SPECIAL EDUCATION GRADUATE
STUDENT TEACHING HANDBOOK

SPE 638 Inclusive Classroom Practice and Student/Intern Teaching PK-8 (3 credits)
And
SPE 639 Inclusive Classroom Practice and Student/Intern Teaching 7-12 (3 credits)

May 26, 2016
Saint Joseph’s University

A Guide for Student/Intern Teachers, Cooperating Teachers and University Supervisors

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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

The Application for student teaching should be completed by the established dates. See Student Teaching Application Appendix A.

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

OVERVIEW OF STUDENT/INTERN TEACHING PROGRAMS

Student Teaching Course Descriptions

SPE 638 Inclusive Classroom Practice and Student/Intern Teaching PK-8 (3 credits)

The focus of this 3-credit course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students in grades PK-8 as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms to increase achievement.

This course includes a student teaching component. The Pennsylvania Department of Education requires a Special Education student teaching experience for those individuals who currently hold a General Education teaching certificate and are seeking a Special Education certification. Students/interns will spend a minimum of 140 hours in a supervised teaching situation.
SPE 639 Inclusive Classroom Practice and Student/Intern Teaching 7-12 (3 credits)

The focus of this 3-credit course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influences by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

This course includes a student teaching component. The Pennsylvania Department of Education requires a Special Education student teaching experience for those individuals who currently hold a General Education teaching certificate and are seeking a Special Education certification. Students/interns will spend a minimum of 140 hours in a supervised teaching situation.

Student Intern/Teaching Placements

SPE 638 and SPE 639

Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis.
In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

**Description of Student and Intern Teaching Candidates**

*SPE 638 and SPE 639*

Candidates for intern/student teaching are in good standing and currently hold a Level One teaching certification. These teacher/intern candidates are in the last semester of their required coursework to qualify for a Pennsylvania Special Education 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.

**Cooperating Teacher**

Cooperating teachers 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 supervisor 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 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.

**Student Teaching University Supervisor**
Student teaching university supervisors work collaboratively with cooperating teachers in mentoring and evaluating student teachers. Student teaching supervisors work directly with intern teachers. 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 supervisor completes the Pennsylvania Department of Education Form 430 twice during the student teaching placement. The supervisor will meet regularly to conference with the student teacher and the cooperating 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 Instructor – SPE 638 and SPE 639**

The SJU Seminar/Course Instructor works collaboratively with the Student Teachers, Cooperating Teachers, University Supervisors, and Director of Student Teaching and Field Experiences. The SJU Seminar/Course Instructor 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 instructor is responsible for giving the final grade for the course (SPE 638 and SPE 639).

**STUDENT TEACHERS: THE STUDENT/INTERN TEACHING EXPERIENCE**

**Background Clearances:** All clearances are required to be uploaded to your Blackboard page under My Organizations.

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. **STUDENTS WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE 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 [http://www.sju.edu/academics/cas/teachered/background.html](http://www.sju.edu/academics/cas/teachered/background.html)

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<tr>
<td>PA Child Abuse</td>
<td>1 year from date on document</td>
<td>*IMPORTANT: It takes 3-4 weeks for results, begin immediately. Form must be downloaded and sent in with money order <a href="http://www.sju.edu/int/academics/cas/teachered/pdf/DPWchildabuse.pdf">http://www.sju.edu/int/academics/cas/teachered/pdf/DPWchildabuse.pdf</a></td>
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<td>1 year from date on document</td>
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**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 with your university supervisor.

**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 supervisor should be notified before the school day begins. The university supervisor 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 university supervisor 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 formal intervention. An improvement plan is a formal intervention initiated by the university supervisor 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. (Appendix D)
**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, university supervisor, 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 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 university supervisor 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 supervisors, cooperating teachers, 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 PA Educator Certification Test (PECT) for Special Education PK-8 or grades 7-12:

- Special Ed. PK-8, Modules 1 and 2 (8011 and 8012)
- Special Ed. 7-12, Modules 1 and 2 (8015 and 8016)
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**

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 supervisor, 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 associated with being a cooperating teacher 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 supervisor during the supervisor’s visits, 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 university supervisor.
SPE 638/ SPE 639 Student Teachers with **One Four-week** placement

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

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 university supervisor will ask for lesson plans to evaluate on visits to the classroom. Cooperating teachers should provide frequent feedback to the student teacher and the university supervisor 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 E: Lesson Plan Format and Rubric). The lesson plans are to be checked frequently by the cooperating/mentor teacher and should always be available when the university supervisor visits the classroom. A decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations between university supervisor, 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 on going, informal and formal. Student teachers receive feedback on their writing of daily lesson plans from the cooperating teacher and university supervisor.

4-week Placements

Cooperating teachers and university supervisors complete mid-term and final evaluations (Appendix H). Student teachers are encouraged to seek other evaluations of their teaching from principals and other faculty members if possible.

All Teacher Candidates

All student teachers must be evaluated twice during student teaching by university supervisors using the official PDE evaluation instrument (currently PDE Form 430, See Appendix H). Two satisfactory evaluations are required for attaining teacher certification in Pennsylvania.

APPENDIX A

Saint Joseph’s University Department of Special Education
Office of Student Teaching and Field Experiences

Graduate Special Education Student Teaching /Intern Application

Please note: Submit only pages 1-3. Extensive application information is contained on pages 4-7

Applicant’s Statement

This document serves as a contract between the applicant for student or intern teaching and the Special Education Department. Please review it carefully before signing and submitting. Please type.

I certify that answers given herein are true and complete to the best of my knowledge. I authorize investigation of all statements contained in this application for my student teaching/intern teaching placement as may be necessary in arriving at a student teaching/intern placement decision.

I hereby authorize St. Joseph’s University to release my credentials and transcript to any and all school districts where I may be a student or intern teacher. I also understand that I am required to abide by all rules and regulations of the University, including those presented in this above.

Date: ID#

Signature of Applicant:
TEACHER CANDIDATE INFORMATION

Name: 

SJU ID #: 

SJU Email: 

Phone #: 

Address: 

YEAR you plan to Student Teach _________________

Semester you plan to complete Student Teaching (check one):

_____ Fall  _____ Spring

Indicate the course/certification level for which you are applying:

_____ SPE 638- Inclusive Classroom Practices and Student/Intern Teaching PK-8

_____ SPE 639- Inclusive Classroom Practices and Student/Intern Teaching 7-12

If you are taking SPE 638 or SPE 639, please indicate below the four weeks during the second half of the course (including dates) you plan to Student Teach (required):

_________________________________________________________ 

Placement Status:

_____ I have already secured my own placement and cooperating teacher.

Cooperating Teacher Name/Email ____________________________

_____ I am a local student and will need assistance securing a student teaching placement in PA: Bucks, Chester, Delaware, or Montgomery counties or in Gloucester, Salem, Camden, Burlington counties in NJ.

_____ I am a long-distance student and will need assistance securing a student teaching placement.

_____ Other: (please explain) _________________________________

PLACEMENT INFORMATION FOR CANDIDATES WHO HAVE FOUND THEIR OWN PLACEMENT

_____ I can student teach in my own classroom (my employment matches my certification level)

_____ My job description:

_____ I can student teach in another classroom in my school/district

_____ Classroom disability description:
____ School name, address, and phone number

____ Administrator’s name, title and email

____ Suggested student teaching supervisor, including e-mail address (employee at my school with special education certification):

ASSIGNMENT PREFERENCES FOR STUDENT TEACHERS WHO NEED PLACEMENT ASSISTANCE

Note: We will try to honor requests, but there is no guarantee that requests will be met.

Please choose one:
____ urban
____ segregated special education school
____ suburban
____ parochial school
____ private
____ charter school

PK-8th grade preference: _____ PK-K _____ 1-3 _____ 4-5 _____ 6-8

7-12th grade preference: _____ Middle school _____ High school

Disability preference: _____ High Incidence _____ Low Incidence _____ Autistic Support _______ Deaf/Hard of Hearing

Distance Students: Please provide some suggested schools.

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.

If you require SJU to find you a placement, please submit a:

_____ Well composed letter to your principal and cooperating teacher- 1-2 pages typed, highlighting your philosophy of education and previous field and teaching experience.
_____ 1-2 page resume including: contact information, educational background, education employment/volunteer and field experiences, other relevant work experience, and other qualifications or skills.

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
_____ Background Clearance Form (Appendix J)
_____ Form 6004 Arrest/Conviction Report and Certification Report (Appendix J)

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
If you

Once a placement is secured, SJU will assign a student teaching supervisor 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.

**PLACEMENTS FOR LOCAL STUDENTS**

*If you are a long distance student or have already secured your placement, please skip this section*

- Students living in Bucks, Chester, Delaware, or Montgomery counties in PA or in Gloucester, Salem, Camden, Burlington counties in NJ are considered local students and will have assistance from SJU in securing a location for their student teaching experience.
- The Office of Student Teaching will attempt to accommodate placement preferences, but placement is at the discretion of the Director of Student Teaching and Field Experiences.
- It is the student teacher’s responsibility to find transportation to and from the student teaching site.
- Students seeking a placement will be notified once their placement is confirmed. Interns will be notified by the Office of Student Teaching once their application for intern teaching has been processed and confirmed.
- Once a placement is secured, SJU will assign a student teaching supervisor who will conduct observations of your student teaching.

**PLACEMENTS FOR LONG DISTANCE STUDENTS**

*If you are a local student or have already secured your placement, please skip this section*

- Students who are outside of the local SJU area are expected to find their own classroom/school placement for student teaching.
- Student teaching can be completed at a private or public school that serves students at the grade level in which you are seeking certification.
- 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.
- Students must contact SJU for any formal letters, requests, or forms that a school district requires for a student to student teach.
- Students must identify a cooperating teacher who meets the requirements below to oversee their student teaching experience one semester prior to student teaching:
  - Certified in the area of certification being sought by the student teacher;
  - Have at least three years of teaching experience;
  - Served in the school for at least 1 year in their current assignment;
  - Model best teaching practices
- Once a placement is secured, SJU will assign a student teaching supervisor 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 live outside of the United States, your observations and student teaching must take place in an International School.
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 - FAQs
Frequently Asked Questions (FAQs)
SPE 638 and SPE 639

PLEASE NOTE: THE FOLLOWING ANSWERS ARE AN ATTEMPT ON THE PART OF THE SPECIAL EDUCATION DEPARTMENT TO RESPOND TO FREQUENTLY ASKED QUESTIONS REGARDING THE 4-WEEK STUDENT TEACHING EXPERIENCE. THE ANSWERS ARE SUBJECT TO CHANGE UNTIL A FINAL PDE REVIEW OCCURS.

1. Why is a 4-week student teaching experience required and for whom is it required?
The Pennsylvania Department of Education (PDE) requires the 4-week Special Education student teaching experience for those candidates seeking Special Education certification and currently hold a general education teaching certificate.
Note: Many states across the United States are now requiring similar experiences for general education certified teachers who desire to become certified in Special Education.

2. Which SPE courses contain the 4-week student teaching experience?
SPE *638 Inclusive Classroom Practices/Student Teaching
   *(for those seeking Special Education certification to teach PK-8 students)
or SPE **639 Inclusive Classroom Practices/Student Teaching
   **(for those seeking Special Education certification to teach 7-12 students)

3. Where do I begin to find a placement for my student teaching 4-week experience?
SJU candidates find potential student teaching sites in their local areas that fit the 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 supervisor. If assistance in finding a placement is needed, contact the Student Teaching Coordinator.

4. Does the student teaching requirement have to be completed during the last semester of the program?
Yes, either SPE 638 or SPE 639 must be taken during the last semester in the program.
5. Is it possible to do the 4-week student teaching experience at my current school (where I am employed) with any of the special education teachers 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.

6. Who supervises me for this experience?

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

7. Do the supervisor and cooperating teacher who work with me get any credit or remuneration for their work?

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

8. How many hours per week are required for the 4-week student teaching experience? Is it possible to spread the hours over an entire semester?

This experience requires 140 hours (ideally four 35-hour weeks) of hands-on experience with students who have IEPs. However, the weeks can be extended to accommodate shorter days, with placement approval. It is recommended that the 140 hours come at the end of the semester.

9. Does the 4-week experience need to be whole-class teaching or can it be small groups? Can it be one-on-one teaching?

One-on-one student teaching is not permitted. Groups of four or more students with IEPs are permitted as long as the same group is provided consistent attention by the student teacher for the duration of the experience.

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

During the week before you begin your 4-week student teaching commitment, you are expected to visit your classroom to meet your cooperating teacher and plan for instruction. That week offers opportunities to observe the class and cooperating teacher. Since student teachers in this experience are already certified teachers, it is recommended that face-to-face instruction begin as soon as possible.
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
235.2. Introduction. 
235.3. Purpose. 
235.4. Practices. 
235.5. Conduct. 
235.6. Legal Obligations. 
235.7. Certification. 
235.9. Improper personal or financial gain. 
235.10. Relationships with students. 
235.11. Professional relationships.

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. §§12-1251-12-1269), 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.

(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. §§12-1251-1268), 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. §§1-101-2702) and other laws relating to the schools or the education of children.
(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
Office of Student Teaching
Action Plan for Improvement in Student Teaching

Date:
Student Teacher:
Host School:
Cooperating Teacher:
University Supervisor:

Brief description of concern(s)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps (What Will Be Done?)</th>
<th>Timeline (By When?)</th>
<th>Evidence Of Success (How will you know that you are making progress?)</th>
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APPENDIX E– Saint Joseph’s University Lesson Plan Format and Rubric
Saint Joseph’s University
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)
## Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Elements</th>
<th>Exemplary (3 points)</th>
<th>Proficient (2 points)</th>
<th>Basic (1 point)</th>
<th>Unsatisfactory (0 points)</th>
<th>Score/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Essential Questions</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.</td>
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<tr>
<td><strong>Section 2</strong></td>
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<tr>
<td>Learner Outcomes</td>
<td>The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.</td>
<td>The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.</td>
<td>The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.</td>
<td>The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.</td>
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<tr>
<td><strong>Section 3</strong></td>
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<tr>
<td>Standards</td>
<td>The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.</td>
<td>The candidate demonstrates the ability to select mostly appropriate academic standards based on learner outcomes.</td>
<td>The candidate demonstrates the ability to select some of the appropriate academic standards based on learner outcomes.</td>
<td>The candidate does not yet demonstrate the ability to select appropriate academic standards based on learner outcomes.</td>
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<tr>
<td><strong>Section 4</strong></td>
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<tr>
<td>Vocabulary</td>
<td>The candidate’s essential terms are fully connected to the lesson and are appropriate to the targeted grade level.</td>
<td>Most of the candidate’s essential terms are connected to the lesson and are appropriate to the targeted grade level.</td>
<td>Some of the candidate’s essential terms are connected to the lesson and appropriate to the targeted grade level.</td>
<td>Few or none of the candidate’s essential terms are connected to the lesson and appropriate to the targeted grade level.</td>
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<tr>
<td><strong>Section 5</strong></td>
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<tr>
<td>Materials/Resources</td>
<td>The candidate has included a complete and appropriate set of materials, including very creative materials, as well as resources used to develop the lesson.</td>
<td>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.</td>
<td>The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.</td>
<td>The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials</td>
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<tr>
<td><strong>Section 6</strong></td>
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<tr>
<td>Instructional Procedures</td>
<td>The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with active</td>
<td>The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices</td>
<td>The candidate provides some evidence of appropriate strategies and approaches reflecting best practices</td>
<td>The candidate does not yet provide evidence of appropriate strategies and approaches reflecting</td>
<td></td>
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<tr>
<td>Elements</td>
<td>Exemplary (3 points)</td>
<td>Proficient (2 points)</td>
<td>Basic (1 point)</td>
<td>Unsatisfactory (0 points)</td>
<td>Score/Comments</td>
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<tr>
<td>planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.</td>
<td>best practices with maximum active student participation.</td>
<td>student participation.</td>
<td>with active student participation.</td>
<td>best practices with active student participation.</td>
<td></td>
</tr>
<tr>
<td><strong>Section 7</strong> Addressing Learners’ Diverse Needs</td>
<td>The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.</td>
<td>The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.</td>
<td>The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.</td>
<td>The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.</td>
<td></td>
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<tr>
<td>Meets the needs of students with diverse needs.</td>
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<tr>
<td><strong>Section 8</strong> Formative/Summative Assessments</td>
<td>The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.</td>
<td>The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards.</td>
<td>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.</td>
<td>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.</td>
<td></td>
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<tr>
<td>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td><strong>Section 9</strong> Data Analysis and Reflection on Planning/Instruction; Plans for Re-teaching (as applicable)</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
<td>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)</td>
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<td>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.</td>
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APPENDIX F – Formal Classroom Evaluation

Knowledge, Skills, and Dispositions – To be completed by Cooperating Teachers, University Supervisor, and Student/Intern Teachers

ST. JOSEPH’S UNIVERSITY Teacher Candidate MID-TERM AND FINAL 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_________________________

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

*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)

<table>
<thead>
<tr>
<th>1. Demonstrates knowledge in the content area/s of instruction (1.1)</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>.5/0</th>
<th>NYO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrates knowledge of student development to plan coherent instruction and advance learning (1.2a)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>3. Demonstrates knowledge of curriculum design (1.2b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>4. Demonstrates knowledge of assessment to inform teaching (1.2c)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>5. Demonstrates knowledge of how to motivate and engage learners (1.3a)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>6. Demonstrates knowledge of building positive learning communities (1.3b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>7. Demonstrates knowledge of teachers’ classroom behavior plan and routines (1.3c)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>8. Demonstrates knowledge of how to respond effectively to students’ behaviors (1.3d)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>9. Demonstrates knowledge of managing routines and transitions (1.3e)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>10. Demonstrates knowledge of how to use technology to advance learning (1.3f)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>11. Modifies instruction to accommodate students’ developmental levels, learning needs, cultural differences (1.4a)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td>12. Incorporates additional resources beyond the stated curriculum, when appropriate, to motivate and engage all learners (1.4b)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5/0</td>
<td>NYO</td>
</tr>
<tr>
<td><strong>B. Displays Intellectual Curiosity and Reflection</strong></td>
<td>(1.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Engages in continuous learning by asking questions, joining student/professional organizations, attending conferences, and reading professional literature (1.5a)</td>
<td>3 2 1 .5/0 NYO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reflects on teaching; offers alternative strategies to improve teaching and implement adjusted plan (1.5b)</td>
<td>3 2 1 .5/0 NYO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C. Communicates critically and effectively through all modes of communication</strong></th>
<th>(1.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses language effectively to express ideas across a variety of modalities (oral, written, professional email, etc) (1.6a)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>2. Uses professional oral and written communication (1.6b)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. Organizes time and materials for effective instruction</strong></th>
<th>(1.7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assimilates complex information from multiple sources to create lessons, materials, and assignments (1.7a)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>2. Allows sufficient planning time to complete tasks (1.7b)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>3. Manages materials and seeks appropriate sources for instruction (1.7c)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>4. Adapts to unexpected changes in the schedule (1.7d)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>E. Collaborates thoughtfully with all stakeholders</strong></th>
<th>(2.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>2. Receptive to other viewpoints (listens first, acknowledges others' opposing views) (2.4b)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>3. Responds appropriately to the situation and is accountable for one's emotions and behaviors (2.4c)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>4. Seeks or accepts suggestions and advice from mentors (2.4d)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>5. Collaborates and reflects with supporting professionals and implements appropriate changes (2.4e)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>F. Demonstrates Ethical Behavior</strong></th>
<th>(2.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reports students' progress responsibly (2.5a)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>2. Participates in decision-making and maintains his/her commitment to decisions made (2.5b)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>3. Maintains confidentiality (2.5c)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>G. Demonstrates Professional Conduct</strong></th>
<th>(2.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrives promptly to all commitments (2.6a)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>2. Maintains a professional appearance as specified in the field placement or student teaching handbook (2.6b)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>3. Follows safety policy and procedural rules of the school (2.6c)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
<tr>
<td>4. Represents the school professionally during school hours and community events (2.6d)</td>
<td>3 2 1 .5/0 NYO</td>
</tr>
</tbody>
</table>
**H. Understands and Advocates for Social Justice (3.1-3.4)**

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

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Rating</th>
<th>Evaluation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sets high expectations for all students (3.1)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Interacts positively and respectfully with those of different backgrounds and abilities (3.2)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>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)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Respectfully questions practices and policies that reinforce inequities and undermine student learning (ex: Candidate describes to his/her university supervisor how she/he would challenge unflattering and unnecessary remarks made about students) (3.4)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>Cooperating Teacher/University Supervisor: Name:</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>
Statewide Evaluation Form for Student Professional Knowledge and Practice
- To be completed by university supervisors.

---

**Student’s Last Name** | **First** | **Middle** | **Social Security Number**
--- | --- | --- | ---

**Subject(s) Taught** | **Grade Level**
--- | ---

This form is to serve as a permanent record of a student teacher’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)

<table>
<thead>
<tr>
<th>Student Teacher’s performance appropriately demonstrates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge of content</td>
</tr>
<tr>
<td>• Knowledge of pedagogy</td>
</tr>
<tr>
<td>• Knowledge of Pennsylvania’s K-12 Academic Standards</td>
</tr>
<tr>
<td>• Knowledge of students and how to use this knowledge to impart instruction</td>
</tr>
<tr>
<td>• Use of resources, materials, or technology available through the school or district</td>
</tr>
<tr>
<td>• Instructional goals that show a recognizable sequence with adaptations for individual student needs</td>
</tr>
<tr>
<td>• Assessments of student learning aligned to the instructional goals and adapted as required for student needs</td>
</tr>
<tr>
<td>• Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals</td>
</tr>
</tbody>
</table>
**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Rating** (Indicate √)

**Justification for Evaluation**

---

**Student’s Last Name**

**First**

**Middle**

**Social Security Number**

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)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

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

**Justification for Evaluation**

---

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)

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate <em>consistently</em> and <em>thoroughly</em> demonstrates indicators of performance.</td>
<td>The candidate <em>usually</em> and <em>extensively</em> demonstrates indicators of performance.</td>
<td>The candidate <em>sometimes</em> and <em>adequately</em> demonstrates indicators of performance.</td>
<td>The candidate <em>rarely</em> or <em>never</em> and <em>inappropriately or superficially</em> demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**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)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other
<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate <em>consistently</em> and <em>thoroughly</em> demonstrates indicators of performance.</td>
<td>The candidate <em>usually</em> and <em>extensively</em> demonstrates indicators of performance.</td>
<td>The candidate <em>sometimes</em> and <em>adequately</em> demonstrates indicators of performance.</td>
<td>The candidate <em>rarely</em> or <em>never</em> and <em>inappropriately</em> or <em>superficially</em> demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate √)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification for Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary  (Minimum of 12 Points)</th>
<th>Superior   (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Rating**  (Indicate √ )

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

### Justification for Overall Rating:

_____________________________________________________________________________________

Student’s Last Name               First               Middle               Social Security #

_____________________________________________________________________________________

District/IU               School               Interview/Conference Date

_____________________________________________________________________________________

School Year               Term

**Required Signatures:**

Supervisor/Evaluator: _________________________________________________________________ Date: ________________

Student Teacher: _________________________________________________________________ Date: ________________

Certification Officer: _______________________________________________________________ Date: ________________

Certification Area: _________________________________________________________________ PDE – Certification Code: ________________ (See Reverse)
Appendix H  Mid-semester and Final Evaluation  
(To Be Completed by Course/Seminar Professors)  
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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory .5 (Rarely)</th>
<th>Not Yet Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory .5 (Rarely)</th>
<th>Not Yet Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory .5 (Rarely)</th>
<th>Not Yet Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrates contextually correct usage/grammar, spelling, and conventions of writing (1.6a)

Submits assignments on time (1.7b)

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory .5 (Rarely)</th>
<th>Not Yet Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrates appropriate social skills in interactions with professor and peers (personal space, maintaining composure, tone of voice, etc. (2.4a)

Is receptive to other viewpoints (listens, acknowledges others’ opposing views) (2.4b)

Displays responses appropriate to the situation and demonstrates accountability and responsibility for responses when provided (2.4c)

Seeks or accepts suggestions and advice from supporting professionals (2.4d)

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

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Rating</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in continuous learning by asking questions, taking advantage of</td>
<td>3</td>
<td>learning opportunities; engaging in self-reflection (1.5a)</td>
<td></td>
</tr>
<tr>
<td>Follows through on decisions that are agreed upon; demonstrates and fosters</td>
<td>3</td>
<td>respect for peers and university professors (2.5b)</td>
<td></td>
</tr>
<tr>
<td>Online Class: Logs into class regularly (2-4 times weekly) (2.6a)</td>
<td>3</td>
<td>Traditional Class: Arrives promptly to class (2.6a)</td>
<td></td>
</tr>
<tr>
<td>Actively participates in class (2.6a)</td>
<td>3</td>
<td>Takes responsibility for learning (2.6a)</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Social Justice Reflections*

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Rating</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates or demonstrates respect in his/her interactions with all cultures</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes the social and educational factors that systematically privilege or</td>
<td>3</td>
<td>disadvantage students</td>
<td></td>
</tr>
<tr>
<td>Articulates or demonstrates an understanding of the importance of creating</td>
<td>3</td>
<td>culturally congruent learning environments for students</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Determined through conversation*
Appendix I

ARREST/CONVICTION REPORT AND CERTIFICATION FORM
(under Act 24 of 2011)

Section 1. Personal Information

Full Legal Name: ________________________________ Date of Birth: __/__/____

Any former names by which you have been identified: ________________________________

Section 2. Report of Arrest or Conviction

☐ By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §1-111(e) ("Reportable Offense(s)"). See Instructions on Page 2 of this Form for a list of Reportable Offenses. If you have none to report, proceed to Section 3 of this form.

Details of Arrests or Convictions

For any arrest or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the crime for which you have been arrested or convicted, the date and location of arrest and/or conviction, and the applicable court.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Section 3. No Arrest or Conviction

☐ By checking this box, I state that I have never been arrested for or convicted of any Reportable Offense.

Section 4. Certification

By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.

Signature ___________________________ Date ___________________________

PDE-6004 (9/1/2011)
INSTRUCTIONS

This standardized form has been developed by the Pennsylvania Department of Education, pursuant to 24 P.S. §1-111(j), to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools for the written reporting by current and prospective employees of any arrest or conviction for an offense enumerated under 24 P.S. §1-111(e).

As required by subsection (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current employees of a public or private school, intermediate unit or area vocational-technical school by December 27, 2011. In addition, as required by subsection (j)(4) of 24 P.S. §1-111, this form shall be utilized by employees to provide written notice within seventy-two (72) hours after an arrest or conviction for an offense enumerated under 24 P.S. §1-111(e) and occurring after September 28, 2011. In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. If you have questions regarding to whom the form should be sent, please contact your supervisor or the school entity administration office.

PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.

LIST OF REPORTABLE OFFENSES

An offense enumerated under 24 P.S. §1-111(e) (a “Reportable Offense”) consists of any of the following:

(1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

- Chapter 25 (relating to criminal homicide)
- Section 2702 (relating to aggravated assault)
- Section 2709.1 (relating to stalking)
- Section 2901 (relating to kidnapping)
- Section 2902 (relating to unlawful restraint)
- Section 2910 (relating to luring a child into a motor vehicle or structure)
- Section 3121 (relating to rape)
- Section 3122.1 (relating to statutory sexual assault)
- Section 3123 (relating to involuntary deviate sexual intercourse)
- Section 3124.1 (relating to sexual assault)
- Section 3124.2 (relating to institutional sexual assault)
- Section 3125 (relating to aggravated indecent assault)
- Section 3126 (relating to indecent assault)
- Section 3127 (relating to indecent exposure)
- Section 3129 (relating to sexual intercourse with animal)
- Section 4302 (relating to incest)
- Section 4303 (relating to concealing death of child)

- Section 4304 (relating to endangering welfare of children)
- Section 4305 (relating to dealing in infant children)
- A felony offense under section 5902(b) (relating to prostitution and related offenses)
- Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)
- Section 6301(a)(1) (relating to corruption of minors)
- Section 6312 (relating to sexual abuse of children)
- Section 6318 (relating to unlawful contact with minor)
- Section 6319 (relating to solicitation of minors to traffic drugs)
- Section 6320 (relating to sexual exploitation of children)

(2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act.”

(3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:

- the United States; or
- one of its territories or possessions; or
- another state; or
- the District of Columbia; or
- the Commonwealth of Puerto Rico; or
- a foreign nation; or
- under a former law of this Commonwealth.

PDE-6004 (9/1/2011)
Appendix J

Statement Regarding Background Clearances

Date __________________________

Name ________________________________________________

SJUID# ________________________________________________

Address ________________________________________________

Phone ________________________________________________

I will be participating in clinical field experiences, including practicums and student teaching in the following location(s):

CITY/TOWN ________________________________________________

STATE/REGION ________________________________________________

COUNTRY ________________________________________________

BEGIN DATE ________________________________________________

Please indicate agreement by initialing the following statements:

____ I understand that I may not participate in clinical field experiences, including practicums and student teaching until I have signed and presented this document to the Saint Joseph’s University Teacher/ Administrator Preparation Program administrator.

____ I have carefully reviewed the Criminal History Records Information and other background checks, including communicable disease testing requirements for my ________________________, which is the location where I will be working for this clinical field experience, and I will comply with same.

I hereby affirm that I have taken the necessary measures to be in compliance with all of the requirements listed above and I will submit copies of current and valid documentation as required by the program.

Name ________________________________________________

Signature ________________________________________________ Date ____________