



STUDENT TEACHING HANDBOOK

PK-12

Saint Joseph's University
Philadelphia, PA

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Table of Contents

Mission and Vision of the Education Unit 3

Introduction 4

Overview of Student Teaching 4

 Eligibility for Student Teaching 4

 Student Teaching Placements 4

 Background Clearances 4

 The Student Teaching Seminar 5

Major Participants in the Student Teaching Experience 6

 Student Teacher 6

 Cooperating Teacher 6

 Mentor 6

 Student Teaching Seminar Instructor 7

Punctuality, Attendance and Emergencies 7

 Attendance 7

 Student Teaching Hotline - Reporting Absence 7

 Calendar 7

 Dress 7

 Confidentiality 8

 Mandated Reporter Responsibility 8

Professional Responsibility and Liability 8

Change of Placement, Withdrawal, Improvement Plan and Dismissal 8

 Change of Placement 8

 Withdrawal 8

 Improvement Plan 8

 Dismissal 9

Lesson Plans 9

Evaluation of Student Teachers 9

Professional Testing 10

Applying for PA Certification 10

Responsibilities of the Cooperating Teacher 10

 Integrating the Student Teacher into the Classroom Routine 11

Suggested Student Teaching Preparations and Time Table 11

 Suggestions for collegiality 11

 Suggested weekly schedule for Student Teachers 12

 Responsibilities of the Mentor 13

 The Mentor Observation Protocol 14

APPENDIX A - PA Code of Professional Practice and Conduct 16

APPENDIX B Action Plan for Improvement in Student Teaching 20

Appendix C - SJU Lesson Plan Format & Rubric 21

Appendix D - Classroom Observation Form and Rubric 26

Appendix E – KSD 38

Appendix F – PDE 430 41

Appendix G: Professional Testing 47

Appendix H: Applying for PA Certification 51

APPENDIX I: Cooperating Teacher Final Evaluation of Student Teacher Performance 53

Mission and Vision of the Education Unit

Saint Joseph's University Education Preparation Provider's conceptual organizing theme, Teaching and Leading with Mind (Reason), Heart (Compassion), and Purpose (Social Justice), is grounded by a set of principles and values that shape our mission (what we are charged to do) and our vision (what we aspire to do).

The Educator Preparation Provider (EPP)'s mission is to cultivate knowledgeable, caring, reflective, and socially conscientious educators who can think critically, inspire a passion for learning, communicate effectively, and advocate intentionally for all PK-12 candidates, including those from culturally nondominant communities and those who have distinct learning needs. The EPP is charged to develop the professional habits of reflective practitioners, change agents, teacher-researchers, and transformational educators. It is also responsible to develop strong and sustainable partnerships with schools and organizations in order to increase our impact on our share of the teacher and educational leadership preparation market.

Beyond these purposes, faculty in specific departments are charged with particular goals. In the Department of Educational Leadership, faculty are responsible to prepare school leaders who understand the pedagogical, political, social, and cultural role of education and who are willing to lead others preparing global and social justice oriented citizens. Faculty who teach in the Organization Development and Leadership (ODL) program educate adult candidates to train, educate and coach employees, leaders, community members and other educators in the art and science of psycho educational processes and organizational psychology. This program focuses on the holistic health of organizations and the teams and individual leaders who work in those organizations. Faculty in the Department of Special Education are especially invested in helping candidates develop the skills and knowledge to accommodate and modify the learning environment for candidates with divergent learning needs. Faculty in the Department of Teacher Education are specifically charged with building candidates' knowledge of schooling, development, technology, and teaching within specific content areas.

The EPP's vision is to create caring, committed, confident, and knowledgeable teachers and school leaders. We strive to produce intellectually curious, ethical, reflective, and activist-oriented professionals who are committed to the democratic promise of high quality education for all children. To this end, our graduates should be politically aware and invested in transforming the policies and practices that undermine student achievement. They should be able to apply theoretical and analytical perspectives about learning and teaching to their everyday decision-making. Among these are understandings about the values, perspectives, heritage, and cultural capital that all candidates bring to school. Such a mindset is essential for creating culturally relevant programs that allow candidates to identify with school. Additionally, graduates should be knowledgeable about technology to create intellectually engaging learning environments. They should be able to communicate and collaborate with different stakeholders and apply effective leadership approaches to create healthy, effective, and inclusive systems where growth and learning can happen.

Introduction

According to the Pennsylvania Department of Education, student teaching is defined as a set of organized and carefully planned classroom teaching experiences required of all candidates in a preparation program. Student teachers are assigned to one or more classrooms, closely supervised and mentored by a certified teacher, the cooperating teacher, who provides regular feedback to the student on his or her classroom teaching performance. General supervision of student teachers is provided by a university or college professional educator.

Overview of Student Teaching

Eligibility for Student Teaching

All candidates intending to enroll in student teaching must submit an online Student Teaching Application to the Office of Student Teaching by January 15 for the following fall semester placement and May 15 for the following spring semester placement. The application may be found at:

<https://sites.sju.edu/education/student-teaching/teacher-candidate-resources/>

All undergraduate candidates for student teaching must meet Basic Skill Testing requirements. This does not apply to post-baccalaureate candidates.

All candidates must have completed all required education courses prior to student teaching.

Graduate candidates must have completed all prerequisites prior to student teaching.

All candidates must have a cumulative GPA of at least 3.00 prior to student teaching.

Student Teaching Placements

The student teaching experience comprises a full-time, full semester placement during a regular PK-12 school year in which the student teacher gradually assumes responsibility for teaching the candidates of the cooperating teacher(s). Grades 4-8 and 7-12 candidates may work in one or more classrooms, and may have one or more cooperating teachers.

Special Education candidates who hold an active and valid teaching certificate for which they previously completed a full semester of student teaching may have a modified student teaching for four weeks. With prior approval from the Office of Student Teaching, the four weeks may be non-consecutive.

In all student teaching placements, student teacher mentors regularly visit the classrooms and collaborate with the cooperating teacher(s) in supervising and evaluating the student teacher. Student teacher mentors conduct at least five formal observations of student teachers. All student teachers must be registered for the appropriate student teaching seminar course.

Background Clearances

The Commonwealth of Pennsylvania (PA Act 24) requires all personnel who work in schools to obtain a PA Criminal and Child Abuse background check, an FBI fingerprinting, and a Tuberculosis test. ST

Student Teaching Candidates WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE WITHOUT CURRENT CLEARANCES.

All Saint Joseph’s University students must obtain the required clearances immediately upon acceptance to the university. A delay in obtaining clearances will result in a delay in obtaining a field placement. Students who miss required weeks of field experience due to lack of clearances will be impacted by possible lower course grades and receipt of an “incomplete” for the field experience, which must be completed in a subsequent semester.

All students must renew clearances each year. It is suggested that June is the best month to do so, as the new clearances will be good for the entire new school year, and it allows 4-6 weeks for the return of the Pa. Child Abuse clearance. Students must retain the originals in their possession at all times. *Online distance students are responsible for updating their clearances as determined by their state.*

All clearances are valid for only one calendar year, including the FBI fingerprinting. The clearance forms and instructions can be obtained at <https://sites.sju.edu/education/student-teaching/background-clearances/>

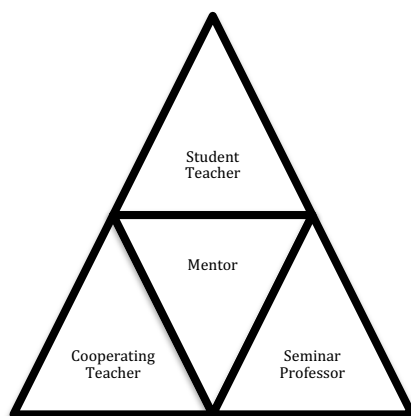
	Renewal	Renewal Info
FBI	1 year from date on document	1. Visit - https://www.pa.cogentid.com/index_pde.htm , 2. Register online (\$28.75) by clicking "Register Online" 3. Have your fingerprints done at a nearby UPS store (IN PA ONLY)
PA Child Abuse	1 year from date on document	*IMPORTANT: It takes 3-4 weeks for results, begin immediately. Form must be downloaded and sent in with money order https://sites.sju.edu/education/student-teaching/background-clearances/
Criminal History (a.k.a. State Police)	1 year from date on document	1. Visit - https://epatch.state.pa.us/Home.jsp 2. Register online (\$10) by clicking "Submit a New Record Check" 3. Print out the page that says “No Record”
TB Skin Test	1 year from date on document	Personal physician, SJU Health Center or at any health facility.

The Student Teaching Seminar

A major component enhancing the development of reflective practice is the weekly professional seminar. All student teaching candidates must register for the appropriate student teaching seminar course for the semester in which they will be completing their student teaching.

The purpose of this seminar is to enrich and complement the field experience of the student teachers. Through guided discussions in seminar class, student teachers are able to reflect upon their classroom experience, analyze its significance, and link earlier acquired theoretical knowledge of teaching to the practical realities of their classrooms. Attendance and participation at all seminar meetings are essential and demonstrate the student teacher’s commitment to continued professional development.

Major Participants in the Student Teaching Experience



Student Teacher

The student teacher is a university student in good standing who has completed the necessary prerequisites of his/her teaching specialization and meets the selection criteria, including grade point average, which have been established in his/her area.

Cooperating Teacher

The cooperating teachers is the classroom host teacher with who meets the educational and certification standards of the state in which they are teaching. The cooperating teacher should be a highly competent teacher, demonstrating expertise in the classroom, skilled in interpersonal relationships, and interested in guiding a student teacher. He or she is the student teacher's primary teaching resource and will work with the student teacher on a daily basis to provide teaching resources, opportunities and suggestions for professional growth. (For further information, see section on *Cooperating Teacher Responsibilities*).

Mentor

The mentor is an educational professional with expertise in the area in which he/she mentors. The mentor acts as an advocate for the student teacher throughout the student teaching experience, communicating with the student teacher weekly and visiting the classroom at least five times during the semester. The mentor works collaboratively with the cooperating teacher to support the student teacher's overall professional growth. The mentor's assessment of the student's growth is of prime consideration in the overall evaluation of the student teacher. (For further information, see section on *Mentor Responsibilities*).

Student Teaching Seminar Instructor

The seminar instructors are university faculty who teach the Student Teaching Seminar to a group of either elementary or secondary student teachers each semester. Specific details and requirements for the course may be found in the syllabus.

Punctuality, Attendance and Emergencies

Attendance

Daily attendance for student teachers is required. In case of illness or accident, the school and/or the cooperating teacher as well as the student teacher mentor should be notified before the school day begins. The student teacher mentor should also be contacted when the school is closed because of an emergency and notified ahead of time of all planned school closings or schedule changes due to holidays, professional meetings or conferences. Student teachers who have more than three excused absences will be required to make their absences up by extending the placement for the number of missed days.

Student Teaching Hotline - Reporting Absence

In the event that you need to be absent from student teaching, notify your cooperating teacher, and call the Student Teaching Hotline at **610-660-3179**. Please provide the you full name, the date of absence, the school or schools where you are student teaching, and the reason for your absence. Notify your mentor if your absence coincides with a scheduled observation.

Calendar

Student teachers will begin and end the student teaching semester in conjunction with the academic calendar of Saint Joseph's University. **The calendar of the cooperating school (holidays, professional in-service days) will be followed throughout the student teaching placement. Student teachers are not permitted to take vacation days during the student teaching semester, including the University's spring break.** Student teachers are expected to observe the hours of the cooperating school. They are expected to arrive at school well before the students and remain after school as long as necessary. Generally, conforming to the hours of the cooperating teacher is appropriate. Prior approval must be obtained from the Office of Student Teaching for any absence related to university-sponsored activities, such as a mission-oriented service-learning trip.

Dress

Candidates are expected to meet or exceed the school's expectation of appearance and behavior. Clothing should be professional in nature: slacks, skirts and appropriate shirts and tops are expected, but not jeans or leggings. Clothing should not be revealing in any way, and always appropriate for working with young people.

Confidentiality

At all times, student teacher must maintain strict confidentiality. Be especially cognizant of casual conversations in hallways, staff lounge, and other places where teachers gather. Always confer with your cooperating teacher before discussing information with others.

Mandated Reporter Responsibility

If you suspect any inappropriate treatment of children by anyone, you must report this to the Director of Clinical Experiences immediately. Mandated reporter responsibility will be discussed further in seminar class. Be sure to be aware of your school's policy regarding mandated reporter.

Professional Responsibility and Liability

Candidates must adhere the Professional Code of Conduct (Appendix A) throughout their participation in student teaching.

Guidelines:

In your role as a pre-service teacher candidate you may share the responsibility to supervise children, therefore you must become familiar and follow the host school's safety and security policies.

In the event that you observe any imminent compromise to the safety of the students or the building, you must report the situation to your host teacher and/or the school administration. A report of the situation must also be sent to the Director of Field Experiences as soon as possible.

If you suspect any inappropriate treatment of children by anyone, you must report this to the Director of Field Experiences immediately.

Change of Placement, Withdrawal, Improvement Plan and Dismissal

Change of Placement

A change of placement will only be considered for extraordinary and compelling reasons. Any candidate who contemplates a change of placement must discuss the matter immediately with the student teacher mentor who will report the situation to the Director of Student Teaching. There is no guarantee that a request for a change of placement will be honored.

Withdrawal

The withdrawal from student teaching follows the university withdrawal procedure that applies to any university courses.

Improvement Plan

In some instances, the performance of a candidate during student teaching may warrant a more formal intervention. An improvement plan is a formal intervention initiated by the student teacher mentor to address areas of concern in the performance of the student teacher. Such concerns may include, but are

not limited to: poor lesson planning, ineffective instructional delivery, classroom management issues, unwillingness to comply with school rules, or unprofessional behavior. An improvement plan may be written at any time during a student teaching experience, but it should provide, when feasible, sufficient time for a candidate to attempt to improve his/her performance based on the objectives and strategies cited in the improvement plan. (See Appendix B for Improvement Plan Form)

Dismissal

During the student teaching experience, candidates are expected to develop, apply, and demonstrate proficiency of a complex set of knowledge, skills, and dispositions that constitute professional teaching. If a candidate's performance, or professional dispositions are judged to be unsatisfactory, then he or she faces the prospect of removal from student teaching, and/or failure of the student teaching course, and/or removal from the teacher preparation program.

It is the responsibility of the supervisory team, which includes the seminar professor, student teacher mentor, and cooperating teacher to judge the candidate's level of performance, provide assistance as time and resources allow, and make a final recommendation to the Director of Student Teaching and the Chair of Teacher Education regarding the candidate's continuation in student teaching.

Lesson Plans

One of the most challenging areas for student teachers is appropriate planning. The cooperating teacher can assist the student teacher in writing lesson plans by making his or her plans available to the student teacher, discussing plans prior to class, and giving feedback after the plans have been implemented. The student teacher mentor will ask for lesson plans to evaluate on visits to the classroom. Cooperating teachers should provide frequent feedback to the student teacher and the student teacher mentor regarding the student teacher's growth in planning.

Each student teacher is required to keep a comprehensive binder containing the lesson plans taught by the student teacher (see Appendix C for the format). The lesson plans are to be checked frequently by the cooperating/mentor teacher and should always be available when the student teacher mentor visits the classroom. A decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations student teacher mentor, cooperating teacher, and the student/intern teacher.

Evaluation of Student Teachers

Evaluation of classroom performance is very important to the continued professional growth of the student teacher. It is specific and ongoing, informal and formal. Student teachers receive feedback on their writing of daily lesson plans from the cooperating teacher and student teacher mentor on an ongoing basis. Student teacher mentors complete five observations: five formative assessments, using the Classroom Observation Form in Appendix D, and two summative assessments using the PDE 430 Form in Appendix F. Two satisfactory PDE 430 evaluations are required for teacher certification in Pennsylvania. For the three observations before Mid-Semester, three Classroom Observation Forms and one PDE 430 form are completed. For the second half of the semester, two Classroom Observation Form and one PDE 430 form are completed. In addition, at Mid-Semester, a three-way conference is held between the student teacher, cooperating teacher and student teacher mentor. All complete the

Knowledge, Skills and Disposition form found in Appendix E. Consensus is reached among the three parties, but only the Student Teacher Mentor submits the form electronically.

All forms are completed using the links on the university web page below:

<https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

Special Education Modified four week student teaching candidates will be observed two times; once after two weeks and once and four weeks. A PDE-430 summative evaluation will be completed after each observation.

Professional Testing

Candidates must meet all of the current testing requirements for each certification area. See Appendix G for more information.

Applying for PA Certification

Candidates generally apply for certification after they have completed student teaching. See Appendix H for more information.

Responsibilities of the Cooperating Teacher

The development of competent teachers depends on cooperation between individuals in higher and basic education. During the student teaching semester this is brought about through a partnership of the student teacher mentor, the cooperating school's administration, and the cooperating teacher. Unquestionably, the cooperating teacher is the keystone of the bridge between theory and practice as well as between collegiate preparation and the world in which the student will teach. As a seasoned professional, the cooperating teacher mentors the student teacher, providing models for the student to emulate, and shares knowledge and suggestions for continued improvement. She or he must have a willingness to allow the student teacher to take responsibility for teaching and managing their classes.

Responsibilities of the Cooperating Teacher:

- Providing a teaching model for the student teacher
- Supervising the student teacher in meeting the specific university requirements
- Familiarizing the student teacher with appropriate curricula and materials for the instruction of candidates
- Defining for the student teacher methods of total classroom organization and management
- Acting as a model professional
- Giving feedback on lesson planning and performance to the student teacher

- Discussing the student teacher’s performance with the student teacher mentor during the mentor’s visits, by phone and/or by written communications
- Participating in a consensus KSD (Appendix E: Knowledge, Skills & Dispositions) evaluation of the student teacher and completing a final performance evaluation of the assigned student teacher. (Appendix I).
- Since the cooperating teacher is legally responsible for the class, student teachers should not be asked to assume totally unsupervised responsibilities.

Integrating the Student Teacher into the Classroom Routine

Every classroom situation is unique. In some circumstances, student teachers may not have the opportunity to assume the traditional full classroom responsibility. Both Saint Joseph’s University and the PA Department of Education accept a co-teaching model for student teaching.

Examples of Co-teaching modalities:

- One person teaches, the other observes
- One person teaches, the other helps by rotating around the class
- Each teacher is in charge of a “station” or learning center
- Parallel teaching: both teach same lesson to half the group
- Supplemental teaching: one teaches the grade level group, the other a different ability group
- Alternate teaching strategies – same lesson in two different modalities

Suggested Student Teaching Preparations and Time Table

Suggestions prior to the student teacher’s arrival

- Share the student teacher’s name and background with the students.
- Emphasize the co-teaching role with the class.
- Provide a workplace with a full-size chair and desk for the student teacher.
- Gather necessary materials that will be useful to the student teacher such as textbooks, teacher’s guides, school handbook, daily schedule, etc.
- Orient the student teacher to the school and facilities.

Suggestions for collegiality

- Provide the student teacher with the feeling of intellectual collegiality.

- Help the student teacher to develop a sense of responsible decision-making.
- Allow the student teacher to think through issues with the understanding that the cooperating teacher is willing to provide support and feedback.
- Define to what extent the student teacher should participate or act independently in disciplining children or in making class assignment, etc.
- Discuss how closely the student teacher should follow the teacher’s routine and methods of teaching, and/or to what extent the student teacher is permitted to introduce new patterns.

Suggested weekly schedule for Student Teachers

Please note: Use of a Co-Teaching Model is also acceptable. Please clear with student teacher mentor.

Student Teachers with Two Seven-week Placements
(Regular Education/Special Education; Two Grade levels; Two Secondary Cooperating Teachers)

Week 1	Become familiar with routines, lesson planning, grading, observe cooperating teacher, assist with planned lessons
Week 2	Teach one class/lesson per day, assist with planned lessons, work with small groups participate in all phases of classroom management
Weeks 3 and 4	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management
Weeks 5, 6 and 7	Assume as much teaching responsibility as possible; transition back to the cooperating teacher towards the end of the 7 th week

Student Teachers with One Fourteen-week Placement

Week 1	Become familiar with routines, lesson planning, grading, observe cooperating teacher, assist with planned lessons
Week 2	Teach one class/lesson per day, assist with planned lessons, work with small groups participate in all phases of classroom management
Week 3	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management

Weeks 4, 5 and 6	Assume additional teaching responsibility, responsible for about 50% of the cooperating teacher's duties; observe other classrooms
Weeks 7 through 14	Assume as much teaching responsibility as possible; transition back to the cooperating teacher towards the end of the 14th week

Responsibilities of the Mentor

The mentor is the main advocate for the student teacher and provides ongoing support and feedback (both formal and informal) throughout the student teaching experience. The mentor works collaboratively with the cooperating teacher to support the student teacher's overall professional growth in the field. The mentor previews lesson plans for observation visits and gives the student teacher feedback prior to, and after, each observation. The mentor is responsible for several formal, written evaluations of the student teacher's progress, including:

- 5 formative assessments: SJU Classroom Observation Form, COF (See *Appendix D*)
- 1 Knowledge, Skills, and Dispositions form: KSD. (See *Appendix E*)
- 2 summative assessments: PDE 430 (see *Appendix F*)

**Please note that 4-week placements only require two PDE 430 evaluations.

Please note that all evaluation forms should be **submitted** via the university's website: <https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

The Mentor Observation Calendar

Mentors should schedule formal observations of student teachers and complete written evaluations in accordance with the University's observation calendar located at: <https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

For 14-week (and two 7-week) Placements

Observation 1 Placement 1	Observation 2 Placement 1	Observation 3 Placement 1	Observation 4 Placement 1 or Placement 2 where applicable	Observation 5 Placement 1 or Placement 2 where applicable
Complete	Complete	Complete	Complete	Complete

<ul style="list-style-type: none"> • SJU COF 	<ul style="list-style-type: none"> • SJU COF 	<ul style="list-style-type: none"> • SJU COF • PDE 430 • KSD 	<ul style="list-style-type: none"> • SJU COF 	<ul style="list-style-type: none"> • SJU COF • PDE 430
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For 4-week Placements

Observation 1	Observation 2
Complete <ul style="list-style-type: none"> • PDE 430 	Complete <ul style="list-style-type: none"> • PDE 430

The Mentor Observation Protocol

Below is a suggested protocol for each classroom observation conducted by the mentor.

I. Prior to the Lesson

Check	Activity
	Asks for initial lesson plan in advance (at least 72 hours).
	Works with student teacher to design or modify lesson plan.
	Holds a pre-observation conference with the student teacher.
	Sets goals for the observation (target areas to observe).
	Other:

II. During the Lesson

Check	Activity
	Conducts observation according to the University schedule. See website for deadlines: https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/
	Arrives on time to the observation.
	Observes the entire lesson.
	Takes notes on student teacher's behaviors.
	Takes notes on K-12 students' behaviors.
	Takes notes on indicators of K-12 students' learning.
	Other:

III. After the Lesson

Check	Activity
	Holds a post-observation conference within 72 hours.
	Begins with student teacher's self-reflection.
	Solicits co-operating teacher's feedback, if available.

	Provides positive feedback citing lesson examples in reference to Danielson's Domains: I. Planning & Preparation; II. Classroom Environment & Management; III. Instruction; IV. Professional Responsibilities
	Provides areas for growth citing lesson examples in reference to Danielson's Domains: I. Planning & Preparation; II. Classroom Environment & Management; III. Instruction; IV. Professional Responsibilities
	Arranges dates for next observation.
	Establishes targets for next observation.
	Files University report within 72 hours.
	Other:

APPENDIX A - PA Code of Professional Practice and Conduct

COMMONWEALTH OF PENNSYLVANIA

Professional Standards and Practices Commission

333 Market Street, Harrisburg, PA 17126-0333 Phone: (717) 787-6576

ANNEX A

TITLE 22. EDUCATION

PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR
EDUCATION

Section

235.1. Mission.

235.2. Introduction.

235.3. Purpose.

235.4. Practices.

235.5. Conduct.

235.6. Legal Obligations.

235.7. Certification.

235.8. Civil Rights.

235.9. Improper personal or financial gain.

235.10. Relationships with students.

235.11. Professional relationships.

§235.1. Mission.

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

§235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals.

Generally, the responsibility for professional conduct rests with the individual professional educator.

However, in this Commonwealth, a Code of

Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- -12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12-1255(a) (10).

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

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens.

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

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

§235.4. Practices.

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this

Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

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

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

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

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

- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communications skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§235.5. Conduct.

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

§235.6 Legal Obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- - 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

§235.5. Conduct.

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

§235.6 Legal Obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- - 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (3) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.

(4) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.

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

§235.7. Certification.

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§235.8. Civil rights.

The professional educator may not:

- (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

§235.10. Relationships with students.

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

APPENDIX B Action Plan for Improvement in Student Teaching

**Saint Joseph's University
Office of Student Teaching
Action Plan for Improvement in Student Teaching**

Date:

Student Teacher:

Host School:

Cooperating Teacher:

Student Teacher Mentor:

Brief description of concern(s)

Objectives	Action Steps (What Will Be Done?)	Timeline (By When?)	Evidence Of Success (How will you know that you are making progress?)

Appendix C - SJU Lesson Plan Format & Rubric

Saint Joseph's University Pennsylvania Standards Aligned System Lesson Plan Format

Candidate's Name _____ Course Prefix/Number/Section _____

Date _____ Subject _____ Grade Level _____ Duration _____

Lesson Topic _____

1. Big Idea(s) and Related Essential Question(s)
2. Instructional Objectives
3. Related Academic Standards: Common Core and/or PA Standards
4. Vocabulary
5. Materials/Resources
6. Instructional Procedures
In general the lesson plan Instructional Procedures section should have a minimum of three sections (e.g.: Introduction, Developmental Activities, Closure). However, the exact sections may differ by content area and/or type of lesson. For example, the sections for an Investigative lesson in Mathematics should include Initiate, Investigate, and Summarize sections, and an Inquiry-Based lesson in Science should follow the 6-E model – Engage, Explore, Explain, Extend, Evaluate, e-Learning.
7. Addressing Learners' Diverse Needs
 - Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
 - Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
 - Challenges for advanced learners
8. Formative/Summative Assessment
9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)

Note: Use the following link for content-specific lesson plan formats:

https://docs.google.com/document/d/1aGOB3ycO28c1lwqMM2MiHXa_mDtodA23cKSAKtvsnvs/edit

Saint Joseph's University
Standards Aligned System Lesson Plan Rubric

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
<p>Section 1 Essential Questions</p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</p>	<p>Big Idea(s) very clearly stated. The candidate's Essential Question(s) are specifically linked to Big Idea(s) and are aligned to lesson content.</p>	<p>Big Idea(s) clearly stated. Most of the candidate's Essential Question(s) are linked to Big Idea(s) and are mostly aligned to lesson content..</p>	<p>Big Idea(s) need to be stated more clearly. Some of the candidate's Essential question(s) are somewhat linked to Big Idea(s) and are somewhat aligned to lesson content.</p>	<p>The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.</p>	
<p>Section 2 Learner Outcomes</p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	<p>The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.</p>	<p>The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.</p>	<p>The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.</p>	<p>The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.</p>	
<p>Section 3 Standards</p> <p>Common Core and/or PA Standards are</p>	<p>The candidate demonstrates the ability to select appropriate academic standards based</p>	<p>The candidate demonstrates the ability to select mostly appropriate academic</p>	<p>The candidate demonstrates the ability to select some of the appropriate academic</p>	<p>The candidate does not yet demonstrate the ability to select appropriate</p>	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
listed based on learner outcomes.	on learner outcomes.	standards based on learner outcomes.	standards based on learner outcomes.	academic standards based on learner outcomes.	
Section 4 Vocabulary Essential terms to be introduced in the lesson are identified.	The candidate's essential terms are fully connected to the lesson and are appropriate to the targeted grade level.	Most of the candidate's essential terms are connected to the lesson and are appropriate to the targeted grade level.	Some of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	Few or none of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	
Section 5 Materials/Resources List of all materials required for the lesson as well as resources utilized in lesson development.	The candidate has included a complete and appropriate set of materials, including very creative materials, as well as resources used to develop the lesson.	The candidate has included a mostly complete and appropriate set of materials, including some creative materials, as well as resources used to develop the lesson.	The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.	The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials	
Section 6 Instructional Procedures Instructional strategies planned, such as explicit instruction, modeling, active engagement,	The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with maximum active student participation.	The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active student participation.	The candidate provides some evidence of appropriate strategies and approaches reflecting best practices with active student participation.	The candidate does not yet provide evidence of appropriate strategies and approaches reflecting best practices with active student participation.	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
scaffolding, etc.					
<p>Section 7 Addressing Learners' Diverse Needs</p> <p>Meets the needs of students with diverse needs.</p>	The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.	The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.	The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.	The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.	
<p>Section 8 Formative/Summative Assessments</p> <p>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</p>	The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.	The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards	The candidate demonstrates some knowledge of effective assessment in that some of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards.	The candidate does not yet demonstrate knowledge of effective assessment in that assessments are lacking that align with Essential Questions, Instructional Objectives, and Academic Standards.	
<p>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-</p>	Supporting artifacts and student work samples included are representative of	Supporting artifacts and student work samples included are representative of	Supporting artifacts and student work samples included are representative	Supporting artifacts and student work samples representing areas assessed	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
teaching (as applicable) Reflection includes evaluation of the lesson planning and, if taught, of the data collection and implementation of the lesson, as well as the plan for re-teaching.	all of the areas assessed; the candidate presents extensive data analysis and reflection on planning and instruction, as well as plans for re-teaching (as applicable).	most of the areas assessed; the candidate presents adequate data analysis and reflection on planning and instruction, as well as some good discussion on plans for re-teaching (as applicable).	of some of the areas assessed; the candidate presents some data analysis and reflection on planning and instruction, as well as some discussion on plans for re-teaching (as applicable).	are not included; the candidate does not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)	

Overall Evaluation _____ Exemplary _____ Proficient _____ Basic _____ Unsatisfactory		TOTAL SCORE
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* The weighting of the sections in the lesson plan will be based on the skills being assessed.

Appendix D - Classroom Observation Form and Rubric

Saint Joseph's University
Student Teacher Observation
Assessment

Saint Joseph's University is using the same criteria in this assessment for the domains of Planning, Classroom Environment, and Instruction that are used for practicing teachers in the Pennsylvania Department of Education Educator Effectiveness system.

*Distinguished is identified here as a goal to strive for, but is not available for rating since distinguished is not a level that student teachers can potentially demonstrate. Additionally, the Professionalism domain in this assessment uses criteria that are more specific to student teaching than those used in the PDE teacher evaluation for in-service teachers.

Date _____
Student _____

Performance Levels:

Unsatisfactory: The teacher candidate does not meet performance expectations required for teaching.

Basic: The teacher candidate is performing at the basic level and is demonstrating partially proficient professional practices at this point in the clinical experience. Proficient: The teacher candidate's performance is substantially demonstrated at this point in the clinical experience at the professional level.

Distinguished: The teacher's performance is demonstrated at the highest level of practice and through evidence of student ownership of learning.

Teacher _____
Cooperating Teacher _____
School _____
Grade/Subject _____

University Mentor _____

Observation #: 1 2 3 4 5

Planning and Preparation						Comments
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<i>Ia: Demonstrating knowledge of content and pedagogy</i>		In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a	

			discipline or to the students.		wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
<i>Ib: Demonstrating knowledge of students</i>		The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	
<i>Ic: Setting instructional outcomes</i>		The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	
<i>Id: Demonstrating knowledge of resources</i>		The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	
<i>Ie: Designing coherent instruction</i>		Learning activities are poorly aligned with the instructional	Some of the learning activities and materials are aligned	Most of the learning activities are aligned with the instructional	The sequence of learning activities follows a coherent	

		<p>outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p><i>If: Designing student assessment</i></p>		<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

The Classroom Environment						Comments
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<p>2a: <i>Creating an environment of respect and rapport</i></p>		<p>Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	
<p>2b: <i>Establishing a culture for learning</i></p>		<p>The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>	

			the subject.			
<i>2c: Managing classroom procedures</i>		Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
<i>2d: Managing student behavior</i>		There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	
<i>2e: Organizing physical space</i>		The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	

Instruction						Com
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<p>3a: <i>Communicating with students</i></p>		<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>	
<p>3b: <i>Using questioning and discussion techniques</i></p>		<p>Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion</p>	<p>Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are</p>	<p>Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students</p>	

			involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	themselves ensure that all voices are heard in the discussion.	
3c: <i>Engaging students in learning</i>		Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as	

					resources for one another.	
<i>3d: Using Assessment in Instruction</i>		There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students	
<i>3e: Demonstrating flexibility and responsiveness</i>		The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using	

					<p>an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of “proficient”:</p> <p>The teacher’s adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>	
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Professional-ism						Com
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<i>4a: Reflecting on Teaching</i>		The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	
<i>4b: Supervised maintenance of accurate records</i>		Even with supervision, the teacher candidate's information on student completion of assignments, student progress in learning, non-instructional activity is nonexistent or in disarray.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, non-instructional activity that is rudimentary and partially effective.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, and non-instructional activities that is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.	
<i>4c: Supervised communication with families</i>		Even with supervision, the teacher candidate has not demonstrated skills for effective communication and involvement with families.	With supervision, the teacher candidate demonstrates some skills for effective communication and involvement with families.	With supervision, the teacher candidate communicates effectively with families.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	
<i>4d: Participating in a</i>		The teacher candidate's relationships with colleagues are negative or self-	The teacher candidate's professional relationships are cordial and fulfill	The teacher candidate's professional relationships are characterized by	Professional relationships are characterized by mutual support, cooperation and	

<i>Professional Community</i>		serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<i>4e: Growing and Developing professionally</i>		The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
<i>4f: Showing Professionalism</i>		The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest

					professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	
--	--	--	--	--	--	--

****Mandatory Feedback/Comment Section:**

1. Identify areas of pedagogical strengths.

2. Identify areas of pedagogical areas that need improvement. (Behaviors observed)

3. Identify pedagogical targets (Behaviors not observed yet).

Appendix E – KSD

Use the following link to locate the electronic version of the KSD Assessment:

https://sju.co1.qualtrics.com/jfe/form/SV_5oimuliSwLeltVH

Saint Joseph's University
Teacher Education Program (TEP)

Student Teaching Knowledge, Skills, and Dispositions Rubric (KSD-ST)

Description: Identifies specific categories of Content Knowledge, Skills, Dispositions, and Social Justice Reflections in which undergraduate and graduate teacher candidates are expected to demonstrate growth during the student teaching experience. Candidates are evaluated on a 4-point scale, ranging from 0 (Unsatisfactory) to 3 (Exemplary).

Use: This form will be completed by cooperating teachers, student teacher mentors and by student teachers at mid-semester and at the end of the semester. Results are shared with university seminar professors at both points in the semester. Teacher candidates needing intervention will have specific goals identified and measured by their student teacher mentors in conjunction with the Director of Student Teaching.

Name :

Subject:

Date:

School Name/District :

Cooperating Teacher :

Grade Level:

Exemplary: performs well beyond what is expected of a teacher candidate	Proficient: performs commendably, reflective of successful efforts	Basic: performs adequately with few exceptions, reflective of the need to practice	Unsatisfactory: performs at a level less than acceptable; needs development of specific basic skills	Not Yet Observed (NYO)
3: The candidate consistently provides evidence of the desired behaviors.	2: The candidate often provides evidence of the desired behaviors.	1: The candidate sometimes provides evidence of the desired behaviors.	.5 (rarely) or 0 (never) The candidate rarely/never provides evidence of the desired behaviors.	Not yet observed (NYO)

*The performance standards in the top rows correspond to the numeric values in the bottom row, which will be used for program evaluation. Numbers in parentheses correspond to the Conceptual Framework.

A. Demonstrates Knowledge of Content, Pedagogy & Positive Learning Environments (1.1 – 1.4)

1. Demonstrates knowledge in the content area/s of instruction (1.1)	3	2	1	.5/0	NYO
2. Demonstrates knowledge of student development to plan coherent instruction and advance learning. (1.2a)	3	2	1	.5/0	NYO
3. Demonstrates knowledge of curriculum design. (1.2b)	3	2	1	.5/0	NYO
4. Demonstrates knowledge of assessment to inform teaching (1.2c)	3	2	1	.5/0	NYO
5. Demonstrates knowledge of how to motivate and engage learners (1.3a)	3	2	1	.5/0	NYO
6. Demonstrates knowledge of building positive learning communities (1.3b)	3	2	1	.5/0	NYO
7. Demonstrates knowledge of teachers' classroom behavior plan and routines (1.3c)	3	2	1	.5/0	NYO
8. Demonstrates knowledge of how to respond effectively to students' behaviors (1.3d)	3	2	1	.5/0	NYO
9. Demonstrates knowledge of managing routines and transitions (1.3e)	3	2	1	.5/0	NYO
10. Demonstrates knowledge of how to use technology to advance learning (1.3f)	3	2	1	.5/0	NYO

11. Modifies instruction to accommodate students' developmental levels, learning needs, cultural differences (1.4a)	3	2	1	.5/0	NYO
12. Incorporates additional resources beyond the stated curriculum, when appropriate, to motivate and engage all learners (1.4b)	3	2	1	.5/0	NYO

B. Displays Intellectual Curiosity and Reflection (1.5)

1. Engages in continuous learning by asking questions, joining student/professional organizations, attending conferences, and reading professional literature (1.5a)	3	2	1	.5/0	NYO
2. Reflects on teaching; offers alternative strategies to improve teaching and implement adjusted plan (1.5b)	3	2	1	.5/0	NYO

C. Communicates critically and effectively through all modes of communication (1.6)

1. Uses language effectively to express ideas across a variety of modalities (oral, written, professional email, etc) (1.6a)	3	2	1	.5/0	NYO
2. Uses professional oral and written communication (1.6b)	3	2	1	.5/0	NYO

D. Organizes time and materials for effective instruction (1.7)

1. Assimilates complex information from multiple sources to create lessons, materials, and assignments (1.7a)	3	2	1	.5/0	NYO
2. Allows sufficient planning time to complete tasks (1.7b)	3	2	1	.5/0	NYO
3. Manages materials and seeks appropriate sources for instruction (1.7c)	3	2	1	.5/0	NYO
4. Adapts to unexpected changes in the schedule (1.7d)	3	2	1	.5/0	NYO

E. Collaborates thoughtfully with all stakeholders (2.4)

1. Demonstrates appropriate social skills in professional and social interactions (personal space, maintaining composure, tone of voice, maintaining eye contact, appropriate turn-taking in conversations) (2.4a)	3	2	1	.5/0	NYO
2. Receptive to other view points (listens first, acknowledges others' opposing views) (2.4b)	3	2	1	.5/0	NYO
3. Responds appropriately to the situation and is accountable for one's emotions and behaviors (2.4c)	3	2	1	.5/0	NYO
4. Seeks or accepts suggestions and advice from mentors (2.4d)	3	2	1	.5/0	NYO
5. Collaborates and reflects with supporting professionals and implements appropriate changes (2.4e)	3	2	1	.5/0	NYO

F. Demonstrates Ethical Behavior (2.5)

1. Reports students' progress responsibly (2.5a)	3	2	1	.5/0	NYO
2. Participates in decision-making and maintains his/her commitment to decisions made (2.5b)	3	2	1	.5/0	NYO
3. Maintains confidentiality (2.5c)	3	2	1	.5/0	NYO

G. Demonstrates Professional Conduct (2.6)

1. Arrives promptly to all commitments (2.6a)	3	2	1	.5/0	NYO
2. Maintains a professional appearance as specified in the field placement or student teaching handbook (2.6b)	3	2	1	.5/0	NYO
3. Follows safety policy and procedural rules of the school (2.6c)	3	2	1	.5/0	NYO
4. Represents the school professionally during school hours and community events (2.6d)	3	2	1	.5/0	NYO

H. Understands and Advocates for Social Justice (3.1-3.4)

These dispositions can only be assessed through conversation with the student teacher.

1. Sets high expectations for all students (3.1)	3	2	1	.5/0	NYO
2. Interacts positively and respectfully with those of different backgrounds and abilities (3.2)	3	2	1	.5/0	NYO
3. Is aware of structural inequalities of schools and society that shape students' access to achievement (ex: Candidate notices deficit attitudes towards children in culturally non-dominant communities) (3.3)	3	2	1	.5/0	NYO
4. Respectfully questions practices and policies that reinforce inequities and undermine student learning (ex: Candidate describes to his/her mentor how she/he would challenge unflattering and unnecessary remarks made about students) (3.4)	3	2	1	.5/0	NYO
5. Draws upon information about students' lives, knowledge traditions, and or heritage to inform instruction (3.7).	3	2	1	.5/0	NYO

Reflection:

Mid-Semester: Reflect on areas of exemplary performance and areas of performance that need improvement. Please identify three goals for enhancing professional growth.

Final Assessment: Reflect on progress towards identified goals.

Student Teacher Name:

Cooperating Teacher/Student Teacher Mentor: Name:

Date:

Signature:

Appendix F – PDE 430

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

Student’s Last Name	First	Middle	Social Security Number
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Subject(s) Taught	Grade Level
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This form is to serve as a permanent record of a student teacher’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 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 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, their knowledge of assigned candidates and their instructional context.
Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher’s performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania’s K-12 Academic Standards
- Knowledge of candidates and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)				
Lesson/Unit Plans Resources/Materials/Technology Assessment Materials Information About Candidates		Student Teacher Interviews Classroom Observations Resource Documents Other		
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
Rating (Indicate √)				
Justification for Evaluation				

<p>Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which candidates feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.</p> <p>Alignment: 354.33. (1)(i)(E), (B)</p>
<p>Student Teacher’s performance appropriately demonstrates:</p> <ul style="list-style-type: none"> Expectations for student achievement with value placed on the quality of student work Attention to equitable learning opportunities for candidates Appropriate interactions between teacher and candidates and among candidates 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 candidates
Sources of Evidence (Check all that apply and include dates, types/titles, and number)

Classroom Observations Informal Observations/Visits Student Teacher Interviews		Visual Technology Resources/Materials/Technology/Space Other		
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
Rating (Indicate √)				
Justification for Evaluation				

Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages candidates in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher'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 candidates, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

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

Classroom Observations	Student Assignment Sheets
Informal Observations/Visits	Student Work
Assessment Materials	Instructional Resources/Materials/Technology
Student Teacher Interviews	Other
Written Documentation	

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

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)

Appendix G: Professional Testing

Professional Testing Requirements

(as of July 8, 2014)

I. Introduction

In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph's University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Below are the general guidelines for the testing requirements in place for certification in Pennsylvania as of June 2014. To check the current PA requirements visit:

http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638

You should periodically check the Testing Information Bulletin Board outside Suite 230 in Merion Hall for announcements and updates.

II. Testing Vendors

Currently, Pennsylvania uses two testing companies, namely, Education Testing Services (ETS) and ES Pearson. Information about the specific tests and how to register may be found at the following links:

ETS (Praxis series): <https://www.ets.org/praxis>

ETS (Leadership tests): <https://www.ets.org/sls>

ES Pearson (PAPA and PECT tests): <http://www.pa.nesinc.com>

NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph's University may upload scores into a certification application.

III. Basic Skills Tests

In Pennsylvania, undergraduate (bachelor’s degree level) candidates are required to demonstrate a level of competence in Reading, Writing and Mathematics. ***This requirement does not apply to candidates who complete their teacher preparation coursework as part of a post-baccalaureate or master’s degree program.*** [The only exception to this exemption is Instructional Technology Specialist candidates who do not hold a teaching certificate. Such candidates must meet the basic skills test requirements].

This requirement may be satisfied in three ways as follows:

1. Achieve qualifying scores in the Reading, Writing and Mathematics modules of the ES Pearson Pre-service Academic Performance Assessment (PAPA).

It is recommended that you do not sit for all three tests on the same day. These tests measure high school knowledge and skills and they are often referred to as college-readiness assessments. As such candidates should take the tests during their freshman year. The qualifying score for each module is 220.

There is also a composite scoring option:

The Composite Scoring Option for PAPA was initiated to enable a candidate who may excel in one area such as mathematics, but who is not strong in another PAPA area, to receive a passing score on the PAPA series. In order to qualify, a candidate must meet a minimum score in each test area (Mathematics, Reading, and Writing) **and** then exceed the passing score by an amount equal to the Standard Error of Measurement in one or two of the other test areas. The candidate’s test scores are added together, and if the scores total 686, the candidate has passed the PAPA series. The Minimum Scores required for the Composite Scoring Option are shown below.

Test Name	Test #	PAPA Qualifying Score	Minimum Composite Score
PAPA Reading	8001	220	193
PAPA Mathematics	8002	220	197
PAPA Writing	8003	220	192

Minimum Composite Score Total: 686 Sum of the 3 PAPA tests must total or exceed 686. This total does not represent the sum of the 3 minimum scores. Candidates must achieve the PAPA Qualifying Score (220) in at least 1 (one) area **and** also reach the Minimum Composite Score Total.

2. Present qualifying SAT/ACT scores.

This policy is based on candidates’ past performance. The SAT and/or ACT tests must have been taken by students prior to their acceptance to a college or university, and those previous scores are the scores that are detailed in the new policy. No student currently admitted to a college or university can attempt to retake the tests in order to gain a higher SAT or ACT score. Additionally, the policy is an “all or none” policy—either the candidate has met the criteria in full for all three of the tests, or they have not. There is no breaking up of the policy into portions. PDE cannot accept just one or two PAPA tests—either the candidate uses the SAT/ACT policy to be excused from all PAPA tests, or the candidate takes and passes all of the PAPA tests.

Effective September 1, 2013 candidates may now meet the above-noted requirement of “basic skills” with either:

- a. A score of no less than 1550 on the Scholastic Achievement Test (SAT).

The SAT score of 1550 will include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500.

PDE is now accepting the best SAT and ACT scores for individual tests. The scores can be from different test administrations or “sittings.”

b. A composite score of 23 on the American College Test (ACT) Plus Writing

The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

Candidates who meet either requirement at the time of college matriculation shall be exempt from taking the PAPA exam.

Procedure

Candidates will submit an official copy of their SAT/ACT scores to the Director of Certification (Dr. Joseph Cifelli). This should be done during freshman year.

The Office of Certification will file the score report into the candidate's student teaching folder and ultimately enter the SAT/ACT scores into candidates' online PA teacher certification application.

3. ETS Core Assessments

This option has recently been added by PDE. Candidates may elect to take the ETS Core Assessment tests in lieu of the ES Pearson PAPA exams. The announced qualifying scores are as follows:

- Test 5712 Reading Score 156
- Test 5722 Writing Score 162
- Test 5732 Math Score 150

We do not have any experience with these tests as of July 2014, so we are unable to comment on the advisability of taking them over the PAPA. However, this may be an option for candidates who are unable to pass the PAPA exam after multiple attempts. There is no GPA or composite scoring scale announced for the Core Assessments to date. Stay alert for changes.

V. Pedagogy and Content Exams

Unless otherwise indicated, candidates must earn a qualifying score in one or more pedagogy and/or content exam depending on their area of certification.

Information below is current as of July, 2014. The responsibility to take the proper tests lies solely with the candidates.

Certification Area	Vendor	Test
Art K-12	ETS	0134/5134 Art: Content Knowledge
Biology 7-12	ETS	0235/5235 Biology: Content Knowledge
Chemistry 7-12	ETS	0245/5245 Chemistry: Content Knowledge
Citizenship 7-12	ETS	0087/5087 Citizenship Ed. Content Knowledge

English 7-12	ETS	5038 English/LA: Content Knowledge
French K-12	ETS	5174 French: World languages
All K-12 areas (Foreign languages/Art)	ETS	0511/5511 Fundamental Subjects Content Knowledge
General Science 7-12	ETS	0435/5435 Gen Science: Content Knowledge
Grade 4-8 (general)	ETS	5153 Module 1: Pedagogy
Grade 4-8 (general)	ETS	5154 Module 2: English/LA & Social Studies
Grade 4-8 (general)	ETS	5155 Module 3: Math & Science
Grade 4-8 (concentration)	ETS	5156 English/Language Arts
Grade 4-8 (concentration)	ETS	5157 Social Studies
Grade 4-8 (concentration)	ETS	5158 Mathematics
Grade 4-8 (concentration)	ETS	5159 Science
PreK-4	Pearson	8006 Module 1: Child Dev, Prof., Assessment
PreK-4	Pearson	8007 Module 2: Language Arts & Soc Studies
PreK-4	Pearson	8008 Module 3: Science, Math & Health
Latin K-12	ETS	0601 Latin
Math 7-12	ETS	5161 Math: Content Knowledge
Physics 7-12	ETS	0265/5265 Physics: Content Knowledge
Reading Specialist	ETS	0301/5301 Reading Specialist
Social Studies 7-12	ETS	0081/5081 Social Studies: Content Know
Spanish K-12	ETS	5195 Spanish: World languages
Special Ed PK-8	Pearson	8011 SpEd PK-8 Module 1
Special Ed PK-8	Pearson	8012 SpEd PK-8 Module 2
Special Ed 7-12	Pearson	8015 SpEd 7-12 Module 1
Special Ed 7-12	Pearson	8016 SpEd 7-12Module 2
Hearing Impaired K-12	ETS	0272 SpEd Ed of Deaf & Hard of Hearing
Principal K-12 and Supervisors	ETS	1011/6011 School Leadership Lic Assesmt (One test covers both certificates)
Supervisors (only)	ETS	0411/5411 Ed Leadership: Admin & Supv
School Superintendent	ETS	1021/6021 Schl Superintendent Assesmt

NOTE:

Since January 1, 2010, PDE has adopted a GPA scale for qualifying scores on most pedagogy and content exams. General guidelines are as follows:

1. Scaled scores are based on a candidate's final overall GPA.
2. GPAs are given to three decimal places; no rounding is permitted.
3. Official test scores are valid for life.

Use the link below to find the GPA scaled scores and other PA testing information:

http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638

Appendix H: Applying for PA Certification

Saint Joseph's University
Office of Certification

031814

Initial Application TIMS Directions

1. Login: If you do not have an account, you must register first.
<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=7237&mode=2>
2. Click: Teachers, Administrators & Certifications
3. Click the TIMS box
4. Access the TIMS application by clicking [here](#)
5. Click: New Credential Application
6. Click: Request Credential Type (see below)
7. Select Certification Area (see below)

Selecting Credential Type and Certification Area

Credential Type	Certification Area
Administrative I (75)	Principal K-12 (1115)
Educational Specialist I (31)	Instructional Technology Specialist (1825) School Nurse K-12 (1890)
Endorsement (58)	Autism K-12 (1180)
Instructional I (61) Note: You can add more than one certification area to a single Instructional I application. For example, dual majors should check both Grades PK-4 and Special Ed PK-8. 4-8 candidates who have dual concentrations should check off both subject areas.	Art K-12 (1405) Biology 7-12 (8405) Chemistry 7-12 (8420) Citizenship 7-12 (8825) English 7-12 (3230) French K-12 (4410) General Science (8450) German K-12 (4420) Grades 4-8 (choose one or two 7-8 concentrations) (3100) Grades PK-4 (2825) Hearing Impaired N-12 (4020) Italian K-12 (4430) Latin K-12 (4030) Math 7-12 (6800) Physics 7-12 (8470) Reading Specialist K-12 (7650) Social Studies 7-12 (8875) Spanish K-12 (4490) Special Education 7-12 (9227) Special Education PK-8 (9226)
Intern (51)	<i>Need prior approval to apply from Dr. Cifelli</i>
Letter of Eligibility (90)	Superintendent K-12 (1150)
Program Specialist (86)	ESL K-12 (4499)
Supervisory (76)	Supv Curriculum & Instruction K-12 (2915) Supv Reading K-12 (7615) Supv Special Education K-12 (9215)

You will now see two questions:

1. Are you applying to add an additional subject area to an existing Instructional I Credential through testing alone? Answer **NO**.
2. Will a PDE-approved teacher education.....? Answer **YES**.

Continue with the rest of the sections of the application.....

Step 1: Background questions

Step 2: Demographic Information (proofread for errors)

Step 3: Education Details

If you are a graduate student.....

Must enter Bachelor's degree (YES to degree, NO to Educator Prep Program)

THEN, add Saint Joseph's University (YES or No to degree, YES to Educator Prep Program)

If you are an undergraduate student, add Saint Joseph's University. (YES to degree, YES to Educator Prep Program)

Note: You cannot enter a future completion/conferred date, system defaults to first day of month. You can't go any further until you are in the actual month and year you will complete the program/degree.

Step 4. Certification Program Provider Survey

1=Strongly Agree, 2= Agree, 3= Disagree, and 4=Strongly Disagree.

Step 5: Certification Details: Skip this step

Step 6: Proof Item Details: Skip this step

Summary: Application Summary

Read over all information, go back and correct any errors

Check Code of Conduct boxes at bottom.

Proceed to submit.

Enter personal information and credit card.

Submit. Keep checking back until Approved. Then you can print your certificate.

There is nothing to send in.

Check to see if your test scores have arrived at PDE. On your Home Page: Click **View Test Scores on File**. If you took tests outside of PA, you must request scores to be sent to PDE. It takes about 4-6 weeks for scores to appear in your TIMS account after you take a test.

Be sure to renew your clearances. You need current clearances & TB test in order to be interviewed/hired. Contact Dr. Cifelli at [jCIFELLI@SJU.EDU](mailto:jcifelli@sju.edu) if you have any problems with the application.

APPENDIX I: Cooperating Teacher Final Evaluation of Student Teacher Performance

**Saint Joseph’s University
Cooperating Teacher Final Evaluation of Student Teacher Performance**

SEMESTER:

YEAR:

STUDENT TEACHER:

STUDENT TEACHER EMAIL:

UNIVERSITY MENTOR:

UNIVERSITY MENTOR EMAIL:

CO-OPERATING TEACHER:

CO-OPERATING TEACHER EMAIL:

Saint Joseph’s University is using the same criteria in this assessment for the domains of Planning, Classroom Environment, and Instruction that are used for practicing teachers in the Pennsylvania Department of Education Educator Effectiveness system.

*Distinguished is identified here as a goal to strive for, but is not available for rating since distinguished is not a level that student teachers can potentially demonstrate. Additionally, the Professionalism domain in this assessment uses criteria that are more specific to student teaching than those used in the PDE teacher evaluation for in-service teachers.

Performance Levels:

Unsatisfactory: The teacher candidate does not meet performance expectations required for teaching.

Basic: The teacher candidate is performing at the basic level and is demonstrating partially proficient professional practices at this point in the clinical experience. Proficient: The teacher candidate’s performance is substantially demonstrated at this point in the clinical experience at the professional level.

Distinguished: The teacher’s performance is demonstrated at the highest level of practice and through evidence of student ownership of learning.

Planning and Preparation						Comments
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<i>1a: Demonstrating knowledge of content and pedagogy</i>		In planning and practice, the teacher candidate makes content errors or does not correct errors made by students.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to	

		The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
<i>1b: Demonstrating knowledge of students</i>		The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	
<i>1c: Setting instructional outcomes</i>		The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	
<i>1d:</i>		The teacher candidate is unaware of resources to assist	The teacher candidate displays some awareness of	The teacher candidate displays awareness of resources beyond	The teacher's knowledge of resources for	

<i>Demonstrating knowledge of resources</i>		student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Ie: Designing coherent instruction</i>		Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
<i>If: Designing student assessment</i>		Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

The Classroom Environment						Com
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<p>2a: <i>Creating an environment of respect and rapport</i></p>		<p>Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	
<p>2b: <i>Establishing a culture for learning</i></p>		<p>The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>	

			the subject.			
<i>2c: Managing classroom procedures</i>		Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
<i>2d: Managing student behavior</i>		There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	
<i>2e: Organizing physical space</i>		The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	

Instruction						Com
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<p>3a: <i>Communicating with students</i></p>		<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>	
<p>3b: <i>Using questioning and discussion techniques</i></p>		<p>Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion</p>	<p>Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are</p>	<p>Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students</p>	

			involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	themselves ensure that all voices are heard in the discussion.	
3c: <i>Engaging students in learning</i>		Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as	

					resources for one another.	
<i>3d: Using Assessment in Instruction</i>		There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students	
<i>3e: Demonstrating flexibility and responsiveness</i>		The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using	

					<p>an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of “proficient”:</p> <p>The teacher’s adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>	
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Professional-ism						Com
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*	
<i>4a: Reflecting on Teaching</i>		The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	
<i>4b: Supervised maintenance of accurate records</i>		Even with supervision, the teacher candidate's information on student completion of assignments, student progress in learning, non-instructional activity is nonexistent or in disarray.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, non-instructional activity that is rudimentary and partially effective.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, and non-instructional activities that is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.	
<i>4c: Supervised communication with families</i>		Even with supervision, the teacher candidate has not demonstrated skills for effective communication and involvement with families.	With supervision, the teacher candidate demonstrates some skills for effective communication and involvement with families.	With supervision, the teacher candidate communicates effectively with families.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	
<i>4d: Participating in a</i>		The teacher candidate's relationships with colleagues are negative or self-	The teacher candidate's professional relationships are cordial and fulfill	The teacher candidate's professional relationships are characterized by	Professional relationships are characterized by mutual support, cooperation and	

<i>Professional Community</i>		serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<i>4e: Growing and Developing Professionally</i>		The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
<i>4f: Showing Professionalism</i>		The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest

					professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.	
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