



Student Teaching Handbook

*A Field Experience Guide for all Education Majors, Cooperating
Teachers and College Supervisors Participating in
Stage 4 of Clinical Practice*

<http://www.ycp.edu/field-services>

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OVERVIEW OF STUDENT TEACHING

Student Teachers have an opportunity to see theory and practice working side by side as the prospective educators study the teaching-learning situation to which they are exposed. The Cooperating Teacher will introduce the Student Teacher to the profession in a gradual and realistic way. Every possible responsibility of a teacher will be shared with the Student Teacher as he/she gains a true perspective of the expectations of this role. The College Supervisor will guide and evaluate the progress made by the Student Teacher.

As our Student Teachers participate in this exciting experience, we hope that they each will reflect upon their individual assets and liabilities, and where necessary, make the needed adjustments. Growth and reflection are key aspects of student teaching. Everyone involved in this vital learning process will do his/her utmost to ensure these desired goals and focus on PK-12 student growth.

REQUIREMENTS FOR ELIGIBILITY

York College has adopted an on-site, full-time Student Teaching experience as part of the Professional Semester in Teacher Education. York College students possess vast Field Experience prior to student teaching, thus should be initiated early into carefully chosen teaching responsibilities. The Cooperating Teacher is the person most qualified to determine exactly what the scope, sequence, and progressive intensity of the Student Teacher's involvement should be in terms of the Student Teacher's apparent strengths and needs.

In addition to required coursework for each Education Major, students must have the following requirements in place by the first day of the last month of the semester preceding the Student Teaching Semester:

- TB Test, signed by health professional*
- 3 Clearances, noting no record or arrests*

**-Student Teachers are responsible for providing these documents to their placement district as well as to the York College of Pennsylvania's Department of Education office.*

York College of Pennsylvania does not require student teachers to pass Pennsylvania certification exams to graduate. However, the College recommends that each student apply for Pennsylvania teaching certification. To apply for Pennsylvania certification, it is the student's responsibility to register for, take, and earn a qualifying score(s) on the corresponding exam(s) required for the respective certification area(s). Most students take their certification exams the semester prior to student teaching, the break before student teaching, or at the beginning of the student teaching semester. York College of Pennsylvania is a Pennsylvania-approved institute of higher education, meaning that any student who successfully passes all education coursework, passes student teaching, possesses a cumulative

GPA of 3.0 or higher, and earns qualifying certification exam scores is eligible for Pennsylvania teaching certification. Should a student choose to seek certification in a state other than Pennsylvania, it is the obligation of that student to investigate that state's certification requirements (which could include additional coursework and/or alternative certification exams). More information regarding certification can be found on the following websites: <https://www.education.pa.gov/>
<http://www.ycp.edu/field-services>

GOALS & OBJECTIVES OF STUDENT TEACHING

The Student Teacher will:

- Participate in the daily activities and classroom routines where he/she can develop his/her teaching skills, thus preparing him/her to undertake a full-time position.
- Practice the tasks of the classroom teacher by integrating a workable balance between educational theory and practice.
- Recognize and cultivate the qualities and characteristics of a good teacher: enthusiasm for teaching and the profession, ability to cooperate with the entire school community, dependability, flexibility, consistency, correct English usage, sense of humor, emotional stability, depth of knowledge in selected disciplines, appropriate professional conduct, proper professional appearance, and good physical health.
- Develop skill and judgment in selecting teaching objectives at the appropriate level, teaching to those objectives, monitoring and adjusting those objectives, and evaluation whether objectives have been attained.
- Create, develop, and implement instructional activities in the context of a functioning classroom.
- Understand and implement individualized teaching in all areas of the curriculum and recognize the value of formative and summative assessments and utilize them effectively to meet the needs of all learners.
- Develop desirable and effective techniques of individual and group guidance and control.
- Develop the ability for self-evaluation to continue professional and personal growth.
- Demonstrate student teaching competencies as developed by Pennsylvania Department of Education found in the *Supporting Documents* section of this *Handbook*.

COOPERATING TEACHER- ROLE AND RESPONSIBILITIES

The Cooperating Teacher serves an important role in the Student Teaching experience by providing crucial professional advice and encouragement in the field. The Cooperating Teacher should feel free to make suggestions to the Student Teacher at any time. This input is needed, expected, and deemed necessary on a regular basis. The classroom and the PK-12 students are ultimately the responsibility of the Cooperating Teacher, the teacher of record.

As the semester progresses the Student Teacher should be delegated greater responsibility. The Student Teacher should be allowed to make decisions, try some new strategies, and deal with risks incumbent in introducing new activities. Mistakes, failures, and misjudgments are part of implementation of the Student Teacher's personal teaching techniques.

The Student Teacher should be permitted to be "the teacher" with all the inherent responsibilities. Usually, this necessitates the Cooperating Teacher's leaving the classroom with increasing frequency as the Student Teacher demonstrates the ability to handle classroom interaction.

Inclusion in professional responsibilities is vital during the student teaching semester. Student Teachers should be included in all professional development/in-service days, parent events, IEP /IST meetings, etc. When dealing with parents, the Cooperating Teacher should always be present and approve any parent communications delivered by the Student Teacher.

Co-teaching between the Student Teacher and the Cooperating Teacher is encouraged throughout the experience. The Cooperating Teacher may determine the extent of co-teaching strategies and methods utilized to best meet the needs of the learners in the classroom.

The Cooperating Teacher is responsible for providing guidance throughout the experience. The Cooperating Teacher does not assign a "grade" to the Student Teacher; however, he/she consults regularly with the College Supervisor and Student Teacher on strengths and growth areas of the Student Teacher. In addition to verbal feedback, the Cooperating Teacher completes a mid-semester and end-of-semester evaluation of the Student Teacher's mastery of the Pennsylvania Department of Education's Stage 4 Field Experience Competencies. This evaluation is not the Student Teacher's grade but is used to provide the College Supervisor with meaningful input. The Cooperating Teacher also provides a letter of reference for the Student Teacher at the end of the semester.

York College of Pennsylvania values the expertise of professionals in the field.

We appreciate the efforts the Cooperating Teacher puts forth to mentor their Student Teacher. Cooperating Teachers receive a stipend near the end of the semester if proper paperwork (W9) is submitted to the College.

COLLEGE SUPERVISOR- ROLE AND RESPONSIBILITIES

The College Supervisor acts as a coordinator and liaison to ensure that the Student Teaching experience is positive and productive. Responsibility for the final determination of the Student Teacher's grade rests with the College Supervisor, and the College Supervisor may request the Cooperating Teacher's candid and useful observations and recommendations in respect to the Student Teacher's performance.

Qualifications

- Minimum of a Master's degree in an educational field
- Minimum of 5 years teaching experience in elementary or secondary education, public or private school settings
- Certification/experience teaching in supervision or certification/experience in an administrative/supervisory capacity. (i.e. – Superintendent, Program Supervisor, Principal, Head Teacher, Department Chair, etc.) OR employment as a faculty member of the College.
- Previous experience in leadership positions

Specific Duties and Functions of the Supervisor

- Act as a liaison on behalf of the College.
- Maintain communication with the Department of Education's Field Services Division via the YCP email account.
- Hold an initial meeting with the Student Teacher prior to the beginning of the semester (the Student Teacher must schedule this meeting utilizing contact information provided by the Division of Field Services in the assignment email). Expectations of the College Supervisor and evaluation documentation are introduced and discussed during these initial meetings.
- Develop and maintain a working relationship between Cooperating Teacher, School Administrators, and the Student Teacher.
- Work with the Cooperating Teacher in the planning, observations, participation, and evaluation of the Student Teacher.
- Visit the site 8-10 times per semester (dual special education Student Teachers receive at least 4 visits per placement). These visits include informal visits, evaluation conferences, student teacher lesson observations, etc.
- Of the 8-10 visits the College Supervisor should observe the Student Teacher teaching lessons a minimum of 6 times (or more if needed) and provide feedback to the Student Teacher.
- Use the *York College of Pennsylvania Visitation Form* for all written comments of the observation(s) and/or visit(s). The commentary should include a description of what was observed, positive comments, ideas, and recommendations for improvement. The College

- Supervisor retains each original signed *Visitation Form*, and a copy is provided to the Student Teacher and Cooperating Teacher.
- Each completed *Visitation Form* must be discussed with and signed by the Student Teacher following each visit (face-to-face or virtually).
 - Check the *Student Teacher Notebook* during each visit for required components. This notebook may be physical or shared online.
 - Participate in at least two sets of evaluation conferences with the Cooperating Teacher and Student Teacher as follows:
 - Mid-semester: utilizing the *Student Teacher Evaluation of PDE Stage 4 Competencies* document (Student Teacher, Cooperating Teacher, and College Supervisor complete), and then the *PDE 430* form (only College Supervisor completes and is confidential between the Student Teacher, College Supervisor, and Department of Education)
 - End of semester: utilizing the *Student Teacher Evaluation of PDE Stage 4 Competencies* document (Student Teacher, Cooperating Teacher, and College Supervisor complete), and then the *PDE 430* form (only College Supervisor completes), and the final letter of reference (completed by the College Supervisor on York College of Pennsylvania letterhead and by the Cooperating Teacher utilizing school or teacher letterhead)
 - Assign the final grade for Student Teaching based upon the cumulative score on the end-of-semester PDE 430.
 - Each College Supervisor is required to use the most current mileage log furnished by York College of Pennsylvania for recording miles traveled to visit Student Teachers in their host schools. This form should be downloaded from York College's College Supervisor website each semester, to be certain the correct mileage documentation is utilized. Miles traveled may be recorded according to either of the following examples (the shortest distance should be recorded):
 - from home to school to home
 - from York College to school to York College
- College Supervisors submit a travel log on the required form to the College at the end of each semester, along with all other required paperwork.
- The Provost of Academic Affairs determines compensation for the College Supervisors each fiscal year. This payment is a stipend equal to pay for one credit hour per student teacher.

STUDENT TEACHING CONDUCT

- Student Teachers must contact both the Cooperating Teacher and College Supervisor to introduce themselves and arrange initial meetings with both parties prior to the start of the semester.

- Student Teachers will conform to the policies, philosophies, hours, calendars, and routines of the placement school and the Cooperating Teacher (this includes holidays and professional development days).
- Student Teachers will only follow the York College of Pennsylvania academic calendar for start date, end date, and any evening face-to-face or online coursework.
- Extra-curricular activities (including work, clubs, and sports) should be limited.
- Student Teachers are not to be absent from Student Teaching, unless:
 - personal illness (doctor's note may be required)
 - death of an immediate family member
 - job interview or job fair
 - state certification exams (if there are no weekend exam options)
- The Student Teacher should not contact parents or schedule parent conferences without the approval of the Cooperating Teacher. All meetings with parents should include the Cooperating Teacher. The Cooperating Teacher should approve all written correspondence.
- Student Teacher *Professional and Personal Dispositions* must be followed during the experience. These behaviors include the following:
 - Competence in written and oral expression
 - Professional attitude
 - Personal enthusiasm
 - Ethical, moral character
 - Personal organization
 - Ability to meet deadlines
 - Good interpersonal skills
 - Ability to accept and profit from constructive criticism
 - Personal maturity
 - Use of prudent judgment
 - Class attendance
 - Demonstrated professional growth in planning, lesson execution, and reflection at a level expected for the identified stage of field experience
- Student Teachers should use caution with regards to social media.
- The College discourages non-educational relationships with students and their families.
- Inappropriate behavior, actions, or decisions by Student Teachers may result in an immediate removal from Student Teaching.
- If, at any time during enrollment at York College, a student teacher becomes embroiled in any legal actions that would result in an offense that would be designated on a clearance check, the student must immediately notify the Chairperson of the Department of Education.

STUDENT TEACHER REQUIRED NOTEBOOK

Each Student Teacher is required to keep a Student Teaching Notebook. This notebook should be established prior to the first day of Student Teaching. The College Supervisor and Student Teacher must agree upon the format for the notebook (either hard copy or digital format). The notebook must be divided into nine sections. Each section must be labeled as follows:

Student Teacher Handbook

- A copy of this *Student Teaching Handbook* should be placed in the notebook for reference throughout the semester.

Reflection Log

- This begins immediately. There is to be an entry completed at the end of each week.
- At minimum, students are to provide at least two quality paragraphs on a weekly basis. Each entry will consist of reflecting upon teaching, activities, interactions, etc. Lessons learned should be evident.
- The log must be typed. The Student Teacher will submit this to the College Supervisor at the end of each week, along with his/her schedule for the upcoming week.
- The day of the week and the time the Log and Schedule are due to the College Supervisor must be adhered to. This due date is determined by the College Supervisor and shared with the Student Teacher.

Lesson Plans

- Students should begin by using the York College of Pennsylvania lesson plan format found in the *Supporting Documents* section of this *Handbook*.
- Transition to the school's format may eventually occur with the permission of the Cooperating Teacher and College Supervisor.
- The Cooperating Teacher should initial all lesson plans denoting approval prior to the teaching of the lesson. It is vital that the Student Teacher submit plans to the Cooperating Teacher in ample time for Cooperating Teacher feedback (suggestions, criticisms, etc.). This timeframe should be established by the Cooperating Teacher and shared with the Student Teacher (usually a minimum of two days prior to the scheduled teaching of the lesson).
- The College Supervisor may require that the Student Teacher send lesson plans to them at any time.
- Lesson plans are to be typed, thorough, developed in logical progressive order, and written with correct spelling and grammar.

Observations of Other Teachers

- The Student Teacher will conduct, at minimum, five observations of five other teachers/lessons. Each observation should be at least one subject/period. This

could involve seeing more than one subject/lesson. The student is to include the following in his/her observation report:

- Narrative of what was observed
 - Strategies/Techniques/Instructional activities observed
 - Management (organization of classroom, discipline plan, how specific situations are addressed, transitions between activities, maintaining active engagement, etc.)
 - Reflections (What are some strategies observed that will be incorporated into one's own teaching? What are some goals to establish, based upon what was observed?)
- The student will plan these with the assistance of the Cooperating Teacher and they may occur in other schools within the placement district.

Evaluation Copies

- Mid-semester
- End-semester

Student Teaching Visitation Forms

- The College Supervisor will utilize a Visitation Form at each meeting and/or observation.
- The Visitation Form requires both the Student Teacher's signature and the College Supervisor's signature. This completed form is shared with the Cooperating Teacher.

Checklist of Student Teaching Responsibilities

- This can be found in this *Student Teaching Handbook* (see *Supporting Documents*).
- The checklist will be submitted to the College Supervisor when completed.

Miscellaneous

- Student Growth Project
 - This project includes a report that summarizes a lesson or topic taught where a pre- and post-test were utilized. Growth of students as a result of instruction should be reflected upon (see *Supporting Documents* section of this *Handbook*)
 - Any other materials (ideas, etc.) that the student teacher would like to include (this is optional)

The Student Teacher Notebook must be made available during each College Supervisor Visit. The College Supervisor may take the notebook for further reading near the end of the semester (to use when formulating the final evaluation). The Student Teacher will keep his/her Notebook at the conclusion of the Student Teaching Semester.

PROGRESSION (FLEXIBLE)

The following progression is suggested and should remain flexible. The Cooperating Teacher and College Supervisor may consult to deviate from the schedule outlined below. Co-teaching strategies between the Student Teacher and Cooperating Teacher may be utilized during any of the stages.

York College offers students the opportunity to complete field experience the semester prior to student teaching in the same classroom where they will be placed for student teaching. If students have been granted this option, the following progression is often accelerated because students have a familiarity with the classroom procedures and district policies.

Early Elementary, Middle Level, Secondary, Special Education (only), Music, and Spanish Education Majors:

Stage	Suggested Timeframe
Orientation & Adjustment	Week 1
Observation & Demonstration	Weeks 2-3
Increasing Responsibility	Weeks 4-8
Full Load	Weeks 9-12
Culmination & Evaluation	Weeks 13-15

Early Elementary/Special Education and Middle Level/ Special Education Dual Majors:

Stage	Regular Education Suggested Timeframe	Special Education Suggested Timeframe
Orientation & Adjustment	Week 1	Week 8
Observation & Demonstration	Week 2	Week 9
Increasing Responsibility	Weeks 3-4	Week 10
Full Load	Weeks 5-6	Weeks 11-14
Culmination & Evaluation	Week 7	Week 15

Stage of Orientation and Adjustment

Suggested Activities for Cooperating Teachers:

- Cooperating Teachers gather materials for the Student Teacher to use (class schedules, class lists, seating charts, manuals, curriculum guides, etc.).
- Familiarize the Student Teacher with the school neighborhood, socio-economic conditions and resources of the community.
- Inform parents of the Student Teacher's arrival and period of internship. Additionally, be sure to provide introductions as the occasion arises.
- Set aside a desk and workspace for the Student Teacher. Provide for as "equal" accommodations as are available.

- Familiarize the Student Teacher with the school building, personnel and support services.
- Introduce the Building Principal and office staff to the Student Teacher.
- Share school rules, regulations, policies, and calendar.
- Relay specific expectations such as working hours, procurement of supplies, student record confidentiality, et al.
- Discuss methods for discipline, classroom management, homework, tardiness, absences, and standards of quality expected from students.
- Inform students of the role of the College Supervisor from York College as it relates to their class.
- Explain methods of testing, grading, keeping records, and reporting to parents and the administration.
- Discuss developmental characteristics of this age group.
- Explain any unique characteristics of individual students that directly affect their learning.

Suggested Activities for the Student Teacher:

- Write an introductory letter to guardians (approved and sent by the Cooperating Teacher).
- Take attendance.
- Conduct daily opening exercises, morning meeting, bellringers, calendar work, etc.
- Distribute and collect class work and supplies.
- Correct student work.
- Conduct songs, poems, shared reading, read aloud, and small group work.
- Monitor group discussions or independent work.
- Work in a tutorial capacity with individual students.
- Observe other teachers.

Stage of Observation and Demonstration

Suggested Activities and Discussion Points for Cooperating Teachers:

- methods, philosophy, and strategies of the profession
- questions about planning – long and short range
- pacing
- focusing
- motivation
- closure
- class involvement / student response
- behavior objectives or lesson essential questions
- self-evaluation
- student evaluation
- elements of successful lesson plans
- his/her perceived strengths and weakness

Suggested Activities for the Student Teacher:

- Continue with suggestions from Orientation and Adjustment Period, but in greater quantity, and possibly with the addition of:
 - leading the students to specials/lunch/recess/etc.
 - one subject (elementary level) or period (secondary level) of instruction may be acquired by the Student Teacher.
 - observations of other teachers

Stage of Increasing Responsibility

At this time, the Student Teacher and Cooperating Teacher should consult as to which class or subject he/she will begin fully planning and teaching (if this hasn't already been done). As the next weeks progress, additional responsibilities at the rate of approximately one or two new subject or class per week should be placed upon the Student Teacher. This "gradual release of responsibility" is flexible. Depending on the Cooperating Teacher's judgment as to the success of this undertaking, it usually will culminate with the responsibility for the full day.

During this time period, the Cooperating Teacher and the Student Teacher should:

- Confer orally and/or in written form daily.
- Work as a team. This may include co-teaching.
- Consult on all lesson plans. The Cooperating Teacher must approve and initial all Student Teacher lesson plans.
- Maintain communication with the College Supervisor.
- Cooperating Teacher should help the Student Teacher to gain skills in self-evaluation.
- Cooperating Teacher may allow the Student Teacher freedom to try his/her own ideas and techniques; reassure him/her that as much can be learned from failure as from success.
- Cooperating Teacher could model techniques to help the student teacher succeed.
- Cooperating Teacher could provide student teacher with opportunities to observe and assist in parent conferences.
- Cooperating Teacher should begin to leave the room for short periods of time (gradually increase the length of time as the experience progresses).

Around mid-semester, a Mid-Term Evaluation will be held to discuss growth during the first half of the semester. Goals will be established for the last half of the semester. The Cooperating Teacher and Student Teacher will each complete a *Student Teaching Evaluation of PDE Stage 4 Competencies*. The Student Teacher, Cooperating Teacher, and College Supervisor will have a mid-term three-way conference. The College Supervisor will complete a state evaluation (PDE430) to share with the Student Teacher only.

“Full Load” Student Teaching

The activities for this period should be like the previous one, with the exception that the Cooperating Teacher will be spending more of his/her time out of the classroom, while keeping in touch with the learning climate in the classroom. During this time, co-teaching strategies may still be utilized in efforts to meet the needs of all learners. If at any time the Cooperating Teacher and College Supervisor determine to limit full-load responsibilities due to student teacher ability, the student teacher’s grade may be impacted.

Stage of Culmination and Evaluation

The Cooperating Teacher is gradually re-assuming class responsibilities in the final weeks. The Cooperating Teacher will complete a typed final evaluation/letter of reference one or two weeks prior to the end of Student Teaching. In addition, the Cooperating Teacher and Student Teacher will each complete a *Student Teaching Evaluation of PDE Stage 4 Competencies*. The Student Teacher, Cooperating Teacher, and College Supervisor will have a final three-way conference to discuss the growth that occurred throughout the semester. The College Supervisor will complete a state evaluation (PDE430) and assign a final grade for the Student Teacher.

CONFERENCES

The conference is a vital communication tool by which the Cooperating Teacher and College Supervisor can provide coaching and feedback to the Student Teacher. Most conferences will occur on an informal, unscheduled basis (daily between the Cooperating Teacher and Student Teacher. Informal conferences may also happen during visits from the College Supervisor (between the College Supervisor and Cooperating Teacher or between the College Supervisor and the Student Teacher). There will be some evaluative conferences, and these will be scheduled in advance.

Types of conferences

- 2-Way Conferences
 - Student Teacher & Cooperating Teacher
 - Student Teacher & College Supervisor
 - College Supervisor & Cooperating Teacher
- 3-Way Conferences
 - Student Teacher & Cooperating Teacher & College Supervisor

Possible Conference Topics

- Framework for Teaching (found in *Supporting Documents*)
- Preparation for instruction
- Management of the classroom setting
- Interaction with students
- Professionalism

- School policies and procedures, including security issues
- Parent/community interaction (*The Cooperating Teacher must be involved in all parent communication*)

Conferencing Tips

- Discuss some targeted areas to look for or goals to conference about later.
- Be specific in feedback.
- Don't be afraid to give suggestions.
- Establish an atmosphere of growth.
- Provide "2 Praises and a Push" (share two positives and one area to work on).
- Develop specific, observable action plans.
- Consider using a dialogue journal.
- Remember: this is a learning and growing experience!

EVALUATION

The College Supervisor is responsible for the Student Teacher's final grade. The grade is based upon consultations with the Cooperating Teacher and Student Teacher, as well as the College Supervisor's visits and Student Teacher's submitted work.

Mid-Semester

- The Mid-Term Evaluation occurs around the midpoint of the semester.
- The Student Teacher and Cooperating Teacher independently complete the *Student Teaching Evaluation of PDE Stage 4 Competencies*.
- The College Supervisor will schedule a 3-way conference to discuss the York College of Pennsylvania *Student Teaching Evaluation of PDE Stage 4 Competencies* completed by the Student Teacher and Cooperating Teacher.
- After the meeting, the College Supervisor will complete the mid-term PDE 430 form, as required by the Pennsylvania Department of Education.
- The College Supervisor will subsequently schedule a meeting with the Student Teacher to review the PDE 430 form and have the Student Teacher sign this form. This meeting should only include the Student Teacher and College Supervisor. Both parties will retain a copy of the PDE 430. The PDE 430 is a confidential document and may only be shared with the Cooperating Teacher if the Student Teacher chooses to do so.
- The two York College of Pennsylvania *Student Teaching Evaluation of PDE Stage 4 Competencies* forms and the PDE 430 (mid-term) form are to be retained by the College Supervisor to be submitted at the end of the semester to the College.

End of Semester

- The College Supervisor will schedule and lead a 3-way conference to discuss the Final Evaluation of Student Teaching. The 3-way meeting should consist of:
 - A review of the Cooperating Teacher and Student Teacher's *Student Teacher Evaluation of PDE Stage 4 Competencies* completed forms.
 - Cooperating Teacher's typewritten Final Evaluation/Reference letter*
 - Original goes to Student Teacher
 - Second copy given to College Supervisor
 - College Supervisor is to indicate that the York College stipend check will be mailed to the Cooperating Teacher shortly after graduation.
 - College Supervisor collects "Checklist of Student Teaching Responsibilities" from Student Teacher (this must be signed by the Student Teacher and Cooperating Teacher).
 - The College Supervisor may choose to require that the Student Teacher Notebook be submitted to him/her. The Notebook may be utilized by the College Supervisor to determine a final grade. The Notebook must be returned to the Student Teacher, as the student ultimately retains the Notebook.
- The College Supervisor will schedule a 2-way Final Evaluation Conference with the Student Teacher. The Final Conference should consist of:
 - College Supervisor's typewritten Final Evaluation/Reference letter*
 - Original goes to Student Teacher
 - Second copy is to be retained by College Supervisor
 - Final PDE 430 form is to be discussed with Student Teacher
 - After signatures are affixed, a copy is given to Student Teacher.
 - College Supervisor may not give copies to any other individual, except York College of Pennsylvania Department of Education personnel.
 - The original is to be retained by the College Supervisor.
 - Final Grade for Student Teaching is to be given verbally by the College Supervisor to the Student Teacher.
- A "Letter of Completion" signed by the College's Certification Officer, will be available for each Student Teacher on the last day of Student Teaching, if the following requirements are met:
 - The student is on track to pass Student Teaching and any required, accompanying coursework.
 - The student passed all required Pennsylvania state testing, with scores on file in the in the Department of Education Office at the College.
 - The student is certified for graduation or program completion by the Records Office (including paying the graduation fee in the Business Office).
 - Letters of Completion may be retrieved no earlier than the last day of student teaching in the Education Programs Office, LS134. This letter may serve as a

temporary teaching license, until the student applies for and receives their certificate from the Pennsylvania Department of Education.

*Instructions for Final Letter of Reference

All Cooperating Teachers and College Supervisors should create a final reference letter. This letter should be typed on letterhead. For Cooperating Teachers this would be either School letterhead or School District letterhead. For College Supervisors, this would be York College of Pennsylvania letterhead. The letters must contain standard header and footer information items. An example of such a letter can be found in the *Supporting Documents* section of this Handbook. The following information should be included in the letter:

Header:

- The Student Teacher's Full Name
- The semester and year of the Student Teaching experience
- The Cooperating Teacher's Full Name
- The elementary grade(s) or secondary subject area

Footer:

- The full name of the evaluator
- The title of the evaluator
- The signature of the evaluator
- The current date

Body of Letter:

- Comments of an evaluative nature, on areas such as:
 - Planning and preparation skills
 - Classroom environment established
 - Instructional strategies utilized
 - Professional responsibilities
- Degree to which the author recommends the student teacher for future employment, such as:
 - Unconditionally recommend
 - Very highly recommend
 - Highly recommend
 - Recommend
 - Recommend with reservations

Determination of Final Grade

The College Supervisor is responsible for the Student Teacher's final grade. The grade will be based on the final evaluation PDE 430 form. The chart below indicates the PDE 430 final evaluation total points scored with the corresponding York College of Pennsylvania grade. All College Supervisors will utilize the following chart when assigning a grade.

PDE 430 Overall Evaluation Score	York College of Pennsylvania Final ST Grade
12	4
11	4
10	3.5
9	3.5
8	3
7	2.5
6	2.5
5	2
4	2

The following is a guideline each College Supervisor utilizes in evaluating the Student Teacher's progress and delineating the difference between the grades. This terminology may also be helpful when formulating the reference letter.

GRADE of "4" Exemplary:

The Student Teacher has consistently demonstrated:

- a very high degree of responsibility, initiative, creativity, and industry
- a comprehensive understanding of subject matter
- superior skill in planning meaningful and creative lessons
- an ability to teach subject matter to all students
- superior skill in evaluating both students' progress and his/her own progress
- an outstanding rapport with students and school staff
- a classroom atmosphere most conducive to learning – including an in-depth understanding of discipline and classroom management techniques

GRADE of "3.5" Superior:

The Student Teacher has frequently demonstrated:

- a high degree of responsibility, initiative, creativity, and industry
- an in-depth understanding of subject matter
- great skill in planning meaningful and creative lessons
- an ability to teach subject matter to most students
- great skill in evaluating both students' progress and his/her own progress
- an excellent rapport with students and school staff
- a classroom atmosphere highly conducive to learning – including a good understanding of discipline and classroom management techniques

GRADE of "3" Expected:

The Student Teacher has demonstrated:

- a degree of responsibility, initiative, creativity, and industry
- a good understanding of subject matter
- above average skill in planning meaningful and creative lessons
- ability to teach subject matter to many students
- above average skill in evaluating both students' progress and his/her own progress
- an appropriate rapport with students and school staff
- a classroom atmosphere very conducive to learning – including a definite understanding of discipline and classroom management techniques

GRADE of “2.5” Emergent:

The Student Teacher has occasionally demonstrated:

- a small degree of responsibility, initiative, creativity, and industry
- a basic understanding of subject matter
- average skill in planning meaningful and creative lessons
- ability to teach subject matter to more than half of the students
- average skill in evaluating both students' progress and his/her own progress
- an adequate rapport with students and school staff
- a classroom atmosphere conducive to learning – including a basic understanding of discipline and classroom management techniques

GRADE of “2” Adequate:

The Student Teacher has infrequently demonstrated:

- a very small degree of responsibility, initiative, creativity, and industry
- a basic understanding of most subject matter
- sufficient skill in planning meaningful and creative lessons
- ability to teach subject matter to some of the students
- sufficient skill in evaluating both students' progress and his/her own progress
- an acceptable rapport with students and school staff
- a classroom atmosphere conducive to learning – including an understanding of some discipline and classroom management techniques

GRADE of “1” or “0” Unsatisfactory:

The Student Teacher's performance and attitude are both unacceptable; the Student Teacher must be considered a poor risk for the teaching profession. The Student Teacher cannot be recommended for certification in Pennsylvania.

END OF SEMESTER

Student Teacher:

- Submit all required documents to the College Supervisor (as requested by the Supervisor)

- Submit all passing certification test scores, if applicable, to the York College of Pennsylvania Department of Education Office (this is required if a Letter of Completion is requested and/or state teaching certification will be sought)
- If seeking Pennsylvania certification, apply on the Pennsylvania Department of Education website, keeping the following in mind:
 - A teaching certification application cannot be submitted prior to the month of graduation
 - All required certification exams must be complete, with qualifying scores
 - A cumulative GPA of 3.0 or higher must be held
 - Student teaching and all other coursework must be passed
 - All certification testing and certification application fees are the responsibility of the student
 - Each student must apply for state teaching certification
 - Pennsylvania certification application and instructions are found on the PA Department of Education Website:
<https://www.education.pa.gov/>)

Cooperating Teacher:

- Submit all required documents to the College Supervisor (as requested by the Supervisor)
- Provide the Student Teacher with a letter of reference
- The College will mail a stipend check to the Cooperating Teacher around the end of the semester (provided the Cooperating Teacher submitted a completed and signed W9 to the York College of Pennsylvania Department of Education in the beginning of the semester)

College Supervisor:

- Submit all required documents, along with the *College Supervisor Checklist* for each student teacher, to the York College of Pennsylvania Department of Education Office by the designated due date (the most recent version of the *College Supervisor Checklist* can be found on York College’s College Supervisor webpage)
- Enter the Student Teacher’s grade online as it will appear on the student’s transcript
- Provide the Student Teacher with a letter of reference

ADDITIONAL INFORMATION

- York College of Pennsylvania has developed a policy to address substituting while student teaching. Please refer to the document entitled “Substituting While Student Teaching” found in the *Supporting Documents* section of this *Handbook*.
- In the event of a prolonged disruptive situation in a Student Teacher’s placement school, such as strikes by professional employees or a prolonged illness, the College Supervisor should contact the Field Services Division as soon as possible for guidance.
- If a Student Teacher’s performance is below average, the Supervisor should report to the Division of Field Services as soon as possible for guidance. If it is decided that an improvement plan is needed, the College Supervisor will create an improvement plan to

outline measurable steps for improvement in a specified timeframe. The plan must be written utilizing the *Student Teaching Improvement Plan* found on the College Supervisor page of the website. College Supervisor will report the progress of this plan to the Division of Field Services periodically. If measurable progress is not made and the predicted grade drops below a “2,” the College strongly suggests that the student be withdrawn from, rather than fail the Student Teaching experience.

- Student Teachers are considered for withdrawal from the Student Teaching assignment for a variety of reasons, including issues that may be personal, interpersonal and/or related to competency or skills. If a Student Teacher requests withdrawal or the College Supervisor determines the necessity of withdrawing a student from the Student Teaching experience, the College Supervisor will consult with the Division of Field Services. Decision to withdraw the student should be a mutual agreement of the College Supervisor, the Cooperating Teacher, the Division of Field Services, and the Chair of the Department of Education. The case will be reviewed with the Department of Education Chair, and a meeting with the student may be scheduled. Ultimately, the decision to remove a Student Teacher lies with the Chairperson.
- Students who are withdrawn from Student Teaching and still need credits to fulfill graduation requirements may be offered, at the discretion of the Chair, the opportunity to register for an alternative course known as Alternate Education Pathway (EDU480. It is not possible for a student to register for the Alternate Education Pathway once the 8th week of the semester has passed. The College Supervisor continues to work with the student in EDU480, overseeing and guiding the focused study. If passed, this course may allow the student to graduate with a degree in Education. However, any student who does not complete and pass the student teaching experience is ineligible for teaching certification. Students who are withdrawn from Student Teaching and choose the Alternate Education Pathway may pursue certification after graduation, but they are ineligible to return to any York College of Pennsylvania program providing initial certification (undergraduate or post-baccalaureate). More information about EDU480 can be found in the *Alternate Education Pathway Handbook*, which is available upon request from the Division of Field Services.
- Any student who is withdrawn by the Department from student teaching for reasons such as unsatisfactory performance, personal issues, etc. is ineligible to re-enter the Professional Semester at York College of Pennsylvania.
- Any student who pursues a medical withdraw through the College and does not complete the Alternate Education Pathway may apply to re-enter the Professional Semester after arranging a meeting with the Director of Field Services and the Chair of the Department of education. A student may only register for the Professional Semester a maximum of two times when a medical withdraw is involved. The medical withdrawal would be counted as the first of the two times. If the student is interested in rejoining York College the semester after their medical leave expires, they may be required to take additional coursework.

- Any student who is withdrawn by the Department from student teaching for reasons such as unsatisfactory performance, personal issues, etc. is ineligible to re-enter the Professional Semester at York College of Pennsylvania.

SUPPORTING DOCUMENTS

*Fillable electronic forms can be found on
York College of Pennsylvania's
Field Services webpage*

<http://www.ycp.edu/field-services>



Student Teaching Competencies

All Instructional Certificates Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

Competency Domain	Requirement is Met When:
A. Planning and Preparation	The candidate:
	1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.
	2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.
	3. Plans instruction that is responsive to the age and/or related characteristics of their students.
	4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.
	5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.
	6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.
B. Classroom Environment	The candidate:
	1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
	2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.
	3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.
	4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
	5. Engages in proactive communication with families and community contacts.

	6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.
C. Instructional Delivery	The candidate:
	1. Uses effective verbal and non-verbal communication techniques.
	2. Uses effective questioning and discussion techniques.
	3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.
	4. Uses instructional technology and assesses its impact on student learning.
	5. Provides appropriate progress feedback to students in a timely manner.
	6. Uses active student engagement during instructional delivery.
	7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.
	8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
	9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.
	10. Clearly communicates instructional goals, procedures and content.
	11. Accesses communication technologies to communicate with families regarding student progress.
D. Professional Conduct	The candidate:
	1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.
	2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.
	3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations.
	4. Avoids inappropriate relationships, conduct and contact with students.
	5. Applies safety precautions and procedures.
	6. Complies with school policies and procedures regarding professional

	dress, attendance, punctuality and the use of technology.
	7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.
E. Assessment	The candidate:
	1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.
	2. Makes norm-referenced and criterion-referenced interpretations of assessment results.
	3. Applies interpretations to inform planning and instruction for groups and individual students.
	4. Applies interpretations of status (PSSA) and growth (PVAAS) assessment models to inform planning and instruction for groups and individual students.
	5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.
	6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).
	7. Assesses their own professional growth through focused self-reflection.
F. Knowledge of Diverse Learners	The candidate:
	1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.
	2. Promotes a positive learning environment that values and fosters respect for all students.
	3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
	4. Supports the growth and development of all students, particularly those traditionally underserved.
	5. Communicates with and engages families, caregivers and the broader community.

February 2012

Checklist of Student Teaching Responsibilities

***Instructions:** Listed below are additional responsibilities to be completed during student teaching. After you complete each responsibility, place a check mark in the box in front of the item. When all responsibilities have been completed, request that the Cooperating Teacher (CT) sign the form. Submit the form to your College Supervisor upon completion (by the end of the semester or earlier).*

PLANNING & PREPARATION:

- Maintain timely lesson plans aligned to standards and signed by CT
- Examine district curriculum maps and/or scope and sequence guides
- Develop a flexible plan for the progression of student teaching with CT

CLASSROOM ENVIRONMENT:

- Create CT-approved letter of introduction and send to parents and/or guardians
- Discuss classroom and district behavior management policies and systems with CT

INSTRUCTIONAL DELIVERY:

- Use district-approved instructional technology resources
- Consult with CT to gain constructive feedback
- Craft weekly reflections and furnish to College Supervisor

PROFESSIONAL CONDUCT:

- Comply with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology
- Communicate with CT regarding instructional and non-instructional procedures and routines, including but not limited to the following: record keeping, grading, attendance, parent communication, confidentiality policy, safety drills, and crisis plan
- Cultivate professional relationships with school colleagues
- Participate in professional development growth opportunities, including but not limited to the following: faculty meetings, in-services, grade-level/department meetings, etc.
- Attend school sponsored events such as musicals, sporting events, and/or PTO Meetings
- Complete 5 observations with written reflections of professionals and submit to your College Supervisor
- Hold discussions with the CT regarding the collaboration with other professionals, including but not limited to the following: reading specialist, counselor, social worker, nurse, para-professional, special education teachers, school volunteers, administration, and itinerant staff.

ASSESSMENT:

- Complete a Student Growth Project to apply interpretations to inform planning and instruction for students. The report should include a summary and analysis of a lesson or topic taught where a pre- and post-test were utilized. Growth of students as a result of instruction should be reflected upon. (See Handbook for instructions)
- Discuss district benchmark and state-required assessments (PSSA's, PVAAS, Keystones)

KNOWLEDGE OF DIVERSE LEARNERS:

- Confer with the CT regarding strategies to communicate with and engage families and the community
- Join the CT in meetings involving parents and/or guardians, including but not limited to the following: IST, IEP, parent teacher conferences, open houses, back to school night

Student Teacher's Signature

Cooperating Teacher's Signature



LESSON PLAN

Class/Subject _____ Date: _____ Time: _____

Essential Questions or Objectives:

PA Standards:

Materials / Equipment:

Procedures (incorporate assessments):

1) Motivational Technique / Opening:

2) Development of Lesson:

3) Closure:

Self-Evaluation:



Student Growth Project

This project includes a **report** that summarizes a lesson or topic taught where a pre- and post-assessment are utilized. Data should be included in the project (with graphic representations, e.g.- graphs and/or tables). Growth of students as a result of instruction and future goals should be reflected upon.

Steps:

1. Plan a lesson/unit/activity that uses a pre- and post- assessment. Consult with your Cooperating Teacher as you plan this.
2. Administer the pre-assessment.
3. Deliver the lesson/unit/activity to the students.
4. Administer the post-assessment.
5. Collect data from the pre- and post- assessment.
6. Analyze the data to determine the findings.
7. Write a reflection on the data findings. [What do the data tell you about the assessment performance of the students? How does this knowledge impact your future teaching/planning/reteaching?]
8. Submit your report that includes a summary, data, and reflections to your College Supervisor.

Framework for Teaching: The Four Domains

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p>b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p>f. Demonstrating Professionalism Integrity And Ethical Conduct Service To Students Advocacy Decision Making</p>	<p style="text-align: center;">Domain 3: Instruction</p> <p>a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Demonstrating Flexibility and Responsiveness Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p>

Substituting while Student Teaching

York College of Pennsylvania's Department of Education has developed a policy, which includes the guidelines below. This policy is subject to change by York College of Pennsylvania and could be altered at any time due to updated guidance from the Pennsylvania Department of Education.

- The student teacher reserves the right to accept or refuse a substitute request.
- At least 2 weeks of student teaching must be completed prior to any substituting being considered.
- The student teacher must first receive at least one satisfactory observation, prior to being compensated for substitute teaching. The criteria below clarify the “satisfactory observation” requirement.
 - Completion of one lesson observed by the assigned York College of Pennsylvania College Supervisor where Categories I thru IV on the *York College of Pennsylvania Student Teaching Visitation Form* have been rated as satisfactory or better.
 - These categories are as follows: I. Planning and Preparation, II. Classroom Management, III. Instructional Delivery, IV. Professionalism
 - EACH category listed above must be rated with an “S” (satisfactory) or higher and the form must be signed by both the College Supervisor and Student Teacher.
- Student Teachers may only substitute in the school where they are assigned for student teaching.
- Student teachers may serve as a substitute for no more than 10 days for an individual professional and no more than 20 days total for the school year if they meet the requirements of 24 P.S. § 12-1201.1
- Substitute teaching does not replace and cannot impede upon the minimum 12-week supervised student teaching experience as required under 22 PA Code § 354.25(f).
- The Student Teacher must communicate each instance of substituting to both the Cooperating Teacher and the College Supervisor.
 - The Student Teacher and College Supervisor must keep a running record of dates/days that the Student Teacher is employed as a substitute.

- If, at any time, the College Supervisor has reservations about the Student Teacher's progress, the College Supervisor may inform the Student Teacher that he/she must refrain from substituting for a specified period.
- Student Teachers operating in accordance with the policy required may be compensated as determined by the LEA where they are placed. The student teacher is responsible for completing the substitute teacher application process required by the placement LEA (school district, charter school, vocational-technical school, or intermediate unit) to be financially compensated for substituting.

8/9/2023

STUDENT TEACHING VISITATION FORM

Name: _____ Date: _____

Grade/Subject: _____ Time: _____

Conference with Student Teacher: _____ Conference with Cooperating Teacher: _____

	E	P	S	U	NO	
Category I – Planning and Preparation						E=Exemplary P=Superior
Category II – Classroom Environment						S=Satisfactory
Category III – Instructional Delivery						U=Unsatisfactory
Category IV - Professionalism						NO=Not Yet Observed

Planning and Preparation – (PA standards, Objectives, Knowledge of content, Lesson plan components, Differentiation, Resources, Technology, Assessment of learning, Level of instruction)

Classroom Environment – (Physical environment, Behavior management, Interactions, Routines and procedures, Rapport, Focus, Engagement)

Instructional Delivery – (Congruence, Communication, Strategies & Techniques, Content, Engagement, Transitions, Questioning, Pacing, Feedback, Assessment, Higher order thinking)

Professionalism– (Integrity, Judgment, Respect, Peer interaction & communication, Reflectivity, Conduct, School Involvement, Student Records, Relationships, Professional Growth, Commitment)

Visit Overview:

Commendations:

Recommendations:

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

College Supervisor’s Signature: _____ **Date:** _____

Information on this form is to be discussed during a follow-up meeting between the College Supervisor and Student Teacher. Signatures on this form indicate that it has been reviewed. This signed form should be retained by the College Supervisor. The Supervisor will share this form with the Student Teacher and the Cooperating Teacher.

<p>_____ Mid-Semester (DATE: _____)</p> <p>_____ End Semester (DATE: _____)</p>
<p>_____ Student Teacher Self-Evaluation</p> <p>_____ Cooperating Teacher Evaluation</p>

**Student Teaching Evaluation of
PDE Stage 4 Competencies**

Student Teacher Name: _____

THIS DOCUMENT SHOULD BE USED TO GUIDE A 3-WAY CONFERENCE DURING THE MID & END POINT OF THE STUDENT TEACHING SEMESTER. *Additional pages may be attached, if needed.*

Competency Domain	Requirements/Considerations (Taken from PDE Student Teaching Competencies)	Student Teacher Areas of Strengths & Goals
Planning & Preparation	<p>A.1 Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.</p> <p>A.2 Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.</p> <p>A.3 Plans instruction that is responsive to the age and/or related characteristics of their students.</p> <p>A.4 Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.</p> <p>A.5 Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.</p> <p>A.6 Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility</p> <p>E.2 Makes norm-referenced and criterion-referenced interpretations of assessment results</p> <p>E.3 Applies interpretations to inform planning and instruction for groups and individual students.</p> <p>E.6 Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy).</p>	
Classroom Environment	<p>B.1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students</p> <p>B.2 Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.</p> <p>B.3 Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate</p> <p>B.4 Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners</p> <p>B.5 Engages in proactive communication with families and community contacts</p> <p>B.6 Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities</p>	

	<p>F.1 Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.</p> <p>F.2 Promotes a positive learning environment that values and fosters respect for all students.</p>	
Instructional Delivery	<p>C.1 Uses effective verbal and non-verbal communication techniques</p> <p>C.2 Uses effective questioning and discussion techniques</p> <p>C.3 Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment</p> <p>C.4 Uses instructional technology and assesses its impact on student learning</p> <p>C.5 Provides appropriate progress feedback to students in a timely manner</p> <p>C.6 Uses active student engagement during instructional delivery</p> <p>C.7 Uses a variety of formal and informal assessments to measure student responsiveness to instruction</p> <p>C.8 Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary</p> <p>C.9 Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor</p> <p>C.10 Clearly communicates instructional goals, procedures and content</p> <p>C.11 Accesses communication technologies to communicate with families regarding student progress</p> <p>E.1 Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor</p> <p>F.3 Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance</p>	
Professionalism	<p>D.1 Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted</p> <p>D.2 Participates in district, college, regional, state and/or national professional development growth and development opportunities</p> <p>D.3 Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Professional Practice & Conduct for Educators," as well as local, state and federal laws and regulations</p> <p>D.4 Maintains appropriate relationships, conduct and contact with students</p> <p>D.5 Applies safety precautions and procedures.</p> <p>D.6 Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology</p> <p>D.7 Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community</p> <p>E.7 Assesses their own professional growth through focused self-reflection</p>	

	F.5 Communicates with and engages families, caregivers and the broader community.	
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Signature of Evaluator _____

Date _____

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

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
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Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|--|--|
| <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 <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 ✓)				

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

Justification for Overall Rating:

Student Teacher/Candidate's Last Name	First	Middle	Social Security Number
District/IU		School	Interview/Conference Date
School Year: _____		Term: _____	

Required Signatures:

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

(Confidential Document)

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name	First	Middle	Social Security Number
Elementary Curriculum Language Arts			Fourth
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)(j)(A), (B), (C), (G), (H)

- Student Teacher/Candidate's performance appropriately demonstrates:
- o Knowledge of content
 - o Knowledge of pedagogy
 - o Knowledge of Pennsylvania's K-12 Academic Standards
 - o Knowledge of students and how to use this knowledge to impart instruction
 - o Use of resources, materials, or technology available through the school or district
 - o Instructional goals that show a recognizable sequence with adaptations for individual student needs
 - o Assessments of student learning aligned to the instructional goals and adapted as required for student needs
 - o 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 10/28,11/3,11/11,11/18,11/24 | <input type="checkbox"/> Student Teacher Interviews conferenced after weekly visits |
| <input type="checkbox"/> Resources/Materials/Technology 10/28,11/3,11/11,11/18,11/24 | <input type="checkbox"/> Classroom Observations 10/28,11/3,11/11,11/18,11/24 |
| <input type="checkbox"/> Assessment Materials Informal/Normal/teacher made | <input type="checkbox"/> Resource Documents Standards, YCP format |
| <input type="checkbox"/> Information About Students 10/28,11/3,11/11,11/18,11/24 | <input type="checkbox"/> Other Common core, Teacher made unit |
- (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 ✓)	x			

Justification for Evaluation

consistently demonstrated strong lesson planning skills. Both her detailed and block plans included the key components of lesson design. Standards were referenced and clearly aligned with her behavioral objectives. Her natural sense of organization was apparent in her ability to develop lesson plans which presented the concept in a logical sequence. was able to incorporate higher order thinking skills and activities to effectively differentiate instruction. She utilized a variety of engagement strategies to maintain focus and enhance participation in learning. Her unit on Main Idea was exceptionally well written and developed.

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), (E)

Student Teacher/Candidate's performance appropriately demonstrates:

- o Expectations for student achievement with value placed on the quality of student work
- o Attention to equitable learning opportunities for students
- o Appropriate interactions between teacher and students and among students
- o Effective classroom routines and procedures resulting in little or no loss of instructional time
- o Clear standards of conduct and effective management of student behavior
- o Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- o 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 10/28, 11/3, 11/11, 11/18, 11/24 | <input type="checkbox"/> Visual Technology _____ |
| <input type="checkbox"/> Informal Observations/Visits 10/21, 12/4, 12/9 | <input type="checkbox"/> Resources/Materials/Technology/Space _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews 10/21, 10/28, 11/3, 11/11, 11/18, 11/24 | <input type="checkbox"/> Other Classroom Management plan _____ |

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 ✓)	x			

Justification for Evaluation

provided a variety of activities to keep students focused, engaged, and on-task. Her directions and explanations were clear and concise. She set reasonable expectations for learning and behavior, then consistently followed through on those expectations. Routines and procedures were clearly established and promoted time effective transitions, minimizing interruptions to the instructional day. The learning environment was comfortable, with students who were happy and thriving in the learning environment.

SAMPLE PDE-430
Completed by College Supervisor

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)(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 10/28,11/3,11/11,11/18,11/24 | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits 10/21,12/4,12/9 | <input type="checkbox"/> Student Work 10/28,11/3,11/11,11/18,11/24 |
| <input type="checkbox"/> Assessment Materials formal, informal, district | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews 10/21,11/3,11/11,11/18,11/24,12/4,12/9 | <input type="checkbox"/> Other Made use of iPads, computers, Nooks, Document proj. _____ |

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 ✓)	x			

Justification for Evaluation

_____’s strong planning skills, and focused approach to instruction resulted in students who were engaged and participating in meaningful activities that promoted instructional objectives. The Essential Questions were posted and referenced for the students. All activities were clearly aligned to the instructional objectives. Pacing was strong, and lessons “flowed” to facilitate student understanding. She frequently made use of technology to enhance learning opportunities. Her Guided Reading groups were effectively differentiated to meet the diverse needs of her students. As student teaching progressed Allison continued to enhance her questioning skills and activities to expand the depth of knowledge for her fourth graders. _____ was always prepared for instruction.

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:

- o Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- o Knowledge of school or district requirements for maintaining accurate records and communicating with families
- o Knowledge of school and/or district events
- o Knowledge of district or college's professional growth and development opportunities
- o 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
- o Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- o Ability to cultivate professional relationships with school colleagues
- o 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 10/28, 11/3, 11/11, 11/18, 11/24 | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits 10/21, 12/4, 12/9 | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials Observations, plans, mid-, final- | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews weekly | <input type="checkbox"/> Other PDE 420 mid and final, unit, parent letter _____ |
| <input type="checkbox"/> Written Documentation observations, log, _____ | |

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

Justification for Evaluation

_____ was highly professional throughout student teaching. _____ was always prepared for instruction, asked in-depth questions, and took the initiative to develop strategies and materials to enhance her instructional program. When given constructive feedback, _____ would be able to effectively translate these ideas into her teaching. She enjoyed her students, her cooperating teacher, and the school setting. She was always positive, focused, and conscientious in the performance of her professional responsibilities. _____ possesses the personal and professional traits associated with highly effective educators.

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:

- o Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- o Knowledge of school or district requirements for maintaining accurate records and communicating with families
- o Knowledge of school and/or district events
- o Knowledge of district or college's professional growth and development opportunities
- o 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
- o Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- o Ability to cultivate professional relationships with school colleagues
- o 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 10/28, 11/3, 11/11, 11/18, 11/24 | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits 10/21, 12/4, 12/9 | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials Observations, plans, mid-, final- | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews weekly | <input type="checkbox"/> Other PDE 420 mid and final, unit, parent letter _____ |
| <input type="checkbox"/> Written Documentation observations, log, _____ | |

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

Justification for Evaluation

_____ was highly professional throughout student teaching. _____ was always prepared for instruction, asked in-depth questions, and took the initiative to develop strategies and materials to enhance her instructional program. When given constructive feedback, _____ would be able to effectively translate these ideas into her teaching. She enjoyed her students, her cooperating teacher, and the school setting. She was always positive, focused, and conscientious in the performance of her professional responsibilities. _____ possesses the personal and professional traits associated with highly effective educators.

School District

To Whom It May Concern,

It was my pleasure to have [redacted] as my student teacher from [redacted] to [redacted]. She was an asset to my classroom and will be greatly missed. This classroom is a bit nontraditional in that we teach reading, Guided Reading, and three sections of math. She adapted quickly and taught with the skills of a seasoned teacher.

[redacted] mature, professional nature was evident right away. She was eager to jump right in to helping students. She asked questions and worked to understand how our classroom worked. She was committed to getting to know the students. [redacted] worked to form relationships with both students, staff, and parents. She worked as a contributing part of our teaching team. She attended and shared in IST meetings, grade level meetings, parent meetings, and participated in faculty spirit days.

[redacted] used the district's curriculum maps to plan and prepare lessons that fit with our district's specific model for teaching. She used a variety of resources such as local libraries, technology, and manipulatives in the classroom to facilitate student learning. She was able to look at curriculum materials to plan for her daily teaching, but she was also very good at looking ahead to see where the class was going to be in the near future. This helped her to make good decisions about what to teach and when to assess.

[redacted] did an excellent job using classroom management strategies to promote positive student behavior. She was able to implement the School Wide Effect Behavior plan as well as the plans for our classroom and team. She used many effective management strategies and gave appropriate consequences when necessary. She clearly stated her expectations for student work and behavior which helped the students rise to the expectations.

[redacted] ability to instruct the students was outstanding. She was very comfortable in front of the classes from the very beginning. She used a variety of resources and teaching strategies to meet the needs of the diverse learners. She has a talent for using information about students from assessments and observation to form small groups to enrich and reteach. She used student IEPs and modified lessons to support the learning needs of those students.

[redacted] presents as an experienced teacher who truly cares for the students she teaches. Your school district would be lucky to have her on staff.

Sincerely,

[redacted], Grade [redacted], [redacted] Elementary



Department of Education

Student Teacher's Name:
Semester and Year:
Cooperating Teachers' Names:
Grades, Schools:

[Redacted area for student teacher information]

Student Teaching Evaluation Statement:

[Redacted] enthusiastically participated in every aspect of this student teaching semester. In her first assignment she met the challenges and demands of a second grade nontraditional classroom. She quickly adapted to this unique schedule. She taught three sections of math daily and reading to her homeroom. She planned meaningful and appropriate activities that recognized the academic needs of her students while following the guidelines for the district's curriculum maps and their specific model for teaching. She incorporated many modes of learning into her lessons to keep students actively engaged in the learning process. The added creative elements enhanced and supplemented the curriculum. During her deliveries she included effective questioning techniques to clarify student responses and key information. She provided positive and appropriate feedback that kept students involved and motivated. After assessing the needs and abilities of her students she implemented differentiation of instruction. She regularly collaborated with her second grade team and was accepted and respected as a contributing member.

[Redacted] proved to be exceptional in a Multiple Disabilities Support classroom. She included a variety of multi-sensory and hands-on activities that addressed specific student needs that were related to IEP goals. She provided adaptations and accommodations so that all students were able to be successful. [Redacted] encouraged and guided students to reach their full potential. She was not intimidated by her students' unique qualities and enthusiastically accepted them in this nurturing environment. Her weekly units integrated a variety of disciplines into the seasonal activities that motivated students and made learning meaningful and fun. She made an effort to incorporate current therapy goals into the daily routine. She regularly participated in data collection used for progress monitoring. During this experience she quickly learned the key words and phrases used to communicate with the non-verbal students. She was an integral member of the large classroom team and collaborated with the multiple members who provided support.

In both settings [Redacted] is to be commended for her calm and patient style. Her professionalism with staff and students fostered a mutual respect that contributed to a comfortable and productive learning environment. Her self-motivation for professional growth is evidenced by her willingness not only to accept suggestions, but also in her eagerness to incorporate them into her lessons and daily routine.

[Redacted] would be an asset to any teaching staff. It was gratifying to observe her grow and mature into a superior student teacher. Through hard work and determination she achieved the high standards that she set for herself. [Redacted] is a dedicated educator who is committed to the teaching profession. I enthusiastically recommend her for a teaching position.

Name of Evaluator:
Title of Evaluator: Student Teacher Supervisor
Signature of Evaluator:
Date:

[Redacted area for evaluator information]

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