

*Education Department
Student Teaching
Handbook*

Policies, Professional Expectations and Resources

**A Guide for
Student Teachers
Cooperating Teachers
University Supervisors
School and Childcare Administrators**

Prepared by the Faculty of the Education Department

Revised 2023



CARLOW UNIVERSITY

CARLOW UNIVERSITY
EDUCATION DEPARTMENT

STUDENT TEACHING HANDBOOK

FOREWARD

You have chosen to enter a profession that is demanding, ever-changing, challenging, stimulating, and most of all, rewarding. The role of today's teachers is vastly complex. As Carlow Scholar-Practitioners, you have been immersed in the art and the science of teaching. You have conducted research, gained knowledge, utilized technology, designed, and implemented learning processes and activities; selected resources, reflected on your work, and recognized the importance of ethics in a profession that holds its members to the highest of standards. Your student teaching experience will give you an opportunity to put into practice all that you have learned, under the guidance and mentorship of a Cooperating Teacher and University Supervisor who will offer support, direction, and feedback. Your journey will be filled with hard work and many memories that you will carry with you always.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a description of the roles and responsibilities, policies and guidelines, learning opportunities, and mentor relationships among the student teacher, Cooperating Teacher, and University Supervisor. There are lists and forms in the Appendices to assist with the organization of the student teaching experience.

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SECTION I: INTRODUCTION

THE CARLOW SEAL

The seal of Carlow University is designed to represent visually those values and ideals that are held by the Sisters of Mercy who founded Carlow and that are expressed in the Mission Statement.

Enclosed within the circle, a symbol of eternity, and open to the circle at each end of its points is a triangle, symbolizing the Trinity. Within the triangle is the Pennsylvania Keystone bearing the motto “Ad Superna, non Superba” (“To the Eternal, not the Perishable”). On either side of the triangle is the lion rampant, a detail taken from the coat of arms of Catherine McAuley, founder of the Sisters of Mercy.

Wisdom, the five-pointed star, and Knowledge, the Roman lamp, have a place above and below the Keystone, while the Irish Cross, recalling the Irish heritage of the Mercy sisters, and a circle are at either side of the Keystone.

CARLOW UNIVERSITY MISSION STATEMENT

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

EDUCATION DEPARTMENT MISSION STATEMENT

The mission of Carlow University’s Education Department is to nurture and support current and future Scholar-Practitioners who are reflective in action, capable of creating and serving in High Performance Learning environments, and who support and respect the dignity and diversity of all learners.

EDUCATION DEPARTMENT PHILOSOPHY AND VISION

Guiding all of Carlow University’s professional programs is its Scholar-Practitioner philosophy and vision. At Carlow, Scholar-Practitioner is more than a professional role and goes beyond the acquisition of specific skill sets or application of best practice. Scholar-Practitioner is a way of being in and relating to the world. It is a way of interacting with students that promotes respect, cultivates each individual’s potential, and instills a love of learning. Those who embody the stance of scholar-practitioner engage throughout the span of their professional life in reflective practice. They engage in both the generation and utilization of knowledge regardless of their professional role or work setting.

Education students are encouraged to assume this stance of Scholar-Practitioner and to expand and deepen their capacities as Scholar-Practitioners as they mature as professionals. This development does not occur in a predictable period of time, nor does it proceed linearly from novice as practitioner to expert as scholar. In fact, there is no divide between scholarship and practice; one informs the other.

Our expectation is that, over time and with the help of mentor teachers and their respective communities

of practice, our students grow to exemplify the qualities of a Carlow Scholar-Practitioner. These six intertwining qualities are metacognitive reflection, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship, and aesthetic imagination.

Qualities of the Carlow Scholar-Practitioner

1. Metacognitive Reflection

- Careful observation of experience
- Discerning significant aspects of experience
- Thoughtful analysis and interpretation
- Constructing meanings that inform future experience
- Awareness of one's process for meaning making

2. Theoretical Understanding

- Recognizing that multiple and competing theories exist in all fields
- Understanding the arguments underpinning various theories
- Understanding one's own theoretical position

3. Pedagogical Wisdom

The capacity to respond...

- wisely, humanely, and ethically within “pedagogical moments” (Max van Manen)
- in ways that promote continued engagement in learning

4. Contextual Literacy

- Understanding that contexts are shaped by historical, political, cultural, economic, and psychological forces
- Capable of “reading” and interpreting social contexts from multiple perspectives

5. Ethical Stewardship

- Committing to the well-being of the profession and the clients it serves
- Conserving the best of the profession
- Contributing to the development and growth of the profession
- Assuring that education as a social institution serves the public good

6. Aesthetic Imagination

- Understanding the potential of the aesthetic realm to “release the imagination”—to see beyond *what is* to *what might be* (Maxine Greene)
- Embracing ambiguity
- Reflecting and assigning meaning to experience through the aesthetic modalities
- Appreciating the role of artistic expression in coming to know oneself

Developing Scholar-Practitioners

A primary emphasis of Carlow University's Education Department is respecting the dignity of each learner and creating learning experiences in which that learner may optimize her/his potential for growth. Creation of what we refer to as a *high performance learning environments* requires that we place the learner at the center of the curriculum and help that learner move from a point of cognition to meta-cognition. In other words, the learner is able to assign meaning to the educational experience for her/himself, understanding her/his strengths and challenges, as well as appreciating her/his distinctive pathway to success. High performance learning also requires that we embody each of the Scholar-Practitioner qualities in order to support the learner in an educational landscape that is rapidly changing. As Scholar-Practitioners we are called upon to enact different roles within multiple contexts: self as learner, self as teacher, and self as a contributing member in communities of practice.

To this end, members of the Carlow community, students, faculty, and staff try to help one another to recognize the integrity and value of each person in daily life and the work of the communities of practice with whom we interact. Each member of the community has a responsibility to promote mutual respect, growth in moral and spiritual sensitivity, a taste for fulfillment in daily life, and an active concern for the needs of one's neighbors, whether local or global.

The educational experience at Carlow is aimed at enabling students to develop initiative and independence as well as knowledge and professional competence. The freedom and responsibility which the university seeks to develop in its students results from the encouragement of individual student insights and choices rather than from an imposition of certain forms of learning or belief. Carlow presents education as a life-long process that each student determines by the choices made at Carlow and throughout the rest of life.

At Carlow, the teacher's preparation is developed in the light of the liberal arts tradition; the curriculum is based on objectives reflecting the institution's conception of the role of the teacher and is organized to include liberal arts and humanistic and behavioral studies as well as teaching and learning theory for each teaching specialty.

Becoming an expert teacher is a developmental process. The science of teaching and the art of teaching are fluid, evolving processes. Therefore, becoming an expert teacher is a lifelong process. The student teaching experience is the foundation to the journey of becoming an expert teacher. The Cooperating Teacher and the University Supervisor have major parts to play in this stage of development for the student teacher.

PROGRAM MISSION STATEMENTS

Early Childhood Education Mission Statement

The Early Childhood program for graduate students at Carlow University focuses on educating children from birth to grade four in any context – school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/teacher. They learn that a child's environment needs to be rooted in trust, physically and psychologically safe. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the belief that strong relationships among the child, family, and community form a healthy child.

The Program uses the NAEYC guidelines for ethical behavior to demonstrate professionalism. Competencies for Early Childhood Education are based on current research and child development theory, NAEYC standards and guidelines, and the pedagogy of relationships.

Early Childhood Supervisor Mission

The Early Childhood Supervisor is the catalyst for change in the education setting serving children from birth through age eight. They must be a) a responsible leader; b) a developer of curriculum; c) an attentive listener and accurate observer of the child, the teacher, the staff, the parents, and the community at large; d) a resource and enabler of growth; e) a competent and creative administrator; and f) a mediator and facilitator.

To meet these responsibilities, the program in Early Childhood Supervision prepares caring and professionally knowledgeable personnel for programs that serve children from birth through age eight. Candidates will understand child development, skills to create or support developmentally appropriate curriculum, and the ability to carry out staff development and on-going supervision for teachers who work with infants and toddlers, preschoolers, kindergarteners, and primary-aged children. The competent supervisor must bring an appreciation of the child's potential within a complex environment to their interactions with children, their families, and other adults.

Educational Leadership with Principal Certification Mission Statement

The mission of the Carlow University Educational Leadership with Principal Certification program is to develop highly effective visionary leaders who are scholar-practitioners, capable of creating, shaping, and sustaining intellectually rigorous programs that optimize each student's potential for academic success in a safe, supportive, equitable, and culturally responsive school environment, in collaboration with internal and external stakeholder groups in the community which they serve.

Special Education Mission

The Special Education Program in the School of Education at Carlow University is dedicated to preparing teachers who are committed to developing the highest educational and quality of life potential of all students, especially those individuals with disabilities or who are at risk for developing disabilities due to life circumstances. The Special Education Program develops educators with a profound commitment to continuously build upon dispositions, ideas, and practices that foster inclusivity, belongingness, and equity for individuals with disabilities across all intersecting identities. The Special Education Program prepares teachers who are dedicated to lifelong learning in the service of continuous improvement of the education experiences of individuals with disabilities, while working within an ethic of professionalism and care that grows out of the university commitment to honor individuals and embrace an ethic of a just and merciful world.

Art Education Mission

Carlow University's Art Education program prepares teacher candidates to teach K-12 students in art. They will become experts in understanding the developmental levels of elementary, middle and secondary school students and apply this knowledge in various field experiences beginning with observation and progressing to planning and teaching small groups and whole classes. Teacher candidates will have a thorough knowledge of art, including studio art, art history, liberal arts and pedagogy, as well as integration of art with other subject disciplines.

They will learn to plan, teach, and assess student work. Teacher candidates will learn to use technology in their planning, instruction, and assessment. The field experiences will provide teacher candidates opportunities with diverse learners and will promote a collegiate, learner-centered environment.

Reading Specialist Mission

The mission of the Reading Specialist Program of Carlow University is to prepare professional reading educators to become competent practitioners and agents for equitable literacy: ensuring every learner achieves full literacy through systematic and explicit teaching of reading, writing, and spelling. The heart of Carlow's Reading Specialist Program is to develop literacy leaders that possess a deep knowledge in the cognitive science of reading and the instructional expertise necessary to employ evidence-based practices that afford all students the opportunity to learn to read and write.

Secondary Education Mission

Carlow University's Secondary Certification Program prepares prospective teachers of grades 7 through 12 in the content areas of biology, chemistry, English, general science, mathematics, and social studies. Foundational to the Secondary Certification Program and Carlow's Scholar- Practitioner Framework is the emphasis on the role of reflection in promoting teachers' awareness of their own developing pedagogy and curricular insights as they learn about current theory and practice regarding the teaching of content area subjects and how to create positive learning environments for adolescent learners. Alongside the development of pedagogical content knowledge, the program aims to prepare culturally responsive and antiracist educators who are aware of the psychological, sociological, and political aspects of teaching and learning. This is all done through a purposeful progression of courses and field work that prepares future teachers to enter the classroom to meet the needs of today's students.

SECTION II: ROLES AND RESPONSIBILITIES

Carlow University's teacher preparation program focuses on the student's need to come to deeper understandings about the nature of teaching and learning to prepare for ever-changing school systems. Throughout the educative process at Carlow, students reflect upon the classroom teacher's role in the academic, social, and emotional development of children. Before student teaching, the education student has demonstrated practical teaching skills through planning, review, classroom observations, and field work. It is with this background that the student now reaches the stage of student teaching.

Student teaching allows the teacher candidate to bring together all previously learned theory, classroom discussions, observations, and learning experiences in the role of a full-time professional in the school. The teacher candidate appraises personal and professional competencies, develops poise and self-confidence, refines teaching strategies, and experiences the demands and responsibilities of the full-time classroom teacher. To facilitate student growth during this essential and culminating experience of the Teacher Education Program, Carlow University's Education Department works cooperatively with many educational entities to select highly qualified and experienced professionals as Cooperating Teachers as well as experienced and committed Carlow faculty as supervisors. The student teacher, Cooperating Teacher, and University Supervisor work as a team, each with specific responsibilities for the successful completion of the student teaching experience.

It is the goal of the Education Department to create a nurturing, cooperative, and rewarding environment for our education students to begin their professional program. To render support in this most crucial stage of the student's development, the Education Department has established roles, procedures, and regulations that will guide each participant through the experience.

A. CARLOW UNIVERSITY EDUCATION DEPARTMENT

Role of the Education Department

The Education Department at Carlow has the responsibility to develop a broad-based program that enables students to work with many cultural groups, in various sociological settings, and in the spirit of inclusion. Each program, through coursework, has provided opportunities for varied field experiences prior to the student teaching semester. However, the Department believes that student teaching is the most important professional experience in a teacher's preservice preparation.

The selection of the student teaching placement is a cooperative endeavor in which the Director of Clinical Placements, Undergraduate and Graduate Program Coordinators strive to determine the most appropriate setting for professional growth. Placement must be reasonably close to the university campus in Allegheny County and be approved by the cooperating schools.

Role of the Department Chair

- 1. All student teachers are under the purview of the Education Department Chair.**
- 2. The Chair monitors the progress of each student to make recommendations for improvement, for certification, and for future employment.**

3. Should the Chair determine the need, the Education Department reserves the right to change an assignment. This change in assignment may be initiated by the Cooperating Teacher, the student teacher, or the University Supervisor.
4. The Chair monitors the University's responsibilities to students taught by the student teacher. Should a student teacher appear to be detrimental to expected student growth and development (either from the cooperating teacher, university supervisor, or school administration), that student teacher will be removed from teaching by the Education Department at Carlow University.

Role of the Director of Clinical Placements

1. Prior to student teaching, the Director of Clinical Placement invites each student to discuss personal preferences related to age level and geographic location. The selection of the student teaching placement is a cooperative endeavor in which the Director of Clinical Placements in conjunction with the schools and centers, strives to determine the most appropriate setting for professional growth.
2. The Director of Clinical Placements assumes the task of developing good working relationships with the cooperating schools and school district personnel.
3. The Director of Clinical Placements acquires Affiliation Agreements with each educational entity who will be hosting a student teacher.
4. The Director of Clinical Placements prepares the Cooperating Teachers and University Supervisors for their roles with student teachers.
5. In collaboration with the Department Chair, the Director of Clinical Placements provides progress reports and documentation to support the monitoring of student teaching placements and the need to change a placement or removal of a student from the Education Department.
6. The Director coordinates all content, resources, and guest speakers for the student teaching seminars.
7. The Director of Clinical Placements collects and tracks all key assessments for student teaching.

Role of the Undergraduate and Graduate Coordinators

1. The coordinators monitor the progress of education students to determine eligibility for student teaching.
2. Once eligibility is determined, coordinators provide information to students to begin the process of student teaching and certification.
3. Program coordinators collaborate with the Director of Clinical Placements to ensure ongoing eligibility requirements.

Role of the University Supervisor

The Program Director assigns a faculty member as University Supervisor to each student teacher.

1. Facilitator -- As a resource person, the Supervisor suggests ideas and strategies to strengthen the

working relationship between the Cooperating Teacher and the student teacher to meet the needs of the students in the classroom.

2. Listener -- The Supervisor, understanding good human relations and respecting individual personalities, helps the student teacher feel secure in gaining deeper insights into the needs of students and her/his own feelings and in becoming cognizant of professional responsibilities in education. The Supervisor provides feedback to and reinforcement for the student teacher.
3. Observer -- The Supervisor evaluates growth and progress in the student teaching experience. The Supervisor observes the student teacher in the classroom, regularly looking for ways to solve problems, suggesting strategies for dealing with challenging behaviors, improving communication skills, and developing creativity. The Supervisor watches for and notes growth as changes are obvious from visit to visit.
4. Communicator -- The Supervisor confers with the Cooperating Teacher as well as the student teacher concerning the work and program of the student teacher and serves as a liaison between the University and members of the teaching team.
5. Instructor -- The Supervisor holds meetings with student teachers on and off campus and provides additional knowledge and information as needed.
6. Evaluator -- The Supervisor gathers all evidence of growth and progress and reports it to the Department Chair. In addition, the Supervisor completes evaluation forms, shares them with the student teacher, and forwards them to the Education Department for the student's file. Completing the required PDE 430 forms is the responsibility of the University Supervisor. Upon student request, the Supervisor also writes a Letter of Recommendation for the student's professional portfolio, as appropriate.

The University Supervisor will visit each student teacher a minimum of 4 times in each 8-week placement. There will be 3 observations and a PDE430 to be submitted at the end of the first 8 weeks; at the end of the second 8 weeks, there will be 3 observations, a Dispositions document, and a PDE430 (Final) to be submitted. Each submission should also include the Cooperating Teacher Evaluation Form. Please see Appendix C for *Forms for the University Supervisor*.

Role of the Student Teacher

Within the student teaching experience, each Carlow student must assume certain responsibilities for the development of professional competence.

1. Daily Preparation -- The student teacher prepares thoroughly for each class to be taught each day. This preparation includes a clear formation of objectives in behavioral terms, the identification and understanding of key concepts, careful planning of the presentation, appropriate learning activities, the organization of materials, and the alignment of assessment strategies to state standards for the content area s/he is teaching.
2. Lesson and Unit Plan -- The student teacher prepares all plans, daily or unit, according to one of the formats approved by Carlow University [See Appendix D.] Every lesson plan must be prepared prior to teaching a lesson; no student teacher may teach a lesson without a written plan approved by the Cooperating Teacher.
3. Attendance and Punctuality -- The student teacher is present each school day for the full time required by policy in the building (or as required for PreK centers or special education placements). In

addition, if the Cooperating Teacher requests time prior to or after the official day for conferencing or other activities related to teaching, the student teacher must make this time available as well. The student teacher must be punctual for each school day, each class, each activity, and each appointment.

4. Professionalism -- The student teacher must be sensitive to the role and responsibilities of the teacher in relationship not only to students but to all persons with whom she/he interacts. Throughout the student teaching experience, the student teacher should become acquainted with all who contribute to the educational endeavor and learn to appreciate each staff member's importance in the effective functioning of the school/center. The student teacher must abide by all the rules and policies of the host school/center.
5. Professional Growth -- The student teacher must recognize the value of feedback on performance in the classroom and in other educational settings. In addition, the student teacher should feel free to seek out information, resources, and guidance in this phase of professional growth from the school/center and from Carlow personnel.
6. School/Center-Related Activities -- The student teacher should take advantage of opportunities outside the regular classroom that will contribute to the understanding of students and growth of professional competence: in-service activities, faculty planning sessions, parent-teacher meetings, student organizations, and, if possible, instructional support teams, and student assistance programs.
7. Portfolio Development -- The student teacher is required to create and maintain a working portfolio to provide evidence of her/his observations, evaluated lesson and unit plans, and school-related material. The student teacher then uses certain artifacts from this working portfolio to create her/his professional portfolio. [See Appendix D for the student teacher Professional Portfolio.]

Appendix D contains forms and information that will be important to the student teacher. This appendix should be referred to regularly by both the student teacher and the Cooperating Teacher throughout the placement.

B. PARTNER SCHOOLS

Role of the Cooperating Teacher

Carlow recognizes that no set of expectations can be universally and rigidly carried through. Cooperating teachers, however, assume a vital role as they help realize the goals set in developing the competencies of the Carlow student.

1. The Cooperating Teacher, as the professional expert, serves as a mentor and teaching model and demonstrates:
 - thorough planning
 - creativity and motivational strategies
 - appropriate interactions with students
 - classroom organization, housekeeping, and management techniques
 - planning for a supportive and safe classroom environment
2. The Cooperating Teacher gets to know the student teacher's interests and finds the student teacher's strengths to guide the teaching-learning experience more effectively.
3. The Cooperating Teacher spends time with the student teacher early in the experience so that the student teacher is aware of the Cooperating Teacher's philosophy of education, curriculum, and

standards requirements as well as general practices and discipline policies in effect in the school/center.

4. The Cooperating Teacher supervises the daily activities of the student teacher.
5. The Cooperating Teacher provides time for the student to observe and to work in small groups and whole class situations. As the student teacher becomes proficient in teaching, the Cooperating Teacher gives the student freedom to try her/his own methods and ideas in addition to those that have been demonstrated.
6. In continuing conferences, the Cooperating Teacher reviews the student teacher's progress. Included may be:
 - a. verification of the relationship of immediate teaching objectives to the long-range planning of the teacher.
 - b. feedback about the student teacher's planning to date and suggestions for future planning.
 - c. feedback and suggestions for improving teaching strategies and other components in classroom management.
 - d. opportunity to reflect on the teaching experience: to determine why the student teacher chose specific activities, what learning the student teacher believes took place because of these choices and, finally, some possible alternatives and probable outcomes of these alternatives.
 - e. positive reinforcement and compliments for a job well done or proper critique when performance is not at an acceptable level. Communications should be open so that the student knows where she/he stands and knows specific areas to improve.
7. The Cooperating Teacher shares the responsibility for evaluating the progress of the student teacher with the University Supervisor.
 - a. The Cooperating Teacher and student teacher establish a routine for lesson plan review.
 - b. The Cooperating Teacher evaluates the student teacher's lesson plans daily. The Cooperating Teacher may simply add comments or suggestions to the plan or ask that it be altered or completely reworked.

The Cooperating Teacher must **indicate approval of each day/s plan**, with or without comments.

- c. The Cooperating Teacher communicates observed strengths and weaknesses in the student teacher to the University Supervisor each time the University Supervisor visits the school. The Cooperating Teacher should never hesitate to call the Supervisor when the situation warrants immediate attention.
- d. If the Cooperating Teacher notes serious deficiencies that the student teacher does not seem able to correct during this guided experience, these deficiencies must be progressively documented in writing on lesson plans and unit plans as well as in conference reports and evaluations. It must be clear that the student teacher has not been able to respond to written suggestions for change.
- e. The Cooperating Teacher completes a formal written assessment of the student teacher midway

through the experience and at the end of the experience, on the due dates provided by the University Supervisor. The written assessment becomes a part of the student teacher's file. The student teacher should see these evaluations and discuss them with the Cooperating Teacher. The Cooperating Teacher's written assessments should be consistent with oral comments. Consistency and evidence of competence or the lack of it are serious responsibilities of the Cooperating Teacher who has the greatest opportunity to observe the student teacher daily. Please see Appendix B for *Forms for the Cooperating Teacher*.

- f. Upon student request, the Cooperating Teacher writes a letter of recommendation for the student teacher, as appropriate.

Role of Administrators in Partner Schools and Childcare Centers

To facilitate the cooperative working relationship, the administrators of the schools/centers supporting the Carlow University program assume the following responsibilities:

1. School administrators act as liaisons between the University and their school faculty.
2. School administrators recommend and/or approve Cooperating Teachers for participation as well as approve Carlow students for their assignment.
3. School administrators make the student teacher aware of the school philosophy and policies of attendance/tardiness, faculty and student handbooks, school calendar, and other policies or practices.
4. School administrators make student teachers feel like a part of their faculty and extend courtesies to them in a like manner; they provide workspace, a place for coats, and general access to teacher space and privileges.
5. School administrators observe a student teacher at the request of the student teacher, Cooperating Teacher, or University supervisor.
6. When possible and upon student request, the school administrator writes an evaluative letter for the student's professional portfolio.

SECTION III: PROFESSIONAL EXPECTATIONS

Schools are institutions of the society and, consequently, they reflect the broad values and traditions of the American social system as well as values and traditions of the local cultural communities. The preparation of teachers at Carlow University has been broad-based to enable each teacher to meet the needs of a culturally diverse population of children in a wide variety of social settings and the needs of students with disabilities.

Carlow students are advised that the schools and centers cooperating with Carlow extend a courtesy and professional service to the students by permitting them to be student teachers in their educational settings. Because of this professional relationship and courtesy, the student teacher must respect the school's philosophy of education, methods of teaching, and all school personnel.

School Calendar

The student teacher is expected to follow the school/center schedule of teaching days rather than the University calendar during this professional semester. In the event of school cancellation due to inclement weather or emergency situations, the student teacher will adhere to the school make-up calendar should it fall within the scheduled student teaching time. If the make-up day is scheduled following the end date of the student teaching term, the student teacher would not make up the day.

Attendance and Punctuality

On those rare occasions when illness or emergency require the student teacher to miss school, the student teacher must phone the University Supervisor, the school administrator or main office, and the Cooperating Teacher prior to the opening of the school day. If the Cooperating Teacher has given the student teacher a home or cell phone number, the student teacher should call the home or cell phone as soon as the need for the absence is recognized. Make-up responsibilities will be arranged cooperatively with the University Supervisor and the Cooperating Teacher. Should a student teacher need to adjust her/his time in the school setting because of extenuating circumstances, she/he must have the permission of the Cooperating Teacher and the University Supervisor. Unauthorized loss of time will be considered an unexcused absence and must be made up; this loss of time may be reflected in the evaluation and in future references.

Student teachers are to follow their Cooperating Teacher's daily arrival and dismissal time. PreK student teachers must work a 7½ hour day, typically 8:00 a.m.-3:30 p.m. Additionally, they should follow their coop's schedule of in-service days, meetings, and conferences. The student teacher is expected to follow the daily school schedule of the Cooperating Teacher to whom s/he has been assigned: beginning time, lunch duty, bus duty, study halls, etc. Late arrivals and early dismissals will not be tolerated except in cases of extreme emergency and with the approval of the Cooperating Teacher and University Supervisor.

If a student should find him/herself with an extended planning time in the morning or afternoon, he/she should keep busy with teacher-related tasks. Student teachers may not leave the center or school.

Time Schedule

The time of a student teacher is divided among observation, non-teaching duties, and teaching. Observation includes noting the Cooperating Teacher's strategies of teaching, the student behaviors, and the interaction of these. Ordinarily, the first day or two will be devoted to observation of the Cooperating Teacher. This period of observation provides the opportunity to become acquainted with the general routine and procedures of the school/center and classroom, with the students and with the Cooperating Teacher. Additionally, within the first week of school, students should observe 4 other teachers (2 from their department or grade level team, one special education or ELL teacher, and one teacher of their choosing) and complete the correlated form in Appendix D, *Observation of Other Teachers in the School*. These observation forms should be filed in the working binder.

Non-teaching duties include classroom housekeeping, record keeping, and other organizational responsibilities. The student teacher must experience such duties. After a brief orientation and time to observe, the student teacher should begin to help with classroom routines.

Teaching includes all the time that the student teacher is responsible for one or more students (individual and group teaching, study halls, and class). The student teacher's program of actual teaching should increase week by week until s/he has taken over the full teaching load as well as the non-teaching duties of the Cooperating Teacher.

Generally, the student teacher will begin to observe and help individual children and the Cooperating Teacher as soon as s/he is placed in the assignment. One-half of the teaching load should be the responsibility of the student teacher by the fourth week, three-fourths load by the fifth week, and full load by the sixth week. The more experiences the student teacher receives, the better prepared s/he is to assume the responsibilities of the teaching position. If the Cooperating Teacher wishes, s/he may begin to assume the responsibility of the classroom during the last day or two of the student teacher's placement. This enables the Cooperating Teacher to facilitate the transition back to full-time teaching.

Professional Dress

Student teachers are expected to dress in a professional manner in keeping with the practices of the faculty in the cooperating school. Blue jeans, stretch pants/jeggings, sweatpants, walking shorts, t-shirts, flip flops, and athletic shoes (sneakers or tennis shoes) are unacceptable to the University even if they are permitted by the school district's dress code. A student teacher's fashion statement can be a source of distraction. All students are expected to be always clean and well-groomed. The impressions made during this assignment are important and have an impact on future recommendations.

Student teachers must also use appropriate language which reflects an educated person. Abusive, inappropriate, and/or sexually suggestive language is forbidden. In addition, only necessary school-related contact should be made with students, if needed, after school hours. Student teachers are not permitted to interact with students using social media, such as Facebook, Twitter, Instagram, etc. All communications between student teachers and their students must adhere to Pennsylvania's Code of Professional Conduct and Practice for Educators.

Additional Study

Student teaching experiences involve a full day in the school/center. The student teacher is expected to use time outside the school hours for additional planning and preparation time. The student teacher may not take additional course work at the University campus. In exceptional cases where the student presents a need to pursue course work, permission for such work must be obtained from the Program Director prior to the student teaching experience.

Working Binder

The student teacher should obtain a 3-4" binder in which to house all their student teaching work. This will be referred to as the student teacher's working binder. Within that binder, student teachers should create the following sections:

- **Lesson Plans and Artifacts** – This section will house each day's lesson plans, which have been approved by the Cooperating Teacher, with the most current on top. The lesson plans should include a reflection of the lesson taught, written by the student teacher at the conclusion of the lesson. Additionally, any handouts, teacher notes, assessments, etc., created for that lesson should be housed along with the lesson plan for each day.
- **Observation Reports** – This section will contain a copy of each observation report from the University Supervisor visits, PDE 430 forms, Cooperating Teacher's Evaluation, and any other evaluative tools written about the student teacher's performance.
- **Forms** – This section will contain copies of forms such as the "List of Cooperating School's Personnel" form, the 4 teacher observation forms completed during the first week of student teaching, the student teacher's Attendance Form, etc.
- **Miscellaneous** – This section will include other artifacts the student teacher collects during the experience, such as: samples of student work; positive parent communications; meeting agendas (PTA, School Board, etc.); professional development sessions attended; etc.

The working binder should be available every time the University Supervisor visits for his/her review.

Student Teaching Seminar

Students are required to attend seminars conducted by the university faculty. There are 8-10 seminars throughout the semester. Seminars meet to share ideas, identify problems, evaluate teaching strategies and materials, discuss school law and certification, plan for job interviews, and communicate with the university mentor. In addition to the required seminars, student teachers may find additional resource materials and discover educational workshops and conferences of particular interest to them.

It is the responsibility of the Director of Clinical Placements to inform the University Supervisor, the Cooperating Teacher, and the Student Teachers of the schedule for the seminars. Attendance at Seminar classes is mandatory for all student teachers.

Internet Presence/Social Media

1. It is illegal to post pictures of your students (or any minor) on your personal website.
2. It is illegal to take pictures of or video your students and publish them/it in any way.
3. It is illegal to take the work of minor students and publish it in any way...even if they give you permission.
4. Do not text or Twitter, Facebook, Instagram, etc. your students. All communication with your students must be professional. No social networking.
5. Your home phone and cell phone greetings should sound professional. If they do not, please change them.
6. Do not give your students your personal phone number or email address.

SECTION IV: OBSERVATIONS, PREPARATION, AND PLANNING

The following procedures and guidelines present the student teacher and the Cooperating Teacher with a general overview of the Education Department's expectations during the experience.

Observations

As the student teacher begins the teaching experience, it is important to re-examine professional development, abilities, skills, and attitudes toward teaching. It is helpful to test this perception of self against practicing professionals in the school to which the student teacher has been assigned. This special experience in the school will involve observations of the Cooperating Teacher and, usually, other teachers in the building. It is most important to develop a system for observing these teachers in action.

As the student teacher observes the Cooperating Teacher and other teachers in the building, the new teacher may tend to look especially for those instructional activities which hold a particular attraction as well as those which model behaviors that do not yet come easily. To get a balanced view of the teaching of others for comparison with her/his own behavior, the student teacher should pay particular attention to the following points:

1. Planning/Preparation components and techniques
2. Classroom Environment, both physical and interpersonal
3. Evaluation/Assessment techniques and strategies
4. Instructional Strategies
5. Student response
6. Components of Professionalism

[Please see Appendix D for *Observation of Teachers in the School Form* to be used when observing a variety of teachers during the first few days of student teaching.]

Planning and Preparation

At Carlow, our concept of high-performance learning situates the student at the center of the curriculum. The role of the teacher, as catalyst, is to create learning experiences that will help each learner achieve her/his optimum potential. From beginning to end, then, planning a daily lesson or an entire unit requires teachers to be prepared, and that means considering students' prior knowledge, how to scaffold learning experiences based on what their students know and need to know, and how to help students assess their own progress as learners.

Planning not only gives scope and order to the presentation of concepts and the development of skills but enables the teacher to use different strategies to meet the needs and learning styles of the learners. Good planning also directs the teacher's thinking to develop skills at various levels, to formulate meaningful assignments, and to evaluate the learner's progress in various ways. Furthermore, effective planning and organization lessens the opportunities for discipline problems to occur.

Planning needs to be both short term and long term. Daily lesson plans should be a sequential part of learning within a larger scope. A daily lesson plan is written according to the outline developed by the University faculty. Each lesson plan must be detailed in terms of lesson content and teaching strategies, and it must be carefully organized. Each lesson plan must include appropriate behavioral/measurable objectives, academic standards, assessments, procedures, resources, and differentiation.

It is often helpful for the beginning teacher to list in the daily lesson plan the anticipated classroom management procedures. Activities such as taking attendance, collecting homework, returning papers, and reading announcements are vital to the well-managed classroom and should be performed as expeditiously as possible. Effective classroom management translates into an improved learning environment.

[*Carlow Lesson Plan* format is required for student teachers.]

SECTION V: SUPERVISION AND EVALUATION

As the student teacher develops appropriate observation and planning tools for effective teaching, she/he must consider the importance of achieving goals established for the learners in the classroom. In order to assess the student teacher's progress toward goal achievement, supervision and evaluation techniques are used. The goal of supervision and evaluation is to measure growth, development, and performance. The participants in the process, each with her/his own role and responsibilities, include the student teacher, the Cooperating Teacher, and the University Supervisor.

Supervision is a significant function of the Cooperating Teacher and the University Supervisor. Supervisors try to facilitate a meaningful teaching experience for the student teacher. The Cooperating Teacher has a daily opportunity to observe strengths and challenges of the student teacher and support professional growth. The University Supervisor can often bring a fresh approach and see the growth that has taken place over an extended period.

The supervision process is designed to provide educational experiences significant to the growth and development of the personal, professional, and instructional competencies of the student teacher. Experience should be provided that support the strengths of the student teacher as well as those that may serve to improve competencies in which the student teacher shows a need for growth. It is important to remember that this student teaching experience is designed as a learning experience that will enable the student teacher to put into perspective the various professional skills, responsibilities, and qualities necessary for entry-level performance in the education profession. Consequently, supervision is designed to support professional growth.

Supervision Model – Developmental Supervision

It is extremely important for the student to establish a good rapport with both the Cooperating Teacher and the University Supervisor to help establish a climate that is conducive to professional growth. The supervision approach must stress the positive strengths of the student teacher, encouraging that beginning teacher to be creative, to explore, and to design various learning activities that will meet the needs and learning styles of the students. It is within this context that the supervising teacher can give specific directions and suggestions for improvement. This climate allows the student teacher to begin to assume significant responsibility for professional growth. The student teacher is an integral part of the supervision process and should play a role in the process of defining personal strengths and areas of growth as well as planning with the Cooperating Teacher and University Supervisor such strategies that will improve and develop those competencies necessary for effective teaching. The concerns of developmental supervision are not so much summative evaluation as formative evaluation. Developmental supervision recognizes the levels of growth of the beginning teacher: survivor to implementer to mature, creative teacher. Because of this developmental philosophy, we see the student teacher as in the process of *becoming*, and so we expect our student teachers to respond to criticism in a mature, constructive manner.

The teaching experience involves substantial participation over an extended period with qualified supervision by faculty of the University and of the cooperating school/center. The Cooperating Teacher guides and facilitates the growth and development of the student teacher at the site level. The Education Department Supervisors work as a team in collaboration with the Cooperating Teacher to provide effective developmental supervision. Within this context of cooperative supervision, the student teacher's input and concerns for her/his development and growth are as important to adequate supervision as the professional involvement of the Cooperating Teacher and the University Supervisor.

The process of developmental supervision is concerned with a shared decision-making climate. It helps the student teacher to use personal competencies at various levels to establish an effective learning atmosphere and appropriate teacher-student interaction. This process should assist the student teacher in the development of skills in methods and techniques that are designed to meet the differing learning styles of her/his students. The new teacher requires direct support and supervision; the more mature teacher seeks new ideas and collegial renewal.

The organizational strategy of developmental supervision consists of a pre-conference, classroom observation, and a post-conference. The pre-conference is designed to allow the student teacher to discuss with the Supervisor problems and concerns as well as goals or purposes of the lesson to be observed. The student teacher can request that the Supervisor observe the total teaching-learning situation or specific teacher competencies that s/he is trying to develop. The pre-conference is not always a formal meeting but may, instead, be information shared in a seminar or in another more informal setting.

After the observation, the student teacher and the Supervisor share their perceptions about what happened. The student teacher provides personal reflection and analysis of the lesson, as does the Supervisor. This conference deals primarily with the concerns that were identified before the lesson. This type of supervision process builds upon the strength of the student and helps her/him to develop skills upon which to base future growth. In addition, this type of supervision stimulates and facilitates the unique personal growth of the student teacher. Within the context of the conference, both the student teacher and the Supervisor may bring in other points which contribute to the development of the student teacher.

This interaction between the student teacher and the Supervisor personalizes the learning process of the student teacher and enables the student, in cooperation with the Supervisor and Cooperating Teacher, to devise specific teaching-learning strategies pertinent to the student teacher's development, i.e., additional experiences needed for continuing development of particular competencies and mutual decisions for the next developmental supervision session.

On occasion, time elements may cause adjustments in the developmental supervision model, but Supervisors attempt to create the kind of cooperation and responsibility implied within the developmental supervision model.

APPENDIX A

CORE TEACHING STANDARDS

InTASC and Related NAEYC Standards

InTASC Standard	Essential Knowledge & Skills	Related NAEYC Standard
<p>Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<ul style="list-style-type: none"> • The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and developed thinking processes – and knows how to use instructional strategies that promote student learning. • The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs. • The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. • The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. • The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>

<p>Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<ul style="list-style-type: none"> • The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth. • The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. • The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for 	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>
	<p>evaluating and supporting their development of English proficiency.</p> <ul style="list-style-type: none"> • The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. • The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. 	

<p>Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> • The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. • The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. • The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. • The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. • The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. • The teacher knows how to use technologies and how to guide learners to apply them in 	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>
	<p>appropriate, safe, and effective ways.</p>	

<p>Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> • The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. • The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner’s achievement of content standards. • The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. • The teacher stimulates learner reflection on prior knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. • The teacher recognizes learner misconceptions that interfere with learning, and creates experiences to build accurate conceptual understanding. • The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. • The teacher creates opportunities for students to learn, practice, and master the academic language of their content. 	<p>Standard 1: Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.</p> <p>Standard 2: Building Family and Community Relationships Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p> <p>Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>
<p>Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking,</p>	<ul style="list-style-type: none"> • The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from 	<p>Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of</p>

<p>creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>varied disciplines and cross-disciplinary skills.</p> <ul style="list-style-type: none"> • The teacher engages learners in applying content knowledge to real-world problems through the lens of interdisciplinary themes. • The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. • The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. • The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. • The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. • The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. • The teacher develops and implements supports for learner literacy development across content areas. 	<p>academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>
<p>Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.</p>	<ul style="list-style-type: none"> • The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. • The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. • The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. • The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>

	<ul style="list-style-type: none"> • The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. • The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. • The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 	
<p>Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<ul style="list-style-type: none"> • The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. • The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. • The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skills. • The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. • The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. 	<p>Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>
<p>Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<ul style="list-style-type: none"> • The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. • The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. • The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content 	<p>Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their</p>

	<p>and purposes of instruction and the needs of learners.</p> <ul style="list-style-type: none"> • The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. • The teacher engages all learners in developing higher order questioning skills and metacognitive processes. • The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate and apply information. • The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. • The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). 	<p>work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.</p>
<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> • The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. • The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. • The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. • The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. • The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and 	<p>Standard 6: Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>

	<p>respect for others in the use of social media.</p> <ul style="list-style-type: none"> • The teacher understands the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy. 	
<p>Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and responsibilities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<ul style="list-style-type: none"> • The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning. • The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. • The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. • The teacher uses and generates meaningful research on education issues and policies. • The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. • The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. • The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. 	<p>Standard 6: Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</p>



APPENDIX B

FORMS FOR

THE COOPERATING TEACHER

Forms for the Cooperating Teacher

This section contains forms to be used by the Cooperating Teacher during the student teaching experience:

- The *Student Teacher Pre-conference Observation Guiding Questions* document is offered for your use, if you so choose, as you have conversations with the student teacher on a daily basis about preparing for and delivering a lesson.
- The *Student Teacher Observation and Notes* document is required to be completed formally at the mid-point of the placement and at the end of the placement by the Cooperating Teacher. The form should be discussed with the student teacher, and both the student teacher and Cooperating Teacher should sign and date the form. When complete, the form should be submitted to the University Supervisor for inclusion in the student's file.
- The *Student Teacher Observation Post-Conference* document is offered for your use, if you so choose, following a lesson that has been taught. It provides questions to be posed to the student teacher for analysis and reflection.
- The *Carlow University Feedback Form for the Cooperating Teacher* provides feedback for Carlow University's Education Department regarding ways to improve the pre-service preparation program. You will receive this form electronically at the end of the student teaching placement. Your cooperation in completing it will be greatly appreciated!

Student Teacher Pre-Conference Observation Guided Questions

Student Teacher Name _____ Date _____

DOMAIN 1: Planning and Preparation

Components:

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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

1. Please explain the following instructional elements as they relate to the lesson to be observed:

What are your learning outcomes for this lesson? What do you want your students to know and be able to do? (expected outcomes)

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

What teaching methods will be observed?

What will the students do to demonstrate comprehension of the curriculum? (explain the learning activities within the lesson)

What is the grouping strategy of the activities? (whole group, partners, teams, etc.)

DOMAIN 2: The Classroom Environment

Components:

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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

2. Please explain your classroom procedures that maximize instructional time:

How will you handle transitions in the classroom?

How will you distribute and collect materials and supplies?

How will you manage non-instructional duties (attendance, restroom, permission forms, etc.)?

What are your behavior expectations?

- Are they clearly communicated to everyone?
- Are they posted in your classroom?
- What are the results of student behavioral issues in your classroom?

DOMAIN 3: Instruction

Components:

- 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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

3. Please explain what teaching and learning will look like in this class:

What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?

How will you ensure that all students are engaged and responsive?

How will you explain the structure of the lesson to students so they know what is expected of them as learners?

DOMAIN 4: Professional Responsibilities

Components:

- 4a – Reflecting on Teaching
- 4b – Maintaining Accurate Records
- 4c – Communicating with Families
- 4d – Participating in a Professional Community
- 4e – Growing and Developing Professionally
- 4f – Demonstrating Professionalism

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

4. Please explain how you demonstrate professionalism in your role as a student teacher.
(Components in this domain will be evaluated using the Dispositions document.)

How would you characterize your communication with students, parents, and colleagues?

In what ways do you collaborate with your colleagues?

In what ways do you reflect on your teaching?

STUDENT TEACHER OBSERVATION AND NOTES – COOPERATING TEACHER

Student Teacher Name: _____ Subject(s): _____

Grade Level(s): _____ Time: _____

Supervisor Name: _____ Date: _____

Mid-Placement Evaluation

End-of-Placement Evaluation (Final)

Domain 1: Planning and Preparation		
Look-fors:	Proficiency:	Comments:
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Displays extensive knowledge of the important concepts in the discipline • Plans instruction that scaffolds skills and concepts to build student understanding • Designs questions that build on students' background in the content area • Selects appropriate strategies to engage students in the content • Plans alternative strategies within the lesson to meet the learning needs of all students 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Designs lessons that are developmentally appropriate for the age level • Assesses student learning through developmentally appropriate methods • Includes activities in lesson plans that engage students in inquiry • Examines resources and materials for cultural inclusiveness • Considers cultures, special needs, and skill level when planning lessons 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Uses national, state, or local standards to align outcomes • Develops outcomes that are scaffolded, build on prior learning, and establish a foundation for future learning • Describes instructional outcomes in terms of what students will learn rather than what they will do • Plans lessons that require higher-order thinking skills • Develops outcomes that are specific, measurable, and achievable in the time allotted 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

<p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Utilizes district resources and supplemental materials when designing lessons • Extends the lesson with resources outside the classroom (guest speakers, virtual field trips, etc.) • Uses resources from professional organizations to support learning • Incorporates the media center, computer lab, and other school resources as appropriate • Provides resources that match students' various skill levels 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	
<p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Ensures that lessons are aligned to the instructional outcomes, reflecting important concepts of the content • Designs activities that permit student choice and offer opportunities for students to collaborate • Designs learning experiences that align to the desired instructional outcome • Selects materials and resources that engage students in their learning • Considers the different learning needs of students when determining groups 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	
<p>Component 1f: Designing Student Assessment</p> <ul style="list-style-type: none"> • Designs or selects each assessment to match its corresponding type of instructional outcome • Plans for students to demonstrate their understanding in a variety of ways • Clearly articulates the assessment criteria to students • Develops rubrics with clear criteria statements and descriptors of performance at several levels • Uses formative assessment that provides both teacher and student with information regarding student progress toward goals • Uses results from formative assessment to guide instruction 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	

Domain 2: The Classroom Environment		
Look-fors:	Proficiency:	Comments:
<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Positive student teacher interaction with students • Respect for cultural, gender, and ability differences • Supportive environment for student risk-taking 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Clearly stated expectations for learning and achievement • Pride in work • Passion for teaching • Mindset of encouraging student perseverance in the face of difficulty or struggle 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Established system for managing instructional groups • Established system for managing transitions • Established system for managing materials and supplies • Established system for managing routines and procedures 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Clearly visible and stated classroom expectations • Monitoring of student behavior by proactive verbalization of expectations • Appropriate response to student behavioral issues and restating expectations 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Evidence of safety and accessibility • Safe arrangement of furniture and use of physical resources 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

Domain 3: Instruction		
Look-fors:	Proficiency:	Comments:
<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> Clearly stated lesson objectives and expectations for learning Communication of concrete, sequential, complete directions for tasks Demonstration of content mastery 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Effective checking for understanding, using multiple strategies Adjustment of instruction based on checks for understanding and/or student questions Consistent probing for higher level of understanding Using guided discussion techniques 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Delivery of engaging and challenging lesson Modification of instruction in response to misconceptions Application of varied instructional strategies and resources, including technology, to teach for understanding Differentiation of instruction based on assessment of learning needs and recognition of individual student differences Immediate and specific feedback to students to scaffold learning 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Making formative assessments a purposeful part of the lesson Using a variety of assessment tools to monitor student learning Using assessments to modify and adjust teaching, as well as to inform instruction Sharing assessment data with students 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Aligning instruction to standards Incorporating differentiation strategies to scaffold student learning Providing interventions or accommodations to support all students 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

Domain 4: Professional Responsibilities		
Look-fors:	Proficiency:	Comments:
Components of this domain will be evaluated using the Dispositions document.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

STUDENT TEACHER OBSERVATION SUMMARY, COOPERATING TEACHER

Domain 1: Planning and Preparation	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p>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</p> <p>Evidence:</p>				

Domain 2: The Classroom Environment	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p>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</p> <p>Evidence:</p>				

Domain 3: Instruction	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i></p> <p>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</p> <p>Evidence:</p>				

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Domain 4: Professional Responsibilities	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i> 4a – Reflecting on Teaching 4b – Maintaining Accurate Records 4c – Communicating with Families 4d – Participating in a Professional Community 4e – Growing and Developing Professionally 4f – Demonstrating Professionalism</p> <p>The components of this domain will be evaluated using the Dispositions document.</p> <p>Evidence:</p>				

Student Teacher's Signature _____ **Date:** _____

Cooperating Teacher's Signature _____ **Date:** _____

Student Teacher Observation Post-Conference

Student Teacher Name _____ Date _____

Questions for Discussion:

<p>1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?</p>
<p>2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning?</p>
<p>3. How did your classroom procedures (routines, transitions, student movement, etc.) enhance or detract from the lesson? What, if anything, would you do differently?</p>
<p>4. Did you depart from your plan? If so, how and why?</p>
<p>5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, resources, etc.). To what extent were they effective?</p>
<p>6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?</p>
<p>7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' cognitive engagement?</p>
<p>8. What did you learn from informal or formative assessment during the lesson? How did the results impact your instruction and/or student learning?</p>
<p>9. What impact did student behavior have on cognitive engagement and learning?</p>

Carlow University Feedback Form – Cooperating Teacher

Please complete this page with comments you may have about this semester's student teaching experience to help inform our practice and our preparation of student teachers in the future. Please return this form to the University Supervisor, along with your Final Evaluation of the Student Teacher. Thank you for your guidance, wisdom, and mentorship of our student this semester.

1. What strengths did you find in this student teaching experience?
2. What challenges did you find in this student teaching experience that Carlow University could address in their teacher preparation program?
3. Is there anything else that Carlow University can do to improve this experience for you and the student teacher?

Semester (Fall/Spring/Summer) _____ Year _____

(Please note that you will receive this form in an electronic format at the end of the student teaching placement. It is provided here for your reference. Your cooperation in completing it would be greatly appreciated!)



APPENDIX C

**FORMS FOR
THE UNIVERSITY SUPERVISOR**

CARLOW UNIVERSITY STUDENT TEACHER CLASSROOM OBSERVATION

Purpose:

This Observation Tool provides a template for conducting a student teacher classroom observation based upon the Danielson Framework for Teaching. The tool includes a three-step process that is considered to be best practice. The classroom observation is recommended to include an observation pre-conference and post-conference, as well as the actual classroom observation.

Pre-Conference:

The evaluator and student teacher discuss what will be observed during the classroom visitation. Information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning. Note: During this conference, the evaluator should review the evaluation standards and indicators of performance for meeting the standards. Additionally, the student teacher can discuss the instructional goals and strategies the student teacher is using to meet these elements of focus.

Observation:

This observation should be a minimum of 30 to 45 minutes in length of a student teacher in the classroom; observation must be inclusive of the entire lesson. It should be prearranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the student teacher in writing.

Post-Conference:

The evaluator and student teacher meet to discuss the strengths and needed growth areas of the student teacher's performance during the observed lesson. The post conference provides an opportunity for the evaluator and student teacher to have a reflective discussion about the lesson and effective teaching. A post-conference should include performance concerns, if there are any, and should occur immediately after the observation.

Directions:

These observation forms provide the Content Standards for student teachers that are applicable to the observation process. Additional information can be provided during the pre-conference and post-conference sessions.

- The *Student Teacher Pre-conference Observation Guiding Questions* is a template that can be used during the pre-conference. The guiding questions provided are linked to the Domains of the Danielson Framework for Teaching. A lesson plan for the observation must be provided in advance, as lessons observed may not reflect all of elements. The evaluator and student teacher should determine which elements will be of focus during the observation.
- The *Student Teacher Observation and Notes* is a template that aligns Danielson domains with the components and elements. Those elements of focus should be indicated in the left column. The right column can be used to document the observations that demonstrate these elements.
- The *Student Teacher Observation Post-Conference* is a template that can be used after an observation. The questions are provided as a guide to encourage the student teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator may choose to use these questions during the post observation conference.

Student Teacher Pre-Conference Observation Guided Questions

Student Teacher Name _____ Date _____

DOMAIN 1: Planning and Preparation

Components:

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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

1. Please explain the following instructional elements as they relate to the lesson to be observed:

What are your learning outcomes for this lesson? What do you want your students to know and be able to do? (expected outcomes)

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

What teaching methods will be observed?

What will the students do to demonstrate comprehension of the curriculum? (explain the learning activities within the lesson)

What is the grouping strategy of the activities? (whole group, partners, teams, etc.)

DOMAIN 2: The Classroom Environment

Components:

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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

2. Please explain your classroom procedures that maximize instructional time:

How will you handle transitions in the classroom?

How will you distribute and collect materials and supplies?

How will you manage non-instructional duties (attendance, restroom, permission forms, etc.)?

What are your behavior expectations?

- Are they clearly communicated to everyone?
- Are they posted in your classroom?
- What are the results of student behavioral issues in your classroom?

DOMAIN 3: Instruction

Components:

- 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

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

3. Please explain what teaching and learning will look like in this class:

What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?

How will you ensure that all students are engaged and responsive?

How will you explain the structure of the lesson to students so they know what is expected of them as learners?

DOMAIN 4: Professional Responsibilities

Components:

- 4a – Reflecting on Teaching
- 4b – Maintaining Accurate Records
- 4c – Communicating with Families
- 4d – Participating in a Professional Community
- 4e – Growing and Developing Professionally
- 4f – Demonstrating Professionalism

NOTE: Please refer to The Framework for Professional Practice (Danielson) as a supplemental resource.

4. Please explain how you demonstrate professionalism in your role as a student teacher.
(Components in this domain will be evaluated using the Dispositions document.)

How would you characterize your communication with students, parents, and colleagues?

In what ways do you collaborate with your colleagues?

In what ways do you reflect on your teaching?

STUDENT TEACHER OBSERVATION AND NOTES

Student Teacher Name: _____ Subject(s): _____

Grade Level(s): _____ Time: _____

Supervisor Name: _____ Date: _____

Domain 1: Planning and Preparation		
Look-fors:	Proficiency:	Comments:
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Displays extensive knowledge of the important concepts in the discipline • Plans instruction that scaffolds skills and concepts to build student understanding • Designs questions that build on students' background in the content area • Selects appropriate strategies to engage students in the content • Plans alternative strategies within the lesson to meet the learning needs of all students 	<p>Proficiency:</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	
<p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Designs lessons that are developmentally appropriate for the age level • Assesses student learning through developmentally appropriate methods • Includes activities in lesson plans that engage students in inquiry • Examines resources and materials for cultural inclusiveness • Considers cultures, special needs, and skill level when planning lessons 	<p>Proficiency:</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	
<p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Uses national, state, or local standards to align outcomes • Develops outcomes that are scaffolded, build on prior learning, and establish a foundation for future learning • Describes instructional outcomes in terms of what students will learn rather than what they will do • Plans lessons that require higher-order thinking skills • Develops outcomes that are specific, measurable, and achievable in the time allotted 	<p>Proficiency:</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	

<p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Utilizes district resources and supplemental materials when designing lessons • Extends the lesson with resources outside the classroom (guest speakers, virtual field trips, etc.) • Uses resources from professional organizations to support learning • Incorporates the media center, computer lab, and other school resources as appropriate • Provides resources that match students' various skill levels 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	
<p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Ensures that lessons are aligned to the instructional outcomes, reflecting important concepts of the content • Designs activities that permit student choice and offer opportunities for students to collaborate • Designs learning experiences that align to the desired instructional outcome • Selects materials and resources that engage students in their learning • Considers the different learning needs of students when determining groups 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	
<p>Component 1f: Designing Student Assessment</p> <ul style="list-style-type: none"> • Designs or selects each assessment to match its corresponding type of instructional outcome • Plans for students to demonstrate their understanding in a variety of ways • Clearly articulates the assessment criteria to students • Develops rubrics with clear criteria statements and descriptors of performance at several levels • Uses formative assessment that provides both teacher and student with information regarding student progress toward goals • Uses results from formative assessment to guide instruction 	<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory </p>	

Domain 2: The Classroom Environment		
Look-fors:	Proficiency:	Comments:
<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Positive student teacher interaction with students • Respect for cultural, gender, and ability differences • Supportive environment for student risk-taking 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Clearly stated expectations for learning and achievement • Pride in work • Passion for teaching • Mindset of encouraging student perseverance in the face of difficulty or struggle 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Established system for managing instructional groups • Established system for managing transitions • Established system for managing materials and supplies • Established system for managing routines and procedures 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Clearly visible and stated classroom expectations • Monitoring of student behavior by proactive verbalization of expectations • Appropriate response to student behavioral issues and restating expectations 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Evidence of safety and accessibility • Safe arrangement of furniture and use of physical resources 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

Domain 3: Instruction		
Look-fors:	Proficiency:	Comments:
<p>Component 3a: Communicating with Students</p> <ul style="list-style-type: none"> Clearly stated lesson objectives and expectations for learning Communication of concrete, sequential, complete directions for tasks Demonstration of content mastery 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Effective checking for understanding, using multiple strategies Adjustment of instruction based on checks for understanding and/or student questions Consistent probing for higher level of understanding Using guided discussion techniques 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Delivery of engaging and challenging lesson Modification of instruction in response to misconceptions Application of varied instructional strategies and resources, including technology, to teach for understanding Differentiation of instruction based on assessment of learning needs and recognition of individual student differences Immediate and specific feedback to students to scaffold learning 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Making formative assessments a purposeful part of the lesson Using a variety of assessment tools to monitor student learning Using assessments to modify and adjust teaching, as well as to inform instruction Sharing assessment data with students 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	
<p>Component 3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Aligning instruction to standards Incorporating differentiation strategies to scaffold student learning Providing interventions or accommodations to support all students 	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

Domain 4: Professional Responsibilities		
Look-fors:	Proficiency:	Comments:
Components of this domain will be evaluated using the Dispositions document.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	

STUDENT TEACHER OBSERVATION SUMMARY, VISIT # _____

Domain 1: Planning and Preparation	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i> 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</p> <p>Evidence:</p>				

Domain 2: The Classroom Environment	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i> 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</p> <p>Evidence:</p>				

Domain 3: Instruction	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i> 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</p> <p>Evidence:</p>				

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Domain 4: Professional Responsibilities	Highly Effective	Effective	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Components:</i> 4a – Reflecting on Teaching 4b – Maintaining Accurate Records 4c – Communicating with Families 4d – Participating in a Professional Community 4e – Growing and Developing Professionally 4f – Demonstrating Professionalism</p> <p>The components of this domain will be evaluated using the Dispositions document.</p> <p>Evidence:</p>				

Student Teacher's Signature _____ **Date:** _____

Supervisor's Signature _____ **Date:** _____

Student Teacher Observation Post-Conference

Student Teacher Name _____ Date _____

Questions for Discussion:

<p>10. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?</p>
<p>11. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning?</p>
<p>12. How did your classroom procedures (routines, transitions, student movement, etc.) enhance or detract from the lesson? What, if anything, would you do differently?</p>
<p>13. Did you depart from your plan? If so, how and why?</p>
<p>14. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, resources, etc.). To what extent were they effective?</p>
<p>15. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?</p>
<p>16. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' cognitive engagement?</p>
<p>17. What did you learn from informal or formative assessment during the lesson? How did the results impact your instruction and/or student learning?</p>
<p>18. What impact did student behavior have on cognitive engagement and learning?</p>

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name _____ First _____ Middle _____ Social Security Number _____

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)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |

(Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name First Middle Social Security Number

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)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Visual Technology_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Resources/Materials/Technology/Space_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name	First	Middle	Social Security Number
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Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(j)(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)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other _____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Student/Candidate's Last Name

First

Middle

Social Security Number

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)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> 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 actually and extensively demonstrates indicators of performance.	The candidate somewhat 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 final summative rating to favorably complete this assessment.

Justification for Overall Rating:

Student/Teacher/Candidate's Last Name: _____ First: _____ Middle: _____ Social Security Number: _____

District/TU: _____ School: _____ Interview/Conference Date: _____

School Year: _____ Term: _____

Required Signatures:
 Supervisor/Evaluator: _____ Date: _____
 Student/Teacher Candidate: _____ Date: _____

(Confidential Document)



Using the
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice—
Pennsylvania Department of Education—PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher/candidate:
 - i. Category I- Planning and Preparation
 - ii. Category II- Classroom Environment
 - iii. Category III-Instructional Delivery
 - iv. Category IV-Professionalism

Each category has student teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category's results, are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. *The judgment of the performance for the rating of any category is based on:*
 - *the rater's overall evaluation of performance in each category and*
 - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.*

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate's performance/level of proficiency.
2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate's performance/level of proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the student teacher/candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate's demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher/candidate's supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

The level of proficiency indicated in each of the 4 categories will added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience--once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in *a minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher/candidate's should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this in an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
717-787-3470
Bureau of Teacher Certification
and Preparation
Pennsylvania Department of Education
(8/1/03)

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
<p style="text-align: center;">Respect</p> <p style="text-align: center;">Respectful Communication</p>	<p>Is kind, caring, and professional in conversation and interactions</p> <p>Conveys an appropriate tone in conversations with faculty and peers and responds appropriately to social cues when interacting with others</p> <p>Acknowledges other viewpoints and responds with civility in conversation and debate</p>	<p>Sometimes interjects when others are talking or talks over others</p> <p>Persists in attempting to make the same point in discussion</p> <p>Made an off-color remarks or off-topic comment during discussion</p>	<p>Is short or abrasive in conversation or interactions with others</p> <p>Makes unreasonable demands of faculty or staff</p> <p>Responds aggressively or inappropriately to comments of others</p> <p>Raises voice in anger during discussion</p>	
<p style="text-align: center;">Respectful Behaviors</p>	<p>Listens intently with the purpose of understanding and communicates an appreciation for others</p> <p>Believes in worth, ability, and potential of herself/himself and others,</p>	<p>Does not actively listen when others are speaking</p> <p>Usually pays attention to guest speakers, faculty, or peer presentations</p> <p>Sometimes speaks before others have an opportunity to</p>	<p>Claims to have “right” answers in conversations and debates</p> <p>Engages in distracting behaviors while others are presenting or teaching</p> <p>Does not believe in the worth,</p>	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
	especially those with different social identities	finish their thoughts Sometime attempts to monopolize conversations	dignity, or potential of every human being and conveys this attitude in verbal or nonverbal communication or communicates a lack of self-worth. Makes self-deprecating comments and continually puts self down	
Respectful Collaboration	Displays a collaborative attitude and willingness to work with individuals from all different social identities.	Has made an insensitive comment about social identities Acts differently when required to work with individuals with different social identities. Does not acknowledge the validity of viewpoints of others in conversation and debate	Makes degrading, racist, sexist, xenophobic, or homophobic comments about others Refuses to work, collaborate, or converse with individuals with different social identities	
Ethics --- are reflected in a student's decisions based on moral principles				
Honesty	Displays honesty as depicted by truthful		Is deceitful in the intentional use of false or altered	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
(Carlow University Handbook, Academic Integrity Policy, 2017)	explanation of events. Includes only true information on forms, resumes and other professional documentation		information or the withholding of information pertinent to the academic program. Provides false information or documentation with the intent to obtain an exemption, extension or exception to assignments, exams, presentations, and other coursework. Fabricates or distorts data through either falsification or fabrication, or any sort of forgery or unsanctioned use of documents for research or other coursework.	
Cheating (Carlow University Handbook, Academic Integrity Policy, 2017)	Completes assignments, quizzes, tests, homework and presentations independently.		Copies any coursework, such as (but not limited to) quizzes, tests, exams (in--class, online, or take--home), homework or	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
			other assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work, is presumed to represent a student's individual, original work (or the original work of all members of a group, in the case of group assignments).	
Plagiarizing (Carlow University Handbook, Academic Integrity Policy, 2017)	Submits original work without instances of plagiarizing words and/or ideas in accordance with the university policy	Does not properly cite sources, uses exact wording without quotations or proper attribution, paraphrases without proper citation, or improperly paraphrases. Attributes citations to inaccurate or	Submits other's work as one's own.	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
		<p>misleading sources.</p> <p>Unauthorized use of one's own work or part of a work, either from the same course or from another course, in more than one assignment.</p>		
Confidentiality	<p>Demonstrates discretion when alerted to sensitive information or materials & maintains strict confidentiality</p>		<p>Shares student information or accounts of student behavior with others that is not necessary for a students' safety or well-being.</p>	
<p>Professionalism</p> <p>Professional maturity</p>	<p>Regularly demonstrates flexibility; responds to changes or situations by seeking positive outcomes while maintaining composure and a calm demeanor; reacts positively to constructive feedback and professional guidance; self-regulates and</p>	<p>Sometimes reacts irrationally or emotionally in response to change or given situations; occasionally displays some difficulty accepting feedback; may make excuses rather than seeking improvement; makes some attempt to incorporate feedback given</p>	<p>Frequently acts irrationally, inappropriately, or emotionally in response to change or given situations; is defensive or rude when given constructive feedback or professional guidance; makes excuses rather than seeking improvement; fails to</p>	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
	modifies professional behavior based upon feedback	through the course/program	incorporate feedback given through the course/program	
Professional Communication	Always interacts in an exemplary manner by using integrity and diplomacy in oral and written communication with peers, families, supervisors, instructors, and other school personnel; uses formal English in the classroom and in oral and written communications of a professional nature; listens actively; uses non-verbal communication effectively; follows appropriate channels of communication	Exhibits written and oral communication skills which are appropriate for educational settings; communications usually display integrity and tact; shows a basic command of the English language; uses non-verbal communications that are generally appropriate and are not a distraction	Exhibits written or oral communication skills which are inappropriate for educational settings or the intended audience; written or oral communications frequently lack integrity or tact; consistently demonstrates poor mastery of academic language; fails to use active listening; fails to follow appropriate channels of communication	
Professional Presentation	Consistently shows respect for the profession through appropriate attire	Usually shows pride in appearance as a future educator; typically exhibits	Exhibits an appearance that is inconsistent with professional expectations for	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
	and personal grooming that makes a positive impression; maintains a professional appearance in schools where field experiences and student teaching occur	an appearance that is tidy, clean, and in accordance with professional expectations for educational settings	grooming, dress or personal hygiene	
Professional Responsibility	Consistently plans meaningful lessons and/or coursework which are submitted on time and are of high quality; regularly attends field experiences and Practicum experiences when scheduled and consistently arrives on time; complies with university and school district policies and procedures; acts as a role model, showing competence and adhering to the professional code of ethics	Generally meets professional responsibilities in planning appropriate lessons and/or coursework; may miss deadlines on occasion but generally submits work that is on time and of good quality; attends field experiences and Practicum experiences when scheduled and almost always arrives on time; generally attempts to adhere to university and school district policies and procedures; adheres to the	Fails to plan meaningful, high-quality coursework or lessons due to lack of preparation and investment of time and substantive effort; work is often late, incomplete or inaccurate; arrives late or misses field experiences and Practicum experiences when scheduled; is uncooperative or fails to enforce or abide by university and school district policies and procedures; often wants exceptions;	

**CARLOW UNIVERSITY
DISPOSITIONS FOR PRE-SERVICE TEACHERS**

Carlow University Dispositions	Behaviors Always Demonstrated	Behaviors Inconsistently Demonstrated	Behaviors Absent or Missing	Comments
		professional code of ethics	exhibits behaviors that violate the professional code of ethics	

Carlow University Dispositions	Appropriate	Emerging/Developing	Lacking or Inappropriate	Comments
Social Justice/Equity				
Intellectual Empathy	Consistently demonstrates and models respect for all persons. Behaves in ways that reflect responsiveness and equitable effort on behalf of all. Written and oral work as well as other formal and informal expressions reflect understanding of diversity (race, gender, socioeconomic background, language, culture, abilities).	Usually demonstrates and models respect for all persons and responds to feedback on how to improve. Usually behaves in ways that reflect responsiveness and equitable effort on behalf of all and responds to feedback on how to improve. For the most part, written and oral work as well as other formal and informal expressions reflect understanding of diversity (race, gender, economic class, language, culture, abilities) and responds to feedback on how to improve.	Behaves in a manner that is intolerant, discriminatory, bigoted and narrow or closed-minded. Resists or refuses to work with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as race, gender, socioeconomic background, language, culture, abilities and/or religion.	
Culturally Responsive and Relevant Pedagogy	Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation and sensitivity of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear,	For the most part selects materials, designs activities, and interacts in ways that demonstrate appreciation and sensitivity of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints) and responds to feedback on how to improve.	Selects materials, designs activities, or interacts in ways that demonstrate a lack of understanding/knowledge of culturally inclusive, responsive and relevant pedagogy. Due to a lack of cultural understanding chooses materials that promote or reinforces stereotypes or demeans others.	

	<p>consider, discuss different viewpoints).</p> <p>Demonstrates and enacts an understanding of culturally responsive, inclusive and relevant pedagogy.</p>	<p>Usually demonstrates and enacts an understanding of culturally responsive, inclusive and relevant pedagogy and demonstrates improvements based on constructive feedback.</p>	<p>Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when warranted. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students. Shows little or no improvement based on constructive feedback.</p>	
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APPENDIX D

**FORMS FOR
THE STUDENT TEACHER**

GETTING TO KNOW YOUR COOPERATING TEACHER

List of Discussion Items for Student Teachers and Cooperating Teachers

Please use this form as you meet your Cooperating Teacher(s) at the beginning of the placement to share and acquire information and begin to develop a professional relationship. When completed, it should be placed in your working portfolio.

Share Backgrounds

- Educational experiences
- Related experiences
- Why entered the profession
- Educational philosophy
- Committee participation
- Other

Logistics for Your Placement

- Dates of the placement
- Academic calendar (student follows school's calendar)
- Class scheduling
- Daily arrival/departure times
- Daily time for meeting between student teacher and cooperating teacher
- Other duties and events appropriate to attend (i.e., faculty meetings, etc.)
- Student teacher observations and teaching phase-in
- Classroom resources, photocopying procedures, tour of facilities

Publications and Procedures

- Faculty Handbook
- Student Handbook
- School Newspaper or Newsletters
- Emergency Procedures
- Other

Curriculum

- Courses student teacher will teach
- Materials student teacher should begin reviewing
- Topic possibilities for unit plan
- Grading policies
- Strategies used/desired to use
- Students with special needs (gifted/IEP/504/ELL, etc.)/paraeducators/materials
- Computer availability and curriculum implementation
- Other

Motivation/Classroom Management

- Philosophy
- School policies and rules
- Teacher's rules
- Classroom arrangement strategies
- Other

Environment

- Current issues
- Students' backgrounds
- Excellent/unique programs or teachers to observe

CARLOW UNIVERSITY

Your name _____

LIST OF COOPERATING SCHOOL'S PERSONNEL

Learn the names of the administration, faculty and staff with whom you may be working so that you will be more comfortable and informed in this new setting.

Directions: Record the names on the line provided. If that position does not exist, indicate NONE. You are NOT required to meet *all* of these individuals. However, you should make a point of meeting the persons who work in the same building with you. Type your responses and place in your three-ring working binder.

<u>Position</u>	<u>Name of Person</u>
Superintendent/Director	_____
Assistant Superintendent/Assistant Director	_____
Building Principal	_____
Assistant Principal(s)	_____
Chair of your Department/Grade Level Lead Teacher	_____
Guidance Counselors	_____

Nurse	_____
Librarian	_____
Instructional Technology Specialist	_____
Special Education Staff	_____

Office Staff	_____

LIST OF SCHOOL PERSONNEL, (continued)

Position

Name of Person

Other Teachers in your Department/Grade Level _____

Head Custodian/Maintenance Personnel _____

Head of Cafeteria/Food Service _____

Other Employees at this School Important to You _____

OBSERVATION OF YOUR COOPERATING TEACHER AND OTHER TEACHERS IN THE SCHOOL

Purpose: To have an opportunity to observe your cooperating teacher and other teachers in your school in order to become more familiar with various pedagogies, different ages or groups of students, and different courses. To then reflect upon what you have learned that may be useful to you as a student teacher.

Directions: When you are observing, take notes about the classroom itself, the students in the class, the lesson being taught, and your own reactions to what you see. Do this in a fashion that will permit you to complete the observation format on the next three pages. The *Observation Format* on the following pages will help you organize your thinking for these observations. These observations are to be housed in your working portfolio.

Note: When observing, be mindful that you are NOT evaluating, but are a guest in the room, trying to learn additional good ideas and strategies for effective teaching/learning.

Observation Format

Use this worksheet to guide your observation. Address as many of the following categories below as you can. You may not have been able to observe everything listed below. Remember to place the completed observation in your working portfolio.

School _____

Date _____ Grade Level _____

Teacher _____

Subject _____

Length of observation _____

1. Classroom Management

Room organization/utilization of space

Environment

Class expectations – rules

Time management

Resources/Materials – arrangement and accessibility

Arrangement of Students

2. Lesson Objectives

Stated or posted in class

Can you tell from the lesson?

Ask the teacher

3. Teaching Method Used to Meet Objectives

Direct teaching

Cooperative or collaborative learning

Inquiry-based learning

Project-based learning

Hands-on experience

Guided practice

Problem solving

Independent work sessions

Large group activities

Student presentations

4. Student Engagement; Evidence of Learning

Time on task

Interaction between students

Questioning by teacher; feedback

Student discussion and/or presentation

Questioning by students; clarification

Variety of activities

Students involved in same activity or various activities occurring simultaneously

5. Accommodations, Adaptations, Modifications, Adjustments

Modifications or adaptations for special needs students

Additional time to complete an activity

Alternative assessments used by the teacher

Other teachers, paraeducators, aides, or support service providers who help students having difficulty

Re-teaching materials or activities for students who do not understand a concept or who have not acquired a skill

Enrichment activities for students who learn quickly and need additional challenges

Peer tutors for students

6. Formal and Alternative Assessments

Paper and pencil tests

Types of questions being asked

Higher order thinking skills—Bloom’s Taxonomy, Webb’s Depth of Knowledge, etc. (other taxonomies)

Alternative assessments—what types and how often?

Feedback to students from assessments

How do assessments affect future lessons and activities?

Standardized testing—how often and what is the impact?

7. Mechanics of the Teacher and the Lesson

Teacher’s communication with students

Motivation of the students

Focus of the lesson

Teaching methods used for the lesson

Special things (activities, projects, presentations, etc.) used during lessons

Did learning take place? How could you tell? How could the teacher tell?

Reflection: What did this particular observation help you think about? Be specific.

Checklist of Student Teacher's Experiences

The following checklist of experiences is to be completed by the student teacher and placed at the beginning of her/his working portfolio. It will be reviewed by the Cooperating Teacher and the University Supervisor periodically.

Lesson Design

Date completed

- _____ 1. Be sure that all lesson plans (completed in an approved format) are reviewed and initialed by the cooperating teacher at least twenty-four hours prior to teaching the lesson.
- _____ 2. Design and teach an original unit approved by the University supervisor and the cooperating teacher.
- _____ 3. Incorporate creative materials in your lessons (i.e., Internet resources, guest speakers, supplemental readings, film, newspaper, magazine articles, etc.)
- _____ 4. Submit all original lesson plans with the cooperating teacher's written feedback to the University Supervisor.

Resources

- _____ 5. Plan at least one bulletin board or classroom display that is relevant to the lesson
- _____ 6. Use a resource center or the library as part of a planned lesson.
- _____ 7. Incorporate the technology available to you as part of your planned lessons.

Student Assessment

- _____ 8. Use your school's evaluation system to document homework completion and progress.
- _____ 9. Initiate alternative assessment procedures in at least one situation.
- _____ 10. Keep students apprised of their work, progress, and goals.

School Activities

- _____ 11. Observe a special education class and participate in the I.E.P. process, if possible.
- _____ 12. Observe four other classroom teachers (two in your content area/grade level, one outside your content area/grade level, and one special education or ELL teacher) in the building where you are teaching. Choose differing age levels.
- _____ 13. Attend at least one extracurricular or special school event.

____14. Attend appropriate meetings, in-service days, and clerical day activities

Self-Assessment

____15. Complete the self-evaluation component of each of your lesson plans.

____16. Ask the principal to observe you teach a class and to write an observation report.

Action Research

____17. Develop question and begin to research topic.

____18. Draft a plan and review with University Supervisor.

____19. Implement your plan.

____20. Write-up your action research; use the Rubric as your guide.

____21. Make any necessary revisions.

____22. Create a presentation for Celebration of Teaching.

Everyday Responsibilities and Points to Remember

1. Be punctual in arriving and remain until the time designated by school policy to leave; if your cooperating teacher needs to meet with you prior to the designated arrival time or after the designated time to leave, make every effort to cooperate with that request.
2. In those rare instances that require you to be absent from school, or if you will be late, you must notify your cooperating teacher, the school office, and your Carlow University Supervisor. Notify your supervisor via email. You are expected to be at school each assigned day.
3. Be cordial and respectful in your interactions with everyone you meet: administrators, teachers, staff, students, visitors.
4. Recognize and work within the organizational and procedural expectations of the school and, most particularly, of the Cooperating Teacher.
5. Use initiative. Try to see what needs to be done in the classroom and in school activities and contribute to them as you are able to do so.
6. Do not hesitate to express your enthusiasm and interest in this important professional experience.
7. Learn names of students as quickly as possible; make seating charts. Try to learn more each day about student interests and concerns.
8. Identify learning styles and try to incorporate teaching strategies appropriate to these styles.
9. Create and maintain a supportive learning atmosphere in the classroom; your freedom in this area may be limited if you have to share space. Use your creativity to make the room an attractive space where you and the students will *want* to come together to learn.
10. Never allow yourself to remain confused or uncertain. Ask questions; seek clarification; talk things through with your Cooperating Teacher or University Supervisor.
11. Think about terminology and general vocabulary and be sure you teach them rather than just use them. Prepare thoughtful questions and good examples to assure that students understand concepts.
12. Prepare and organize teaching materials prior to the start of class.
13. Complete all assignments and requirements of your Cooperating Teacher and University Supervisor on time.
14. Begin your class on time; keep students engaged in learning throughout the entire class period. End class on time.
15. Correct and return student work and assessments promptly; provide feedback that enables the student to understand where he/she is relative to the learning goal(s).
16. Make yourself available for any activities in the school where you can be helpful.
17. Remember that there are many non-teaching and, often, tedious tasks that make up the teacher's day. Be ready to handle these enthusiastically with your Cooperating Teacher.

18. Do not hesitate to compliment others for work well done; this applies not only to students, but to teachers, secretaries, maintenance staff or anyone else who contributes to the success of the learning endeavor.

19. Respect the confidentiality of student and school records; do not discuss students or school matters (school personnel, policies) with anyone except those who have a legitimate need and right to know.

20. Keep in mind that you have now assumed a most important and responsible professional role. All that you do throughout this experience should reflect your philosophy of education and your high standards.

STUDENT TEACHING

RECORD OF ATTENDANCE

Student teacher's name _____

School _____

Subject _____

Date student teaching assignment began _____

Date student teaching assignment ended _____

Date out	Date returned	Total days absent	Days tardy	Reason for absence/tardiness
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Signatures:

_____, Cooperating teacher

_____, Student teacher

_____, University supervisor

(Please return this record with the student teacher's final evaluation forms.)

**CARLOW UNIVERSITY
STUDENT TEACHING PORTFOLIO**

As you move from your working binder to your professional portfolio, you will need to include the following components:

I. Organization/Presentation

_____ **Binder with your name on the front.** This binder must be attractive, clean, user-friendly, and have an overall professional appearance.

_____ **Table of contents** (indicate sections, not pages)

_____ **Section dividers**

_____ **Sheet protectors**

_____ **Creativity** (Even in a professional portfolio there is room for personal expression. Some students, for instance, begin each section of their portfolio with a visual picture or a meaningful, relevant poem or quotation. There may be places in your portfolio where you wish to represent your pedagogy in an aesthetic modality.)

II. Professional Documents

_____ **Resume**

_____ **Cover letter** (Here, you are introducing the reader to your portfolio. You need to convey what the portfolio represents in terms of your teaching career thus far and in the future.)

_____ **Act 33 & 151 clearances** (child abuse & criminal history) and **FBI fingerprinting**

_____ **TB test results**

_____ **Standard Pennsylvania Teacher application**

_____ **Teaching Philosophy**

III. Academic Information

_____ **Transcript(s)**

_____ **PRAXIS scores** (content area)

_____ **Letters of Recommendation**

_____ **Evaluations** (professional, self, and student)

_____ **Awards/Recognitions**

_____ **Other professional documents you deem relevant and important to include**

IV. Artifacts of Standards Mastery

The remaining 10 tabbed sections of your professional portfolio should be correlated to each of the 10 InTASC standards (Early Childhood Education majors will have 6 tabbed sections and will correlate their artifacts to the NAEYC standards). For each standard, you should have 3 or 4 artifacts that are evidence of your mastery of the standard. For each artifact, write a well-developed rationale as to how that particular artifact demonstrates mastery of the standard.

Your professional portfolio will be used during the employment/mock interview student teaching seminar sessions and will be evaluated by your University Supervisor and Program Director.

Comments:

Supervisor's Signature _____

Program Director's Signature _____

Date _____

APPENDIX E
PROFESSIONAL ETHICS



Professional Ethics (PE) Program Framework Guidelines

Introduction

On April 23, 2022, the final form amendments to **Chapter 49 (relating to Certification of Professional Personnel)** of Title 22 of the Pennsylvania Code became effective upon publication in the *Pennsylvania Bulletin*.¹

22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in professional ethics.

Chapter 49 requires instruction in professional ethics to be integrated in educator preparation, induction, and continuing professional development programs as follows.²

- Continuing professional development programs must integrate the professional ethics competencies no later than the 2023-24 academic year.
- Educator preparation and induction programs must integrate the professional ethics competencies no later than the 2024-25 academic year.

22 Pa. Code § 49.1. *Definitions* defines “professional ethics” as the standards of behavior, values, and principles that inform and guide professional decision-making. These standards of behavior, values, and principles include those detailed in the Pennsylvania [Model Code of Ethics for Educators](#) (MCEE), as adopted by the [Pennsylvania Professional Standards and Practices Commission](#). See Appendix A.

¹ <https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce>

² <https://www.pacodeandbulletin.gov/Display/pabull?file=/secure/pabulletin/data/vol52/52-17/624.html&continued=/secure/pabulletin/data/vol52/52-17/624a.html&d=reduce>

COMPETENCIES: PROFESSIONAL ETHICS (PE)

<i>Professional educators:</i>	
PE.1	Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act.
PE.2	Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators.
PE.3	Differentiate between codes of conduct and codes of ethics and explain how each informs professional practice and decision making.
PE.4	Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the Model Code of Ethics for Educators (MCEE).
PE.5	Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the Model Code of Ethics for Educators (MCEE).
PE.6	Demonstrate their understanding of their responsibility to students as described in Principle 3 of the Model Code of Ethics for Educators (MCEE).
PE.7	Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the Model Code of Ethics for Educators (MCEE).
PE.8	Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the Model Code of Ethics for Educators (MCEE).

**APPENDIX A
NATIONAL ASSOCIATION OF STATE DIRECTORS OF
TEACHER EDUCATION AND CERTIFICATION
MODEL CODE OF ETHICS FOR EDUCATORS**

The Model Code of Ethics for Educators (MCEE) reprinted below are explained and elaborated in great detail on the National Association of State Directors of Teacher Education and Certification (NASDTEC) website.³

Model Code of Ethics for Educators (MCEE)	
Principle	
1	The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.
2	The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills, and dispositions required for professional competence.
3	The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.
4	The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.
5	The professional educator considers the impact of consuming, creating, distributing, and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place, and role are maintained when using electronic communication.

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³ https://www.nasdtec.net/page/MCEE_Doc#Principle%20I%20title

APPENDIX B PENNSYLVANIA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

In addition to the Professional Ethics Competencies, the Professional Standards and Practices Commission (PSPC) adopted and maintains a code for professional practice and conduct that shall be applicable to any educator. The [Code of Professional Practice and Conduct for Educators](#)⁴ delineates the educators' commitment to students, colleagues, and the profession.

§ 235.1. Mission.⁵

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

§ 235.2. Introduction.

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).
- b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
- c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
- d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously affiliated school in which that educator is employed.

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

⁴ <https://www.pspc.education.pa.gov/Documents/Statutes%20Regs%20Forms/Code%20of%20Conduct.pdf>

⁵ <http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter235/chap235toc.html>

Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

§ 235.5a. Commitment to students.

- a. The primary professional obligation of educators is to the students they serve.
- b. In fulfillment of the commitment to students, educators:
 1. Shall exercise their rights and powers in good faith and for the benefit of the student.
 2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
 3. Shall not sexually harass students or engage in sexual misconduct.
 4. Shall exert reasonable effort to protect students from harm.
 5. Shall not intentionally expose a student to disparagement.
 6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
 7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
 8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
 9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
 10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
 11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
 12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products,

illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

13. Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
 14. The nature, purpose, timing and amount/extent of the communication;
 15. The subject matter of the communication; and
 16. Whether the communication was made openly, or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not 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.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all federal, state, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept, or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.

4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, federal agency or state or federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, state or federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing, or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or state directions for the use of tests.
9. Shall not accept or offer gratuities, gifts, or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, state, and federal laws.

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