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Student Teaching Handbook

Early Childhood, Early Childhood with Special Education, Middle Level, and Secondary Education Student Teachers

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Practitioner Scholar
Teaching - Research -Service - Reflection

Domain 1: Planning and Preparation (Teaching, Reflection, Research) 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	**Domain 3: Instruction (Teaching, Reflection)** 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
Domain 2: Classroom Environment (Teaching, Reflection, Service) 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	**Domain 4: Professional Responsibilities (Teaching, Reflection, Research, Service)** 4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c.Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

CAEP Council for the Accreditation of Educator Preparation

Practitioner-Scholar Model reflected in Danielson

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Introduction

Supervised teaching is an essential part of Robert Morris University teacher education programs. It is a time when the student teacher learns about the teaching profession and integrates the skills needed to cope with a full day of teaching in the public schools.

During this experience, the cooperating school and the University work together as a supervising team. The primary purpose of this partnership is to assist each student teacher to master those skills which identify a competent beginning teacher.

Student teaching will consist of a full-time internship. Robert Morris University reserves the right to remove any student teacher or candidate from a placement at any time if the cooperating teacher or a school administrator requests the removal. Student teachers may also be withdrawn from placement by the Robert Morris University Education Department Head for any reasons he/she believes are justifiable.

The Goals of Student Teaching

The goals of student teaching are as follows:

      (1)   to assist the student teacher in making the transition from university student to classroom teacher;

      (2)   to assist the student teacher in the application of pedagogical theories and content contained in professional courses, such as the differences in students' learning, the nature of the teaching task, and the skills needed to manage a class;

      (3)   to provide the student teacher an opportunity to demonstrate his/her competency in a classroom teaching situation;

      (4)   to assist the student teacher in the further development of effective instructional techniques and assessment strategies.

Continuous professional development is an important component of effective teaching. Student teaching is a learning experience. The student teacher does not leave the student teaching experience as a finished product--learning should continue throughout the student teacher's professional career.

Role and Responsibilities of the Cooperating Teacher

In this experience, the cooperating teacher is the most significant person for the student teacher. He/she must be willing to accept a partnership with Robert Morris University and the university supervisor, and at the same time create a teaching team with the student teacher. The cooperating teacher should offer encouragement to the student teacher when needed and constructive criticism when the student teacher is capable of doing better. It is the responsibility of the university supervisor and the cooperating teacher to help the student teacher to capitalize on his or her strengths and correct deficiencies wherever they exist.

Robert Morris University respects the ability and the dedication of the cooperating teachers who participate in our teacher education programs. The cooperating teacher is the vital link between university preparation and professional employment for the student teacher. To further define this "linking" role, the following lists reflect expectations of the cooperating teacher.

The Cooperating Teacher will:

- Receive the student teacher as a co-professional.
- Work with the student teacher as a team member.
- Provide a professional role model.
- Clearly describe personal and program expectations.
- Provide an overview of the district, building, and community and make introductions to colleagues and
- students.
- Acquaint the student teacher with policies and rules related to the district, building, and classroom.
- Direct the progressive involvement and take-over schedule of the student teacher.
- Observe, critique, and provide weekly feedback for the student teacher.

- Encourage the use of a variety of instructional techniques.
- Promote the use of instructional technology to enhance student learning.
- Act as a liaison for the student teacher with other members of the school community.
- Work with the university supervisor to accomplish university program goals.

General Guidelines

A. Preparation

1. Prepare classes for the arrival of the student teacher.
2. Locate a desk and/or work area for the student teacher.
3. Collect copies of the daily schedule, texts, curriculum guides, courses of study, manuals, and school forms.

B. General Orientation

1. Summarize the educational needs, values, and resources of the local school district and/or community.
2. Explain routine procedures, rules, and regulations of the school, using available manuals and forms.
3. Explain practices concerning the guidance department and the information in the student files.
4. Explain, if necessary, methods of requisitioning texts, media materials, and supplies, using sample forms.
5. Explain the physical layout of the building: location of offices, faculty rooms, library, cafeteria, and auditorium.
6. Outline professional responsibilities of faculty (parent conferences, faculty meetings, student organizations, and advisory committees).
7. Outline professional duty assignments, such as lunch, study hall, hall duty, etc.

C. Department and/or Grade Level Orientation

1. Explain the instructional strategies used in the department.
2. Explain sectioning of students and the assumed potential of each group, if applicable.
3. Analyze the texts, subject background, and reading level of each group with whom the student teacher will be working.
4. Explain your general grading system and that of the department and/or grade level, if applicable.

D. Interpersonal Relations

1. Establish a cooperative relationship with the student teacher.
2. Describe practices and traditions in social interactions within the educational community.
3. Arrange appropriate introductions with colleagues and students.
4. Arrange appropriate classroom observations of colleagues for the student teacher.
5. Allow intellectual freedom, but be available for support and consultation.
6. Maintain professional boundaries with the student teacher.

E. First Planning

1. Share examples of your own lesson plans with the student teacher.
2. Help the student teacher select the class for his/her first instruction.
3. Identify the area of study and the current activity of that class.
4. Discuss the first planned learning activities in detail.
5. Explain the disciplinary policies which you expect the student teacher to follow as he/she takes over the classes.
6. Discuss if, and under what circumstances, you would interrupt the student teacher. (In general, comments and suggestions should be made during conferences rather than in front of the class.)

F. Continued Planning

1. **Comment on and initial the student teacher's lesson plans**. RMU student teachers must use the RMU Lesson Plan Template when developing lesson plans for each class taught. A copy of the *RMU Lesson Plan Template* is in Appendix A.

2. Make arrangements for the student teacher to observe other teachers. The student teacher is required to use feedback from classroom observations and subsequent conferences in lesson planning. During the first two

days that the student teacher is in the school, he/she will observe all day in the classroom or every period. On the third day, if possible, the student teacher should observe classes of teachers in other disciplines and/or grade levels. The cooperating teacher should make these arrangements. The purpose of this assignment is to help the student teacher become acquainted with other teachers, the school and different students.

3. Increase the student teacher's responsibilities to a full teaching schedule by planning a gradation schedule for full take-over. See pacing guides on pages 19-22.

G. Required Student Teaching Evaluation

1. Comment on and initial the student teacher's daily lesson plans.

2. Confer routinely with the university supervisor about the student teacher's progress. The supervisor is available for discussions in the school, via e-mail, or on the phone.

3. **At least once a week, complete a weekly feedback observation and discuss in detail with the student teacher using *Feedback of a Lesson* (see Appendix D).** The student teacher needs to keep these feedback observations in a hard-copy folder and share them with the university supervisor and perhaps the Teacher Education Field Placement Coordinator, if needed.

4. Fill out a PDE-430 form at the mid-point and discuss it within 1 week with the student teacher. The RMU supervisor should try and be a part of the discussion even if by phone (see Appendix H). The cooperating teacher mails the hard copy PDE-430 form with signatures directly to Morgan Zelkovic or gives it to the RMU supervisor to deliver it to Morgan Zelkovic within one week of the observation**.**

5. On the last day of student teaching, the Cooperating Teacher signs the student teacher's Time Sheet and the student teacher returns it to Morgan Zelkovic, RMU Certification Assistant.

6. At the end of the student teaching experience, RMU asks that the cooperating teacher evaluates the student teacher by completing a *Letter of Recommendation* (see Appendix E).   **If possible, present the letter on school letterhead and address it to: "To Whom It May Concern." Send the completed letter to:**

   Ms. Morgan Zelkovic
   Education Department – Office of Teacher Education
   434 Nicholson
   Robert Morris University
   School of Education and Social Sciences (SESS)
   6001 University Blvd.
   Moon Township, PA 15108

   The letter is not limited to, but may include, a discussion of the student teacher's strengths, ability to communicate, thoroughness in designing lesson plans, and potential for growth in the teaching profession. Student teachers often use the cooperating teacher's letter of recommendation when applying for future teaching positions. Please give a COPY to the STUDENT TEACHER.

7. Upon completion of the student teaching experience, cooperating teachers are requested to complete the RMU Program Survey. This survey provides feedback to RMU. When the Teacher Education Office receives the program survey, the cooperating teacher honorarium will be processed.

H. Conferences

1. Ensure privacy from colleagues as well as students during conferences with the student teacher.
2. Cooperatively agree on the focus for each conference with the student teacher.
3. Establish a relaxed, friendly atmosphere.
4. Encourage the student teacher to begin the conference by summarizing his/her assessment of the lesson.
5. Utilize data (notes, tapes, charts, other products) collected during classroom observations in the course of the conference.
6. Begin with more favorable aspects of the classroom observation.
7. Critique by using questions to seek a variety of responses from the student teacher.
8. Cooperatively decide on the focus of the next classroom observation.

9. Lead the student teacher toward reflection and self-evaluation.
10. Participate in conferencing with the university supervisor and student teacher on the final PDE-430, completed by the university supervisor.

Role and Responsibilities of the University Supervisor

The university supervisor has a "bridging" or "linking" role in the preparation of the student teacher. RMU implements a Clinical Faculty Supervision Model.

What is clinical supervision?

Over the past ten years, most teacher education programs have adopted the clinical faculty model of supervision, recognizing that this model embraces best practices in the field of teacher preparation. A clinical supervision model uses data to help the student teacher understand his or her strengths and weaknesses as a practicing teacher by becoming an active participant in the observation/supervision process.

At the pre-conference, the supervisor and student teacher agree on the "area of focus." The supervisor uses a data collection method that targets the "area of focus" during all or part of the observation. This data is then presented to the student teacher at the post-conference. The student teacher analyzes the data and offers his or her insights based on the data. The supervisor then guides the discussion using the data and his or her professional expertise.

The "areas of focus" at RMU are on RMU University Supervisor Observation Form. The areas are:
1.) Planning and Preparation   2.) Classroom Environment
3.) Instructional Delivery   4.) Professionalism

Parts of a Clinical Supervision Model
Pre-conference:

The supervisor and student teacher connect through e-mail, face-to-face, phone, or Skype and discuss the lesson plan and the "area of focus" for the observation. The pre-conference is generally 24 to 48 hours before the lesson. It cannot occur the day of the lesson. The student teacher takes feedback from the pre-conference and uses it to further prepare for the lesson.

Observation:

The supervisor uses a technique or method to gather data on the student teacher in the "area of focus" that was agreed upon between the student teacher and supervisor at the pre-conference.

Post-conference:

The student teacher and supervisor meet face-to-face after the observation. The student teacher is provided the data that was collected at the observation and offers insight to the supervisor on his or her effectiveness based on the data. Discussion on the lesson overall is also a part of the post-conference dialogue. In conclusion, the student teacher sets a goal or goals to work on based on the data and discussion.

Sample of Data Collection Techniques

Scripting: Writing down or typing everything that the student teacher says during a specific time frame or for the entire lesson. This may be used for student teacher's content knowledge, classroom environment, or instructional delivery.
Recording/Counting: Recording tally marks or other forms of counting to record the number of times a student teacher says or performs an action. This could also be used to indicate if a student teacher does not say or perform an action.
Mapping: Using a classroom diagram to record the student teacher's movement during part or all of the lesson. Mapping can also be used to record the students' on-task/off-task behavior or interaction(s) between student & student teacher.
Timing: Recording the time it takes the student teacher to proceed through parts of the lesson, respond to off-task behavior, and/or wait for students' responses.
Audiotaping: Taping all or part of the lesson for voice quality, verbal interactions, directions, or classroom interactions.
Please do not videotape the student teacher.

Data must be collected using the clinical faculty model on two of the three observations for Early Childhood, Middle Level, undergraduate secondary, and all post-bacc student teachers. Early Childhood with Special Education (dual certification) will have three out of the five observations using the clinical faculty model.

The University Supervisor will:
- Provide the cooperating teacher with guidelines from Robert Morris University.
- Interpret University policy for student teachers and others.
- Serve as a resource, professional guide, and professional mentor to the student teacher.
- Consult with the cooperating teacher on relevant matters relating to the student teacher.
- Emphasize the strengths, progress, and efforts of the individual student teacher.
- Be familiar with and readily implement the Clinical Faculty Model of supervision.
- Formally evaluate the student teacher's classroom activities systematically by observing the student teacher's performance:
  - Early Childhood, Middle Level and Secondary: a **minimum of three times** during the semester. Each observation will have a pre-conference and post-conference using the PDE-430 form (see Appendix H) for all observations. Two out of the three observations will implement a clinical faculty observation model.
  - Early Childhood with Special Education: a **minimum of five times** during the semester using the PDE-430 (see Appendix H) form for all observations. Each observation will have a pre-conference and post-conference. Three out of the five observations will implement a clinical faculty observation model.
- Share observation findings with the student teacher and cooperating teacher.
- Early Childhood, Middle Level and Secondary: **File a total of three observations** using the PDE-430 form for all observations**. Fill-in each PDE-430 rubric data in LiveText.
- Early Childhood with Special Education: **File a total of five observations** using the PDE-430 for all observations. Fill-in each PDE-430 rubric data in LiveText.
- **Fill-in ALL three or five** PDE-430 **Evaluation Rubrics in LiveText.** Deliver to Morgan Zelkovic three or five hard copy PDE-430 forms with signatures to Morgan Zelkovic within 1 week after each observation.
- Provide the student teacher with feedback regarding all progress toward stated competencies.
- Inform the cooperating teacher of lessons observed and the suggestions being made to the student teacher.
- Arrange pre- and post-conferences with the student teacher for each of the observations.
- Discuss the progress of the student teacher as a part of each visit with the cooperating teacher.
- Early Childhood, Middle Level and Secondary: Try to be a part of the cooperating teacher's discussion with the student teacher on the PDE-430 form based on the observation evaluation at the mid-point.
- Early Childhood with Special Education: Try to be a part of the cooperating teacher's discussion with the student teacher on the PDE-430 form based on the observation evaluation at the mid-point.
- Review the student teacher's bulletin board (if applicable.)
- Verify the student teacher's attendance log.
- If needed, work with the Field Placement Coordinator, Education Department Head, and /or Program Coordinator to develop an Improvement Plan for the student teacher. Additional observations may be needed. An Improvement Plan must be in place and approved by the Education Department Head and Program Coordinator before partaking in additional observations (see Appendix F).
- Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly feedback observations.

Early Childhood with Special Education Observation Requirements First Placement (7.5 weeks in first placement and 7.5 weeks in second placement):

First Placement: Early Childhood with Special Education (dual certification) Observation Requirements:

Visit One … conducted during Week 1
- ✓ Meet with the cooperating teacher and the student teacher.
- ✓ Informal observation of the student teacher. (Does not need to be teaching)
- ✓ Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly feedback observations.
- ✓ Notify the Teacher Education Field Placement Coordinator of any concerns.

Visit Two … conducted during Weeks 2-3
- ✓ Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- ✓ Observe student teacher lesson with revised lesson plan (if revisions were recommended by the university supervisor), and complete the 1st PDE 430 form (see Appendix H).

- Post-conference with the student teacher within 24 hours of observed lesson and return the hardcopy of the 1st PDE-430 (see Appendix H) Form with signatures to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly observations.

Visit Three … conducted during Week 4
- Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- Observe student teacher with revised lesson plan (if revisions are needed), complete 2nd PDE 430 form (see Appendix H).
- Post-conference with the student teacher within 24 hours of observed lesson and return the 2nd PDE-430 form with signatures (see Appendix H) to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observation feedback.
- Review the student teacher's bulletin board (if applicable).
- Collect and review the cooperating teacher's mid-point PDE-430 form (if the cooperating teacher did not mail it in) and promptly return the cooperating teacher's PDE-430 to Morgan Zelkovic. If there are areas of concern on the cooperating teacher's PDE-430 form, contact the Education Dept. Head and Program Coordinator as soon as possible. A determination will be made by the Department Head and Program Coordinator if the student teacher should have an "Improvement Plan"; therefore, the RMU Supervisor should not develop an Improvement Plan without consultation.

Visit Four … conducted during Weeks 5-6
- Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- Observe student teacher with revised lesson plan (if revisions are needed) complete the 3rd PDE-430 (see Appendix H).
- Post-conference with the student teacher. Deliver or mail the 3rd PDE-430 form with signatures to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observations feedback.
- Verify the time sheet.

NOTE: The student must be given copies of all evaluations. *Help transition student to second placement mid-way through week 8.*

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Early Childhood with Special Education Observation Requirements Second Placement (7.5 weeks in first placement and 7.5 weeks in second placement):

Second Placement: Early Childhood with Special Education (dual certification) Observation Requirements:

Visit One … conducted during Week 1
- Meet with the cooperating teacher and the student teacher.
- Informal observation of the student teacher. (Does not need to be teaching)
- Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly feedback observations.
- Notify the Teacher Education Field Placement Coordinator of any concerns.
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Visit Three … conducted during Week 4
- Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- Observe student teacher with revised lesson plan (if revisions are needed), complete the 4th PDE-430 form (see Appendix H)
- Post-conference with the student teacher within 24 hours of observed lesson and return a signed copy of 4th PDE-430 form (see Appendix H) to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observation feedback.

- ✓ Review the student teacher's bulletin board (if applicable).
- ✓ Collect and review the cooperating teacher's mid-point PDE-430 form (if the cooperating teacher did not mail it in) and promptly return the cooperating teacher's PDE-430 form to Morgan Zelkovic. If there are areas of concern on the cooperating teacher's PDE-430 form, contact the Education Dept. Head and Program Coordinator as soon as possible. A determination will be made by the Department Head and Program Coordinator if the student teacher should have an "Improvement Plan"; therefore, the RMU Supervisor should not develop an Improvement Plan without consultation.

Visit Four … conducted during Weeks 5-6
- ✓ Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- ✓ Observe student teacher with revised lesson plan (if revisions are needed) and complete the 5th and final PDE-430 form (see Appendix H).
- ✓ Post-conference with the student teacher. Return a copy of the 5th PDE-430 form with signatures to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- ✓ Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observation feedback.
- ✓ VERIFY FINAL TIMESHEET (Appendix C)

NOTE: The student must be given copies of all evaluations.

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Observation Requirements:
- ▪ **Undergraduate Early Childhood, Middle Level, Post-Bacc Prek-4, and Undergraduate Secondary (15 weeks)**
- ▪ **Secondary Post-bacc (12 weeks)**

Visit One … conducted during Weeks 1-2 (Everyone)
- ✓ Meet with the cooperating teacher and the student teacher.
- ✓ Informal observation of the student teacher.
- ✓ Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly observations.
- ✓ Notify the Teacher Education Field Placement Coordinator of any concerns.

Visit Two … conducted during Weeks 3-5 (for 12-week placements) or Weeks 3-7 (for 15-week placements)
- ✓ Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- ✓ Observe student teacher lesson with revised lesson plan (if revisions were recommended by the university supervisor), and complete the 1st PDE-430 form (see Appendix H).
- ✓ Post-conference with the student teacher within 24 hours of observed lesson and return a copy of the 1st PDE-430 (see Appendix H) form with signatures to Morgan Zelkovic. (**Fill-in Rubric in LiveText.**)
- ✓ Verify the timeliness and completeness of the lesson plan binder and cooperating teacher's weekly observation feedback.

Visit Three … conducted during Weeks 6-8 (for 12-week placements) or Weeks 8-11 (for 15-week placements)
- ✓ Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- ✓ Observe student teacher with revised lesson plan (if revisions are needed), complete the 2nd PDE-430 form (see Appendix H.)
- ✓ Post-conference with the student teacher within 24 hours of observed lesson and return a signed copy of the 2nd PDE-430 form (see Appendix H) to Morgan Zelkovic (**Fill-in Rubric in LiveText.**)
- ✓ Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observation feedback.
- ✓ Review the student teacher's bulletin board. (if applicable)
- ✓ Collect and review the cooperating teacher's mid-point PDE-430 form (if the cooperating teacher did not mail it in) and promptly send the cooperating teacher's PDE-430 to Morgan Zelkovic. If there are areas of concern on the cooperating teacher's PDE-430 form, contact the Education Dept. Head and Program Coordinator as soon

as possible. A determination will be made by the Department Head and Program Coordinator if the student teacher should have an "Improvement Plan"; therefore, the RMU Supervisor should not develop an Improvement Plan without consultation.
- ✓

Visit Four … conducted during Weeks 9-11 (12-week) or Weeks 12-15 (15-week)
- ✓ Pre-conference with the student teacher (in person, via phone, or email) at least 24 hours before the lesson. The student must provide a lesson plan for the pre-conference.
- ✓ Observe student teacher with revised lesson plan (if revisions are needed) complete the 3rd and final PDE-430 form (see Appendix H).
- ✓ Post-conference with the student teacher. Return a copy of the 3rd PDE-430 form with signatures to Morgan Zelkovic. (**Fill-in Rubric in LiveText.)**
- ✓ Verify the timeliness and completeness of the Lesson Plan binder and cooperating teacher's weekly observation feedback.
- ✓ VERIFY FINAL TIMESHEET (Appendix C)

ALL PAPERWORK must be promptly turned in to the Teacher Education Office.
Failure to submit paperwork on time may result in a delay in the student teacher's application for certification to the PDE.

NOTE: The student must be given copies of all PDE 430 forms/evaluations.

Role and Responsibilities of the Student Teacher

Before they are certified, student teachers must demonstrate academic preparation, specific teaching competencies, and responsibilities in broader education areas, as outlined below.

The Student Teacher will:

- Maintain a professional relationship at all times with all district stakeholders, including teachers, administrators, staff, students and parents/guardians.
- Use proper forms and channels of communication at all times.
- Arrange personal schedule(s) in order to devote maximum time for student teaching responsibilities.
- Develop full lesson plans using the RMU template for each lesson taught during the student teaching experience. (Appendix A)
- Maintain detailed and formative assessments.
- Be prepared for ALL observations by the university supervisor by participating in the pre-conference and post-conference for each observation.
- Understand and participate in the clinical faculty model of supervision.
- Attend and actively participate in ALL Student Teaching Seminars.
- Develop, implement, and write-up the Teacher Work Sample (TWS) assignment.
- Keep a chronological file of ALL lesson plans and make them available to the cooperating teacher and the university supervisor at each visit.
- Keep a file of cooperating teacher's weekly observation feedback forms and make them available to the university supervisor at each visit.
- Participate in the all post-conferences with the cooperating teacher or university supervisor.
- Review the Cooperating Teacher's PDE-430 form at the mid-point with the cooperating teacher. Be open to the opportunity for an "Improvement Plan" and additional observations and/or conferences in needed.
- Accept constructive criticism by the cooperating teacher and the RMU supervisor and appropriately. Modify instruction/behavior if needed.
- Demonstrate professionalism at ALL times attitude through appearance, poise, enthusiasm, and concern for others.
- Develop an e-portfolio (this is done at one of the student teaching seminars.)
- Practice reflective thinking and teaching, striving for continual improvement.
- Be responsible for a daily Time Sheet (see Appendix C) – return it promptly after the last day of student teaching to Morgan Zelkovic, RMU Certification Assistant.

Student Teaching Responsibilities and Requirements

Robert Morris University student teachers have four major areas of responsibility while in the cooperating schools. The cooperating teacher is seen as a source of direction and modeling in each of these areas:

(1) *Planning*
Le**sson plans for all lessons taught** must be submitted to the cooperating teacher **before the class is taught**. The format that RMU student teachers must use for all class lesson plans is illustrated in the *RMU Lesson Plan Template*, as found in Appendix A. Student teachers should confer with the cooperating teacher about the best time to review and approve the lesson plans. The student teacher must keep copies of all lesson plans in a **notebook** and review with the university supervisor when he/she comes to visit the school. This binder should be available to the cooperating teacher daily

(2) *Teaching*
Includes general classroom procedures, management, contact with students, and general disciplinary skills.

(3) *Extra Activities*
This includes participating as fully as possible in the ongoing life of the school and also attending departmental meetings and open-house events for parents. However, these activities must be kept in balance for the student teacher, whose primary job is supervised teaching.

(4) *Professionalism*
   Includes contact with the students, parents, administrators, and other teachers, availability to the students, some participation in extra-curricular activities, and attendance.

Collaboration with Cooperating Teacher

The cooperating teacher is asked, if possible, to confer daily or at least regularly with the student teacher to discuss each day's activities. This may include discussion of the following:

   a. Developing as a professional educator.
   b. Providing for individual differences.
   c. Evaluation and grading of students' work.
   d. Disciplinary action in class.
   e. Bulletin board planning/the learning environment.
   f. Instructional materials and equipment.

During the first and second day at the school, the student teacher should observe the cooperating teacher throughout the entire day's schedule. On the third day, with the cooperating teacher's assistance, the student teacher should observe classes of teachers in various content areas or grade levels.

Student Teaching Seminar

During student teaching, student teachers are **required** to attend all Student Teacher Seminars as part of the mandatory 3-credit course *ECED4210, MLED4210, EDUC4200, or EDUC6500 Student Teaching Seminar*. This semester (Spring 2019) the seminar class is scheduled once a week on Mondays from 4:00-5:15 PM on the main campus.   Seminars focus on the student teaching experience, Teacher Work Sample (TWS) assignment, *e*-portfolio, reflection, skill development for contracted teaching positions, and other relevant topics. Please see handout with seminar dates and topics.

The Teacher Work Sample (TWS) is a capstone project that is introduced and discussed in seminar. This assignment is scored as "pass/no pass." Student teachers who do not pass the TWS are in jeopardy of not successfully completing student teaching. The *e*-portfolio, which is organized during seminar, is also "pass/no pass."

Field Experience and Student Teaching Appearance Policy

The student appearance and behavior when visiting a classroom for a field experience or student teaching experience must demonstrate that he/she is a member of the professional staff of the school. Student teachers are expected to meet accepted standards of grooming and cleanliness and to choose non-distracting hair styles, clothing, and shoes consistent with a professional appearance.

RMU does not permit student teachers to wear flip-flops or shorts. Jeans are acceptable once in-a-while if going on a field trip that requires this dress attire (i.e., Pumpkin Patch) or for a Spirit Day or an awareness day for a cause, such as "Earth Day." However, student teachers are not permitted to regularly wear jeans for on-going occasions such as "dress down Fridays" or "casual Mondays."

Tattoos are not to be visible. Tongue studs and/or pierced jewelry other than one earring in each ear should not to be worn during student teaching**.** Clothing should always cover the mid-body, lower torso, and shoulders. Spaghetti strap tops should not be worn. Students must make every effort to conform to the school environment. The student teacher must make modifications if inappropriate dress or personal appearance distractions are brought to his/her attention by the cooperating teacher, university supervisor, local school administrators, or RMU faculty or administrators.

Absences

There are **no excused absences**. If an absence is unavoidable, professionalism requires that the student teacher notify the cooperating teacher and the Robert Morris University supervisor immediately. Documentation may be required to excuse the absence. Know that there are no "built in" sick days during student teaching. A student teacher who is absent will be required to make up the time, and program completion and/or graduation may be pushed back to the following semester. Unexcused absences are never acceptable and will likely jeopardize completion of student teaching.

The University sets the beginning and ending dates of student teaching assignments. Between those dates, student teachers are expected to follow the schedule of the district in which they student teach. Student teachers also are expected to be present **every day** that the school is in session including teacher workdays and in-service days. **Student teachers have no personal or leave days.** Cooperating teachers are not in a position to excuse student teachers **for any reason**. Students should not make personal commitments such as wedding arrangements or agree to be part of the ceremonies of others that would interfere with the attendance policy. Medical and dental appointments are not to be scheduled during the regular school day.

Student teachers follow the school district's calendars for breaks and holidays (they do not follow the RMU school calendar.) Student teachers have up to three school days off for spring break or the Thanksgiving holiday. Any school/district, which has more than three school days off, the student teacher will make up those remaining days. Student teachers are expected to report to the school on teacher workdays, in-services, and other contracted teacher days even if students are not in the building.

Snow Delays and School Closures

Student teachers follow the school district and cooperating teacher's schedule for weather/snow delays and school cancellations due to weather. Morgan Zelkovic keeps tracks of school closings and student teachers make up those days. School delays or early dismissals are not made-up.

Tardiness / Early Departure

The student teacher is expected to arrive promptly at the school each and every student teaching day and stay until the end of the day. Permission to leave student teaching early is only allowed (if needed) on Mondays for the Student Teaching seminars. Tardiness and early departures during student teaching are not tolerated or acceptable. Student teachers who are tardy or leave early may be removed from student teaching. *(See below: Removal from Student Teaching.)*

Liability Insurance

The student teacher *must* have liability insurance before student teaching begins.   The student teacher must provide evidence of liability insurance to the Teacher Education Office or he/she will not be permitted to student teach. There are two professional organizations that have active RMU student chapters. These two organizations (S-PSEA and CEC) are options for obtaining liability insurance at a reasonable cost.

Student Pennsylvania State Education Association (S-PSEA) is a pre-professional association dedicated to advancing leadership skills and professional development among future educators across the Commonwealth. This organization provides a wealth of resources and people dedicated to enriching one's educational journey toward becoming a teacher. Go to www.psea.org/students to enroll in RMU's S-PSEA chapter and purchase the membership/insurance.

Why join?
- Community service
- Leadership development
- Scholarships
- Pennsylvania connections, national connections
- Workshops, professional publications, professional conferences
- **$1 Million Liability Insurance**
- Economic savings

The second option through a professional organization is The Council for Exceptional Children (CEC). Students can purchase an individual $1 million policy for an annual premium. Call 800-821-7303 to join or go to www.cec.sped.org to join RMU's student chapter.

Confidentiality

Student teachers are involved in a privileged situation in which they may be exposed to a wide variety of confidential information. Student records, classroom incidents, and verbal discussion with teachers are all confidential in nature.

Violations of confidentiality may be considered illegal and/or a breach of professional ethics by the US. Dept. of Education Family Educational Rights d Privacy Act (FERPA) and cannot be tolerated. Teachers and student teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure. For further information go to: http://familypolicy.ed.gov/ferpa-school-officials

School Law and Liability

The cooperating teacher, as a professional employed by a school district, carries the full legal responsibility for the students in the classroom. The student teacher is a guest in the classroom and is not protected by any professional contract or certificate. Therefore, the responsibility of the cooperating teacher remains constant, whether conducting teaching functions personally or assigning them to a student teacher. This is why the student teacher is required to maintain liability insurance when student teaching.

Also, the student teacher must abide by the official last day of student teaching placement. If he or she goes back to the school or classroom after that official last day, it must be as a school volunteer, school guest or substitute teacher. RMU has no responsibility for the student in the school after his or her official last student teaching day. Morgan Zelkovic keeps track of each student's official last day of student teaching.

Outside jobs/employment/coaching during student teaching are highly discouraged due to the demands of student teaching; however, jobs/employment/coaching (paid or unpaid) are not permitted in the district and/or school where a student is student teaching due to potential role conflicts and liability issues. The student teacher will be removed from the student teaching placement and not reassigned if he or she has paid or unpaid employment/coaching in that school or district.

Substitute Teaching

A student teacher does not hold a valid Pennsylvania certificate and may not serve in the role of a substitute teacher. The student teacher cannot be paid for his or her services. A student teacher will be responsible to a certified substitute teacher in the absence of a cooperating teacher.

Professionalism

Student teachers must keep in mind that the host school is providing an essential service in allowing RMU student teachers to complete the student teaching internship within the established system. Full respect must be given to the faculty, staff, administration, parents, and students with whom the student teacher interacts. Student teachers must do everything possible to adapt unobtrusively to the environment of the school and to follow the example and advice of the cooperating teacher in matters of behavior in and out of the classroom.

Student teachers are NOT to fraternize with their students and/or parents through social media. Student teachers must maintain a "professional distance" between themselves and their students/parents. This includes not using social media and/or electronic communication, such as SnapChat, Twitter, text messages, FaceBook, Instagram, and cell phone calls with their students/parents. Any e-mail from a student teacher to a parent should be on the K-12 school account and read by the cooperating teacher before it is sent.

Student teachers may not use physical contact to discipline a student. Student teachers must consult with the cooperating teacher on any discipline or behavior policies in that district regarding physical contact between teachers and students.

Student teachers may not smoke on or around school grounds while student teaching. Student teachers may not use any type of tobacco or vaping product on or near school grounds. This includes dipping or chewing smokeless or snuff tobacco. Many schools do not permit employees and students to even possess tobacco or tobacco products on ground grounds. Student teachers are responsible for following school policy on possession of tobacco and tobacco products. RMU recommends that student teachers do not carry or have such products on school grounds while student teaching.

Student teachers may not use school computers for ANY personal reasons – this includes e-mail.

The student teacher must also maintain a professional relationship with the cooperating teacher. If problems arise between the student teacher and the cooperating teacher, the university supervisor must be notified immediately. If the problem is with the university supervisor, the cooperating teacher or the student teacher may contact the Teacher Education Office. *Pennsylvania's Code of Professional Practice and Conduct for Educators* (see Appendix B) provides

additional details about the expectations of teacher professionalism. This document summarizes the high standards expected of the student teacher throughout his/her teaching career, including the student teaching experience.

Improvement Plan

If the student teacher fails to implement prior suggestions from the cooperating teacher and/or university supervisor for improvement and/or continues to experience difficulty, then an **IMPROVEMENT PLAN** will be developed. The university supervisor must first contact the Education Department Head and Program Coordinator as soon as possible after the mid-point of the student teaching placement. This should be shortly after the university supervisor receives the cooperating teacher's PDE-430 form at the mid-point.

The university supervisor does not develop the Improvement Plan. The Improvement Plan is developed through a team that includes: the Education Department Head, the Program Coordinator, and the University Supervisor, and in some cases, the cooperating teacher or other RMU Teacher Education Faculty. The Improvement Plan must be approved by the Education Department Head before it can be implemented.

The Improvement Plan provides the student teacher with specific suggestions for improvement that must be implemented within a certain time period. The university supervisor, Program Coordinator, and/or the Teacher Education Field Placement Coordinator may conduct additional observations during this time period. After the Improvement Plan has been completed, the team will determine whether the student teacher is to remain in the classroom or be removed. Removal from a classroom will result in a grade of 'No Pass' for student teaching. (see Appendix F)

Removal from Student Teaching

Student teachers charged with felonies or misdemeanors during their student teaching experience will be immediately removed from student teaching per the mandates of Act 24. Also, student teachers who do not demonstrate appropriate personal or professional qualities may be removed and/or dismissed from student teaching and the Student Teaching seminar course. If the host school requests that a student teacher be removed, the University will fulfill that request. If a student teacher breaks any of the Pennsylvania Code of Professional Practice and Conduct for Educators, he/she will be immediately removed from student teaching. If the student teacher fails to follow RMU's procedures, he/she will be removed from student teaching. If the student teacher has paid or unpaid job/employment in that school or district, he/she will be removed from student teaching. Removal from Student Teaching may be initiated by appropriate personnel at the school district or the University. The student teacher will most likely fail or "not pass" student teaching if removed from the host school. **Note: There is NO appeal if removed from student teaching.**

Week-by-Week Student Teacher's Schedule GUIDE: Early Childhood, Middle Level, Undergraduate Secondary, and Post-Bacc

First Week of Student Teaching

Day 1: During the first day at the school, the student teacher should observe the cooperating teacher throughout the entire day's schedule.

Day 2: On the second day at the school, the student teacher should make arrangements (with the assistance of the cooperating teacher), to observe classes of teachers in various other content areas or grade levels.   The purpose of this assignment is to help the student teacher understand the variety of classes and situations that a teacher faces during an ordinary day and to become acquainted with the school and its students.

Day 3: The student teacher should begin preparing to take over his/her first class or subject at the beginning of the next week.

Day 4 or 5: The student teacher should begin teaching his/her first assigned class or subject.

Second and Third Weeks of Student Teaching

Sometime during the second week, but not later than the third week, the student teacher should plan and teach two class periods or subjects. The student teacher should observe and participate in the other classes/subjects that the cooperating teacher is teaching.

The student teacher should confer with the cooperating teacher each day to establish cooperative procedures for evaluation, record-keeping, discipline policies, subject matter presentation, and other relevant issues.

The student teacher should assume lunchroom, hall duty, study hall, home room, or other duties with the cooperating teacher if these duties are part of the regular schedule.

The student teacher should research the school's resources for technological support of classroom instruction and determine procedures for scheduling and using these resources.

Successive Weeks of Student Teaching

Each week after the second or third weeks, another class period or subject should be added to the student teacher's schedule until a full load of approximately four or five classes or a full day is being taught. The cooperating teacher should determine the pace that is commensurate with the student teacher's developing competency. This pace, however, should lead to a full teaching schedule no later than the end of the fifth week.

By the fourth or fifth week, the student teacher should be planning and creating materials for lessons (including bulletin boards if applicable.)

Student teachers are expected to become involved in the school district in which they are student teaching. The length of the school day, calendar, and all policies governing their cooperating teachers are applicable to student teachers. Student teachers are expected to attend professional meetings, if permitted. This requirement includes, but is not limited to, departmental meetings, general faculty meetings, and open house for parents, which might be held in the evening.

If possible, student teachers should become affiliated with an extracurricular activity; however, the primary responsibility is teaching.

Week-by-Week Student Teacher's Schedule GUIDE: Early Childhood with Sp. Education

First Week of First Placement

Day 1: During the first day at the school, the student teacher should observe the cooperating teacher throughout the entire day's schedule.

Day 2: On the second day at the school, the student teacher should make arrangements (with the assistance of the cooperating teacher), to observe classes of teachers in various other content areas or grade levels.   The purpose of this assignment is to help the student teacher understand the variety of classes and situations that a teacher faces during an ordinary day and to become acquainted with the school and its students.

Day 3: The student teacher should begin preparing to take over his/her first class or subject at the beginning of the next week.

Day 4 or 5: The student teacher should begin teaching his/her first assigned class or subject.

Second Week of First Placement

By the end of the second week, but not later than the beginning of the third week, the student teacher should plan and teach HALF of the periods or subjects. The student teacher should observe and participate in the other classes/subjects that the cooperating teacher is teaching.

The student teacher should confer with the cooperating teacher each day to establish cooperative procedures for evaluation, record-keeping, discipline policies, subject matter presentation, and other relevant issues.

The student teacher should assume lunchroom, hall duty, study hall, home room, or other duties with the cooperating teacher if these duties are part of the regular schedule.

The student teacher should research the school's resources for technological support of classroom instruction and determine procedures for scheduling and using these resources.

Successive Weeks of First Placement

Each week after the second week, another class period or subject should be added to the student teacher's schedule until a full load of approximately four or five classes or a full day is being taught. The cooperating teacher should determine the pace that is commensurate with the student teacher's developing competency. This pace, however, should lead to a full teaching schedule no later than the end of the fifth week.

By the fifth week, the student teacher should be planning and creating materials for lessons (including bulletin boards if applicable.)

Student teachers are expected to become involved in the school district in which they are student teaching. The length of the school day, calendar, and all policies governing their cooperating teachers are applicable to student teachers. Student teachers are expected to attend professional meetings, if permitted. This requirement includes, but is not limited to, departmental meetings, general faculty meetings, and open house for parents, which might be held in the evening.

If possible, student teachers should become affiliated with an extracurricular activity; however, the primary responsibility is teaching.

Student Teaching Pacing Guide for Early Childhood, Post-Bacc PreK-4, & Middle Level
15 weeks

Week	Activities (Suggested Timeline)
1	Observe, Assist and Prepare
2	Teach One Subject
3	Teach Two Subjects
4	Teach Two Subjects
5	Teach Three Subjects
6	Teach Three Subjects
7	Teach Four Subjects
8	Teach Four Subjects
9	Teach 80% Day
10	Teach Full Day
11	Teach Full Day
12	Teach Full Day
13	Teach Full Day
14	Teach Full Day
15	Phase-out Return 1-2 subjects to Cooperating Teacher each day

Student Teaching Pacing Guide for Undergraduate Secondary
15 weeks Student Teaching

Week	Activities (Suggested Timeline)
1	Observe, Assist, and Prepare
2	Teach One Class
3	Teach Two Classes
4	Teach Two Classes
5	Teach Three Classes
6	Teach Three Classes
7	Teach Four Classes
8	Teach Four Classes
9	Teach Five Classes
10	Teach Five Classes
11	Teach Full Load
12	Teach Full Load
13	Teach Full-load
14-15	Phase-out Return 1-2 subjects to Cooperating Teacher each day

Student Teaching Pacing Guide for Secondary Post-Bacc
12 weeks Student Teaching

Week	Activities (Suggested Timeline)
1	Observe, Assist, and Prepare
2	Teach One Class
3	Teach Two Classes
4	Teach Two Classes
5	Teach Three Classes
6	Teach Three Classes
7	Teach Four Classes
8	Teach Four and Five Classes
9	Teach Full Load
10	Teach Full Load
11	Teach Full Load
12	Phase-out Return 1-2 subjects to Cooperating Teacher each day

**Student Teaching Pacing Guide for Dual Certification in
Early Childhood with Special Education
(Also for students student teaching abroad the second half of the semester)**

7.5 weeks/7.5 weeks

Week	Activities (Suggested Timeline)
1	Observe, Assist and Prepare
2	Teach One/Two Subjects
3	Teach Two/Three Subjects
4	Teach Three/Four Subjects
5	Teach 80% Subjects
6	Teach Full Day
7	Teach Full Day
8	Phase Out – (Mon/Tues/Wed) and/or Return Teaching Load to Coop Tchr. -- 2nd Placement:(Thur/Fri) Observe, Assist, Prepare
9	Teach 20% of Day
10	Teach 40% Day
11	Teach 60% Day
12	Teach 80% Day
13	Teach Full Day
14	Teach Full Day
15	Phase-out Return Teaching Load to Cooperating Teacher

Lesson Plans

All student teachers prepare complete, printed lesson plans for *every* lesson taught. Brief outlines or notes are not acceptable to the University, even if the cooperating teacher is willing to accept an abbreviated format.

Lesson plans must be formatted according to the model *(Lesson Plan Template Appendix A)* learned and used at RMU. Lesson content must be a compromise between the student teacher's desire to implement new strategies and the cooperating teacher's ongoing responsibility for student learning in the classes.

The student teacher and cooperating teacher will naturally confer about long-term plans, but each day's lesson must be approved and **initialed** by the cooperating teacher prior to the actual presentation. Student teachers must record their reflection about and evaluation of their lesson **at least once a day**.

All lesson plans are organized in reverse chronological order in a notebook for examination by the university supervisor during each visit to the student teacher.

Self-Assessment through Reflective Practice: Student Teaching and Lesson

The student teacher must play an active role in a self-assessment process and become aware of his/her strengths and weaknesses using the assigned *Teacher Reflection* template shared in the Student Teaching Seminar. Also, self-assessment is accomplished by completing the *Teacher Reflection* section of each lesson plan (See appendix A). **This reflection must be done with every lesson taught that day**.

Appendices

A - H

Appendix A

RMU Lesson Plan – Template

Introduction

Course: **Period(s)**:   **Grade Level**:
Cooperating Teacher: **Date**:

Curriculum Context: *Describe where in the overall unit or framework the lesson falls.*

Lesson Title:
Main Concept/Big Idea:

Lesson Objectives: *Listed by domain and level (cognitive, affective, and psychomotor); and written in behavioral/observable/measurable form, including these five elements: written for the student, measurable (i.e., use measurable terms), clearly stated and specific to be useable, includes conditions of performance (given or withheld), and states criteria of acceptable performance (time, quantity, quality). The numbered objectives should be formatted as shown below:*

At the end of the lesson, the student will be able to:

1. *Lesson objective (domain, level)*
2. *Lesson objective (domain, level)*
3. *Lesson objective (domain, level)*

Standards: *Write out the discipline specific academic standards (generally PA Academic Standards or grade level enrolled alternative eligible content) addressed by the lesson, including the number and text of the standard(s).*

Materials: *List the materials that you will use for the lesson, including the number of each required. This section should be bulleted for easy reference.*

Use of Technology: *Explain how the teacher and/or students will use technology, including assistive technology, during instruction and/or completion of assignments (as applicable).*

Education Collaborators: *Identify any other professionals that will be present for the lesson, their role, and co-teaching model, if appropriate. If other professionals are present (additional teachers, reading specialist, paraprofessional, volunteer, etc.), their specific interactions with students should be outlined in the procedures section.*

Procedures

Time and Material:	Anticipatory Set:	Objective(s):
List the time frames and total time after the activity along with material and/or technology used. (e.g., 5 min, tot 10 min, SMART Board)	• This is a quick (2 – 5 minute) beginning to the lesson that piques interest and engages the students. It is not something that you "tell" the students, but rather something you create to generate excitement and readiness for the lesson. Examples include reading an exciting excerpt from a book, dressing in character, staging a discrepant event, placing an activity on the board for children to solve, or relevant review of previous lessons. This sets the stage for the learning to come.	List the objective number(s) addressed.
	Instructional Strategies:	
	• This section, broken out into distinct parts in separate rows of this table, must **detail** how the instructor plans to facilitate	

	the learning experience using a variety of instructional strategies. • List all activities and describe how students will be engaged. For example, if students must write, detail how you facilitate the writing experience and include any handouts, graphic organizers, etc. used. • List and describe all specific strategies used (i.e., Think, Pair Share, learning stations, small groups, cooperative learning groups, etc.) • Student transition activities should also be described. • This procedure section should include either numbered or bulleted steps that can assist the instructor (as reference) during instructional delivery. The steps must be sequential and specific. • Include **key questions** that they teacher will ask during the lesson to deepen student thinking and understanding of lesson objectives and that can be used as a formative assessment tool. It is also useful to provide anticipated answers to your questions.	
	Closure: • This is an **active** yet brief **summary** or review of the lesson. The closure should actively have students reflect on the expected learning. A strong closure may involve key questions that the teacher poses to generate student thinking. This may be posed as journal or discussion question(s). The teacher does not "tell" during the closure; rather, the teacher involves the students in stating the key learning.	

Assignment: *List and describe any out-of-class student assignments (if applicable) that develop further learning and application of key concepts. Indicate which objective(s) are addressed by the assignment(s).*

Student Evaluation: *This important component of the lesson plan states the method(s) being used to evaluate student learning during the lesson (formative evaluation). The evaluation must **refer directly back to the objectives** of the lesson. How will you know and be able to prove what students know are able to do? What are you assessing? You need to list and describe how you evaluate using both formative and summative assessment methods and tools.*

Type of Assessment	Assessment Tool(s)	Objective (s) Assessed
Formative	This is ongoing evaluation throughout the lesson. How will the instructor use formative assessment (e.g., questioning, activities with instructor observation, checking for understanding, etc.…) and with what tools (e.g., checklist seating chart, data collection form, exit slip, etc. …) as appropriate.	
Summative	This type of evaluation is conducted at the end of a lesson or unit with written exams, activities, performance tasks, projects, papers etc.… and incorporates the use of a rubric.	

Adaptations: This portion of the lesson is based upon any one or multiple students with special needs and may be include adaptations to materials, delivery, etc. in order to satisfy those special needs. Note that these needs may be social, emotional, or physical. It may include any extensions or remediation provided. Adaptations should address the class context needs. Note that IEPs and Section 504 documents are key instruments often used to address students' special needs.

Resources/References Used: *Include web sites, books, journals, personal, etc.*

Lesson Reflection: *The Student Teacher completes this section AFTER teaching the lesson by using the <u>RMU Practitioner-Scholar Model reflected in Danielson</u>: Reflecting on Teaching, Domain 4a.*

*As a pre-service teacher, reflect on **your** performance in the classroom after teaching the lesson. Elaborate on as much of the following as appropriate:*

1. **Domain 2 Classroom Environment**: How well did you create an environment of respect and rapport; establish a culture for learning; manage classroom procedures; manage student behavior; organize physical space. Explain.

2. **Domain 3 Instruction**: How well did you communicate with students; use questioning and discussion techniques; engage students in learning; use assessment in instruction; demonstrate flexibility and responsiveness. Explain.

3. What decisions and/or adjustments will you make to improve your teaching before the next lesson? Reflect on how your decisions and/or adjustments will impact **student achievement**.

Additional Information on Lesson Plan Writing
Writing Effective Learning Objectives

Learning Objective Defined
An [instructional performance, lesson, learning] **objective** is a clear and unambiguous description of educational expectations for students. Stated another way, it "is an outcome statement that captures specifically what knowledge, skills, attitudes learners should be able to exhibit following instruction (Teacher & Educational Development, para. 1, 2005). When written in behavioral terms, an objective most commonly includes three components: student behavior, conditions of performance, and performance criteria (Mager, 1984).

Terminology
Instructional objectives, performance objectives, lesson objectives, learning objectives (and sometimes behavioral objectives) are often terms that are used interchangeably. These types of objectives are the most detailed, and are written for specific lesson plans.

Levels of Objectives
In K-12 education, objectives can be developed for one of three different levels:
- Curriculum
- Instructional Unit
- Instructional Lesson

The following example of objectives at all three levels illustrates how objectives are related to goals, and how they are developed from the general to the specific.
Aim: Students will develop knowledge and skills necessary for living in a technological society.

Curriculum Goal: Students will recognize the influence of the computer on our lives.
Curriculum Objective: By the end of the senior year, at least ninety percent of the students will have taken a computer literacy course either in this school or elsewhere.

Instructional Goal: The student will become familiar with personal computers.
Instructional (Unit) Objective: The student will write papers using word processing software.

Instructional (Learning) Objective: The student will demonstrate skills in word processing using his/ her assigned computer by typing a provided one-page paper with 100% accuracy.

(Oliva & Gordon, 2013, p. 249)

Bloom Taxonomy of the Cognitive Domain

Beginning in 1948, a group of educators undertook the task of classifying education goals and objectives. The intent was to develop a classification system for three domains: the cognitive, the affective, and the psychomotor. Work on the cognitive domain was completed in 1956 and is commonly referred to as *Bloom's Taxonomy of the Cognitive Domain* although the full title was *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain* with the text having 4 other authors (M. Englehart, E. Furst, W. Hill, and D Krathwohl). Since then, others have developed taxonomies for the affective and psychomotor domains.

The major idea of the taxonomy is that what educators want students to know (encompassed in statements of educational objectives) can be arranged in a hierarchy from less to more complex. The levels are understood to be successive, so that one level must be mastered before the next level can be reached.

In general, research over the last 40 years has confirmed the taxonomy as a hierarchy with the exception of the last two levels. It is uncertain at this time whether synthesis and evaluation should be reversed (i.e., evaluation is less difficult to accomplish than synthesis) or whether synthesis and evaluation are at the same level of difficulty but use different cognitive processes. In my opinion, the latter is more likely. Both depend on analysis as a foundational process. However, synthesis requires rearranging the parts in a new, original way whereas evaluation requires a comparison to a standard with a judgment as to good, better or best. This is similar to the distinction between creative thinking and critical thinking. Both are valuable while neither is superior.

Bloom's Taxonomy of the Cognitive Domain

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
EVALUATION **(highest)**	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify	The student will judge the effective-ness of writing objectives using Bloom's taxonomy.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create Design Hypothesize Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze Categorize Compare Contrast Separate	The student will compare and contrast the cognitive and affective domains.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use Compute Solve Demonstrate Apply Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain Summarize Paraphrase Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
KNOWLEDGE **(lowest)**	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write List Label Name State Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.

Adapted by W. Huitt, last revised July 2000

Source: http://faculty.coe.uh.edu/smcneil/cuin6373/idhistory/bloom_taxonomy.html January 16, 2017

Bloom's Taxonomy – Additional Verbs

When developing lessons for a class or subject, keep this list nearby. This may help determine the level of response a student teacher is anticipating from his students.

Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write

Appendix B
Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 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.

Section 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.

Section 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.

Section 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 student teachers 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.

Section 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.

Section 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 employees, 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.

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

Section 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.

Section 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.

Section 9. Improper personal or financial gain

(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.

Section 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.

Section 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.

The Code of Professional Practice and Conduct for Educators can be found at
22 Pa. Code §§235.1 – 235.11.
All questions should be directed to the Professional Standards and Practices Commission at
(717) 787-6576.

Appendix C: School of Education & Social Sciences

RMU Student Teaching Time Sheet

Student Teacher Name: _____

School_____District_____Grade/Subject_____

Cooperating Teacher(s)_____Semester_____Year_____

WEEK	*DATE*	*(P)Present (A)Absent (T)Tardy/(ED) Early Departure*	*COOPERATING TEACHER'S INITIALS*	*STUDENT TEACHER'S INITIALS*
1st week	M			
	T			
	W			
	Th			
	F			
2nd week	M			
	T			
	W			
	Th			
	F			
3rd week	M			
	T			
	W			
	Th			
	F			
4th week	M			
	T			
	W			
	Th			
	F			
5th week	M			
	T			
	W			
	Th			
	F			
6th week	M			
	T			
	W			
	Th			
	F			

WEEK	DATE	(P)Present (A)Absent (T)Tardy/(ED) Early Departure	COOPERATING TEACHER'S INITIALS	STUDENT TEACHER'S INITIALS
7th week	M			
	T			
	W			
	Th			
	F			
8th week	M			
	T			
	W			
	Th			
	F			
9th week	M			
	T			
	W			
	Th			
	F			
10 week	M			
	T			
	W			
	Th			
	F			
11th week	M			
	T			
	W			
	Th			
	F			
12th week	M			
	T			
	W			
	Th			
	F			
13th week	M			
	T			
	W			
	Th			
	F			

WEEK	DATE	(P)Present (A)Absent (T)Tardy/(ED) Early Departure	COOPERATING TEACHER'S INITIALS	STUDENT TEACHER'S INITIALS
14th week	M			
	T			
	W			
	Th			
	F			
15th week	M			
	T			
	W			
	Th			
	F			

Cooperating Teacher Final Signature: _____
date:_____

# of approved days missed_____
# of approved days made up at end of semester _____
# of tardy days _____
# of early departure days _____(Do not include student teacher seminar days if permitted to leave early.)

The student teacher must have the cooperating teacher sign the timesheet on the LAST DAY of student teaching and return this original timesheet to Morgan Zelkovic.

.

Note: For student teachers in dual placements, please take the original time sheet with you to the second placement and turn it in at the end of the second placement. ALL signatures and dates from the first placement need to be cleared/initialed before moving to the second placement.

Appendix D
Weekly Feedback of a Lesson
(to be completed by the cooperating teacher at least once each week and shared with the student teacher)

Student Teacher: _____   Date: _____

Cooperating Teacher: _____   Subject: _____

Brief Lesson Description: _____

Using the RMU lesson plan template, evaluate each component and provide recommendations for improvement.
Please place a checkmark in the appropriate box: (1) Needs improvement; (2) Developing; (3) Target.

	1	2	3	Recommendation/Feedback
Lesson Plan:				
Student Objective(s)				
PA Academic Standards				
Use of Technology, if appropriate				
Materials and Equipment				
Learning Activities				
Anticipatory set				
Teaching/Presenting – procedures for lesson				
Closure				
Student Evaluation				
Assignment				
Adaptations for students with special needs				
	1	**2**	**3**	**Recommendation/Feedback**
Lesson Delivery:				
States objectives				
Relates material to students				
Student participation				
Logical sequence/examples				
Appropriate pacing/wait time				
Correct or appropriate content or information				
Questions that allow for higher level thinking skills				
Clear communications				
Incorporates variety of instructional strategies				
Appropriate closure				
Appropriate use of instructional time				
Appropriate praise				
Respect for students				
Acceptance of divergent viewpoints				
Learning environment conducive to learning				

Signatures and Date:

Cooperating Teacher_____   DATE_____

Student Teacher_____   DATE_____

Appendix E

Sample Recommendation Letter

On District/School Letterhead if possible

Date

To Whom It May Concern:

It is with great pleasure that I write this letter of evaluation for Ms. **. Ms. ** has been my student teacher at ABC School for the last 12 weeks. During this period she has very capably taught American history to eleventh and twelfth grade students.

Ms. ** is to be commended for her professionalism, concern for her students, and quality of instruction. She plans well and works diligently at being organized. Her preparation each day is thorough and the results are evident. Her assignments and exams are well conceived, quickly corrected, and promptly returned.

I have found Ms. ** to be uniquely resourceful and adaptive. She has made an outstanding effort to vary course material and present it in different and unusual ways. She is receptive to new ideas and constantly looks for innovative methods to present course content. She is well-prepared and precise.

In addition to the above, Ms. ** manages her classroom with unusual skill for her experience. She handles detailed work with skill and accuracy. Student respect is obvious in her classroom. She deeply cares about her students and they look to her for approval and guidance. Her approach to teaching has generated a warm and close rapport with her classes as well as our faculty.

As an educator for 35 years and one who is profoundly interested in developing high quality teachers, I strongly endorse Ms. **. She has the intellect, passion, and communicative skills to be an outstanding teacher. I recommend her without reservation, knowing, she is eminently worthy of top consideration in the education profession.

Sincerely,

Name

Sample Recommendation Letter

School or District Letterhead

Date

To Whom It May Concern:

I have enjoyed having ** with me for his student teaching experience. From his first day in August or January, he has been nothing but enthusiastic, eager to learn, and demonstrated the utmost professionalism. He was very quick to notice classroom routines and procedures and implement them into his own style of teaching.

The children/students have thoroughly enjoyed having ** as their teacher. He established a welcoming rapport with the children and their parents from his beginning. Throughout his student teaching experience, he maintained firm classroom management and discipline, kept the students on task and encouraged them to always do their best. He consistently demonstrated a positive attitude with the children, showed a genuine concern for all, and strived to help them succeed.

He always made excellent use of his work time. He was observed by several faculty members to arrive at school very early each day, often arriving before most of the staff. Too, he would stay later in the evenings than expected in order to complete any work and/or prepare for upcoming lessons.

** stayed current on all of his paper checking, parent correspondence, planning, and classroom duties. He was well organized and disciplined, and was able to complete long-range plans. He worked well with the support staff included in the classroom and the fellow teachers on the first grade team. He proved himself to be excellent in a teaming atmosphere as he shared his technological expertise and sought out the experience and advice of other teachers.

** strengths are too numerous to list. In my ten years of experience, he is the best teacher candidate I have observed. His knowledge of curriculum and young children is not typical of a beginning teacher, but rather one with more experience.

I am confident ** will continue to grow in his profession, and work very hard in his own classroom. Any school district would be privileged to have ** as a full-time employee.

Respectfully,

Name

Appendix F
IMPROVEMENT PLAN

If the student teacher fails to implement prior suggestions from the cooperating teacher and/or university supervisor for improvement and/or continues to experience difficulty, then an **IMPROVEMENT PLAN** will be developed. The university supervisor must first contact the Education Department Head and Program Coordinator as soon as possible after the mid-point of the student teaching placement. This should be shortly after the university supervisor receives the cooperating teacher's PDE-430 at the mid-point.

The university supervisor does not develop the Improvement Plan. The Improvement Plan is developed through a team that includes: the Education Department Head, the program Coordinator, the university supervisor, and in some cases, the cooperating teacher or other RMU Teacher Education Faculty. The Improvement Plan must be approved by the Education Department Head before it can be implemented.
~~~

Date: _____

Student Teacher: _____

Cooperating Teacher: _____

School_____   District: _____

University Supervisor: _____

This Improvement Plan was approved by the Education Department Head: yes ___ no ___

Education Department Head: _____ Program Coordinator: _____

The following 2-4 improvements must be observed by the date(s) indicated below in order for the student teacher to successfully complete student teaching. **The Improvement Plan generally takes place within a two-week window.**

Specific Improvements that must be implemented   *Begin Date:*   *End Date:*

1.

2.

3.

4.

The undersigned have met and agreed upon the criteria and timeline of this Improvement Plan.

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

Follow-up observation(s) during the Improvement Plan by University Supervisor:

_____   _____
Signature   Date

Notes:

Follow-up observation by RMU Program Coordinator, Teacher Education Field Placement Coordinator, and/or Department Head if needed:

_____   _____
Signature   Date

_____   _____
Signature   Date

Notes:

The student teacher successfully implemented the specific improvements needed during this time that this Improvement Plan was in place: yes ___ no ___

Cooperating Teacher: _____ (signature)

University Supervisor: _____ (signature)

Appendix G
RMU Pre-Student Teaching and Student Teaching Incident Report Form

This form needs to be filled out and given to Morgan Zelkovic within 48 hours of the incident. The student teacher must Inform the RMU supervisor and the Education Department Head of the incident as soon as possible.

Date of Incident: _____ Time of Incident: _____

Injured Person's Name: _____

Injured Person's Address: _____

Injured Person's Phone Numbers: _____

Location of Incident
(Include school name and address): _____

Description of Incident
(include an extra sheet if needed): _____

_____

_____

_____

Injury type: _____

Does injury require Hospital/Physician? Yes____ No ____

(Include documentation if seen at a hospital/doctor's office.) _____

Hospital/Physician Name: _____

Hospital/Physician Address: _____

Hospital/Physician Phone Numbers: _____

Important Notes and Instructions (include an extra sheet if needed): _____

_____

_____

Were there witnesses: YES ____ NO ____

Name of witnesses if any: _____

Signature of the Injured:
_____

Prepared By: _____

Appendix H:
Cooperating Teacher and University Supervisor Evaluation Form

PDE-430
Pennsylvania Statewide Evaluation Form
for Student Professional Knowledge and Practice

_____

Student/Candidate's Last Name   First   Middle

_____   _____

Subject(s) Taught   Grade Level

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 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. 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

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

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

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 √)				

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 <u>final summative rating</u> to favorably complete this assessment.**

Justification for Overall Rating:

Student Teacher/Candidate's Last Name   First   Middle

District/IU   School   Interview/Conference Date

School Year: _____   Term: _____

Required Signatures:
Supervisor/Evaluator: _____   Date: _____

**Student/Teacher
Candidate**: _____   Date: _____

(Confidential Document)

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2018-19

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