explanations of content.

4) Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs.

5) Use of questioning and discussion strategies that encourage many students to participate.

6) Engagement of students in learning and adequate pacing of instruction.

7) Feedback to students on their learning.

8) Use of informal and formal assessments to meet learning goals and to monitor student learning.

9) Flexibility and responsiveness in meeting the learning needs of students.

10) Integration of disciplines within the educational curriculum.

**Category IV: Professionalism**

1) Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like.

2) Knowledge of school or district requirements for maintaining accurate records and communicating with families.

3) Knowledge of school and/or district events.

4) Knowledge of district or college’s professional growth and development opportunities.

5) Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations.

6) Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel and administrators.

7) Ability to cultivate professional relationships with school colleagues.

8) Knowledge of Commonwealth requirements for continuing professional development and licensure.

**PDE 430 STUDENT SELF-EVALUATION** to be used in conjunction with the cooperating teacher's and supervisor's mid- semester and final evaluations of the student teacher;

**COVER SHEET**

 **PDE 430 MID-TERM AND FINAL EVALUATION OF STUDENT TEACHER**

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Circle One: Cooperating Teacher/Supervisor

The purpose of this form is to help the student improve his/her teaching at mid-semester, and should serve as a final evaluation at the end of the student teaching experience. Please complete it and conference with the student. Please place a Check (√) in the **Rating** space to indicate the student’s performance in each of the four (4) Categories on the **PDE Form 430**. These categories are:

I. Planning and Preparation --

II. Classroom Environment --

III. Instructional Delivery --

IV. Professionalism --

**Total Points =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The rating points and descriptors for each **Category** are as follows:

1. Exemplary
2. Superior
3. Satisfactory
4. Unsatisfactory

A corresponding definition or **Criteria for Rating** explains the rating area. Comments describing overall student performance are also required. When writing the **Justification for Evaluation*,*** please refer to the definition of each category, the state standards that are designated, the performance indicators, and the **Sources of Evidence** that were used to measure the student’s competency in that category.

Complete the final **Overall Rating**on page 5 by adding the numerical ratings for each of the four categories and placing a Check (√) under the appropriate rating area. Refer to the table below to determine the **Overall Rating.** For example, please consider the student’s total experience and if their score is in the range from 9 to 12 their **Final Overall Rating** must be marked in the **Exemplary Rating Category with 12 points.** Next, write your **Justification for Overall Rating** and complete the information at the bottom of page 5. Please assign grades for the student on page 2 of the **Cover Sheet** based on the following table:

**OVERALL RATING**

**Points Rating Points for Grading Grades**

12 Exemplary 12, 11, 10 A

8 Superior 9, 8 B+

 Superior 7, 6 B

4\* Satisfactory 5, 4 C+, C

 Unsatisfactory 3, 2, 1 D+, D and F

0 Unsatisfactory 0 F

\* A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment and to recommend the student for certification.

**COMMENTS ON THE OVERALL EFFECTIVENESS OF THE STUDENT:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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See Attached PDE 430 Form

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Number of days absent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cooperating Teacher’s Grade for Student Teaching:**

 AB+ B C+ C D+ D F

**Supervisor’s Grade for Student Teaching:**

 A B+ B C+ C D+ D F

**Evaluator’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:**\_\_\_\_\_\_\_\_

**Student Teacher’s Signature**

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

**Pennsylvania Statewide Evaluation Form**

**For**

**Student Professional Knowledge and Practice**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student/Candidate’s Last Name First Middle Social Security Number**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject(s) Taught**

**This form is to serve as a permanent record of a student teacher/candidate’s professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teacher experience.**

**PERFORMANCE EVALUATION**

# Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

|  |
| --- |
| **Category I:** **Planning and Preparation –** **Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.** **Alignment**: **354.33. (1)*(i)*(A), (B), (C), (G), (H)** |
| Student Teacher/Candidate’s performance appropriately demonstrates:* Knowledge of content
* Knowledge of pedagogy
* Knowledge of Pennsylvania’s K-12 Academic Standards
* Knowledge of students and how to use this knowledge to impart instruction
* Use of resources, materials, or technology available through the school or district
* Instructional goals that show a recognizable sequence with adaptations for individual student needs
* Assessments of student learning aligned to the instructional goals and adapted as required for student needs
* Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals
 |
| **Sources of Evidence** (Check all that apply and include dates, types/titles and number)  |
| * Lesson/Unit Plans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Resources/Materials/Technology \_\_\_\_\_\_\_\_\_\_\_\_
* Assessment Materials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Information About Students (Including IEP’s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | * Student Teacher Interviews \_\_\_\_\_\_
* Classroom Observations \_\_\_\_\_\_\_\_
* Resource Documents \_\_\_\_\_\_\_\_\_\_\_
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| Category | Exemplary 3 Points  | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating(Indicate √) |  |  |  |  |
| Justification for Evaluation |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student/Candidate’s Last Name First Middle Social Security Number**

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| **Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in** **which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.****Alignment: 354.33. (1)*(i)*(E), (B)** |
| Student Teacher/Candidate’s performance appropriately demonstrates: * Expectations for student achievement with value placed on the quality of student work
* Attention to equitable learning opportunities for students
* Appropriate interactions between teacher and students and among students
* Effective classroom routines and procedures resulting in little or no loss of instructional time
* Clear standards of conduct and effective management of student behavior
* Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
* Ability to establish and maintain rapport with students
 |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, and number) |
| * Classroom Observations \_\_\_\_\_\_\_\_
* Informal Observations/Visits \_\_\_\_\_
* Student Teacher/Candidate

 Interviews \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Visual Technology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Resources/Materials/Technology/Space

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating(Indicate √) |  |  |  |  |
| Justification for Evaluation |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student/Candidate’s Last Name First Middle Social Security Number**

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| **Category III** – **Instructional Delivery** - **Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.****Alignment: 354.33. (1)*(i)*(D),(F),(G)** |
| Student Teacher/candidate’s performance appropriately demonstrates:* Use of knowledge of content and pedagogical theory through his/her instructional delivery
* Instructional goals reflecting Pennsylvania K-12 standards
* Communication of procedures and clear explanations of content
* Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
* Use of questioning and discussion strategies that encourage 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 to monitor student learning
* Flexibility and responsiveness in meeting the learning needs of students
* Integration of disciplines within the educational curriculum
 |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, or number) |
| * Classroom Observations
* Informal Observations/Visits
* Assessment Materials
* Student Teacher/Candidate

 Interviews | * Student Assignment Sheets
* Student Work
* Instructional Resources/Materials/Technology
* Other
 |
| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance. |
| Rating(Indicate √) |  |  |  |  |
| Justification for Evaluation |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student/Candidate’s Last Name First Middle Social Security Number**

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| **Category IV** **– Professionalism** - **Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.****Alignment: 354.33. (1)*(i)*(I),(J)** |
| Student Teacher/Candidate’s performance appropriately demonstrates:* Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
* Knowledge of school or district requirements for maintaining accurate records and communicating with families
* Knowledge of school and/or district events
* Knowledge of district or college’s professional growth and development opportunities
* Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
* Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
* Ability to cultivate professional relationships with school colleagues
* Knowledge of Commonwealth requirements for continuing professional development and licensure
 |
| **Sources of Evidence** (Check all that apply and include dates, types/titles, or number) |
| * Classroom Observations
* Informal Observations/Visits
* Assessment Materials
* Student Teacher Interviews
* Written Documentation
 | * Student Assignment Sheets
* Student Work
* Instructional Resources/Materials/Technology
* Other
 |
| Category | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point  | Unsatisfactory 0 Points |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially*  demonstrates indicators of performance. |
| Rating(Indicate √ ) |  |  |  |  |
| Justification for Evaluation |

|  |
| --- |
| Overall Rating |
| Category | Exemplary (Minimum of 12 Points)  | Superior (Minimum of 8 Points) | Satisfactory (Minimum of 4 Points) | Unsatisfactory (0 Points) |
| Criteria for Rating | The candidate *consistently* and *thoroughly* demonstrates indicators of performance. | The candidate *usually* and *extensively* demonstrates indicators of performance. | The candidate *sometimes* and *adequately* demonstrates indicators of performance. | The candidate *rarely* or *never* and *inappropriately or superficially*  demonstrates indicators of performance. |
| Rating(Indicate √ ) |  |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student/Candidate’s Last Name First Middle Social Security Number**

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

|  |
| --- |
| Justification for Overall Rating: |

Student Teacher/Candidate’s Last Name First Middle Social Security Number

District/IU School Interview/Conference Date

School Year: Term:

|  |  |
| --- | --- |
| **Required Signatures**: |  |
| **Supervisor/Evaluator**: |  | Date: |
| **Student Teacher/ Candidate**: |  | Date: |
|  |  |  |

**(Confidential Document)**