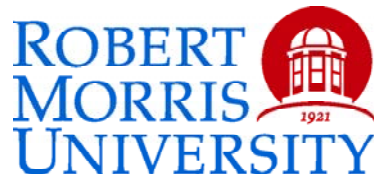


GUIDELINES FOR COOPERATING TEACHERS



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PREFACE

Robert Morris University views its Teacher Education candidate as a person who will:

- Demonstrate proficient knowledge of subject matter in area of certification.
- Demonstrate proficient knowledge of pedagogy, including subject matter specific pedagogies.
- Use appropriate instructional strategies and resources to plan and deliver effective lessons.
- Develop and/or use valid assessments that provide evidence of student learning.
- Demonstrate an understanding of and commitment to the profession of education.
- Demonstrate the ability to learn on their own.
- Recognize both uniqueness and individual needs among all students in the classroom.
- Demonstrate effective skills in the use of technology for teaching and learning.
- Demonstrate effective communication skills in reading, writing, speaking and listening.

These competencies are described in detail in the *Guidelines for Elementary Education Majors*.

TABLE OF CONTENTS

Introduction.....	2
Roles and Responsibilities	3
Design of the Program	6
Recommended Course of Study.....	10
Student Teacher Competencies.....	11
Form:	
Student Teacher Evaluation of Teaching (FORM A).....	15
Cooperating Teacher.....	18
Student Teaching Pacing Guide.....	20
Professional Portfolio	22
Forms:	
Evaluation of a Lesson (FORM 1).....	23
Sample: Recommendation Letter.....	24
University Supervisor	25
General Guidelines	28
Sample Lesson Plan	32
Pennsylvania’s Code of Professional Practice and Conduct for Educators.....	34
Forms:	
Interim Evaluation	38
Final Evaluation.....	41

INTRODUCTION

Supervised teaching is an essential part of the Robert Morris University teacher education programs. It is a time of integration and modeling, when the student teacher learns about the teaching profession and 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. Realistically, however, the cooperating teacher is the most influential person in the daily guidance of the student teacher. Adequate guidance of the student teacher will demand a sacrifice of the cooperating teacher's time and energy. It is most likely, however, that the sacrifice will be offset by the rewards and benefits of the experience. The highest reward, however, will be the satisfaction of having helped develop a competent teacher for entry into the profession.

The expected functions and tasks of the student teacher, cooperating teacher, and the university facilitator are described in the following pages.

ROLES AND RESPONSIBILITIES

The Student Teacher:

- Maintains a professional relationship at all times with all district stakeholders, including teachers, administrators, staff, students and parents/guardians.
- Arranges personal schedule in order to devote maximum time for student teaching responsibilities
- Develops lesson plans
- Maintains a written journal of each week's experiences. This journal will guide the student teacher in becoming a more effective classroom teacher and in creating a professional portfolio
- Maintains a portfolio to be submitted at the Portfolio Fair (ELED 4210)
- Keeps a chronological file of all lesson plans and makes them available to the cooperating teacher and the University supervisor on each visit
- Accepts the constructive criticism of the cooperating teacher and the University supervisor and appropriately modifies instruction/behavior.
- Demonstrates professional attitude through appearance, poise, enthusiasm, confidentiality, respect, and concern for others
- Practices reflective teaching, striving for continual improvement

The Cooperating Teacher:

- Receives the student teacher as a co-professional
- Provides an overview of the district, building, and community and makes introductions to colleagues and students
- Directs the progressive involvement of the student teacher
- Observes and critiques the student teacher
- Completes an Interim Evaluation and Final Evaluation forms
- Encourages the use of a variety of instructional techniques
- Promotes the use of instructional technology to enhance student learning
- Describes personal and program expectations very clearly
- Works with the student teacher as a team member
- Acquaints the student teacher with policies and rules related to the district, building, and classroom
- Acts as a liaison for the student teacher with other members of the school community
- Serves as a professional role model
- Works with the University supervisor to accomplish University program goals and certification requirements

The University Supervisor:

- Interprets University policy for cooperating teachers, student teachers, and others
- Schedules a minimum of three observation visits for ELED 4060/4061 (Field Experience)
- Schedules a minimum of two observation visits for ELED 4060 only
- Schedules a minimum of four observation visits for ELED 4200 (Student Teaching)
- Observes the student teacher's classroom activities systematically
- Provides the student teacher with feedback regarding all progress toward stated competencies
- Files three PDE-430 forms with the Dept. of Elementary Education (Field Experience and Certification Manager)
- Collects the Interim and Final Evaluation forms from the cooperating teacher
- Evaluates the student teacher's professional portfolio at the ELED 4210 Portfolio Fair
- Discusses the progress of the student teacher with the cooperating teacher during each visit
- Serves as the instructor of record for ELED 4060/4061
 - Calculates course grade
 - Submits final grade to the Department Head

ELED 4210 Student Teaching Visits

Visit One

- Meets with cooperating teacher and student teacher
- Collects student teacher observation forms
- Distributes and collects W-9 form from cooperating teacher
- Distributes the Interim and Final Evaluation forms to the cooperating teacher
- Checks student teaching notebook

Visit Two

- Meets with cooperating teacher
- Checks student teaching notebook
- Observes student teacher
- Completes the first PDE-430 form
- Collects the Interim Evaluation from the cooperating teacher
- Conducts post-observation conference with student teacher

Visit Three

- Meets with cooperating teacher
- Checks student teaching notebook
- Checks student teacher's bulletin board
- Observes student teacher
- Completes second PDE-430 form
- Conducts post-observation conference with student teacher

Visit Four

- Observes student teacher
- Completes third PDE-430 form
- Conducts a collaborative final evaluation conference with student teacher and cooperating teacher.
- Collects the Final Evaluation form from the cooperating teacher

ELED 4060/4061 Visits

Visit One

- Meets with cooperating teacher and student teacher
- Checks student teaching notebook

Visit Two

- Observes student teacher
- Completes first observation form
- Conducts post-observation conference with student teacher

Visit Three

- Observes student teacher
- Completes second observation form
- Conducts post-observation conference with student teacher

ELED 4060 Only Visits

Visit One

- Meets with cooperating teacher and student teacher
- Checks student teaching notebook

Visit Two

- Observes student teacher
- Completes first observation form
- Conducts post-observation conference with student teacher

Design of the Program

The Elementary Education program is divided into following areas:

- The RMU Core (39 Credits)
- Professional Education (54 Credits)
- Elementary Education Major (24 Credits)
- Concentrations (9-11 Credits)

ROBERT MORRIS UNIVERSITY CORE

39 Credits Required

3 credits	One from...	COSK1220 Reading & Writing Strategies COSK2221 Intercultural Communications
3 credits	COSK1221	Argument and Research
3 credits	COSK2220	Public Speaking and Persuasion
3 credits	COSK2230	Busn Professionl Communication
3 credits	ECON1010	Survey Of Economics
3 credits	ELIT1070	Childrens Literature
3 credits	One from...	HIST1020 United States History I HIST1025 United States History II
3 credits	HUMA1010	Humanities: Art and Music
3 credits	INFS1050	Fund Of Information Systems
3 credits	One from...	MATH1020 Pre-Calculus MATH1050 Math Reasoning/Applications
3 credits	PSYC1010	General Psychology
3 credits	One from...	SOC1010 Principles Of Sociology SOC12320 Contemporary Amer Social Prob
3 credits	One from...	Any course in the Biology discipline Any course in the Chemistry discipline Any course in the Environmental Science discipline Any course in the Geology discipline Any course in the Physics discipline

PROFESSIONAL EDUCATION

54 Credits Required

* 3 credits	EDUC2000	Schools and Society
* 3 credits	EDUC2100	Educational Psychology
* 3 credits	EDUC3025	Inst. Design/Assessment
* 3 credits	ELED3010	Special Needs In Elem Classrm
* 3 credits	ELED3050	Educational Assessment
* 3 credits	ELED3350	Elem Content Area Read & Pract
* 3 credits	ELED4010	Reading Methods
* 3 credits	ELED4020	Language Arts Methods
* 3 credits	ELED4030	Social Studies Methods
* 3 credits	ELED4040	Mathematics Methods
* 3 credits	ELED4050	Methods In Elem Science
* 3 credits	ELED4060	Field Experience I For Elem Ed
* 3 credits	ELED4061	Field Experience II - Elem Ed
12 credits	ELED4200	Supervised Teaching
* 3 credits	ELED4210	Student Teaching Seminar
* 3 credits	ELED1000	Tech Literacy For Education
* 3 credits	ELED2000	Electronic Media For Teachers

MAJOR

3 credits

* 3 credits

* 3 credits

* 3 credits

* 3 credits

[COMM2500](#)

[GEOG1020](#)

[MATH2010](#)

[POLS1020](#)

One from...

24 Credits Required

Instructional Media Design

World Geography

Fundamentals Of Mathematics

American National Government

[PSYC2620](#) Child Psychology

[PSYC3550](#) Human Growth and Development

* 3 credits

One from...

[SCIE1020](#) Fundamental Science Concepts OR

ENVS 1160 Ecology of a Changing Planet

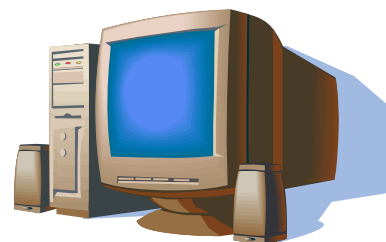
Areas of Concentrations

- All Elementary Education majors must declare a concentration.
- More than one concentration is possible with additional credits added to the overall program.
- No courses taken in the Core, Major or Technology Focus can be used toward concentrations.
- All modifications or adjustments to any concentration must be approved by the Department Head.

Technology (9 Credits):

9 Credits selected from:

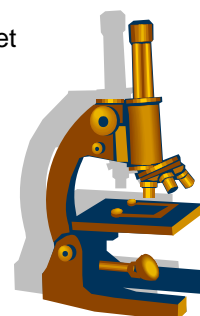
- INFS 2412 (Desktop Publishing)
- INFS 2120 (Visual Basic Programming I)
- INFS 2121 (Visual Basic Programming II)
- INFS 3150 (Introduction to Web Development)
- INFS 3151 (JAVA Programming)
- INFS 3236 (Local Area Network Design /Management)
- COMM 1020 (Television Production I)
- COMM 2060 (Photography)
- COMM 2540 (Television Production II)



SCIENCE CONCENTRATION

9 Credits Required

- | | | |
|-----------|-------------|--|
| 3 credits | One from... | ENVS1160 Ecology Of Changing Planet |
| 3 credits | One from... | ENVS1170 Environmental Health |
| | | Any course in the Biology discipline |
| | | Any course in the Chemistry discipline |
| | | Any course in the Geology discipline |
| | | Any course in the Physics discipline |
| 3 credits | One from... | Any course in the Science discipline |
| | | Any course in the Biology discipline |
| | | Any course in the Chemistry discipline |
| | | Any course in the Geology discipline |
| | | Any course in the Physics discipline |
| | | Any course in the Science discipline |



MATHEMATICS CONCENTRATION

11 Credits Required

This concentration requires MATH1020 as a prerequisite.

- | | | |
|-----------|--------------------------|--|
| 4 credits | MATH2070 | Calculus W/Analytic Geom I |
| 4 credits | One from... | MATH2170 Calculus W/Analytic Geom II |
| | | MATH3400 Linear Algebra W/Applications |
| 3 credits | STAT2110 | Statistics |

SOCIAL STUDIES CONCENTRATION

9 Credits Required

- | | | |
|-----------|-------------|--|
| 3 credits | One from... | HIST1035 Hist Of Western Civ Since 1715 |
| | | HIST1030 History Of Western Civ To 1715 |
| | | HIST1060 Vietnam: U.S. Involvement |
| | | HIST1065 The Civil War |
| 3 credits | One from... | HIST2000 Pennsylvania History |
| | | Any course in the Anthropology discipline |
| | | Any course in the Economics discipline |
| | | Any course in the Geography discipline |
| | | Any course in the Political Science discipline |
| | | Any course in the Sociology discipline |
| 3 credits | One from... | Any course in the Anthropology discipline |
| | | Any course in the Economics discipline |
| | | Any course in the Geography discipline |
| | | Any course in the Political Science discipline |
| | | Any course in the Sociology discipline |



ENGLISH/COMMUNICATION CONCENTRATION

9 Credits Required

3 credits

[ENGL3010](#)

Modern Engl Grammar & Editing

3 credits

One from...

[ELIT2050](#) Classic, Myth, & World Lit

[ELIT2055](#) World Literature

[ELIT2080](#) Women and Literature

[ENGL3020](#) Creative Writing

[ENGL3500](#) Study Of Rhetoric

3 credits

One from...

[ELIT1040](#) Readng Literatur:Coming Of Age

[ELIT2050](#) Classic, Myth, & World Lit

[ELIT2055](#) World Literature

[ENGL3020](#) Creative Writing

[ENGL3500](#) Study Of Rhetoric

Elementary Education Program Recommended Course of Study

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	COSK1220 Communication Skills I or COSK 2221 Intercultural Comm. PSYC 1010 General Psychology HIST 1100 U.S. History I or HIST 1200 U.S. History II MATH 1020 Pre-Calculus or MATH 1050 Reasoning/Applications GEOG 1020 World Geography 15 credits	COSK 1221 Communication Skills II PSYC 3500 Child Psychology SCIE (ENVS, BIOL, GEOL, PHYS, SCIE) POLS 1020 American Nat'l Gov't MATH 2010 Fund. Concepts Math 15 credits
SOPHOMORE	COSK 2220 Communication Skills III EDUC 2000 Schools & Society INFS 1050 Fund. of Info Systems SOCI 1010 Principles of Sociology or SOCI2320 Cont. Amer. Soc. Problems EDUC 2100 Educ. Psychology <i>3 credits of electives in concentration</i> 18 credits	COSK2230 Communication SkillsIV ELIT 1070 Children's Literature ECON 1010 Survey of Economics HUMA 1010 Humanities: Art/Music SCIE 1020 Fund. Science Concepts or ENVS1160 Ecology of Ch.Planet <i>3 credits of electives in concentration</i> **Take Praxis I 18 credits
JUNIOR	ELED 3010 Special Needs EDUC 3025 Inst.Design/Class.Mgmt ELED 3350 Content Area Reading ELED 1000 Tech. Literacy for Educ. <i>3 credits of electives in concentration</i> ** Apply for Candidacy Status 15 credits	ELED 3050 Educational Assessment ELED 4010 Reading Methods ELED 4020 Language Arts Methods ELED 2000 Electronic Media COMM 2500 Inst. Media Design ** Apply for Professional Year 15 credits
SENIOR	ELED 4030 Social Studies Methods ELED 4040 Math Methods ELED 4050 Science Methods ELED 4060 Field Experience I ELED 4061 Field Experience II ** Take Praxis II 15 credits	ELED 4200 Student Teaching (12 credits) ELED 4210 15 credits

Total credits = 126

Student Teacher Competencies

By the end of the student-teaching experience, the student teacher will demonstrate the following competencies:

(1) **Subject Matter**

- a. state appropriate performance objectives in planning for student learning.
- b. develop lesson plans which reference PA academic standards.
- c. relate the present lesson to previously learned material; make a logical presentation.
- d. follow classroom procedures which help students achieve the objectives for the lesson.
- e. incorporate media and materials appropriate to the stated objectives.
- f. know and use subject matter appropriate for the grade level.

(2) **Classroom Management/Effectiveness**

- a. introduce lessons by indicating what is expected and how it will be evaluated.
- b. ask questions which require a thoughtful response and which allow the students to demonstrate the desired learning.
- c. provide students with appropriate wait time for thoughtful responses.
- d. give clear and explicit directions.
- e. demonstrate techniques to assure that all students have an opportunity to participate each day.
- f. use instructional procedures that help individual students who are having difficulty in basic skills of math, English, and reading.

- (3) Appropriateness of Assignments for Desired Learning Outcomes
- a. assess individual student needs using previous scores from classroom performance.
 - b. identify and/or assign appropriate evaluation devices.
 - c. design a plan for evaluating each student's program.
 - d. respond to student needs with an appropriate level of instruction and material.

(4) Professionalism

- a. demonstrate a knowledge of and compliance with district policies.
- b. establish and maintain positive professional relationships with all district stakeholders (administrators, teachers, staff, students, parents/guardians).
- c. willingly accepts regular feedback from the cooperating teacher and University supervisor and modifies instruction/behavior appropriately.
- d. maintains a professional demeanor, which is evidenced by speech, clothing, etc.

B. Student Teaching Responsibilities

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

- (1) Planning
- Includes: preparation of lesson plans submitted to the cooperating teacher **for the entire week on the previous Wednesday**. The sample lesson plan shown at the end of this booklet includes sections on objectives, learning activities, allocation of time, evaluation, and materials needed. Student teachers should confer with the cooperating teacher about the best format to use and about the best time to review and approve the plans. Copies of all lesson plans must be kept in a notebook and submitted to the University supervisor when he/she comes to visit the school. This binder should be available to the cooperating teacher daily. In addition,

they may be incorporated into the student teacher's professional portfolio.

- (2) Teaching
Includes: general classroom procedures, management, contact with the students, and general disciplinary skills.
- (3) Extra Activities
Includes: participate as fully as possible in the ongoing life of the school. This means 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 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. It is understood that there are no excused absences, except for serious personal illness or a death in the immediate family. If an absence is unavoidable, professionalism requires that the student teacher notify the cooperating teacher and the Robert Morris University supervisor immediately.

Conference periods should be held daily with the student teacher to discuss each day's activities. These might include discussion of the following:

1. Developing as a professional educator.
2. Providing for individual differences.
3. Evaluation and grading of students' work.
4. Disciplinary action in class.
5. Bulletin board planning/the learning environment.
6. Instructional materials and equipment.

During the first two days at school, the student teacher should observe the cooperating teacher throughout the entire day's schedule. On the third day, with your assistance, the student teacher should observe classes of teachers in various content areas. **STUDENT TEACHER EVALUATION OF TEACHING** (Form A) is used by the student teacher to evaluate classes he/she is observing, other than the cooperating teacher's. Through these observations, the student teacher can begin to set a pattern for self-evaluation when he/she starts teaching. Three

such observation forms shall be completed and submitted to the University supervisor when he/she visits for the first time.

Robert Morris University reserves the right to remove any candidate from a placement at any time if the cooperating teacher or a school administrator requests the removal. Candidates may also be withdrawn from placement by the Robert Morris University Education Department Head for any reasons s/he believes are justifiable.

FORM A

STUDENT TEACHER EVALUATION OF TEACHING

Student teacher _____
Subject and grade observed _____

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

Please circle one of the four choices in front of each statement.

Strongly <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	Strongly <u>Disagree</u>	This teacher:
4	3	2	1	Offers suggestions rather than orders.
4	3	2	1	Gives students a choice in assignments.
4	3	2	1	Is clear in talking to students.
4	3	2	1	Lets students know what is expected.
4	3	2	1	Is friendly toward students.
4	3	2	1	Demonstrates knowledge of the subject matter.
4	3	2	1	Shows respect for the questions and opinions of others
4	3	2	1	Seems reasonable in assignments, exams and grading.
4	3	2	1	Maintains order in the classroom.
4	3	2	1	Uses students' skills as part of the class work.
4	3	2	1	Gives prompt feedback on work.
4	3	2	1	Is aware of all activity in the classroom.
4	3	2	1	Shows concern for student learning and progress.
4	3	2	1	Makes use of technology to facilitate learning.
4	3	2	1	Varies student activities.

Reflection:

FORM A
STUDENT TEACHER EVALUATION OF TEACHING

Student teacher _____
Subject and grade
observed _____

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

Please circle one of the four choices in front of each statement.

Strongly <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	Strongly <u>Disagree</u>	This teacher:
4	3	2	1	Offers suggestions rather than orders.
4	3	2	1	Gives students a choice in assignments.
4	3	2	1	Is clear in talking to students.
4	3	2	1	Lets students know what is expected.
4	3	2	1	Is friendly toward students.
4	3	2	1	Demonstrates knowledge of the subject matter.
4	3	2	1	Shows respect for the questions and opinions of others
4	3	2	1	Seems reasonable in assignments, exams and grading.
4	3	2	1	Maintains order in the classroom.
4	3	2	1	Uses students' skills as part of the class work.
4	3	2	1	Gives prompt feedback on work.
4	3	2	1	Is aware of all activity in the classroom.
4	3	2	1	Shows concern for student learning and progress.
4	3	2	1	Makes use of technology to facilitate learning.
4	3	2	1	Varies student activities.

Reflection:

FORM A
STUDENT TEACHER EVALUATION OF TEACHING

Student teacher _____
Subject and grade observed _____

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

Please circle one of the four choices in front of each statement.

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	This teacher:
4	3	2	1	Offers suggestions rather than orders.
4	3	2	1	Gives students a choice in assignments.
4	3	2	1	Is clear in talking to students.
4	3	2	1	Lets students know what is expected.
4	3	2	1	Is friendly toward students.
4	3	2	1	Demonstrates knowledge of the subject matter.
4	3	2	1	Shows respect for the questions and opinions of others
4	3	2	1	Seems reasonable in assignments, exams and grading.
4	3	2	1	Maintains order in the classroom.
4	3	2	1	Uses students' skills as part of the class work.
4	3	2	1	Gives prompt feedback on work.
4	3	2	1	Is aware of all activity in the classroom.
4	3	2	1	Shows concern for student learning and progress.
4	3	2	1	Makes use of technology to facilitate learning.
4	3	2	1	Varies student activities.

Reflection

COOPERATING TEACHER

Robert Morris University respects the ability and the dedication of the cooperating teachers who participate in the 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, we have prepared the following list which reflects our expectations of the cooperating teacher.

A. **Preparation**

1. Prepare the elementary students 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, 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 sample forms.
3. Explain practices concerning the school office 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, auditorium.
6. Outline professional responsibilities of faculty (parent conferences, faculty meetings, student organizations, advisory committees).
7. Outline professional duty assignments, such as lunch, study hall, hall duty, etc.

C. **Department Orientation**

1. Explain the instructional strategies used in the department.
2. Explain the grouping 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, 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.

E. **First Planning**

1. Share examples of your own lesson plans with the student teacher.
2. Help the student teacher select the subject 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.
2. Encourage the student teacher to use feedback from classroom observations and subsequent conferences in lesson planning. During the first two days that the student teacher is in your school, he/she will observe you every period. On the third day, if possible, the student teacher should observe classes of teachers in other grade levels. The cooperating teacher should make these arrangements. The purpose of this assignment is to help the student teacher understand the variety of classes and situations that a pupil faces during an ordinary day and to become acquainted with the school and its students. Student teachers will complete the Student Teacher Evaluation of Teaching form. Three of these observation forms shall be completed and submitted to the University supervisor when he/she visits for the first time.

Student Teaching Pacing Guide

Week	Activities (Suggested Timeline)
1	Observe & Assist
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	Teach Full Day
16	Phase-Out <i>(Return one subject per day to Coop Teacher)</i>

G. Classroom Observations

The formats listed below are intended as guides to assist the cooperating teacher and student teacher in discussing the progress of the student teaching experience. These items are not required to be submitted to the university.

1. Complete a written observation and discuss in detail at least one of the student teacher's lesson presentations weekly (Form 1—Evaluation of Lesson Plan or your district's evaluation form).
2. Collect appropriate data as student learning progresses (notes, tapes, charts, and other products which the student teacher uses).
3. Complete the Interim and Final Evaluation forms and submit to University supervisor.
4. Schedule and plan conferences based on these observations.

H. Conferences

1. Insure 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.

I. Evaluation

Complete the **Evaluation of a Lesson (Form 1)** or an evaluation form used by your district at least weekly during the student teaching experience.

Required Evaluations: **Interim and Final Evaluation** forms to be submitted to University supervisor.

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

2. Confer with the University supervisor about the student teacher's progress. The supervisor is readily available for discussions, in the school or on the phone.
3. At the end of the fifteen-week student teaching experience, write a final evaluation of the student teacher in the form of a letter of recommendation. **The letter must be placed on school stationery** and addressed to the

Elementary Education Department Head
Robert Morris University
6001 University Blvd.
Moon Township, PA 15108

Typically, you should emphasize the progress that the student teacher has made during the student teaching experience. The letter is not limited to, but may also include, a discussion of the student teacher's areas of strength, ability to communicate, thoroughness in designing lesson plans, and potential for growth in the teaching profession. Instead of a letter grade, student teachers receive a "P" or an "N" for the student teaching experience. Therefore, the cooperating teacher's letter of recommendation serves as the most important documentation of the student teacher's qualifications for entering the teaching profession. A sample recommendation letter is provided in the following pages.

Professional Portfolio

Each student teacher is required to compile and present a variety of lesson plans, reflections, and other documentation of teaching ability as described in the booklet *Guidelines for the Professional Portfolio*, which the student teacher may share with you. Student teachers may ask you to evaluate one or more of their lessons, using the form provided, for inclusion in the portfolio. They will also welcome any other advice or suggestions you may have for enhancing the quality of the professional portfolio.

Form 1: Evaluation of a Lesson

Student Teacher: _____ Date: _____

Evaluator: _____ Subject: _____

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

	3	2	1	Recommendation
Student Objective(s)				
PA Academic Standards				
Use of Technology, if appropriate				
Materials and Equipment				
Lesson Plan:				
Anticipatory set				
Procedures for lesson				
Teaching/Presenting:				
Input				
Modeling				
Guided practice				
Check for understanding				
Closure				
Student evaluation				
Assignment				
Adaptations				
Lesson Delivery:				
States objectives				
Relates material to students				
Student participation				
Logical sequence/examples				
Appropriate pacing/wait time				
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				

Sample Recommendation Letter

Letterhead

Date

Education Department Head
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation 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 communication 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

UNIVERSITY SUPERVISOR

The University supervisor has a "bridging" or "linking" role in the preparation of the student teacher. The University supervisor examines the practicality and effectiveness of the Teacher Education programs at Robert Morris University as reflected in the performance of the student teacher.

Below are the general functions the University supervisor seeks to perform:

1. Provides the cooperating teacher with the general guidelines from Robert Morris University and clarifies the expectations of the education faculty and the University.
2. Serves as a resource person to the cooperating teacher and the student teacher.
3. Consults with the cooperating teacher on matters relating to the Professional Year experiences of the student teachers.
4. Emphasizes the strengths, progress, and efforts of individual student teachers.
5. Evaluates the student teacher a minimum of three times during the semester, using the PDE-430 form.
6. Informs the cooperating teacher of evaluations of the lessons observed and the suggestions being made to the student teacher.
7. Counsels the student teacher in planning his or her job search.
8. Analyzes the University preparation of student teachers as evidenced by their performance in the schools.
9. Provides feedback to University administration to improve the Professional Year experience for students.
10. Evaluates the student teacher's professional portfolio.
11. Distributes and collects W-9, Interim and Final Evaluation forms with return envelopes.
12. Verifies the timeliness of the Lesson Plan/Journal binder.
13. Views the student teacher's bulletin board and reviews the student teaching notebook.

The University Supervisor:

- Interprets University policy for cooperating teachers, student teachers, and others
- Schedules a minimum of three observation visits for ELED 4060/4061 (Field Experience)
- Schedules a minimum of two observation visits for ELED 4060 only
- Schedules a minimum of four observation visits for ELED 4200 (Student Teaching)
- Observes the student teacher's classroom activities systematically
- Provides the student teacher with feedback regarding all progress toward stated competencies

- Files three PDE-430 forms with the Dept. of Elementary Education (Field Experience and Certification Manager)
- Collects the Interim and Final Evaluation forms from the cooperating teacher.
- Evaluates the student teacher's professional portfolio at the ELED 4210 Portfolio Fair
- Discusses the progress of the student teacher with the cooperating teacher during each visit
- Serves as the instructor of record for ELED 4060/4061
 - Calculates course grade
 - Submits final grade to the Department Head

ELED 4210 Student Teaching Visits

Visit One

- Meets with cooperating teacher and student teacher
- Collects student teacher observation forms
- Distributes and collects W-9 form from cooperating teacher
- Distributes the Interim and Final Evaluation forms to cooperating teacher
- Checks student teaching notebook

Visit Two

- Meets with cooperating teacher
- Checks student teaching notebook
- Observes student teacher
- Completes the first PDE-430 form
- Collects the Interim Evaluation form
- Conducts post-observation conference with student teacher

Visit Three

- Meets with cooperating teacher
- Checks student teaching notebook
- Checks student teacher's bulletin board
- Observes student teacher
- Completes second PDE-430 form
- Conducts post-observation conference with student teacher

Visit Four

- Observes student teacher
- Completes third PDE-430 form
- Conducts a collaborative final evaluation conference with student teacher and cooperating teacher.
- Collects the Final Evaluation form from cooperating teacher

- **ELED 4060/4061 Visits**

Visit One

- Meets with cooperating teacher and student teacher
- Checks student teaching notebook

Visit Two

- Observes student teacher
- Completes first observation form
- Conducts post-observation conference with student teacher

Visit Three

- Observes student teacher
- Completes second observation form
- Conducts post-observation conference with student teacher

ELED 4060 Only Visits

Visit One

- Meets with cooperating teacher and student teacher
- Checks student teaching notebook

Visit Two

- Observes student teacher
- Completes first observation form
- Conducts post-observation conference with student teacher

General Guidelines

Lesson Plans

1. All student teachers will 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.
2. Lesson plans must be formatted according to the RMU model. Lesson content must be a compromise between the student teacher's desire to try new ideas and strategies and the cooperating teacher's ongoing responsibility for student learning in the classes.
3. The student teacher and cooperating teacher will naturally confer about long-term plans, but each day's lessons 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**.
 - **An entire week's lesson plans must be submitted to the cooperating teacher by the previous Wednesday. This affords the cooperating teacher the time to review the following week's plans and the pre-service teacher time to make revisions.**
4. Following requirements explained in the booklet *Guidelines for the Professional Portfolio*, student teachers may seek specific evaluations from the cooperating teacher on lessons for:
 - Component 2 (General Content Lesson Plan and Assessment, with Adaptations).
 - Component 3 (Lesson Plan Utilizing Technology).
 - Component 5 (Classroom Management).
 - Component 6 (Inclusion and Cultural Diversity)
5. All lesson plans are to be organized in reverse chronological order in a notebook for examination by the University facilitator during each visit to the student teacher.

'Improvement Needed Form'

Some student teachers may experience difficulty in planning, executing lesson plans, and maintaining the learning environment. When a cooperating teacher or University supervisor notices a student teacher experiencing difficulty, they will discuss the problem with the student teacher and document it on the observation form. At this time, the supervisor will begin to make additional visits to the classroom. The visits will be well documented, provide a record of what was observed in the classroom, and offer suggestions that must be implemented immediately. If the student teacher fails to implement suggestions for improvement and continues to experience difficulty, then an **IMPROVEMENT NEEDED FORM** will be completed by the University supervisor. The form provides the student teacher with specific suggestions for improvement that must be implemented within a certain time period. The University supervisor and Elementary Education Department Head will conduct formal observations at the end of this time period. A meeting of the University supervisor, Department Head, Cooperating Teacher and student teacher will occur; this 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' and the candidate will repeat ELED 4200.

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 teachers' lounge conversations are all possibly confidential in nature. Violations of confidentiality are considered a breach of professional ethics and cannot be tolerated. If projects or assignments call for testing, taping or interviewing of students, it must be approved by the cooperating teacher and University Supervisor. School districts often require written parental permission for such activities. Teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure.

S-PSEA

Student-PSEA is a pre-professional student association dedicated to advancing leadership skills and professional development among future educators across the Commonwealth. It provides a wealth of resources and people dedicated to enriching the educational journey toward becoming a teacher.

Return-to-Campus Seminars

Student teachers are required to return to the campus for the EDUC4210 Student Teaching seminars designed to meet state requirements for certification. Seminars cover topics such as creating and selecting instructional materials, differentiated instruction, effective communication with parents/guardians, discipline, classroom management, interpersonal communication, evaluating pupil progress, school law, developing professional contacts, securing job placement and portfolio presentation.

The return seminars will also provide opportunities for student teacher to share common problems and teaching challenges. Individual problems, however, must be discussed in consultation with the cooperating teacher when the University supervisor makes site visitations.

Appearance

The student teacher's appearance and behavior must demonstrate that he or she is a member of the professional staff of the school. As a representative of Robert Morris University, student teachers are expected to meet accepted standards of grooming and cleanliness and to choose conservative, non-distracting hair styles, clothing, and shoes. Expectations for professional dress are discussed with students during Elementary Education Majors Meetings and Return-to-Campus Seminars. Please inform the University Supervisor if you have any concerns about your student teacher's appearance or behavior.

Absences

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 are expected to be present **every day** that the school is in session. Student teachers have no personal or leave days. Cooperating teachers are not in a position to excuse student teachers **for any reason**. Student teachers should not make 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.

Personal illness or death in the immediate family of the student teacher are the only reasons for excused absences. If one of these occurs, the student teacher must **telephone the cooperating teacher as soon as possible; then telephone the University supervisor**. When the student teacher is able to return, he or she must telephone the cooperating teacher as soon as possible. A student teacher who is absent during student teaching may be required to make up the time. Unexcused absences are never acceptable and may place satisfactory completion of the student teaching experience in jeopardy.

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 your 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. School law concepts are addressed in the Field Experience and Student Teaching Seminars.

Substitute Teaching

- A student teacher does not hold a valid Pennsylvania certificate and may not serve in the role of substitute teacher nor receive remuneration.
- A student teacher will be responsible to a certified substitute teacher in your absence.

Suspension of Student Teaching

Student teachers charged with felonies or misdemeanors during their student teaching experience will be suspended from student teaching until those charges have been cleared. Student teachers who do not demonstrate appropriate personal or professional qualities may be suspended until the deficiency is resolved. This course of action may be initiated by the cooperating teacher, district administrator, student teacher, University supervisor, or Department Head.

Professionalism

Student teachers must remember that the host school is providing an essential service in allowing RMU student teachers to complete the Professional Year within the established system. Full respect must be given to the faculty, staff, administration, parents, and students with whom the student teacher interacts. We expect student teachers to 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. The public expects higher levels of behavior from educators than it does from any other profession. Student teachers must maintain a “professional distance” in their relationships with students.

Student teachers must maintain a professional relationship with their cooperating teacher. If problems arise between you and your student teacher, please notify the facilitator immediately. If the problem is with the facilitator, please contact the Department Head. Finally, the student teacher must remember that professional behavior includes the handling of information, avoiding gossip about students and colleagues, and attempting to always be the best.

Pennsylvania’s Code of Professional Practice and Conduct for Educators provides additional details about the expectation of teacher professionalism. This document summarizes the high standards expected of teachers throughout their teaching careers.

SAMPLE LESSON PLAN

SUBJECT:

COOPERATING TEACHER:

DATE:

GRADE LEVEL:

TOPIC:

STUDENT OBJECTIVE(S): (well written statement that provides a clear picture of the outcomes or performance; must be measurable or observable)

The students will be able to:

PA ACADEMIC STANDARDS:

USE OF TECHNOLOGY: (if applicable): How the teacher and students will use technology during instruction or assignments

MATERIALS AND EQUIPMENT:

LEARNING ACTIVITIES:

Anticipatory set (2-4 minutes): (focus; short activity or prompt that focuses the student's attention; called a "hook" to grab the students' attention) Examples: handout given at the door, review question written on the board, problems on the overhead, reading of a picture book, display of interesting pictures or graphics, short video clip, song.

Teaching/Presentation (approximately 35 minutes)

- most detailed portion
- must be logically sequenced and specific
- must contain salient points of the lesson
- anticipated questions or difficulties from students

Input (vocabulary, skills, and concepts); information that students need to know in order to be successful; necessary information needed for students to gain the knowledge or skill

Modeling (show); watch how I do it; examples of what is expected as an end product

Checking for understanding; questioning strategies to determine if they "got it"; allows students to practice "doing it right"

Guided practice (follow me); lead the students through the steps necessary to perform the skill; let's do it together.

Closure (2-3 minutes): (Actions or statements by a teacher to bring the lesson to end; summary or review of what students were expected to do; restate the objectives)

STUDENT EVALUATION: (How the teacher will know that the students have learned.
NOTE: Walking around the room does not satisfy this requirement. Need to have behavior you are looking for specified. Think of something other than quizzes.)

ASSIGNMENT: (What the students will do the next day to prepare for class, not always required.)

ADAPTATIONS: (Adaptations will be made based upon students' needs)

TEACHER REFLECTION: (Student teachers will complete this section **AFTER** teaching the lesson at least once. What would you do the next time you teach this lesson? What went well? What went wrong? Why?)

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 teacher 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 Employe 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.

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

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.

Content Last Modified on 4/14/2005 11:46:28 AM

ELEMENTARY EDUCATION INTERIM EVALUATION

Student Teacher's Name _____ Evaluator's
Name _____

Cooperating School _____

Date _____

Please place a checkmark in the appropriate block.

Planning and Preparation	High 3	Average 2	Needs Improvement 1
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 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			
Comments:			
Classroom Environment	High 3	Average 2	Needs Improvement 1
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			
Comments:			

Instructional Delivery	High 3	Average 2	Needs Improvement 1
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 on 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			
Comments:			
Professionalism	High 3	Average 2	Needs Improvement 1
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 <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u> ; and local, state, and federal, laws and regulations			
Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators			
Knowledge of Commonwealth requirements for continuing professional development and licensure			
Knowledge of school and district policies and regulations related to attendance, punctuality, and the like			
Knowledge of school or district requirements for maintaining accurate records and communicating with families			
Accepts and incorporates suggestions for improvement			
Ability to cultivate professional relationships with school colleagues			
Comments:			

Dependability	High	Average	Needs Improvement
	3	2	1
Completes work on time			
Reports any necessary absences to the cooperating teacher			
Comments:			

**ELEMENTARY EDUCATION
FINAL EVALUATION**

Student Teacher's Name _____ Evaluator's
Name _____

Cooperating School _____

Date _____

Please place a checkmark in the appropriate block.

Planning and Preparation	High 3	Average 2	Needs Improvement 1
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 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			
Comments:			
Classroom Environment	High 3	Average 2	Needs Improvement 1
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			
Comments:			

Instructional Delivery	High 3	Average 2	Needs Improvement 1
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 on 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			
Comments:			
Professionalism	High 3	Average 2	Needs Improvement 1
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 <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u> ; and local, state, and federal, laws and regulations			
Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators			
Knowledge of Commonwealth requirements for continuing professional development and licensure			
Knowledge of school and district policies and regulations related to attendance, punctuality, and the like			
Knowledge of school or district requirements for maintaining accurate records and communicating with families			
Accepts and incorporates suggestions for improvement			
Ability to cultivate professional relationships with school colleagues			
Comments:			

Dependability	High	Average	Needs Improvement
	3	2	1
Completes work on time			
Reports any necessary absences t the cooperating teacher			
Comments:			

