

EDUCATION OF THE DEAF AND HARD OF HEARING
GRADUATE STUDENT TEACHING HANDBOOK

SPE 739 STUDENT TEACHING AND PROFESSIONAL SEMINAR

October 12, 2017

Saint Joseph's University



**A Guide for Student/Intern Teachers,
Cooperating Teachers and Student Teacher Mentors**

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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 non-dominant 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.

APPLYING FOR STUDENT TEACHING

Information on applying for student teaching should be completed by the established dates. See Application Deadlines **Appendix A**.

Frequently Asked Questions (FAQs) are found in **Appendix B**.

Student Teaching Course Description

SPE 739 Student Teaching and Professional Seminar (Deaf/HH) (6 credits)

This is an individually designed 6-credit field experience under approved supervision (including bi-monthly online synchronous seminar meetings). This experience is designed as the capstone professional course for candidates seeking Pennsylvania Hearing Impaired (PK-12) certification. It approximates full-time working/teaching experience for one full semester. At the conclusion of this experience, candidates must have demonstrated proficiencies in the following:

- instructional management and specially designed instruction,
- student engagement and motivation,
- curriculum planning,
- learning theory,
- problem solving in an educational setting,
- using computers in the classroom,
- integrating reading, language, and literacy skills in all classrooms,
- the use of audiovisual materials in the classroom,
- communicating effectively with students and staff members who are deaf or hard of hearing in their preferred languages and modes of communication,
- the identification of instructional resources,
- assessment of student achievement,

- the development of IEP goals and objectives,
- management of amplification systems,
- assessment and development of listening and spoken language skills,
- consultation with general classroom teachers,
- modification of the classroom acoustic environment,
- and development of student compensating strategies.

This fieldwork course is typically the final course in the certification sequence.

Student Intern/Teaching Placements: SPE 739 Student Teaching and Professional Seminar

Student teachers are expected to complete a full semester (14 weeks) of hands-on teaching/co-teaching. **The class may be in a public (urban or suburban), private, residential or day school for the deaf, charter, segregated special education, itinerant caseload or parochial school. Any self-contained classroom needs to contain 100% of students with a hearing loss. Alternate placements, including itinerant settings with deaf and hard of hearing students, will be accepted on a case-by-case basis. Approval from a representative of the SJU Special Education Department is required for placement in any itinerant setting.** In all placements, student teaching mentors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the candidate or intern teacher. Student teaching cooperating teachers /student teacher mentors conduct two formal observations of the student teacher.

Description of Student and Intern Teaching Candidates

Candidates for intern/student teaching are in good standing. These teacher/intern candidates are in the last semester of their required coursework to qualify for Pennsylvania Hearing Impaired PK-12 teaching certification.

THE ROLES OF THE MAJOR PARTICIPANTS IN THE STUDENT/INTERN TEACHING EXPERIENCE

The Department of Special Education is very much aware of the significant contribution made by the schools that participate in our student/intern teaching program. The continued support and cooperation of these schools in sharing this joint responsibility of teacher preparation is most deeply appreciated.

A major purpose of the supervisory process is to provide student and intern teachers with regular feedback so that they may grow. Providing this supporting climate is a responsibility shared by several people:

Student/Intern 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.

Student Teaching Cooperating Teacher/Student Teacher Mentor

The **requirements** of Cooperating teachers/Student Teacher Mentors in for the Education of the Deaf/HH Program include:

- Must be **certified** as a teacher of the deaf/hh
- Must have at least **three (3) years of experience** in teaching deaf/hard of hearing students

Cooperating teachers/Student Teacher Mentors should meet 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 university professor to help the student become aware of his/her strengths and weaknesses. The cooperating teacher's assessment of the student's growth is of prime consideration in the overall evaluation of the student teacher. Student teachers should plan to meet with their cooperating teachers/student teacher mentors at least once a week for an hour to review their performance and to set up feasible plans for the following week. Short daily sessions either before or after schools are also recommended since student teachers benefit from immediate feedback and support. Discussion of progress will focus on these points: (a) Is there progress in the student teacher's work? (b) What are the student's strengths and weaknesses? (c) How can the student teacher improve? The student teaching cooperating teacher/student teacher mentor is required to complete the Pennsylvania Department of Education Form 430 **twice** during the student teaching placement (see pp. 50-58). The cooperating teacher/student teacher mentor will meet regularly to conference with the student teacher for the purpose of exchanging information, extending guidance in order to further the professional growth of the student teacher, and providing assistance.

SJU Seminar/Course Professor - SPE 739 Student Teaching and Professional Seminar

The SJU Seminar/Course Professor works collaboratively with the Student Teachers, Cooperating Teachers, Student Teacher Mentors, and Director of Student Teaching and Field Experiences. The SJU Seminar/Course Professor holds regular seminar/course meetings with Student Teachers (face-to-face or virtually online) to discuss student teacher concerns, questions, proper pedagogical techniques, and Student Teacher evaluation procedures. The SJU Seminar/Course professor is responsible for giving the final grade for the course (SPE 739).

STUDENT TEACHERS: THE STUDENT/INTERN TEACHING EXPERIENCE

Background Clearances: All clearances are required to be uploaded to the SJU Blackboard page under “My Organizations.”

The Commonwealth of Pennsylvania (PA Act 24) requires all personnel who work in schools to obtain:

- a PA Criminal Background check
- PA Child Abuse background check
- FBI fingerprinting
- a Tuberculosis test.

STUDENTS WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE OR STUDENT TEACHING SITE WITHOUT CURRENT CLEARANCES.

All St. 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 placement. Students who miss required weeks of student teaching due to lack of clearances will be impacted by a possible lower course grade and receipt of an “incomplete” for the experience.

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/>

Prior to Beginning Student Teaching

- Meet with your assigned cooperating teacher and visit your classroom. (Skip this step if you are already the lead teacher in your classroom, and you have been approved to use this placement for your student teaching placement).
- Review all student teaching assignments with your cooperating teacher, if you have one.
- Complete any required pre-student teaching assignments and readings.
- Meet (face-to-face or virtually) with your university Instructor.

During Student/Intern Teaching Semester

Attendance: Daily attendance for student/intern teachers is required. In case of illness or accident, the school and/or the cooperating teacher as well as the university instructor should be notified before the school day begins. The university instructor 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 and/or conferences. Student teachers who have

excessive absences will be required to extend the student teaching placement for the number of missed days.

The above might not be applicable if you are student teaching in your own classroom.

Dress: Student teachers will be expected to dress professionally. Cues for appropriate dress should be taken from the cooperating teacher and other professionals in the school. Be sensitive to the image that you project.

Professional Responsibility and Liability

Candidates must adhere the Professional Code of Conduct (Appendix C) 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.

Knowledge, Skills, and Dispositions (KSD) Plan

In some instances, the performance of a candidate during student teaching may warrant a formal intervention. A Knowledge, Skills, and Dispositions (KSD) action plan is a formal intervention initiated by the student teacher mentor/cooperating teacher and/or university professor 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. A KSD action 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 KSD Action Plan. **(Appendix G)**

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 instructor and cooperating teacher/student teacher mentor 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 Special Education regarding the candidate's continuation in student teaching.

Classroom Responsibilities

In addition to regular planning and teaching, student teachers will be expected to perform other tasks related to teaching and classroom management as suggested by their cooperating teacher. Generally, student teachers should assist wherever possible in the classroom.

School Emergency and Safety Procedures

It is imperative that all student/intern teachers familiarize themselves with school and district emergency/safety procedures upon arrival to their student teaching placement. Student teachers should discuss these policies with cooperating teachers and/or school administrators. Some of these may include, but are not limited to the following circumstances:

- Identify what to do in case of an accident on school grounds
- Identify the policy regarding aggression and restraining procedures
- Locate the nurse's office and safety supplies
- Identify the policy regarding suspected child abuse
- Determine school procedures for emergencies (i.e. fire drills, snow drills, bomb threats) and locate where emergency exits are located
- Identify school procedures with regard to the dispensing of medication

Concluding Student Teaching

- Conduct closure activity with students
- Meet with student teacher mentor for feedback and sign evaluation forms
- Submit final assignments to the professor

PROFESSIONAL RELATIONSHIPS

School Administrators

Always report to the main office when first entering the cooperating school. If possible, meet with the Principal or Assistant Principal before or at the beginning of the placement who will explain:

- The organization and instructional program of the school;
- Transportation, lunchroom, study/recess, and attendance procedures;
- The relationship between the school and the community it serves

Students

The student teaching experience offers an opportunity to work with a wide range of individuals, observe the growth and development spectrum, and evaluate one's ability to handle the challenges of the teaching profession. Part of the development of a professional attitude toward students is the assumption of responsibility for their learning and the realization that their success or failure is also yours. The student teacher must be sympathetic, courteous and friendly, but should not become overly familiar with pupils.

Parents and Families

Parental and family contact by student teachers is usually limited, and always delicate. Therefore, communications with parents should be through the cooperating teacher and must be with his or her knowledge and approval.

Evaluation of Student and Intern Teachers

Student/intern teachers will be evaluated by their university professor, cooperating teachers/student teacher mentor, and conduct self-evaluations during their student teaching experience. The evaluation forms are located in the Appendices of this handbook.

OBTAINING TEACHING CERTIFICATION IN PENNSYLVANIA

In Pennsylvania

Candidates seeking teaching certification in Pennsylvania need to take the appropriate Pennsylvania Hearing Impaired PK-12 examination for teaching deaf and hard of hearing students:

- ETS Special Education: Education of Deaf and Hard of Hearing Students (5272 (digital computer version)/0272 (paper version).
- To qualify for a PA Instructional I Hearing Impaired PK-12 certificate, candidates must pass TWO ETS Praxis exams:
 - 1. 5511 Fundamental Subjects: Content Knowledge (This test is required for all candidates seeking a PK-12 certificate in PA). **NOTE:** Praxis Exam 0014, while it has a similar title is NOT accepted in PA.
 - 2. 5272 Special Education: Education of Deaf & Hard of Hearing

NOTE: Students in the Education of the Deaf and Hard of Hearing PK-12 Certificate Program are eligible for initial Instructional I certification OR Instructional II certification if they already have an Instructional I certificate in another area of study.

Information for these tests is available on the following website: www.pa.nesinc.com.

Upon passing of the appropriate professional testing, student/intern teaching candidates may apply for certification in the State of Pennsylvania, by accessing the Teacher Information Management System (TIMS) website of the Pennsylvania Department of Education.

Outside Pennsylvania

Candidates who will be working in a state other than Pennsylvania need to submit a state specific Verification Form to the Office of Student Teaching and Field Experiences, so that documentation can be sent to the home state confirming that the candidate has fulfilled all requirements to be certified in the State of Pennsylvania. Most states have reciprocal relationships with Pennsylvania, although other professional testing and/or course requirements may be required.

SUPPORTING AND MENTORING STUDENT TEACHERS

Responsibilities of the Cooperating Teacher/Student Teacher Mentor

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 university professor, the cooperating school's administration, and the cooperating teacher/student teacher mentor. Unquestionably, the cooperating teacher/student teacher mentor 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/student teacher mentor guides 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 associated with being a cooperating teacher/student teacher mentor include:

- 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 students
- 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 teaching instructor by phone and/or by written communications.

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

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: Co-teaching is an acceptable model. Please clear it with your student teacher mentor.

SPE 739 – Student Teaching and Professional Seminar: Education of the Deaf/HH 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	Become familiar with routines, lesson planning, grading, observe cooperating teacher, assist with planned lessons
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

Lesson Planning

One of the most challenging areas for student teachers is appropriate planning. The cooperating teacher/student teacher mentor 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 university professor will ask for lesson plans to evaluate. Cooperating teachers/student teacher mentor should provide frequent feedback to the student teacher and the university instructor 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 D: SAS Lesson Plan Format and Rubric). The lesson plans are to be checked frequently by the cooperating teacher/student teacher mentor and should always be available when the university instructor requests to see them. A decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations between university instructor, cooperating teacher/student teacher mentor, 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/student teacher mentor and university instructor.

All evaluations are to be online via the forms found here-
<https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

However, the forms are available in the appendices for your reference.

14-week Placements

The university professor provides a formal written classroom observation after each of two (2) video lesson review (**Appendix I**). Student teachers also complete self-evaluations of lessons as required by the university Instructor.

Cooperating teachers/student teacher mentors provide feedback on a regular basis and also complete:

- 1) a Knowledge, Skills, and Dispositions (KSD) (**Appendix F**),
- 2) a PDE 430 Mid-term evaluation (**Appendix H**), and
- 3) a PDE 430 Final Evaluation (**Appendix H**) of the student teacher assigned to them.

Student teachers are encouraged to seek other evaluations of their teaching from principals and other faculty members if possible.

Requirements of All Teacher Candidates

To summarize, all student teachers must be observed **four (4)** times during student teaching by cooperating teachers/student teacher mentors using **two (2)** PDE 430 evaluation instruments (**Appendix H**) and **two (2)** cooperating teacher classroom observation forms (**Appendix E**). Two satisfactory PDE 430 evaluations are required for attaining teacher certification in Pennsylvania. Additionally, **one (1)** Knowledge, Skills, and Dispositions (KSD) (**Appendix F**) evaluation must be completed by the cooperating teacher at Midterm.

APPENDIX A

The current **student teaching application** can be found at-

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

APPLICATION DEADLINES

Applications and required documentation must be submitted by the application deadline listed below or students may not be able to register for student/intern teaching.

Spring Semester: Preceding May 15
Fall Semester: Preceding January 15

REQUIRED DOCUMENTATION FOR ALL CANDIDATES

_____ **Completed Application**

_____ **Official transcripts** for any outstanding prerequisites

_____ **Current Clearances** required by your state or if you are employed where you will be student teaching a letter from your school (on school letterhead) stating the fact that your clearances are on file. All clearances are required to be uploaded to your Blackboard page under My Organizations.

REQUIRED DOCUMENTATION FOR CANDIDATES COMPLETING STUDENT/INTERN TEACHING IN PA

If you are student teaching in your place of employment, you are required to present a letter on school stationery signed by a school official documenting that you are in compliance with state regulated clearances.

If you are student teaching in a school other than where you are employed, please submit the following documents with valid dates through the entire student teaching period:

_____ The PA State Police Request for Criminal Records

_____ The Child Abuse History Clearance

_____ P. P. D. Tuberculin Test

_____ Federal Criminal History Record

REQUIRED DOCUMENTATION FOR CANDIDATES COMPLETING STUDENT TEACHING OUTSIDE PENNSYLVANIA

If student teaching outside PA in your place of employment, you are required to present a letter on school stationery signed by a school official documenting that you are in compliance with state regulated clearances.

If you are student teaching in a school other than where you are employed, please submit the clearances which are required by law in your state or country.

ACCOMMODATIONS

Requests for Accommodations: Students with disabilities requiring reasonable accommodations for their student teaching are urged to contact the Director of Student Teaching and Field Experiences and the Office of Services for Students with Disabilities as soon as possible. Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact the Office of Student Disability Services at 610.660.1774(voice) or 610.660-1620(TTY) if they have or think they may have a disability and wish to determine eligibility for academic accommodations.

DISMISSAL FROM STUDENT TEACHING

The SJU Special Education Department reserves the right to dismiss any student from student/intern teaching who does not properly represent the school in terms of professional behavior or good moral character; who behaves in a manner which does not meet the expectations of the profession; who is inadequately prepared; or who is physically, intellectually, or emotionally unable to meet the demands of a classroom setting (with the provision of reasonable accommodations in cases of students with disabilities).

STUDENT/INTERN TEACHING HANDBOOK

Students should prepare in advance for student/intern teaching by consulting the Student/Intern Teaching Handbook, which can be downloaded from the Student Teaching Resource Center for Online Students. Students should obtain a copy of the appropriate handbook for themselves and one copy for their cooperating or mentor teacher(s).

COURSEWORK & GPA REQUIREMENT

Student/Intern Teaching is the capstone experience in the Special Education program at Saint Joseph's University. Student/Intern teaching should be conducted after all required core coursework is completed. All students are required to obtain a minimum of a 3.0 GPA at Saint Joseph's University to qualify for Student/Intern Teaching and PA certification. Students lacking the required GPA for student teaching should contact

their student services coordinator prior to submitting an application for student/intern teaching.

PLACEMENT INFORMATION IF ALREADY SECURED

*If you have not secured your own placement yet, please skip this section

- Student teaching can be completed at a private or public school that serves students at the grade level in which you are seeking certification.
- It is possible to student teach in your own classroom.
- Because of potential ethical issues and conflict of interest of parties involved, students cannot be placed at their former high school, a school district or school attended by their own children, or a school at which a parent, sibling, or relative is employed.
- It is the student teacher's responsibility to find transportation to and from the student teaching site.
- Once a placement is secured, SJU will assign a student teaching mentor who will conduct observations of your teaching.
- If you live outside of the United States, your student teaching must take place in an International School.
- Once a placement is secured, SJU will assign a student teaching cooperating teacher/student teacher mentor who will conduct observations of your teaching.
- It is the student teacher's responsibility to find transportation to and from the student teaching site.

If you are having problems securing a placement and/or a cooperating teacher, please provide a brief description of the challenges you are facing and how you would like SJU to help.

APPLICATION PROCESS

All applications must be completed and submitted on-line. Once an application is received, it will be reviewed by the Director of Student Teaching and Field Experiences and the student will be notified within 30 days after the application deadline of their status.

APPENDIX B - Frequently Asked Questions (FAQs)

SPE 739 Student Teaching and Professional Seminar – (Education of the Deaf and Hard of Hearing)

PLEASE NOTE: THE FOLLOWING ANSWERS ARE AN ATTEMPT ON THE PART OF THE SPECIAL EDUCATION DEPARTMENT TO RESPOND TO FREQUENTLY ASKED QUESTIONS REGARDING THE SPE 739 (Deaf/HH) STUDENT TEACHING EXPERIENCE. THE ANSWERS ARE SUBJECT TO CHANGE UNTIL A FINAL PDE REVIEW OCCURS.

1. How long is the student teaching experience for SPE 739 (Deaf/HH)?

The student teaching experience for SPE 739 (Deaf/HH) is for a full semester and is to be taken as the capstone and final course for the Education of the Deaf and Hard of Hearing Program. SPE 739 is a 6-credit course.

2. Where do I begin to find a placement for my student teaching in Education of the Deaf and Hard of Hearing?

SJU candidates find potential student teaching sites in their local areas that fit the Education of the Deaf and Hard of Hearing student teaching placement criteria. That description should be included on the student teaching application and submitted to the SJU Student Teaching Coordinator for approval. Once the placement has been approved, the SJU Student Teaching Coordinator will request a school administrator to serve as an SJU approved student teaching mentor. If assistance in finding a placement is needed, contact the Student Teaching Liaison.

3. Is it possible to do the SPE 739 student teaching experience at my current school (where I am employed) with any of the teachers of the deaf and hard of hearing there?

Yes, candidates are permitted to student teach at their own school with the permission of the SJU Special Education Department and the school administration; however, this placement must meet the student teaching placement criteria.

4. Who supervises me for this experience?

A member of the administration or a teacher at the school where you are assigned will be contracted by the SJU Student Teaching Coordinator to determine who will supervise you.

5. Do the student teacher mentor and cooperating teacher who work with me get any credit or remuneration for their work?

The cooperating teacher/student teacher mentor of this experience who evaluates the student teacher using the PDE 430 evaluation form (twice) will receive a small stipend from SJU.

6. Does the SPE 739 Student Teaching experience need to be whole-class teaching or can it be small groups? Can it be one-on-one teaching?

The classroom for this experience may be in a public (urban or suburban), private, residential or day school for the deaf, charter, segregated special education, or parochial school. Any self-contained classroom needs to contain 100% of students with a hearing loss. Alternate placements, including itinerant settings with deaf and hard of hearing students, will be accepted on a case-by-case basis. Approval from a representative of the SJU Special Education Department is required for placement in any itinerant setting.

7. May I observe first before I begin face-to-face instruction?

During the week before you begin your student teaching commitment, you are expected to visit your classroom and introduce yourself to your cooperating teacher. Your first full week of student teaching should be used to observe the class, your cooperating teacher, and other teachers as deemed necessary by your cooperating teacher.

APPENDIX C

**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.

§235.7. 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 D- Saint Joseph's University SAS Lesson Plan Format and Rubric

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)

Saint Joseph's University
Lesson Plan Rubric

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/ Comments
<p style="text-align: center;">Section 1 Essential Questions</p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</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.	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..	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.	The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content. .	
<p style="text-align: center;">Section 2 Learner Outcomes</p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.	The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.	The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.	The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.	
<p style="text-align: center;">Section 3 Standards</p> <p>Common Core and/or PA Standards are listed based on learner outcomes.</p>	The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.	The candidate demonstrates the ability to select mostly appropriate academic standards based on learner outcomes.	The candidate demonstrates the ability to select some of the appropriate academic standards based on learner outcomes.	The candidate does not yet demonstrate the ability to select appropriate academic standards based on learner outcomes.	
<p style="text-align: center;">Section 4 Vocabulary</p> <p>Essential terms to be introduced in the lesson are identified.</p>	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.	
<p style="text-align: center;">Section 5 Materials/Resources</p> <p>List of all materials required for the lesson as well as resources utilized in lesson development.</p>	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	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/ Comments
<p>Section 6 Instructional Procedures</p> <p>Instructional strategies planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.</p>	<p>The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with maximum active student participation.</p>	<p>The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate provides some evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate does not yet provide evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	
<p>Section 7 Addressing Learners’ Diverse Needs</p> <p>Meets the needs of students with diverse needs.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.</p>	<p>The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	<p>The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	
<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>	<p>The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards</p>	<p>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.</p>	<p>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>	
<p>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-teaching (as applicable)</p> <p>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.</p>	<p>Supporting artifacts and student work samples included are representative of 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).</p>	<p>Supporting artifacts and student work samples included are representative of 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).</p>	<p>Supporting artifacts and student work samples included are representative 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).</p>	<p>Supporting artifacts and student work samples representing areas assessed are not included; the candidate does not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)</p>	

APPENDIX E – Cooperating Teacher Observation Form and Rubric

This document is here for reference. Please submit online using the forms found here- <https://sites.sju.edu/education/student-teaching/cooperating-teacher-resources/>

Evaluation Criteria for Student Teaching (Classroom Observation Form)

SPE 739 Student Teaching and Professional Seminar (Deaf/HH) (6 credits)

Student Teacher _____ Date _____ Time _____

University Instructor _____

Grade/Subject _____

Directions: For each of the outcomes, use one of the following marks: S-Satisfactory; NI-Needs Improvement; U- Unsatisfactory; NA- Not Applicable.

Principle 1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all candidates. PA 354.33.(1)(i)(A)

- ___ 1. Demonstrating content knowledge.
- ___ 2. Representing content.
- ___ 3. Conveying enthusiasm.

Comments:

Principle 2: The teacher candidate understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development. PA 354.33.(1)(i)(B)

- ___ 1. Demonstrating knowledge of developmental characteristics.
- ___ 2. Activates prior knowledge and experience.
- ___ 3. Develops materials appropriate for Deaf and hard of hearing learners.

Comments:

Principle 3: The teacher candidate understands how candidates differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom. PA 354.33.(1)(i)(C)

- ___ 1. Teaching to individual learning abilities.
- ___ 2. Expectations for learning and achievement.

Comments:

Principle 4: The teacher candidate understands and uses a variety of instructional strategies to encourage candidates' development of critical thinking, problem solving, and performance skills. PA 354.33.(1)(i)(D)

- ___ 1. Multiple teaching strategies, active learning, modeling.
- ___ 2. Student teacher role in instructional process.

Comments:

Principle 5: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. PA 354.33.(1)(i)(E)

- ___ 1. Management of transitions.
- ___ 2. Management of time and materials.
- ___ 3. Directions and procedures.
- ___ 4. Pacing.
- ___ 5. Performance of non-instructional duties.
- ___ 6. Positive climate for intrinsic motivation.
- ___ 7. Establishing expectations for behavior.
- ___ 8. Monitoring student behavior.
- ___ 9. Response to student misbehavior.
- ___ 10. Uses class time effectively and paces lessons to maintain Deaf and hard of hearing students' attending behavior.

Comments:

Principle 6: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom. PA 354.33.(1)(i)(F)

- ___ 1. Oral and written language.
- ___ 2. Quality of questions.
- ___ 3. Discussion techniques with student participation.
- ___ 4. Use of media and technology.
- ___ 5. Uses clear and appropriate oral language and/or sign language with Deaf and hard of hearing students
- ___ 6. Demonstrates appropriate familiarity with and knowledge of the management and maintenance of assistive listening and communication devices (hearing aids, FM units, Sound Field systems, etc.)

Comments:

Principle 7: The teacher candidate plans instruction based upon knowledge of subject matter, candidates, the community, and curriculum goals. PA 354.33.(1)(i)(G)

- ___ 1. Developing different types of goals.
- ___ 2. Short- and long-term planning (including unit plans).
- ___ 3. Lesson plans: monitoring and adjustment.
- ___ 4. Establishing goals with high expectations.

Comments:

Principle 8: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learner. PA 354.33.(1)(i)(H)

- ___ 1. Using a variety of formal/informal assessment techniques.
- ___ 2. Assessment data used in lesson planning/adjustment.
- ___ 3. Recording and monitoring assessment data.

Comments:

Principle 9: The teacher candidate thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally. PA 354.33.(1)(i)(I)

- ___ 1. Reflection on teaching.
- ___ 2. Professional growth.

Comments:

Principle 10: The teacher candidate contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning. PA 354.33.(1)(i)(J)

- ___ 1. Sensitivity to student needs and awareness of community resources.
- ___ 2. Establishing professional relationships.
- ___ 3. Respectful and productive communication with families.

Comments:

Signature of Observer _____ Date: _____

Signature of Student/Intern Teacher _____ Date: _____

APPENDIX F - Knowledge, Skills, and Dispositions (KSD) form-
This document is here for reference. Please submit online using the forms found here- <https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

To be completed by Cooperating Teachers/Student Teacher Mentors, University Professor, and Student/Intern Teachers

ST. JOSEPH'S UNIVERSITY Teacher Candidate MID-TERM ASSESSMENT: Assessing Knowledge, Skills and Dispositions

*This instrument is designed to assess the professional growth of teacher candidates during the student teaching experience.

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
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	3	2	1	.5/0	NYO

(1.2c)					
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 student teacher mentor how she/he would challenge unflattering and unnecessary remarks made about students) (3.4)	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:

Signature:

Date:

APPENDIX G: Action Plan for Improvement in Student Teaching

Saint Joseph's University
Office of 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 H: Pennsylvania Department of Education PDE 430

*This document is here for reference. Please **submit online** using the forms found here- <https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>*

To Be Completed by Student Teacher Mentor (Mid-term and Final)

Statewide Evaluation Form for Student Professional Knowledge and Practice

- To be completed by cooperating teacher/student teacher mentor.

Student's Last Name

First

Middle

Subject(s) Taught

Grade Level

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

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

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

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

Justification for Evaluation

Student's Last Name

First

Middle

Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher’s performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

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

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Visual Technology |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Resources/Materials/Technology/Space |
| <input type="checkbox"/> Student Teacher Interviews | <input type="checkbox"/> Other |

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

Justification for Evaluation

Student’s Last Name

First

Middle

Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher’s performance appropriately demonstrates:

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

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

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

Justification for Evaluation

Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher’s performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Appendix I: Mid-semester and Final Evaluation (To Be Completed by Course/Seminar Professor)

Saint Joseph's University
Special Education

Mid-Semester Evaluation Form for Graduate Students' Class Performance

Candidate Name _____
 Term __Fall __Spring __Summer Year: 20__
 Course Number/Name _____
 Instructor/Professor: Name _____

Please rate the candidate in the following areas of knowledge, skills, and dispositions.

Exemplary 3	Proficient 2	Basic 1	Unsatisfactory .5 (Rarely) 0 (Never)	Not Yet Observed
The candidate consistently provides evidence of the desired behaviors.	The candidate often provides evidence of the desired behaviors.	The candidate sometimes provides evidence of the desired behaviors.	The candidate rarely/never provides evidence of the desired behaviors.	Not yet observed

Content Knowledge

Provides evidence in assignments, class work, and/or assessments of an established level of content knowledge.	3	2	1	.5 0	NYO
Comments:					

Skills: Communication, Time Organization, and Professor/Peer Collaboration

Uses language effectively to express ideas across a variety of modalities (oral, written, email, Skype, etc.) (1.6a)	3	2	1	.5 0	NYO
Demonstrates contextually correct usage/grammar, spelling, and conventions of writing (1.6a)	3	2	1	.5 0	NYO
Submits assignments on time (1.7b)	3	2	1	.5 0	NYO
Demonstrates appropriate social skills in interactions with professor and peers (personal space, maintaining composure, tone of voice, etc. (2.4a)	3	2	1	.5 0	NYO
Is receptive to other viewpoints (listens, acknowledges others' opposing views) (2.4b)	3	2	1	.5 0	NYO
Displays responses appropriate to the situation and demonstrates accountability and responsibility for responses when provided (2.4c)	3	2	1	.5 0	NYO
Seeks or accepts suggestions and advice from supporting professionals (2.4d)	3	2	1	.5 0	NYO

Comments:

Dispositions: Intellectual Curiosity and Reflection, Ethical Behavior, and Professional Conduct

Engages in continuous learning by asking questions, taking advantage of learning opportunities; engaging in self-reflection (1.5a)	3	2	1	.5 0	NYO
Follows through on decisions that are agreed upon; demonstrates and fosters respect for peers and university professors (2.5b)	3	2	1	.5 0	NYO
Online Class: Logs into class regularly (2-4 times weekly) (2.6a) Traditional Class: Arrives promptly to class (2.6a)	3	2	1	.5 0	NYO
Actively participates in class (2.6a)	3	2	1	.5 0	NYO
Takes responsibility for learning (2.6a)	3	2	1	.5 0	NYO

Comments:

Social Justice Reflections*

Articulates or demonstrates respect in his/her interactions with all cultures	3	2	1	.5 0	NYO
Recognizes the social and educational factors that systematically privilege or disadvantage students	3	2	1	.5 0	NYO
Articulates or demonstrates an understanding of the importance of creating culturally congruent learning environments for students	3	2	1	.5 0	NYO

Comments:

*Determined through conversation

Date _____