Education Department
Student Handbook

School of Arts and Sciences

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Revised July 2012
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INTRODUCTION

Point Park University expects the highest standards of its students who aspire to be future teachers.

This Student Handbook has been carefully prepared to make your experiences in the Education Department more effective and student-friendly. By carefully following the procedures and guidelines in this Handbook, your time at Point Park University will be productive, successful and enjoyable.

This Handbook is based on the standards set forth by the Pennsylvania Department of Education for individuals seeking teacher certification. It describes the policies and procedures for student admission, retention, and completion of teacher certification programs. It emphasizes the high level of academic performance and personal conduct expected of students pursuing teacher certification in Education.

The Point Park University Catalog and online department resources should be used in conjunction with this Handbook. It is the responsibility of the pre-service teacher candidate to become familiar with all documents as they pertain to the teacher certification program. Since policies in the Handbook may change periodically, it is important to work closely with an academic advisor. Questions or concerns are to be presented first to your advisor.

ADMISSION TO THE UNIVERSITY

Students seeking admission to Point Park University must comply with the admission requirements outlined in the University catalog. During student orientation, all full-time students are given diagnostic tests to provide for early detection of academic weaknesses in mathematics and writing skills. Special courses, as well as recommended services of the Program for Academic Success (PAS), are advised to remediate evident weaknesses, when needed.

Transfer students from other institutions must meet the general University requirements regarding transfers. In addition, the transfer counselor, in consultation with the department chair, reviews and evaluates the credits and transcripts of each applicant to determine program requirements completed and the number of credits remaining. Transfer students must complete all Education Department program requirements.

Once the students have fulfilled the matriculation requirements, they are encouraged to meet with an education advisor. All students, both full-time and part-time, meet with an education advisor to receive an overview of the program and register for classes.

We believe that education promotes the development of the whole person. We believe in our students and regard them as complex human beings with senses open to the universe; imaginations able to see similarities and differences and able to make startling and useful associations; minds able to organize, analyze and synthesize a range of emotions to provide the life blood and driving force of expression; and makers of symbols to communicate ideas, attitudes, feelings, and values. We believe that prepared and effective teachers are our most important and only product and we strive to support and assist them in becoming humane, accountable educators who believe they can touch the future and make a difference in the lives of students.

EDUCATION DEPARTMENT MISSION STATEMENT

The mission of the Point Park University Education Department is to prepare students to assume their roles as instructional leaders through coursework, evaluation and experiences relating to content knowledge, pedagogy, academic standards and professional competencies through a wide variety of field experiences, evaluations, exposure to educational materials and teaching strategies, technologies and assessment practices.
GOALS OF THE EDUCATION DEPARTMENT

1. To develop quality, innovative programs in which students acquire knowledge of subject areas and specific pedagogical methodologies including effective use of educational technology appropriate for teaching and learning in the 21st century.

2. To enable students to develop a philosophy of education which focuses on the needs and capacities of the individual child, one that encourages each child’s independence and creative thought.

3. To prepare students to become effective teachers of children and young adults through the study of human growth and development and to enter the teaching profession as committed teachers of the whole child – fully aware of the crucial importance of creative teaching and lifelong learning.

4. To provide students with experiences that prepare them to effectively address the academic, behavioral and socio-emotional needs of diverse learners.

5. To acquaint students with the use of knowledge to perform meaningful tasks using such processes as problem solving, experimental inquiry, and decision-making.

6. To create an open approach to education by emphasizing the need for continual assessment of all aspects of the teaching situation and the flexibility to effect change.

7. To enable students to perceive education as a reciprocally rewarding profession that requires knowledge and understanding of ethical and legal consideration, as well as responsibilities to the community.

8. To model as a faculty cooperative and creative teaching.

9. To prepare students to successfully complete the appropriate programs and all required state certification exams to qualify for a Pennsylvania Department of Education teaching certificate in their chosen disciplines.
DEGREE AND CERTIFICATION REQUIREMENTS

When a student enters Point Park University, the program guide in effect will serve as the outline of course requirements for degree completion.

**Baccalaureate/ Post-Baccalaureate**

**Must be completed and submitted to PDE by August 2013**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Elementary Education with a Focus in Theater Arts</td>
</tr>
</tbody>
</table>

**Programs beginning Fall 2010**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Program</th>
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<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>PreK – Grade 4</td>
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<tr>
<td>Bachelor of Arts</td>
<td>PreK - Grade 4 Dual Certification with Special Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Grades 4– 8 (Choice of Academic Concentration: English, Mathematics, Science and Social Studies)</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Grades 4 – 8 Dual Certification with Special Education (Choice of Academic Concentration: English, Mathematics, Science and Social Studies)</td>
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**Secondary Education Programs**

<table>
<thead>
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<th>Degree Type</th>
<th>Program</th>
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<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Biology/Secondary Education</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Biology/Secondary Education Dual Certification with Special Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Citizenship/Secondary Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Citizenship/Secondary Education Dual Certification with Special Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>English/Secondary Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>English/Secondary Education Dual Certification with Special Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Mass Communications/Secondary Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Mass Communications/Secondary Education Dual Certification with Special Education</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Mathematics/Secondary Education</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Mathematics/Secondary Education Dual Certification with Special Education</td>
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**Other Programs Available**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Program</th>
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<tbody>
<tr>
<td>Associate in Arts Degree</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Instructional Studies</td>
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**Graduate Programs in Education**

<table>
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<tr>
<th>Degree Type</th>
<th>Program</th>
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<td>Master of Arts</td>
<td>Curriculum &amp; Instruction (K-12 or Adult Education Concentrations)</td>
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<tr>
<td>Master of Arts</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Teaching &amp; Leadership</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Secondary Education (leading to PA Certification 7-12)</td>
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<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Citizenship</td>
</tr>
<tr>
<td></td>
<td>Mass Communication</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Special Education PreK-8 or 7-12 (pending PDE final approval)</td>
</tr>
<tr>
<td>ESL</td>
<td>ESL Certification</td>
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<tr>
<td>Master of Arts</td>
<td>ESL</td>
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<tr>
<td>Certificate Only</td>
<td>Principal</td>
</tr>
<tr>
<td>Certificate</td>
<td>Adult Education &amp; Administration</td>
</tr>
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NOTICE OF NON-DISCRIMINATION

Point Park University does not discriminate on the basis of race, color, national origin, sex, age, religion, ancestry, disability, veteran, sexual orientation, marital, or familial status in the administration of any of its educational programs, activities, or with respect to employment or admission to the University’s educational programs and activities.

This policy is in accord with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and the Age Discrimination Act of 1975. Inquiries regarding these regulations, policies, or complaints of discrimination should be referred to the Human Resources Officer, telephone number (412) 392-3952. Inquiries regarding Title IX and the Title IX regulations can also be referred to the Human Resources Officer as the Title IX coordinator, or to the federal funding agency.

Information and policies are subject to change.

ADVISEMENT AND REGISTRATION POLICIES AND PROCEDURES

An advisor will be assigned to each student according to the area of certification. Students seeking to complete secondary certifications will be assigned two advisors – one from the content area of certification and one from the Education Department.

Each academic year there are two registration periods. During the middle of the fall semester students will have the opportunity to register for their spring courses. During the middle of the spring semester students will register for their fall courses and for any summer courses they may wish to take. Please see the academic calendar for specific dates.

Faculty members have regular office hours. It is strongly suggested that during the registration period, students schedule an appointment with their assigned academic advisor. This is typically done by signing the appointment sheets located on the door of the advisor.

Registration is the responsibility of the student.

Students can register online utilizing the following process:
• The student chooses the classes they would like to register for and a seat is “reserved.”
• The information is then sent to the advisor who will verify the registration via Point Web.
• If everything is in order, the advisor releases the registration and the status is changed from “reserved” to “registered.”

Registration for student teaching must be completed through an appointment with the Education Department during the semester prior to the student teaching experience. It is the responsibility of the student to be sure that all necessary paperwork is in order prior to the meeting.
ACADEMIC POLICIES

For all current Academic Policies, please refer to the Undergraduate Point Park University Catalog. For further clarification on these policies, see your Academic Advisor or Department Chair.

Education Department Policies

Plagiarism

Instructors in the Education Department may choose to use the Turnitin software program to assess student work for plagiarism.

Attendance Policy:

*Students must attend* all classes, arrive on time and be prepared for full participation in class by completing all readings and assignments as presented in the Course Syllabus as well as those stated during class. Students must be prepared to be active participants in the entire learning experience. Active participants get involved in class discussion and activities; take notes on the material presented; share their insights and opinions and ask relevant questions.

Department policy states that students are permitted one (1) absence. Each absence beyond that may result in the reduction of the final grade. In the event of an emergency absence, students must notify the instructor in advance by voicemail or email and make their own arrangements to obtain the missed class information before the next class meets. Students must notify the professor via email if they will not be attending the day’s session and designate a fellow student to be responsible for missed handouts and lecture notes. All coursework is due on the date identified, regardless of absence. Emailed assignments will be accepted ONLY if a student is absent from class. No assignments will be accepted late. No assignments will be accepted via email.

Students who are absent from two (2) or more classes must schedule an appointment with the Instructor to develop a Course of Action Plan.

Arriving more than 15 minutes late to class, leaving before the class is formally ended and non-participation in classroom discussions and activities may adversely affect students’ grades at the instructor’s discretion.

Student Grievance Procedure

The student must first discuss the issue with the instructor at a scheduled meeting. If the issue cannot be resolved between the student and the instructor, documentation of the issue and the result of the meeting with the instructor should be presented to the department chair.

Clearances

Students must obtain current clearances (PA Criminal Record, Act 33/151 PA Child Abuse and FBI Criminal Background Check) prior to visiting any school site. Students are advised to apply for their updated clearances two months before they expire.
ADMISSION TO TEACHER PREPARATION PROGRAM

Students who plan a career in education must be admitted to the Education Department before they can enter the teacher certification program. Upon initial enrollment at Point Park University, students are classified as Education: Undeclared until they have satisfactorily completed all requirements outlined on the Student Application for Admission to Teacher Preparation Program form. After the admission requirements are successfully fulfilled, the student must complete the Change of Major Form and have it signed by the advisor and the department chair.

For application for admission to department see page XXXXX

PRAXIS EXAMINATIONS

Who Must Take the Tests
Individuals applying for an initial certificate (Instructional I and Educational Specialist I) are required to take Pre-Professional Skills (PPST) paper and pencil OR Computerized PPST tests in Reading, Writing, and Mathematics. Any Computer-Based Academic Skills Assessments (CBT) taken prior to January 16, 2002 will not be acceptable as substitutions for the PPST tests. In addition, for all Instructional I areas that cover K-6 or K-12, applicants must take the Fundamental Subjects: Content Knowledge test. All individuals seeking dual certification will be required to be tested in both areas of specialization. All persons who already hold a valid Pennsylvania Level I or II certificate and wish to add another area (including instructional, educational specialist, supervisory or administrative) to that certificate will be required to complete an approved program and take the appropriate subject assessment test(s).

No one may take a Praxis I Computerized PPST more than once in any given 60-day period. For anyone who does, the scores from your second or subsequent testing will not be reported and the test fees will not be refunded. However, the paper and pencil test could be taken during this time period, if required.
All subject assessment tests, including the Supervisory test, will be administered through The Praxis Series. It is the responsibility of the applicant to register for the proper subject assessment test. Refer to the Praxis Series web site www.ets.org/praxis for a listing of areas of certification and the corresponding subject assessment tests. All candidates prepared by Pennsylvania institutions should pay careful attention to identifying and recording the correct code number of the preparing institution (the college or university that will recommend you for certification) on your registration form. Be sure this information is entered on the grid in item 11 under "Agencies to Receive Score Reports." See the score Recipient Code List in The Praxis Series Registration Bulletin.

Where to Get Additional Information
To obtain information about approved teacher education programs or for individuals who hold certification in another state, contact:

Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Telephone 717-787-3356
www.pde.state.pa.us

If you test in Pennsylvania a copy of your scores will automatically be sent to the State Department of Education. You must designate the institution you attend in Pennsylvania as a score recipient.
CLASSROOM OBSERVATION/ FIELD EXPERIENCE REQUIREMENTS

Goals:
- Students will reflect on their career choice based on a realistic view of the classroom teaching environment.
- Students will develop an understanding of a positive learning environment that fosters active engagement in learning and motivational techniques.
- Students will develop an understanding of the diversity of learners in the classroom and reflect on how children differ in learning paths, how teachers provide adapted instructional paths for diverse learners, and how the classroom environment is designed to promote and encourage learning for all.
- Students will observe the characteristics of student learners and recognize the importance of providing experiences that relate to student development.
- Students will reflect on the professional behaviors of the clinical instructors observed.

Students must obtain current clearances (PA Criminal Record, Act 33/151 PA Child Abuse and FBI Criminal Background Check) prior to visiting any school site. A copy of the student’s clearances MUST be presented at the school office prior to entering the classroom.

It is recommended that students conduct Classroom Observations/Field Experiences at different schools from which they attended, at a school in which a family member is employed or in which a family member attends classes. Written request for exceptions to these guidelines must be made to the Instructor; Advisor or Department Chair. Special consideration will be made on a case by case basis.

The number of hours to be completed prior to the student teaching placement for students in programs beginning prior to Fall 2010.

<table>
<thead>
<tr>
<th>Major</th>
<th>Status</th>
<th>Observation/Field Experience Hours Required</th>
<th>Recommended Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Major</td>
<td>Non-transfer</td>
<td>150 hours</td>
<td>45 hours Urban Public School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45 hours Suburban Public School</td>
</tr>
<tr>
<td>Elementary Major</td>
<td>Non-transfer</td>
<td>150 hours</td>
<td>30 hours Private School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 hours Rural School</td>
</tr>
<tr>
<td>Secondary Major</td>
<td>Non-transfer</td>
<td>150 hours</td>
<td>15 hours Charter School</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Transfer</td>
<td>75 hours</td>
<td>23 hours Urban Public School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>22 hours Suburban Public School</td>
</tr>
<tr>
<td>Elementary Major</td>
<td>Transfer</td>
<td>75 hours</td>
<td>15 hours Private School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 hours Rural School</td>
</tr>
<tr>
<td>Secondary Major</td>
<td>Transfer</td>
<td>75 hours</td>
<td>7 hours Charter School</td>
</tr>
<tr>
<td>Post Baccalaureate Certifications</td>
<td>Transfer</td>
<td>50 hours</td>
<td></td>
</tr>
</tbody>
</table>
Students beginning the following programs in Fall 2010:

- PreK – Grade 4
- PreK - Grade 4 Dual Certification with Special Education
- Grades 4– 8 (Choice of Academic Concentration: English, Mathematics, Science and Social Studies)
- Grades 4 – 8 Dual Certification with Special Education (Choice of Academic Concentration: English, Mathematics, Science and Social Studies)
- All Secondary
- All Secondary Dual Certifications

will be required to complete the following:

- 40 hours of Classroom Observation (Stage 1)
- 150 hours of Field Experience (Stages 2 & 3)

Classroom Observations/Field Experiences required for course work may be applied to the observation hour requirements if the observation is fully documented. When observations and field placements are specified in a course syllabus, additional requirements may apply.

**Observation/Field Experience Etiquette**

- Call in advance to arrange your visit, check with the school administration office and to check on the school’s observation policy (For Pittsburgh Public Schools, see “Observations in Pittsburgh Public School on page 16.)
- Professional dress and behavior is required.
- Be punctual!
- Upon your arrival, report to the main office, introduce yourself as a student observer and present current clearances before going to the classroom.
- As an observer; sit quietly, observe, take notes, do not interrupt, do not give advice, do not give opinions.
- If you are asked to participate, do so in a professional respectful manner. Do not disturb the classroom teaching-learning process; remember you are there learn.
- Respect confidential information. Do not discuss specific details of the experience outside of the instructional setting.
- After your visit, write a thank you note to the teacher/principal.
- Record your thoughts and observations at the end of each experience.
- Keep a log of your experiences,

**Students should maintain a binder of Observation/Field Experience documentation. This binder should be organized by term and course and will be required prior to registration for Student Teaching Practicum.**

In all cases, students must document the experience (including the signature of the classroom teacher) using Page 1 of the Classroom Observation/Field Experience Form. Note: If you are participating in a Field Experience as a class (accompanied by your instructor) your instructor is responsible for completing Page 1 of the Classroom Observation Form. To document and reflect upon the experience, students should use the Classroom Observation/Field Experience form required by the course instructor. This form should directly align with instruction taking place within the coursework. **If no alternate form is required as part of a course requirement,** the observer must document the experience on Page 2 **Classroom Observation/Field Experience Form.** Forms may be downloaded from [www.pointpark.edu](http://www.pointpark.edu). Go to Academics, School of Arts and Sciences, Department of Education and Downloadable Documents.
Types of Experiences

Types of experiences may include, but are not limited to the following:

Observation
- Observe for the purpose of career decision making early in university career
- Observe demonstrations and other classroom activities
- Observe in a variety of school settings at a variety of grade levels, including multicultural settings and regular and special education classrooms
- View electronic presentations and simulations of teaching situations
- Observe with a focus on the nature of students, management of classrooms and nature of teaching
- Examine instructional practices and management techniques that have been presented in the coursework
- Use observational instruments to analyze and record experiences
- Keep a log of observation experiences
- Develop an awareness though observations of the philosophical and social contexts for multicultural education
- Assess and evaluate materials and resources for learning
- Apply class lecture and text material in evaluating and analyzing the experience

Field Experience
- Correct tests and other papers.
- Assist in the administration of tests.
- Tutor individual students in specific content areas.
- Participate in multicultural methods activities and activities designed for students with IEPs.
- Perform diagnostic and prescriptive tasks in a specific content area.
- Plan and practice strategies and techniques for the individualization of learning experiences.
- Carry out small group instruction in a specific content area.
- Develop and teach unit plans.
- Design a classroom management strategy.
- Use audio-visual aids for instructional purposes.
- Develop and use games and other activities for teaching.
- Plan, teach and evaluate instruction in specific content areas, in a variety of settings.
- Interview students; teachers; school personnel; parents.

Field Experience in a Non-Traditional Setting

Field Experiences should be done in traditional classrooms. However, in some cases it is acceptable that up to 50 hours of required field experiences may be in non-traditional instructional settings such as extra-curricular activities, athletics, camps, clubs etc.

If a student chooses to request credit for non-traditional field experiences, the student must submit a letter of request to their Faculty Advisor which includes:
- Student name and ID Number.
- Name, address and phone number of the site at which the field experience took place.
- Dates and times during which the student was present at the site.
- Detailed description of responsibilities/duties the student performed at the site (must be instructional in nature, clerical duties, etc. are not acceptable).
- Artifacts serving as evidence of the experience (lesson plans, documentation from supervisory personnel, schedules, etc.).
- Contact information for direct supervisor during the experience.
- Signature (dated) of direct supervisor.
- An updates Classroom Observation/Field Experience binder much accompany the written request for Non-Traditional Field Experiences.
Observations in Pittsburgh Public Schools

All requests for Classroom Observations and Field Experiences in the Pittsburgh Public Schools must be acquired through the Education Department. No requests made by students or university instructors will be honored by PPS. Under no circumstances, should individual requests be made at the school level.

Students requesting experiences in the Pittsburgh Public Schools must complete the PPS Request for Observation Form (Appendix), attach copies of current clearances and submit those documents to the Education Department who will make the request via email and copy the student for verification.

PROFESSIONAL DEVELOPMENT GUIDELINES

THE FRAMEWORK

Change is a constant in education. The responsibility of the Education Department is to keep apprised of federal laws and Pennsylvania Department of Education (PDE) legislative changes that affect teacher preparation and certification. These changes have resulted in modifications to the PRAXIS Examinations. PDE initiated the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice referred to as PDE-430. This evaluation is based on the four Domains and Component knowledge, skills, behaviors and attitudes defined in Enhancing Professional Practice: A Framework for Teaching, Danielson, 2nd edition, (2007), hereafter referred to as The Framework. Consequently, in keeping with those changes, the Education Department has begun incorporating the four Domains and Component knowledge, skills, behaviors and attitudes defined in the Framework, into the teacher preparation program.

Knowing the concepts offered in The Framework and applying them to daily practice will result in a common vocabulary among all parties and facilitate and improve communication and understanding of the goals, objectives and expectations of the supervised teaching experience. Therefore, Student Teachers are expected to begin demonstrating entry level competence in the following Domains and Components of professional practice as delineated in the Framework:

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Component 1b: Demonstrating Knowledge of Students
Component 1c: Setting Instructional Outcomes
Component 1d: Demonstrating Knowledge of Resources
Component 1e: Designing Coherent Instruction
Component 1f: Designing Student Assessments

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behavior
Component 2e: Organizing Physical Space

Domain 3: Instruction

Component 3a: Communicating with students
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Using Assessment in Instruction
Component 3e: Demonstrating Flexibility and Responsiveness
Domain 4: Professional Responsibility

Component 4a: Reflecting on Teaching
Component 4b: Maintaining Accurate Records
Component 4c: Communicating with Families
Component 4d: Participating in a Professional Community
Component 4e: Growing and Developing Professionally
Component 4f: Showing Professionalism
ROLE AND RESPONSIBILITIES OF STUDENT TEACHERS

The development of good teachers is an extended process. It begins long before students’ exposure to methods courses and continues throughout their professional career. One important factor in a teacher’s development is the student teaching experience, a period of guided teaching when students assume increasing responsibility for the work within a given group of learners over a period of 15 consecutive weeks. The success of the supervised teaching experience depends on the Student Teacher’s ability to adapt to new situations with poise, to develop positive and effective working relationships with the students, the Cooperating Teacher, and the Field Supervisor, as well as with colleagues and peers. Expect to be treated as a professional colleague and be certain to behave in the same manner. Be cooperative, courteous and respectful of all faculty and staff members. Behavior inside and outside the classroom are expected to be of the highest professional caliber. Consequently, review the following requirements and implement them with diligence:

1. **Be punctual.** Take the initiative to obtain the directions to the placement school or agency. Allow for rush hour traffic and travel time. Visit the location in advance of the first day to be sure of distance and location. Parking spaces are often limited. Find out where to park.

2. **Be respectful and courteous with all faculty and staff members.** Greet everyone appropriately and respectfully. Respect the experience and expertise of other school district staff members. Seek opportunities to observe other teachers as well as to confer with them and discuss strategies that they find to be successful with students.

3. **Demonstrate professionalism in attire and appearance.** As a guest of the school district and a representative of Point Park University, the Student Teacher should use good judgment in selecting clothing for classroom wear. Men are expected to wear collared shirt and a tie. Women should wear skirts, dress slacks or dresses appropriate to the classroom. Be observant of the attire of other teachers.

4. **Use professional language at all times.** Use Standard English. Avoid colloquialisms and slang. Speak professionally and serve as a role model for students. Never allude to or use profanity, verbally or nonverbally, at any time under any circumstance.

5. **Behave professionally and respectfully with students, parents, support staff, colleagues, school district teachers and administrators and University representatives.** Be courteous, punctual and dependable in all your dealings with others. People judge others by their appearance, language and behavior. Teachers are held to a higher standard than others. Demonstrate professional, mature behavior in all interactions. Teachers have an ethical and educational responsibility for their students. A commitment to education is a commitment to professionalism.

6. **Consider your Cooperating Teacher and Supervisor as resources and guides throughout this experience.** View the student teaching practicum as a learning experience and experiment with a variety of instructional strategies and methodologies to become more comfortable with the science and art of teaching.

7. **Seek and accept constructive feedback from the Cooperating Teacher and the Field Supervisor.** Use it to reflect on, improve and enhance the practicum experience.

8. **Ask thoughtful questions and listen carefully to the answers.** Use EDUC 432 Student Teaching Seminar as a time to interact with peers, share experiences and seek the counsel of others.

9. **Review school district board policies, regulations and procedures.** Be aware of the culture of the district and the building. Be careful to work within the guidelines provided.

10. **Maintain the role of Student Teacher.** Student Teachers may not be used as substitute teachers. Student Teachers may teach only when the Cooperating Teacher is present or, in the absence of the Cooperating Teacher, when a substitute teacher is present in the classroom.

11. **Be vigilant regarding the safety of students.** Be certain to supervise students properly and caution them about hazards that might be a part of a teaching and/or learning activity.

12. **Use school district materials responsibly and respectfully.** Learn where and how to borrow instructional materials needed for class. Be certain to return all borrowed materials in good condition by the end of the term.

13. **Avoid giving individual material gifts or food rewards to students.** Student Teachers may participate with their Cooperating Teachers in rewarding students, but should not initiate such activities. Food allergies are common and distributing candy, cookies or other treats can be harmful although well-intended.

14. **Observe with special attention, the Cooperating Teacher’s methods for managing student behavior.** Try to understand why students behave the way they do. Be gentle, but firm with students. Be objective and fair in dealing with students. Maintain control of the classroom through effective planning and good organizational methods. Discourage students from attention-seeking behaviors. Treat students respectfully. Maintain professional demeanor and poise at all times despite internal feelings that may differ.

15. **Maintain a list of questions about situations and issues as they arise in the school and the classroom.** Use the list as a springboard for regular discussion with the Cooperating Teacher and the Field Supervisor.
SCHEDULE OF SUGGESTED TRANSITION ACTIVITIES FOR STUDENT TEACHERS
(SINGLE PLACEMENT)

There is not rigid schedule for the Student Teacher’s initiation into teaching, but there are several transition activities that will facilitate the process. Individuals differ in their ability to assimilate information, internalize it and apply it to the practice of teaching so progress of Student Teachers will depend on a number of variables. Communication among the supervisor, the Cooperating Teacher, and the Student Teacher will reveal readiness for various experiences. Following is a suggested schedule of transition activities designed to reduce anxiety and facilitate entry into the supervised teaching experience:

**Week 1:**

Observe the Cooperating Teacher in action. Attend carefully to the way in which the Cooperating Teacher prepares materials and equipment, manages the classroom, utilizes teaching techniques, moves the students through the halls, and deals with hall passes, lunch duty and other housekeeping routines and tasks.

Demonstrate initiative. Be helpful and observant. Assist the Cooperating Teacher by assuming supportive responsibilities such as greeting students, taking attendance, conducting opening exercises, preparing and distributing materials and in any other ways appropriate and acceptable to the teacher.

Observe classes of Cooperating Teacher and other teachers in the same grade level or department. Become familiar with the socioeconomic backgrounds of the student body. Learn the locations and uses of various instructional materials such as audio-visual equipment, computer and science labs, library/media center, curriculum guides, textbooks and consumable materials.

Find out which students have individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art and physical education teachers.

Learn the floor plan of the school building. Locate the exits, the washrooms, the common areas such as the gymnasium, the library/media center, the offices and other building resources.

Discuss with the Cooperating Teacher and exact time of arrival and dismissal at their school. Student Teachers must observe regular school hours as determined by the school district schedule. Learn about the school and geographical, socioeconomic community in which it is located.

Become familiar with the seating charts. Learn the names of the students as quickly as possible. Find out how the teacher assigned seating and why that method was used. Observe the room arrangements as well as the storage and locker areas. Knowing the students is one of the most vital keys to both positive interaction and effective management of the classroom.

Know where the classroom and building exits are and what is expected during building evacuations. Learn the fire drill procedures, safety measures and any other expected behaviors in the event of accidents, student illness or other emergencies.

**Week 2**

Conduct several classroom observations. Reflect on and analyze specifics of what is observed. Check student attendance; record grades; collect or distribute student papers or instructional materials; review lesson assessments; work in the computer lab; read stories to students; work with individual students in a tutorial capacity.

**Week 3:**

Begin organizing and planning for teaching small portions or segments of various lesions each day. Gradually progress toward teaching one full period each day.

**Weeks 4-5:**
Gradually increase the teaching responsibilities to two or three full periods per day; prepare daily lesson plans and assessments in conjunction with Cooperating Teacher; administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress.

**Weeks 6-7:**

Continue to increase teaching load to four or five full periods per day; continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher must remain in the classroom and provide feedback on lessons taught.

**Weeks 8-15:**

Assume full teaching load under the supervision of the Cooperating Teacher. Write weekly lesson plans with a focus on relating objectives and assessments. Practice writing measurable objectives in terms of student achievement. Develop varied assessment tools related to the lesson objectives.

**SCHEDULE OF SUGGESTED TRANSITION ACTIVITIES FOR STUDENT TEACHERS (SPLIT PLACEMENT)**

There is not rigid schedule for the Student Teacher’s initiation into teaching, but there are several transition activities that will facilitate the process. Individuals differ in their ability to assimilate information, internalize and apply it to the practice of teaching so progress of Student Teachers will depend on a number of variables. Communication among the Supervisor, the Cooperating Teacher, and the Student Teacher will reveal readiness for various experiences. Following is a suggested schedule of transition activities designed to reduce anxiety and facilitate entry into the supervised teaching experience:

**Week 1:**

Observe the Cooperating Teachers in action. Two thirds of the observations should be completed with the Cooperating Teacher to whom the student teacher is first assigned. One third of the observations should be completed with the Cooperating Teacher with whom the student teacher will be assigned for the second half of the placement.

Attend carefully to the way in which the Cooperating Teachers prepare materials and equipment, manage the classroom, utilize teaching techniques, move the student through the halls, and deal with hall passes, lunch duty and other housekeeping routines and tasks.

Demonstrate initiative. Be helpful and observant. Assist the Cooperating Teachers by assuming supportive responsibilities such as greeting students, taking attendance, conducting opening exercises, preparing and distributing materials and in any other ways appropriate and acceptable to the teacher.

When possible, observe classes of other teachers in the same grade level or department. Become familiar with the socioeconomic backgrounds of the student body. Learn the locations and uses of various instructional materials such as audio-visual equipment, computer and science labs, library/media center, curriculum guides, textbooks and consumable materials.

Find out which students have Individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art and physical education teachers.

Learn the floor plan of the school building. Locate the exits, the washrooms, the common areas such as the gymnasium, the library/media center, the offices and other building resources.

Discuss with the Cooperating Teacher’s the exact time of arrival and dismissal at their school. Student Teachers must observe regular school hours as determined by the school district schedule. Learn about the school and geographical, socioeconomic community in which it is located.
Become familiar with the seating charts. Learn the names of the students as quickly as possible. Find out how the teacher assigned seating and why that method was used. Observe the room arrangements as well as the storage and locker areas. Knowing the students is one of the most vital keys to both positive interaction and effective management of the classroom.

Know where the classroom and building exits are and what is expected during building evacuations. Learn the fire drill procedures, safety measures and any other expected behaviors in the event of accidents, student illness or other emergencies.

**Week 2:**

Begin organizing and planning for and teaching small portions or segments of various lessons each day. Progress toward teaching one full period each day.

**Weeks 3-5:**

Gradually increase the teaching responsibilities to the full teaching load under the supervision of the Cooperating Teacher. Prepare daily lesson plans and assessments in conjunction with the Cooperating Teacher, administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. A PDE 430 review will be completed during Week 4.

**Weeks 6-7:**

Continue to teach five full periods per day, continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught.

**Week 8: (Transition Week)**

Relinquish the teaching responsibilities in the first placement and complete the PDE 430 review by mid-week and relinquish the teaching responsibilities in the first placement. Spend the remainder of this week observing and acclimating to the second placement. Review the seating charts. Learn the names of the students as quickly as possible. Find out which students have Individualized Education Plans (IEP) and what responsibilities result from them. Identify the school librarian, the music, art, and physical education teachers.

**Week 9:**

Begin organizing and planning for and teaching small portions or segments of various lessons each day. Progress toward teaching one full period each day.

**Weeks 10-12:**

Increase the teaching responsibilities to the full teaching load under the supervision of the Cooperating Teacher. Prepare daily lesson plans and assessments in conjunction with the Cooperating Teacher, administer and correct assessments. If student portfolios are used in the classroom, examine them and practice assessing student progress. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. A PDE 430 review will be completed during Week 12.

**Weeks 13-15:**

Continue to teach five full periods per day; continue to develop daily lesson plans, practice developing student assessments related to lesson objectives; administer and grade student assessments. The Cooperating Teacher should remain in the classroom and provide feedback on lessons taught. The PDE 430 review will be completed during the final week of the placement.
MANDATORY STUDENT TEACHING ASSIGNMENTS

TaskStream
All Education Majors are required to obtain a TaskStream account on which all of the following will be stored and reviewed by the Department Chairperson, Instructors, Field Supervisors and Cooperating Teachers:

1. **Written Observations**
   Student Teachers should take advantage of the opportunity to observe other teachers in addition to their cooperating teacher during their supervised teaching experience using the current observation and reflection format. Classroom observations are strongly encouraged since they are very useful in demonstrating the various practices and strategies employed by other teachers in other settings. Student Teachers should observe teachers and students in other classrooms, at other grade levels, in other subject areas that contrast with their planned area of certification. Observations of teachers and students in music, art, physical education, technology education, computer science, world languages, family and consumer science and other content areas help to build the Student Teacher’s repertoire of skills. After the observation, the Student Teacher should reflect on the experience and complete the observation form based on the Domains and Components of the Framework. Documentation of classroom observations should be included in the Supplemental Experiences Log required for the Student Teacher Seminar. It is expected that observations will be typed for legibility and a professional appearance.

Observations may be conducted in a variety of alternative ways. These may include: visits to a classroom where there is interaction between teacher and students as in a discussion. The observer might focus on the questions the teacher asks of the students. The observer might tally the number of questions requiring higher order thinking versus those satisfied by lower level thinking.

Another way to conduct an observation is to script it. Scripting is a technique whereby the observer attempts to write everything that is said in the classroom. This includes everything said by the teacher as well as the responses of the students. The final script looks like the dialogue in a play. When the observer reviews the script after the observation, some generalizations and conclusions can be developed.

Observations can focus on one student in the classroom. Select and observe a specific student for the entire class period. The observer writes anecdotal notes about the student’s behavior, responses and interactions with the teacher and classmates. This type of observation results in data that can be interpreted and analyzed regarding an individual student.

2. **Written Lesson Plans**
   Student Teachers must write daily and weekly lesson plans using an approved, Department of Education format. Written lesson plans are required for every lesson taught throughout the semester. All lesson plans must be submitted to the Cooperating Teacher for review and authorization before they are implemented in the classroom. Student Teachers are expected to use fully detailed lesson plans throughout their supervised field experience. It is expected that lesson plans will be typed for legibility and a professional appearance.

3. **Other Relevant Opportunities**
   Usually other assignments may be given to the Student Teacher to enhance and enrich the supervised teaching experience. Such assignments will be given in sufficient time for thorough preparation and successful completion.

4. **Professional Portfolio/Portfolio Presentation**
   Student Teachers must compile a Professional Portfolio for the purposes of self-assessment and reflection, formative and summative evaluation, planning and organization, and in preparation for applying for teaching positions. Artifacts included in the Portfolio should be organized according to the 4 Domains of the Framework. Detailed instructions related to the compilation and presentation of the Portfolio will be included in the EDUC 432 Student Teaching Seminar syllabus. At the end of the semester, the Student Teacher will present/defend his/her portfolio to a panel of professionals.
ABSENCE FROM STUDENT TEACHING PLACEMENT
Student Teachers must follow the schedule of a full-time teacher. Student Teachers must be in their classrooms every day at the designated times required by the school district or school. Student Teachers are expected to keep the same hours as the full-time teachers do. Student Teachers must attend all scheduled teachers’ meetings and in-service days unless advised otherwise by the Student Teaching Team, Field Supervisor, Building Principal, or Cooperating Teacher.

If illness or an emergency requires that the Student Teacher be absent from the student teaching assignment, it is the Student Teacher’s responsibility to contact the Cooperating Teacher and the Field Supervisor (preferably the evening before the absence or if unavoidable, at least one hour before school begins). If the Cooperating Teacher cannot be reached directly, the Student Teacher should notify the school office and leave a message for the Cooperating Teacher with the school secretary. The student teacher must also leave a voice mail notification for the Student Teaching Team at 412-392-3972.

Student Teachers must notify their Cooperating Teachers and supervisor in the event of a teachers’ strike and the Student Teaching Team will inform the Student Teacher as to the University’s policy at that time.

PLANNING DAILY AND WEEKLY INSTRUCTION
Planning for each classroom lesson on a daily and weekly basis is an intensive and extensive responsibility that requires much practice. It is intensive because it requires considerable time and concentration, in depth analysis and a global understanding of the curriculum, goals and objectives. It demands knowledge of students’ developmental levels as well as appropriate learning theory to support the teaching and learning. Lesson planning is extensive because it requires skill in accurately forecasting the relationship among dozens of variables some of which are uncontrollable. Lesson plans are not isolated entities, but rather parts of the whole. They must come together over time to reflect the entire grade level or subject area curriculum. Lesson plans are a pre-impact reflection of decisions regarding a teaching/learning situation which serves as a guide for the teacher.

Plans should include all the steps necessary to be confident and fully prepared, but should not be as detailed and restrictive as to interfere with spontaneous interaction with students and “teachable moments” that may arise. Lesson plans must be organized, yet flexible enough to meet student needs.

A lesson plan is a means to an end. Effective teachers do not ask “Am I teaching?” but “Are the students learning?” In the planning process, teachers forecast the outcomes and results students are expected to achieve and identify the prerequisite skills which are necessary for successful attainment of those outcomes and results. Through the statement of behavioral objectives, teachers indicate the measurable outcomes for the students, the material which must be readily available or prepared in advance, the techniques for intrinsic or extrinsic motivation, the specific procedures and key questions and activities that will be implemented to achieve the outcomes and finally, the evaluation method that will be used to determine the students’ degree of achievement of the expected outcomes.

Student Teachers are not permitted to teach any class without a lesson plan that has been reviewed and authorized by the Cooperating Teacher. As a guest of the school district, it is critical that Student Teachers work collaboratively with the Cooperating Teachers and support the ongoing instruction of students.

While most schools have guidelines on the format of daily and weekly lesson planning that are specific to the culture of the school district, the Lesson Plan Format (found in Appendix E) includes most of the fundamental topics usually included in lesson plans. Student Teachers must use the Point Park Lesson Plan Format for planning all lessons until it is agreed by the Field Supervisor, Cooperating Teacher and Director of Clinical Experiences that an alternative format may be used.
PLANNING INTEGRATED CURRICULUM UNITS

An integrated curriculum unit is generally defined as an approach to education that cuts across and draws on multiple subject areas for teaching and learning. Its purpose is to realistically link various disciplines in the study and exploration of certain aspects of the world. A totally integrated curriculum unit is not always feasible, however, awareness of the interrelatedness of the content areas is helpful in planning units of teaching and learning.

Curriculum integration is not simply an organizational device requiring cosmetic changes or realignments in lesson plans across various subject areas. Rather, it is a way of thinking about what schools are for, about the sources of curriculum, and about the uses of knowledge.

Curriculum integration begins with the idea that the sources of curriculum ought to be problems, issues, and concerns posed by life itself. Integrated curriculum ensures that students can make realistic connections between school life requirements and work life expectations by engaging in relevant, applied learning experiences.

The following elements are common to an integrated curriculum: a combination of subjects; an emphasis on projects; sources that go beyond textbooks including technology; relationships among concepts; thematic units as organizing principles; flexible schedules; and flexible student groupings.

From a planning perspective, a curriculum unit is defined as a carefully planned sequence of lessons designed to develop a specific concept through a variety of learning experiences related to a particular theme or topic. The theme or topic for a unit may be subject-specific, coming directly from curriculum and/or textbook topics, or experience-based, related to a seasonal topic, current event or identified need.

Interdisciplinary units integrate more than one curriculum area, such as English and social studies, music and art, mathematics and science, or physical education and health. Often technology is readily incorporated into any unit plan. The purpose of an interdisciplinary unit is to span several lessons and/or activities, incorporating students’ needs and interests along with overall course and program goals. It may take a month to six weeks to implement such a unit and while not necessarily an option during the supervised field experience, it is valuable to understand the concept.

The unit content is drawn from multiple disciplines to increase relevance and applicability although primary learning goals remain rooted in the individual discipline. Using this approach the teacher selects a particular organizing theme and identifies relevant ways in which that theme can be incorporated throughout several courses and disciplines.

For example, a preschool unit may be integrated for several weeks in short segments within the weekly program on a theme such as zoo animals. At an elementary level, it may serve as an interdisciplinary approach to a concept such as the solar system. At a high school level, a Unit may be course-related such as a Unit on various inter-related aspects of Economics or Psychology. Content, length and procedures vary depending on the classroom and grade level. Different school districts have varying guidelines regarding unit plans.

After the preliminary decisions related to the unit have been identified, the decisions are translated into learning goals and objectives that result in a written unit plan. This logical, step-by-step description of activities is much like a series of lesson plans in an organized sequence.

PREPARATION FOR BEING OBSERVED IN THE CLASSROOM

In preparation for observations by the Cooperating Teacher and/or the Field Supervisor, Student Teachers are required to:

- Prepare typewritten, well-defined and functional daily and weekly lesson plans. The University provides guidelines for the preparation of lesson plans. However, a Cooperating Teacher may suggest another form which the Student Teacher may follow, with the approval of the Student Teaching Team during the period in which the Student Teacher is responsible for the instructional day, time-frame, and unit plans.
• Provide the observer with a typewritten copy of each lesson/unit plan well in advance of the lesson to be taught. It is important that the Cooperating Teacher examine each lesson plan before it is implemented and offer any helpful suggestions and encouragement towards effective application.

• Experiment with innovative approaches in the presentation of lessons. However, it is the prerogative of the Cooperating Teacher to assist the Student Teacher to reframe or redirect any activities that might interfere with the ongoing progress of the students.

• Plan lessons and prepare activities carefully to minimize ineffective lessons. It should be kept in mind that it is better to try something out and not succeed than to avoid risk and never attempt new ideas. Sometimes Student Teachers can learn more from an ineffective lesson than from a successful one. To this end, conferences should be characterized by frankness and complete honesty on the part of the Cooperating Teacher and Field Supervisor.

• Present the Cooperating Teacher and/or the Field Supervisor, in advance of the observation, with lesson plans and/or any other relevant information, preferably typewritten, or materials related to the classroom instruction and activities that are observed.

PROFESSIONAL PORTFOLIO

The Professional Portfolio is a cumulative, culminating collection of artifacts that demonstrate the knowledge, skills and competencies acquired through the supervised teaching experience. It is intended to document teaching experiences, instructional activities, growth as an educator and effective application of theory and practice. The process of developing the portfolio provides Student Teachers with the opportunity to reflect on their personal philosophy of education and its congruence with their instructional practices. It helps them identify the aspects of teaching considered as the science of teaching and recognize those characteristics of teaching that can best be considered an art.

The Professional Portfolio is an organized, goal-driven documentation of the teacher’s professional growth and achieved competence in the complex act called teaching. It is tangible evidence of the wide range of knowledge, dispositions and skills that the teacher possesses as a growing professional and lifelong learner. Portfolios have a specific purpose. They demonstrate the teacher’s knowledge, skills and abilities. Portfolios are developed for a specific audience. The teacher uses it for personal self-reflection as well as for demonstrating skills to potential employers and/or outside reviewers. Portfolios include reflections, the written thoughts of the teacher on the evidence documented in the portfolio.

The Professional Portfolio should be a combination of the following types of portfolios: process, product or showcase portfolio. The process portfolio shows the teacher’s performance over a period of time. The purpose of the process portfolio is to evaluate a person’s progress in one or more areas over a given period of time. Using writing as an example, the purpose of the process portfolio would be to show how the teacher teaches writing in the classroom over a semester and how students’ writing ability improved over that time period.

The product portfolio is a specific set of evidence developed over a short period of time to meet a desired outcome. This type of portfolio is similar to a project. The teacher would develop a product portfolio on a particular school initiative or goal to demonstrate how that goal or initiative is being met. Another reason for creating a product portfolio would be to seek recognition from or to apply to a committee to present a seminar or workshop to the members of a professional organization or at a state or national conference.

The showcase portfolio is a collection of a teacher’s best work that is personally chosen by the individual from among many items and samples. The purpose of the showcase portfolio is to demonstrate specific knowledge, skills, attitudes and successful projects, activities, lessons, units or other relevant classroom experiences. It is useful to have a showcase portfolio to present to prospective employers in an interview to show evidence of success in meaningful and practical situations. Because the documents in a showcase portfolio are self-selected, they reflect the teacher’s autonomy and individuality.

The final Professional Portfolio must be presented to a panel of professionals as required at the end of the EDUC 432 Student Teaching Seminar Course. The Student Teacher’s Professional Portfolio is most similar to a showcase portfolio because the Student Teacher self-selects items that best demonstrate the knowledge, skills and successes that resulted from the supervised teaching experience.
SCHOOL OF ARTS AND SCIENCES
EDUCATION DEPARTMENT

COMPONENTS OF THE PROFESSIONAL PORTFOLIO

The Professional Portfolio may include any combination of relevant documentation that demonstrates the Student Teacher’s knowledge, skills, dispositions and performances relative to teaching and learning. The artifacts included in the Professional Portfolio should begin with Credentials and be organized around the 4 Domains and the Components identified in the Framework as listed below. Student Teachers should include at least 2 items of evidence for each of the Components within each of the four Domains. Each artifact must have a complete description of what the evidence is and why it is included as a representation of teaching and/or learning in that specific Domain and Component.

CREDENTIALS:

In this first section of the Professional Portfolio include the following items in order:

1. Resume
2. Photo of Student Teacher
5. Current Act 34 Criminal Record and Act 33/151 Child Abuse History and FBI Background Check
6. PRAXIS Examination Scores
7. Results of tuberculin test and other relevant medical results
8. Photographs of the cooperating teacher and/or the school and classroom or other relevant items.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Content Knowledge Evident
Component 1b: Demonstrates Knowledge of Students
Component 1c: Sets Instructional Outcomes
Component 1d: Demonstrates Knowledge of Resources
Component 1e: Coherent Lesson Design/Instruction
Component 1f: Designs Student Assessment

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 1 include, but are not limited to: lesson plans; unit plans; PRAXIS results; formal and informal assessments of students; self-assessment results; rubrics and assessments used, measurable goals written for cognitive, affective and psychomotor Domains, diagnostic teaching methods used; knowledge of Title 22 – Chapter 4: Academic Standards and Assessment; knowledge of Title 22 – Chapter 14: Special Education; knowledge of Title 22 – Chapter 16: Gifted Education; knowledge of Title 22 – Chapter 15: Other Handicapping Conditions. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creates an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Manages Classroom Procedures
Component 2d: Manages Student Behavior
Component 2e: Organized Physical Space

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 2 include, but are not limited to: methods used for grouping students: ways to
organize the classroom; examples of learning centers; effective use of bulletin boards; samples of classroom rules, expectations; activities that support learning; graphic organizers; classroom management techniques; application of learning theory to specific practice; knowledge of behavior management plans; samples of remediation and enrichment activities; incorporation of field trip experience or school assembly into classroom lesson and instruction. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.

**DOMAIN 3: INSTRUCTION**

- **Component 3a:** Communicates with Students
- **Component 3b:** Uses Questioning and Discussion Techniques
- **Component 3c:** Engages Students in Learning
- **Component 3d:** Uses Assessment in Instruction
- **Component 3e:** Demonstrates Flexibility and Responsiveness

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 3 include, but are not limited to: formative and summative evaluation reports; examples of notes to parents; questions that require progressive levels of critical thinking; ways of providing feedback to students; notes from students; photo essay of field trip; electronic materials used in class; methods used to differentiate instruction; incorporation of music or art into lesson; effective inclusive education practices; knowledge of Title 22 - Chapter 4: Academic Standards and Assessment; knowledge of Title 22 – Chapter 14: Special Education; knowledge of Title 22 – Chapter 16: Gifted Education; knowledge of Title 22 – Chapter 15: Other Handicapping Conditions; samples of remediation and enrichment activities; on the spot thinking, ability to change plans with little notice. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

- **Component 4a:** Reflects on Teaching
- **Component 4b:** Maintains Accurate Records
- **Component 4c:** Communicates with Families
- **Component 4d:** Participates in a Professional Community
- **Component 4e:** Growing and Developing Professionally
- **Component 4f:** Shows Professionalism

The purpose of the Professional Portfolio is to document evidence of student learning. Some examples of items, artifacts, that might serve as evidence in Domain 4 include, but are not limited to: reflections on the student teaching experience; essays on philosophy of education and why teaching is the profession of choice; documentation of participation in in-service day activities, IEP conferences, multidisciplinary team meetings; contacts with parents; participation in professional organizations; articles from professional journals; documentation of attendance at a school board meeting; annotated bibliography of professional materials reviewed or studied; particularly relevant and significant journal entries. Include photographs of classroom teaching and learning. If student photographs are involved, be certain to have written permission and releases from students’ parents or guardians and include those documents in the portfolio.
PORTFOLIO: SUGGESTED ARTIFACTS

The following is a list of items that would be appropriate artifacts to be included in the Student Teacher’s Professional Portfolio:

1. Lesson Plan (samples)
2. Student Evaluation (samples)
3. Self-designed instructional materials (Examples: photographs and drawings of games, bulletin boards, learning centers, worksheets, manipulations, transparencies, etc.)
4. Examples Behavior Interventions
5. Professional Growth Activities (Examples: Agendas/notes from in-service meetings, faculty meetings, board meetings, presentations, conferences, etc.)
6. Reflective journal (written, audio or visual log)
7. Unit Plan
8. Videotape Recording of Teaching Lesson (include appropriate parental permission forms)
9. Cooperating Teacher and/or Supervisor Critiques/Recommendations
10. Evaluations (interim, mid-term and final)
11. Anecdotes
12. Case Study
13. Publications and Presentations
14. Extracurricular Activities (coaching, judging, directing, etc)
15. Technology (list equipment and/or program and degree of proficiency)

Each entry should include a brief personal reflection and rationale.
APPENDIX
A

Professional Information
CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR PA EDUCATORS


Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 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 a moral commitment to uphold these values.

Section 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.

Section 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-(702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) (f) the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (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 communication 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 and 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.

Section 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.

Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

1. The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.


(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.

Section 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.

Section 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 be 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.

Section 9. Improper personal or financial gain
(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.

Section 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.

Section 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 a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
HALLMARKS OF QUALITY EDUCATION

Council of Basic Education of State Board of Education, January 25, 1999
www.pde.state.pa.us/stateboard

From the study and consideration of a variety of options for the major areas of educational policy and recent conversations with citizens of the Commonwealth, the Board concludes the following hallmarks of quality education:

Education must be centered on students and their achievement.
Choices in educational policy and programs must serve to foster high levels of achievement for all students; that is, any policy or program must be evaluated in terms of its effect on student achievement. Students must be provided with the knowledge and skills to succeed in a complex world. Over time they must become self-directed life long learners and understand the consequences -- positive and negative -- for choices they make in the educational process. Critical to the success of students are parents, teachers, administrators, board members and the community. Changes in policy that affect practice, organization, curriculum and finance must positively affect students and their achievement.

The system and everyone within it must be driven by performance.
Effort shall never be seen as a surrogate for achievement. Growing sophistication in educational strategy and in the measurement of student performance are yielding valuable information on what works for which students at what level. Parents, students, and society shall not tolerate failure with a student. To measure the performance of students, teachers and the system, standards and related assessments are necessary tools.

Accountability to students, parents, taxpayers and the broader society is a precondition for support.
The investments in education are made by both individuals and the larger society; similarly both individuals and the society reap the benefits. Everyone has a stake in education and should have access to information about its successes, failures and efforts to improve. The performance of the individual and the system must be known and form the basis of actions by students, parents, teachers, administrators and citizens to improve. Standards, benchmarks and assessments are necessary parts of accountability.

Flexibility is essential to promote achievement and control costs.
Some measure of flexibility -- for parents, teachers, schools and communities -- is essential for efficiency and effectiveness. What works in urban may not work in rural. One of the greatest challenges in policymaking at all levels is to determine where consistency is necessary and where flexibility is essential. Increasingly we are convinced that in most areas state policy should set goals or targets and not over-regulate the process. For example, the Board's recent work on academic standards speaks to the state's responsibility to establish standards, assessments and performance levels while retaining local authority for developing curricula, educational programs and instructional strategies.

All individuals must be provided with opportunities to achieve.
The Constitution of the Commonwealth calls for a "thorough and efficient" education system. This stands as an assurance that all students--regardless of talents or limitations, personal means or that of their communities--are provided with the opportunity to achieve. This does not necessarily mean absolute equality of resources, but rather that comparable opportunities in educational programs and services essential for success are provided to all students.

Local control of education is matched by a commitment to excellence in education.
Local commitment to educational excellence is essential for the success of students and schools. State-level policy should help to ensure adequate learning opportunities, fair treatment of students and efficiency in the operation of schools. The balance between state and local control is a perennial area of discussion and debate. In recent years, the Board has attempted to set the goals or expectations for education while freeing communities to design the programs, processes and practices in their schools to meet local needs and expectations.
CODE OF ETHICS OF THE EDUCATION PROFESSION
Adopted by the National Education Association
1975 Representative Assembly
www.nea.org/code.html

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
  a. Exclude any student from participation in any program
  b. Deny benefits to any student
  c. Grant any advantage to any student
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

Shall not assist a non-educator in the unauthorized practice of teaching.

Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Shall not knowingly make false or malicious statements about a colleague.

Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.
COMPETENCIES TO BE DEMONSTRATED BY CERTIFIED CANDIDATES

All certification candidates shall demonstrate the following competencies:

• Apply theory and research concerning the development, behavior and learning of students including gifted and talented, handicapped and those with exceptional characteristics and/or special needs.

• Prepare, select and use materials and media; modify commercial materials; and produce original materials.

• Use appropriate methods/strategies/techniques to carry out his/her role.

• Prepare, select and use evaluation procedures and diagnostic techniques to plan learning experiences for students.

• Develop knowledge, techniques and skills of describing and analyzing professional, institutional, and political situations in order to make educational decisions.

• Assess and improve reading, writing and speaking skills and/or make appropriate referrals for students with remedial or corrective needs.

• Promote better understandings and interrelationships among individuals and groups of different races, sexes, religious beliefs, national origin and socio-economic backgrounds.

• Make the students aware of the world of work and its opportunities, assist students in making the transition from school to the community.

• Develop a personal teaching philosophy that is reflected in teaching behavior.

• Focus upon the needs and capabilities of the individual student and develop in each child the abilities of independent and creative thought.

• Demonstrate specific content area-related competencies that are based upon the Pennsylvania Department of Education program standards for each certification area being sought.
Appendix B

Cooperating Teachers

And

Field Supervisors
ROLE AND RESPONSIBILITIES OF COOPERATING TEACHERS

The focal point of a successful student teaching experience is the Cooperating Teacher to whom the Student Teacher is assigned. It is essential to the morale of the Student Teacher that the Cooperating Teacher show evidence of genuine professional interest and have positive attitudes toward teaching and toward working with Student Teachers. By working closely with the Student Teachers, guiding them, and offering constructive criticism, the Cooperating Teacher can make a great contribution to the profession. Studies indicate that the Cooperating Teacher is the most influential factor in determining the kind of teaching done by Student Teachers once the latter assume teaching positions of their own. This includes their attitudes toward teaching and toward students as well. It is obvious; therefore, that working with a Student Teacher is an important challenge.

Cooperating Teachers guide Student Teachers, yet allow them the freedom to make mistakes; likewise, they must increase gradually the responsibility given to the Student Teachers. A delicate balance must be struck between guidance and over-direction, between giving the Student Teachers too much responsibility too soon and not enough responsibility over the fifteen-week period. In order to arrive at and maintain this balance, frequent conferences are essential.

During the student teaching experience, the Cooperating Teacher is responsible for:

1. Welcoming and receiving the Student Teacher and planning for the initial orientation to the classroom and school. The Cooperating Teacher should strive to create an atmosphere of acceptance of the Student Teacher on the part of the students, the faculty, staff and the community.

2. Becoming familiar with the background of the Student Teacher and introducing the Student Teacher to the community, district, building, colleagues and students.

1. Being a professional role model who observes and critiques the Student Teacher’s content knowledge and instructional skills.

2. Sharing their classrooms by mentoring Student Teachers and providing relevant practical experiences in which they can apply theories learned in methods courses.

3. Introducing the Student Teacher to classroom routines and instructional procedure and directing the progressive, phased-in involvement of the Student Teacher into daily teaching.

4. Providing the Student Teacher with opportunities for observation and participation in various class and extracurricular activities.

5. Acquainting the Student Teacher with pupil records and the manner in which they are kept and used.

6. Acquainting the Student Teacher with the wide variety of instructional materials, supplies, and equipment available.

7. Establishing a climate in which the Student Teacher may gradually develop skill in planning and in evaluating planning procedures.

8. Working with the Student Teacher and the Field Supervisor as professional co-workers and team members.

9. Providing for a variety of teaching experiences for the Student Teacher and encouraging their use.

10. Assisting the Student Teacher in reviewing and understanding students’ Individual Education Plans (IEP) as needed for classroom instruction. Guiding the Student Teacher in making adaptations and accommodations for students with IEP for Special Education and/or Gifted Education.

11. Evaluating the Student Teacher through regular oral feedback, planned conferences, informal weekly written reports, formal periodic reports at mid-semester and at the end of the semester and guiding them in the self-evaluation process.
12. Reviewing the Student Teacher’s Professional Portfolio and providing commendations as well as recommendations. Participating in the final Portfolio Presentation Session.

CONFERENCE PROCEDURES – COOPERATING TEACHERS

Cooperating Teachers are expected to schedule at least one formal weekly conference with their student teacher to discuss the Student Teacher’s performance in the context of the 4 Domains and Components of the Framework. Field Supervisors should also confer regularly with the Student Teacher and use the Domains and Components of the Framework as the context for their discussions.

EVALUATION OF THE STUDENT TEACHER

Student Teachers need formal and informal assessments of their strengths and/or weaknesses so that they can grow professionally. Cooperating Teachers will use both formative and summative processes to assist in the professional development of the Student Teacher. Formative supervision or evaluation refers to the advice and feedback given to the Student Teacher as an ongoing process. It is designed to support and assist the Student Teacher in enhancing teaching and learning practices. Formative assessment is conducted before and during the learning process and helps to determine what the Student Teacher knows and what aspects of the teaching and learning need to be adjusted. It is not included in the final evaluation and/or letter grade.

Summative supervision or evaluation refers to the graded feedback given to the Student Teacher that results in a quantitative, final evaluation and letter grade assigned to the Student Teacher. Summative supervision and evaluation are conducted at the end of the learning process and are used to make judgments and a final qualitative and quantitative assessment of the Student Teacher’s success in the supervised field experience. To help with these processes, the Cooperating Teacher will submit the Student Teacher Weekly Progress Report based on the 4 Domains and the Components of the Framework.
ROLE AND RESPONSIBILITIES OF FIELD SUPERVISORS

The role of the Field Supervisor is to observe, critique, confer with and provide support to the Student Teacher during the Student Teaching Practicum. He/she must maintain a folder for each Student Teacher that contains records of observations, comments, suggestions and other relevant information. The Cooperating Teacher, Field Supervisor and the Student Teacher should be fully apprised and familiar with all documents in the folder and read and review each as they are generated and filed. All Student Teacher folders must be submitted to the Education Department at the end of the semester.

Field Supervisors are responsible for the following duties:

1. Attend informational meetings and professional development workshops related to their Clinical Experiences supervisory responsibilities.

2. Submit current copies of PA Criminal Background Check, PA Child Abuse Clearance and FBI Background Check to the office of the Education Department.

3. Presentation at the Student Teacher Seminar of a pertinent topic related to the student teaching experience.

4. Act as a liaison between the school district and Point Park University. Keep the Education Department advised as to the issues, situations and concerns as well as the good news that results from the district/University relationship.

5. Know the faculty, staff and students of the school districts and schools where student teachers are placed. Help the Student Teacher become acquainted with the culture of the school district, the school and the community.

6. Collaborate with school administrators, faculty and staff as related to the Student Teacher.

7. Work closely with the Cooperating Teacher in evaluating the Student Teacher’s growth and development in terms of knowledge, skills and competencies as an educator.

8. Confer regularly with the Cooperating Teacher to ensure consistency of information and direction to the Student Teacher. Give the Cooperating Teacher personal contact information to promote effective two-way communications.

9. Accommodate schedules of Cooperating Teacher and Student Teachers and be accessible and available as a resource.

10. Guide Student Teachers in analyzing, critiquing and reflecting on their supervised teaching experience.

11. Become familiar with the Domains and Components of the Charlotte Danielson Framework For Teaching (Appendix A) and use it as an organizer for conferences, observations and recommendations for the Student Teacher.

12. Visit the Student Teacher a minimum of 6 times during the 15 weeks of the semester. For students in a split placement, conduct at least 2 informal observations and 4 formal observations and written evaluations with the Student Teacher employing the Domains and Components of the Framework (Appendix A). For students in a single placement, conduct at least 1 informal observation and 5 formal observations and written evaluations with the Student Teacher employing the Domains and Components of the Framework (Appendix A).

13. Attempt to resolve problems and issues that arise at the lowest level with the fewest people involved. However if a situation appears to be more serious or has the potential of escalating, report it in writing to Education Department within 48 hours of the event.

14. Collect and verify all pertinent documentation on the Student Teacher from the Cooperating Teacher and the Student Teacher and submit it to the Education Department along with a recommendation for the final grade (Appendix D) and the completed PDE 430 (Appendix C) by the end of the semester.
15. Use the TaskStream Program to document observations, formative and summative evaluations, feedback for lesson plans and reflections, and review of portfolio contents.

16. Participate in the Mock Interview Session as a member of the interview team.

17. Complete and submit all University Human Resource Office paperwork to ensure that reimbursement for travel and financial remuneration are received in a timely manner. Forms may be found online on the Intranet site.

OBSERVATIONS BY FIELD SUPERVISORS

Field Supervisors are expected to observe Student Teachers a minimum of 6 times during the semester and provide formal evaluations of their progress. During their conferences they, too, should provide feedback in the context of and in reference to the 4 Domains of the Framework (see Appendix A) Field Supervisors will complete the Lesson Observation Rubric (Appendix B) as documentation of the observation.

Field Supervisors should function as a resource person, counselor, model and experienced educator. Feedback on observations should be completed on the same day as the observation to the extent possible.

Field Supervisors should provide support and empathy to the Student Teachers and facilitate their professional growth by helping them reflect on, examine and analyze their own performance through data collected during observations. This should result in their being better able to plan subsequent lessons and to retain, modify or abandon various approaches to teaching, learning and assessment. They should discuss the Weekly Progress Reports (Appendix E) completed by the Co-operating Teachers and, when necessary, arrange, for periodic conferences with the Co-operating Teacher, as well as conferences involving all three participants in the experience.

CONFERENCE PROCEDURES – FIELD SUPERVISORS

Field Supervisors are expected to confer with their Student Teachers immediately following classroom observations and to schedule additional regular, formal and informal conferences, in person, by telephone or by email with their Student Teachers to discuss the Student Teacher’s performance in the context of the 4 Domains and Components of the Framework (Appendix A).

The Co-operating Teacher should be present for these conferences as much as possible to offer input and support. Also, a Point Park University Education Department Faculty Member may be assigned to work with the Field Supervisor during the observation and conference and may be present to offer support, input and assistance, as needed.
Appendix C

Forms
### Framework for Teaching Checklist

#### DOMAIN 1: PLANNING AND PREPARATION

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<th>COMPONENTS</th>
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<tbody>
<tr>
<td><strong>1.a:</strong> Content Knowledge Evident</td>
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<td>1.a.1. Knowledge of content and the structure of the discipline</td>
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<td>1.a.2. Knowledge of prerequisite relationships</td>
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<td>1.a.3. Knowledge of content-related pedagogy</td>
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| 1.b. Demonstrating Knowledge of Students |      |      |      |      |
| 1.b.1. Knowledge of child and adolescent development |      |      |      |      |
| 1.b.2. Knowledge of the learning process |      |      |      |      |
| 1.b.3. Knowledge of students’ skills, knowledge, and language proficiency |      |      |      |      |
| 1.b.4. Knowledge of students’ interests and cultural heritage |      |      |      |      |
| 1.b.5. Knowledge of students’ special needs |      |      |      |      |

| 1.c. Sets Instructional Outcomes |      |      |      |      |
| 1.c.1. Value, sequence, and alignment |      |      |      |      |
| 1.c.2. Clarity |      |      |      |      |
| 1.c.3. Balance |      |      |      |      |
| 1.c.4. Suitability for diverse learners |      |      |      |      |

| 1.d. Demonstrates Knowledge of Resources |      |      |      |      |
| 1.d.1. Resources for classroom use |      |      |      |      |
| 1.d.2. Resources to extend content knowledge and pedagogy |      |      |      |      |
| 1.d.3. Resources for Students |      |      |      |      |

| 1.e. Coherent Lesson Design |      |      |      |      |
| 1.e.1. Learning Activities |      |      |      |      |
| 1.e.2. Instructional materials and resources |      |      |      |      |
| 1.e.3. Instructional groups |      |      |      |      |
| 1.e.4. Lesson and unit structure |      |      |      |      |

| 1.f. Designs Student Assessment |      |      |      |      |
| 1.f.1. Congruence with instructional outcomes |      |      |      |      |
| 1.f.2. Criteria and standards |      |      |      |      |
| 1.f.3. Design of formative assessments |      |      |      |      |
| 1.f.4. Use for planning |      |      |      |      |

#### DOMAIN 2: THE CLASSROOM ENVIRONMENT

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<tr>
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<tr>
<td><strong>2.a:</strong> Creates an Environment of Respect and Rapport</td>
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<tr>
<td>2.a.1. Teacher interaction with students</td>
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<td>2.a.2. Student interactions with other students</td>
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| 2.b. Establishes a Culture for Learning |      |      |      |      |
| 2.b.1. Importance of the content |      |      |      |      |
| 2.b.2. Expectations for learning and achievement |      |      |      |      |
| 2.b.3. Student pride in work |      |      |      |      |

| 2.c. Manages Classroom Procedures |      |      |      |      |
| 2.c.1. Management of instructional groups |      |      |      |      |
| 2.c.2. Management of transitions |      |      |      |      |
### The Classroom Environment Continued

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<th>Component</th>
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<td>2.c.3. Management of materials and supplies</td>
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<td>2.c.4. Performance of non-instructional duties</td>
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<td>2.c.5. Supervision of volunteers and paraprofessionals</td>
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**2.d:** Manages Student Behavior

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<th>Component</th>
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<tbody>
<tr>
<td>2.d.1. Expectations</td>
<td></td>
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<tr>
<td>2.d.2. Monitoring of student behavior</td>
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<tr>
<td>2.d.3. Response to student misbehavior</td>
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</table>

**2.e:** Organized Physical Space

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<th>Component</th>
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<tbody>
<tr>
<td>2.e.1. Safety and accessibility</td>
<td></td>
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<tr>
<td>2.e.2. Arrangement of furniture and use of physical resources.</td>
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</table>

### Domain 3: Instruction

**3.a:**Communicates With Students

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<th>Component</th>
<th>0 UN</th>
<th>1 SA</th>
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<th>3 EX</th>
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<tbody>
<tr>
<td>3.a.1. Expectations for learning</td>
<td></td>
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<tr>
<td>3.a.2. Directions and procedures</td>
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<tr>
<td>3.a.3. Explanations of content</td>
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<tr>
<td>3.a.4. Use of oral and written language</td>
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</table>

**3.b:** Uses Questioning and Discussion Techniques

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<th>Component</th>
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<tbody>
<tr>
<td>3.b.1. Quality of questions</td>
<td></td>
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<tr>
<td>3.b.2. Discussion Techniques</td>
<td></td>
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<tr>
<td>3.b.3. Student participation</td>
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**3.c:**Engages Students in Learning

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<th>Component</th>
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<th>1 SA</th>
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<tbody>
<tr>
<td>3.c.1. Activities and assignments</td>
<td></td>
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<tr>
<td>3.c.2. Grouping of Students</td>
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<tr>
<td>3.c.3. Instructional materials and resources</td>
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<td>3.c.4. Structure and pacing</td>
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</table>

**3.d:** Uses Assessment in Instruction

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<th>Component</th>
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<tbody>
<tr>
<td>3.d.1. Assessment criteria</td>
<td></td>
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<tr>
<td>3.d.2. Monitoring of student learning</td>
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<tr>
<td>3.d.3. Feedback to students</td>
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<tr>
<td>3.d.4. Student self-assessment and monitoring of progress</td>
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</table>

**3.e:** Demonstrates Flexibility and Responsiveness

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<th>Component</th>
<th>0 UN</th>
<th>1 SA</th>
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<tbody>
<tr>
<td>3.e.1. Lesson adjustment</td>
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<tr>
<td>3.e.2. Response to student</td>
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<tr>
<td>3.e.3. Persistence</td>
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</table>

### Domain 4: Professional Responsibilities

**4.a:** Reflects on Teaching

<table>
<thead>
<tr>
<th>Component</th>
<th>0 UN</th>
<th>1 SA</th>
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<tbody>
<tr>
<td>4.a.1. Accuracy</td>
<td></td>
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<td>4.a.2. Use in future teaching</td>
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**4.b:** Maintains Accurate Records

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<th>Component</th>
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<th>1 SA</th>
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<tbody>
<tr>
<td>4.b.1. Student completion of assignments</td>
<td></td>
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<tr>
<td>4.b.2. Student progress in learning</td>
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<tr>
<td>4.b.3. Noninstructional records</td>
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<tr>
<td>COMPONENTS</td>
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<tr>
<td>4.c.: Communicates with Families</td>
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<tr>
<td>4.c.1. Information about the instructional program</td>
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<tr>
<td>4.c.2. Information about individual students</td>
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<tr>
<td>4.c.3. Engagement of families in the instructional program</td>
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<tr>
<td>4.d.: Participates in a Professional Community</td>
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<tr>
<td>4.d.1. Relationships with colleagues</td>
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<tr>
<td>4.d.2. Involvement in a culture of professional inquiry</td>
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<tr>
<td>4.d.3. Service to the school</td>
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<td>4.d.4. Participation in school and district projects</td>
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<tr>
<td>4.e.: Growing and Developing Professionally</td>
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<tr>
<td>4.e.1. Enhancement of content knowledge and pedagogical skill</td>
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<tr>
<td>4.e.2. Receptivity to feedback from colleagues</td>
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<td>4.e.3. Service to the profession</td>
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<tr>
<td>4.f.: Shows Professionalism</td>
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<td>4.f.1. Integrity and ethical conduct</td>
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<td>4.f.2. Service to students</td>
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<td>4.f.3. Advocacy</td>
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<td>4.f.4. Decision making</td>
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<td>4.f.5. Compliance with school and district regulations</td>
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</tbody>
</table>
## CHECKLIST OF 7 STEPS TO TEACHER CERTIFICATION

<table>
<thead>
<tr>
<th>Name ___________________________________</th>
<th>Date __________________________________</th>
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</thead>
</table>

### STEP 1: ADMISSION TO POINT PARK UNIVERSITY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Date Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain appropriate Program Guide.</td>
<td></td>
</tr>
<tr>
<td>2. Contact your advisor(s). Secondary education students must have 2 advisors. 1 in Education and 1 in their content area of study.</td>
<td></td>
</tr>
<tr>
<td>3. Schedule conference with your advisor.</td>
<td></td>
</tr>
<tr>
<td>4. Obtain and read the Education Department Handbook and discuss with advisor during conference.</td>
<td></td>
</tr>
<tr>
<td>5. Maintain your own personal file of all your credentials.</td>
<td></td>
</tr>
</tbody>
</table>

### STEP 2: APPLICATION TO TEACHER CERTIFICATION PROGRAM

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Date Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enroll in Core Courses.</td>
<td></td>
</tr>
<tr>
<td>• CMPS 111 (Fall/Spring/Summer)</td>
<td></td>
</tr>
<tr>
<td>• COPA 250 (Fall/Spring/Summer)</td>
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<tr>
<td>• COPA 251 (Fall/Spring/Summer)</td>
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<tr>
<td>• HIST 250 (Fall/Spring/Summer)</td>
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<tr>
<td>• HUMA 150 (Fall)</td>
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<tr>
<td>• NSET 110 (Fall/Spring/Summer)</td>
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<tr>
<td>• NSET 111 (Fall/Spring/Summer)</td>
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<tr>
<td>• POLS 250 (Fall/Spring/Summer)</td>
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<tr>
<td>• PSYC 150 (Fall/Spring/Summer)</td>
<td></td>
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<tr>
<td>• SOC 150 (Fall/Spring/Summer)</td>
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<tr>
<td>2. Complete 6 credits in English. Maintain 3.0/B QPA.</td>
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<tr>
<td>• ENGL 150 (Fall/Spring/Summer)</td>
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<tr>
<td>• ENGL 151 (Fall/Spring/Summer)</td>
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<tr>
<td>• ENGL 250 (Fall/Spring/Summer)</td>
<td></td>
</tr>
<tr>
<td>• ENGL 251 (Fall/Spring/Summer)</td>
<td></td>
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<tr>
<td>3. Complete 6 credits in Mathematics. Maintain 3.0/B QPA.</td>
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<tr>
<td>• Math 150 (Fall/Spring/Summer)</td>
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<tr>
<td>• Math _____________</td>
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<tr>
<td>4. Complete 9 credits professional education sequence. Maintain 3.0/B QPA.</td>
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<tr>
<td>• EDUC 225 Diagnostic Teaching (Fall/Spring/Summer)</td>
<td></td>
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<tr>
<td>• EDUC 226 Social Foundations of Education (Fall/Spring/Summer)</td>
<td></td>
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<tr>
<td>• EDUC 228 Educational Psychology (Fall/Spring)</td>
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<tr>
<td>5. Enroll in Department General and Major Courses as available.</td>
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<tr>
<td>6. Complete 48 credits with 3.0/B overall cumulative QPA.</td>
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<tr>
<td>7. Complete and document negative Tuberculin test.</td>
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<tr>
<td>8. Obtain Act 34 Criminal Record Clearance; Form SP4-164; annual update required.</td>
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<tr>
<td>9. Obtain Act 151 Child Abuse History Clearance Form CY113; annual update required.</td>
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<tr>
<td>10. Obtain FBI Clearance if you have not resided in PA for 1 year or more.</td>
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</tbody>
</table>
11. Register for online PRAXIS Tutorial. Make an appointment by calling the education Department's main office 412-392-3972.

12. Continue to study and prepare for Pre-Professional Skills PRAXIS exams.

13. Register for, take and pass 3 Pre-Professional Skills PRAXIS Exams.

14. Schedule, conduct and document 10 hours of classroom observations using the updated Classroom Observation Form.

15. File Change of Major form with advisor to request change from “undeclared” to “declared” status.

16. Provide copy of current Clearances to your advisor.

17. Document passing Pre-Professional PRAXIS scores. Have scores sent to Point Park University.

18. Provide copies documenting 10 hours of classroom observations.

19. Provide current, official transcripts from all colleges and universities attended...

20. Obtain application approval and documentation by letter from Chair.

## STEP 3: ENROLLMENT IN TEACHER CERTIFICATION PROGRAM

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Date Done</th>
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</thead>
<tbody>
<tr>
<td>1. Maintain cumulative 3.0/B QPA.</td>
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</tr>
<tr>
<td>2. Schedule and attempt to pass remaining required PRAXIS Exams based on certification area sought.</td>
<td></td>
</tr>
<tr>
<td>3. Continue documenting classroom observations.</td>
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<tr>
<td>4. Continue appropriate course work.</td>
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<tr>
<td>• EDUC 304 Teaching Music and Art (Fall/Spring)</td>
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<tr>
<td>• EDUC 308 Teaching Social Studies (Fall)</td>
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<tr>
<td>• EDUC 309 Teaching Mathematics (Spring) Must pass Math PRAXIS before enrollment</td>
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</tr>
<tr>
<td>• EDUC 310 Teaching Science and Health (Fall) Must pass Writing PRAXIS before enrollment</td>
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<tr>
<td>• EDUC 311 Method of Teaching Language Arts (Spring)</td>
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<tr>
<td>• EDUC 316 Developmental Reading (Fall/Summer) Must pass Reading PRAXIS before enrollment</td>
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<tr>
<td>• EDUC 317 Literacy and Learning in Secondary School (Fall) Must pass Reading &amp; Writing PRAXIS before enrollment</td>
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<tr>
<td>• EDUC 323 The Adolescent Learner (Fall/Spring)</td>
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<td>• EDUC 325 Multicultural Diversity Issues (Fall/Spring)</td>
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<tr>
<td>• EDUC 326 Special Education and Inclusion (Fall/Spring)</td>
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<tr>
<td>• EDUC 328 Educational Technology (Fall/Spring/Summer)</td>
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<tr>
<td>5. Renew Clearances – annual updates are required.</td>
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<tr>
<td>6. Complete all department general and major course requirements.</td>
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<tr>
<td>7. Complete classroom observation hours.</td>
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<tr>
<td>8. Obtain 2 letters of reference attesting to your personality and character and suitability for entering the teaching profession. Submit copies of letters to your advisor.</td>
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</tr>
<tr>
<td>9. Continue compilation of credentials and the Professional Portfolio based on 4 Domains of Danielson’s Framework.</td>
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<tr>
<td>10. STUDENTS MAY NOT MOVE TO STEP 4 UNTIL ALL REQUIREMENTS FOR STEPS 1, 2 AND 3 ARE COMPLETED.</td>
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</table>
### STEP 4: APPLICATION FOR STUDENT TEACHING PRACTICUM AND STUDENT TEACHING SEMINAR

<table>
<thead>
<tr>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>1. Attend Pre-Student Teaching Orientation.</td>
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<tr>
<td>2. Obtain, study and follow guidelines in the Education Department Handbook.</td>
</tr>
<tr>
<td>3. Schedule conference with Director of Student Teaching to ensure all requirements are met.</td>
</tr>
<tr>
<td>4. Complete remaining coursework. <em>(To be taken the semester before Student Teaching)</em></td>
</tr>
<tr>
<td>- EDUC 403 Teaching in the Schools for Elementary (Fall/Spring)</td>
</tr>
<tr>
<td>- EDUC 404 Teaching in the Schools for Early Childhood (Fall)</td>
</tr>
<tr>
<td>- EDUC 405 Curriculum Planning for Elementary Education <em>(Spring)</em></td>
</tr>
<tr>
<td>- EDUC 406 Curriculum Planning for Early Childhood I <em>(Fall)</em></td>
</tr>
<tr>
<td>- EDUC 407 Curriculum Planning for Early Childhood II <em>(Spring)</em></td>
</tr>
<tr>
<td>- EDUC 415 Methods of Teaching Secondary Education <em>(Fall/Spring)</em></td>
</tr>
<tr>
<td>5. Prepare for and take the content area specialty PRAXIS exam.</td>
</tr>
<tr>
<td>- Elementary Education Majors – Fundamental Subjects: Content Knowledge and Elementary Education: Curriculum, Instruction and Assessment</td>
</tr>
<tr>
<td>- Early Childhood Education Majors – Fundamental Subjects: Content Knowledge and Early Childhood Education</td>
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<tr>
<td>- Secondary Majors – Appropriate content area exams</td>
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<tr>
<th>Responsibility</th>
<th>Date Done</th>
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<tbody>
<tr>
<td>1. Register for:</td>
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<tr>
<td>- EDUC 425 Student Teaching Practicum</td>
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<tr>
<td>- EDUC 432 Student Teaching Seminar</td>
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<tr>
<td>2. Explore substitute teaching opportunities.</td>
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<tr>
<td>3. Identify available teaching positions.</td>
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<tr>
<td>4. Polish resume, credentials and Professional Portfolio; have someone review and critique these items for improvement.</td>
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<tr>
<td>5. Write a cover letter and have someone review and critique it for improvement.</td>
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<tr>
<td>6. Make an appointment with Office of Career Development to assist in preparing credentials.</td>
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### STEP 5: ENROLLMENT IN STUDENT TEACHING PRACTICUM AND STUDENT TEACHING SEMINAR

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Date Done</th>
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<tbody>
<tr>
<td>1. Obtain Application for Graduation, complete and submit to Registrar’s Office on time.</td>
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<tr>
<td>2. Pay all outstanding, unpaid, overdue processing, tuition, registration and activity fees.</td>
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### STEP 6: APPLY FOR GRADUATION FROM POINT PARK UNIVERSITY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Date Done</th>
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</thead>
<tbody>
<tr>
<td>1. Take and pass ALL PRAXIS Exams and have scores sent to Point Park University.</td>
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<tr>
<td>2. Obtain application packet for PA Department of Education Certification from Education Department.</td>
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<tr>
<td>3. File application form and include application fee money order with Education Department Chair.</td>
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</tbody>
</table>
APPLICATION FOR ADMISSION TO TEACHER CERTIFICATION PROGRAM

Name ____________________________ Student ID ____________________________
Area of Certification _______________________________________________________
Home Address ______________________________________________________________
City ____________________________ State ______ Zip Code ________________________
Daytime Telephone_________________________ Evening Telephone __________________
Cell Phone _______________________________ Email _____________________________

This completed application is required to enter the Department of Education of Point Park University. It is the first step of a two-part application process for students who intend to seek candidacy for teacher certification. Copies of the following items must be attached to this application.

1. Act 34 Criminal Record Clearance
2. Act 33/151 Child Abuse Clearance
3. FBI Criminal Background Check
4. Pre-Professional PRAXIS Examination passing scores:
   - Pre-Professional Reading Score____
   - Pre-Professional Writing Score____
   - Pre-Professional Mathematics Score____
5. Written documentation and verification of at least 40 hours of classroom observations for students entering Fall 2011 and forward. Note: Prior students to fall 2011 need only 10 hours of classroom observations to be admitted to department. Please remember you still need the 40 hours of classroom observations and 150 hours of field experience to meet PDE standards.
6. § 354.23 Academic Preparation § 354.24 Academic Performance
   - Minimum overall GPA = 3.0
     - 3 credits college level English Composition Grade____
     - 3 credits college level English Literature Grade____
     - 3 credits college level Mathematics Grade____
     - 3 credits college level Mathematics Grade____
     - 48+ earned credits GPA ______
7. Overall minimum 3.0 GPA verified by University transcript.
   Education Prerequisites: Nine credits of EDUC or SPED courses.
   - EDUC/ SPED ______ ____________________ Grade____
   - EDUC/ SPED ______ ____________________ Grade____
   - EDUC/ SPED ______ ____________________ Grade____
8. Change of Major Form from Education: Undeclared to new Major
9. Clearances and the Law

Student’s Signature___________________________________________________ Date___________
Advisor’s Signature___________________________________________________ Date___________
PURPOSE: The Teacher Education program at Pont Park University prepares teachers for P-12 classrooms of the Commonwealth of Pennsylvania by providing programs of preparation that include, among other activities, observations, field experiences, and student teaching experiences in P-12 classrooms in partnership with local public and approved private school programs. These programs lead to teacher certification in Pennsylvania.

Teacher education candidates are required by law to acquire and present to prospective schools or school districts in the Commonwealth of Pennsylvania certain background documentation including:

1. A criminal history record information report from the Pennsylvania State Police that is no more than one year old (Reference: 24 P.S. §1.111 (b)),

2. A federal criminal history record information report that is no more than one year old (Reference: 24 P.S. § 1-111(c,1)), and

3. A Child Abuse Clearance Statement obtained from the Department of Public Welfare within the immediately preceding year (Reference: 23 Pa. C.S.A. §6355 (a)).

Teacher education candidates are also expected to maintain up-to-date background data throughout their preparation until such time Point Park University recommends them to PDE for teaching certification.

No person shall be employed in a public or private school, intermediate unit or area vocational-technical school where the report of criminal history record information indicates the applicant has been convicted, within five (5) years immediately preceding the date of the report, of any of the following offenses: (Reference: 24 P.S. §1-111(e))

1. An offense under one or more of the following provision of Title 18 of the Pennsylvania Consolidates Statutes:
   - Chapter 25 (relating to criminal homicide)
   - Section 2702 (relating to aggravated assault)
   - Former section 2709 (b) (relating to stalking)
   - Section 2709.1 (relating to stalking)
   - Section 2901 (related to kidnapping)
   - Section 2902 (relating to unlawful restraint)
   - 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 3125 (relating to aggravated indecent assault)
   - Section 3126 (relating to indecent assault)
   - Section 3127 (relating to indecent exposure)
   - Section 4302 (relating to incest)
   - Section 4303 (relating to concealing death of a 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 (relating to the corruption of minors)
   - Section 6312 (relating to sexual abuse of children)

2. An offense designated as a felony under the Controlled Substance, Drug, Device and Cosmetic Act, (35 P.S. §780-113)

3. An out-of-State or Federal offense similar in nature to those crimes listed in sections 1 and 2, above.
Student teacher candidates, defined as individuals participating in a classroom teaching, observations, internship, clinical or field experience who, as part of a program for the initial or advanced preparation of professional educators, perform classroom teaching or assist in the education program in a public or private school, intermediate unit or area vocational-technical school under the supervision of education preparation program faculty, may not participate in any classroom teaching, observations, internship, clinical, or field experience if, under 24 P.S. §1-111 (e), they would be prohibited from being employed by the school entity. [Reference, 24 P.S. §1-111 (a.1) (3) and 24 P.S. §1-111 (a.1) (5)]

Teacher education candidates shall provide their state and federal criminal history record information reports to the Education Department of Point Park University, who will notify teacher education candidates each semester who are not in compliance with the regulations set forth above.

The Education Department has the legal and ethical responsibilities to (a) maintain the safety, well-being, and intellectual and emotional development of P-12 students, as well as fellow students of Point Park University, and (b) to protect the partnership it established with P-12 schools in order to prepare teachers for the Commonwealth of Pennsylvania.

The Education Department intends to carry out its responsibility as described in the event that teacher education candidates have histories of criminal convictions by adhering to the following policies.

**POINT PARK UNIVERSITY STUDENT NOTIFICATION REQUIREMENT**

1. As required by law, the Education Department will,
   1.1 require teacher education candidates to secure criminal background clearances and child abuse clearances
   1.2 collect, examine, and maintain copies of these criminal background clearances and child abuse clearances
2. The Education Department will prohibit teacher education candidates from participating in observations, field experiences and student teaching experiences, as is required by the statute, if they have been convicted of crimes outlined in 24 P.S. 1–111 (e).
3. The Education Department will not prohibit otherwise qualified teacher education candidates from participating in observations, field experiences or student teaching experiences if they have been convicted of crimes other than those outlined in 24 P.S. 1–111, since there is no statutory basis for doing so. However, the following provisions pertain to these cases:
   3.1. Copies of the criminal history reports of a teacher education candidate will be made available to school district personnel at the time the requests for placements (observations, field experiences, or student teaching) on behalf of that individual.
   3.2. A signed Statement of Understanding stating that the teacher education candidate with a conviction history may be viewed as less desirable by potential employer School Districts in the Commonwealth of Pennsylvania, despite the fact that they may be legally eligible for such a position under the law.
   3.3. A signed Statement of Understanding stating that the teacher candidate is accepted into the Education Degree Program and as such, will continue to work towards a degree from Point Park University. Although the degree program can lead to Pennsylvania teaching certification, the final decision rests with the Pennsylvania Department of Education as to whether or not, a teaching certification is issued.
   3.4. It is the immediate obligation of the student to inform the Education Department of any change in status of his/her clearances. Failure to do so could result in the inability of the Education Department to process paperwork for Pennsylvania teaching certificate.
I have read, and acknowledge the responsibilities as set forth in this document. It is my responsibility to inform the Education Department of any changes in the required clearance forms.

________________________________________________        ____________________
Student’s Name                                               Date

_________________________________________________     _____________________
Clear of Criminal Conviction                                 Date

________________________________________________      ______________________
Criminal Convictions on Clearances                           Date of Conviction

________________________________________________      ______________________
Chair, Education Department                                   Date

Copies:   Student   AND   Student Folder / Education Department
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION
CLASSROOM OBSERVATION FORM

Observer's Name__________________________________________________Date_______________

Grade Level:  ____ Early Childhood Pre-K  ____ Elementary K-5
  ____ Middle School 6-8  ____ Secondary 9-12

Content Area:  ____ Art Education  ____ Career Education/Work
  ____ Computer Technology  ____ English
  ____ Family/Consumer Science  ____ Health/Safety Education
  ____ Library/Media  ____ Mathematics
  ____ Music Education  ____ Physical Education
  ____ Reading/Language Arts  ____ Science
  ____ Social Studies/History  ____ Technology Education
  ____ World Languages

Content Level:  ____ General Education  ____ Special Education
  ____ Advanced Placement  ____ Honors/Scholars
  ____ Other_______________________________________________________________

Location:  School District _____________________________________________
  ____ Public  ____ Private  ____ Charter  ____ Urban  ____ Suburban  ____ Rural

  School Building or Observation Site_______________________________________
  Principal's Name_______________________________________________________
  School Address_________________________________________________________
  City ___________________________ State _______ Zip Code __________
  School Telephone Number_______________________________________________
  Name of Teacher Observed_______________________________________________
  Specific Content Area _______________________ Grade Level ______

Verification:  I verify that the above named student from Point Park University observed in the above named location
  and classroom on Date_______________________ for a total number of
  _____ hours at 60 minutes per hour.

  Name_____________________________________ Title _______________________
  Signature__________________________________ Date_______________________
If no alternate form is required as part of a course requirement, the observer must respond to each of the statements below with a full and complete reflection on what transpired in the classroom. All observations must be typed on this form. Forms may be downloaded from www.pointpark.edu. Go to Academics, School of Arts and Sciences, Department of Education and downloadable Documents.

**DOMAIN 2: CLASSROOM ENVIRONMENT**

Observe, reflect and respond to the following Components of the classroom environment:

1. **Creating an environment of respect and rapport:** Describe the teacher’s interaction with students and students’ interactions among one another.

2. **Establishing a culture for learning:** Describe the importance of the content being taught, the ways students demonstrate pride in their work and the teacher’s expectations for learning and achievement.

3. **Managing classroom procedures:** Describe how the teacher manages instructional groups, makes transitions between activities and lesson, distributes materials and supplies, performs noninstructional duties and supervises volunteers and paraprofessionals.

4. **Managing student behavior:** Describe how the teacher conveys expectations, monitors student behavior and responds to student misbehavior.

5. **Organizing physical space:** Describe the classroom in terms of safety and arrangement of furniture and accessibility to learning and the use of physical resources.

**DOMAIN 3: CLASSROOM INSTRUCTION AND COMMUNICATION**

Observe, reflect and respond to the following Components of classroom instruction and communication:

1. **Communicating clearly and accurately:** Describe how the teacher provides directions, establishes and maintains procedures and uses oral and written language.

2. **Using questioning and discussion techniques:** Describe the quality of questions posed, the discussion techniques used and the quality and quantity of student participation.

3. **Engaging students in learning:** Describe how the teacher represents the content, facilitates activities and assignments, groups students, uses various instructional materials and resources and structures and paces the lessons.

4. **Providing feedback to students:** Describe the quality and timeliness of teacher feedback to students in terms of accuracy, substance, constructiveness and specificity.

5. **Demonstrating flexibility and responsiveness:** Describe how the teacher adjusts lessons, responds to students and shows persistence.
PRELIMINARY APPLICATION FOR EDUC 425 STUDENT TEACHING PRACTICUM

CONTACT INFORMATION
Name_______________________________________    Student ID#________________
Area of Concentration____________________________________________________________
Home Address_____________________________________________________________________
City__________________________________   State_____   Zip Code_______________
Telephone (Home)__________________ (Work)__________________ (Cell)________________
Email Address___________________________________________________________________
Geographic location of home residence:  
_____City of Pgh   Suburbs: _____Northern   _____Southern   _____Eastern   _____Western

PREREQUISITES:
• Field Experience/Observation Hours _____Completed _____Expected Date of Completion
• Required Coursework _____Completed _____Expected Date of Completion
• Pre-Professional Praxis Exam _____Completed _____Expected Date of Completion
• Content Area Praxis Exam(s) _____Completed _____Expected Date of Completion
• Act 34 Criminal Record and Act 33/151 Child Abuse Clearances _____Yes _____No
• FBI Criminal Record Check _____Completed _____Expected Date of Completion
• Two Letters of Recommendation (from non-Education Department Sources) _____Completed  
_____________________Expected Date of Completion

PLACEMENT NEEDS:
To avoid conflicts of interest, you may not be placed in the school district from which you graduated, in a school district where close friends or relatives are employed, or in a school district where your child/children/siblings attend. Please list three placement choices (One Pittsburgh Public School and three suburban or private schools). The Education Department will make every attempt to place you at one of the four sites. 
Requested placement sites may not be more than 30 miles away from campus.

1. Pittsburgh Public School Site:    _______________________________________________
2. Suburban/Private School District:_____________________________________________
3. Suburban/Private School District:_____________________________________________
4. Suburban/Private School District:_____________________________________________

Circle your grade level teaching preference:        Primary: K, 1, 2, 3    Intermediate: 4, 5
                    Middle School: 6, 7, 8     Secondary: 9, 10, 11, 12

PLEASE NOTE that completing this list does not guarantee that you will be placed at one of the sites that you have requested.

Do you have a need for reasonable accommodations based on ADA? If so, please briefly describe your situation on the reverse side.

Point Park University has a consortium relationship with school districts compatible with the Education Department’s philosophy and beliefs. Districts were selected for student teaching placement because of the leadership of the principal, the unique talents of the Cooperating Teacher, public transportation availability and an effective educational environment. Although every consideration will be made to place you in your first choice, there is no guarantee that it will be your final placement. This application is not an agreement or guarantee. You will be notified when placements are confirmed.
| **NAME:** |  |
| **GRADE:** |  |
| **SUBJECT:** |  |
| **TOPIC:** |  |

**PENNSYLVANIA STANDARDS:**

**LESSON OBJECTIVES:**

**MATERIALS AND TECHNOLOGIES:**

**PROCEDURES (Introduction, Body, Closing):**

**ADAPTATIONS & ACCOMMODATIONS (Specific and General):**

**ASSESSMENT (Formative and/or Summative):**

**ASSIGNMENT:**
LESSON REFLECTION

NAME: 
GRADE: 
SUBJECT: 
TOPIC: 

1. As I reflect on the lesson, to what extent were the students productively engaged? 
(Framework -- Domain 3: Instruction and Communication - Component 3c Engaging Students in Learning and Domain 4: Professional Responsibility - Component 4a Reflecting on Teaching)

2. Did the students learn what I intended? Were my instructional goals met? How do I know or how and when will I know? 
(Framework -- Domain 1: Planning and Preparation - Component 1f and Domain 4: Professional Responsibility - Component 4a Reflecting on Teaching)

3. Did I alter my goals or instructional plan as I taught the lesson? Why or why not? 
(Framework -- Domain 1: Planning and Preparation - Component 1e Designing Coherent Instruction and Domain 3: Instruction and Communication Component 3e Demonstrating Flexibility and Responsiveness)

4. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? 
(Framework -- Domain 4: Professional Responsibility - Component 4a Reflecting on Teaching)
### Student Teaching Lesson Reflection

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<td>SUBJECT:</td>
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<tr>
<td>TOPIC:</td>
</tr>
</tbody>
</table>

1. **What were the most successful elements of your lesson?**

2. **What might you do in the future to further improve your teaching?**

3. **Each week, student teachers will be asked to reflect on a specific component related to one of the four domains. Please see attached sheet for the list of reflection prompts for each week. The reflection will be written under # 3 on the reflection sheet each week.**
Student Teaching Lesson Reflection Focus
Week by Week

Week 1- Classroom Environment (Domain 2)
• Reflect on classroom environment (including teaching style, management, routines, and student needs)

Week 2- Professional Communication (Domain 4):
• Reflect on how you have introduced yourself to the school community and parents. How is your communication with your cooperating teacher and supervisor? Have you scheduled a time for weekly meetings with your cooperating teacher? Have you determined a schedule for when you will submit your lesson plans to your cooperating teacher? What specific feedback are you looking for at the beginning of this experience from your cooperating teacher and supervisor?

Week 3- Writing Clear, Measurable Objectives (Domain 1):
• Reflect on your lesson objectives - were they well written? Did you explicitly state the objectives at the beginning of the lesson? Did your students meet all the objectives? How do you know? How could your objectives be written more clearly?

Week 4- Materials/Resources (Domain 1):
• Reflect on the types of materials/resources that you have seen the teacher incorporate and what you want to try to implement in your teaching. Do you have to prepare materials ahead of time - when do you plan for preparation of lesson materials? How did you distribute/collect materials during your lesson?

Week 5- Classroom Management (Domain 2):
• Reflect on your management at this point in your student teaching. What techniques/strategies are you using to maintain classroom management? Are you using techniques from your coop or have you developed your own? Do you have any individuals that might need support in staying on-task? What might you want to try in your class to help with behavior management?

Week 6- Content Knowledge (Domain 1):
• Reflect on what specific content you needed to know to teach your lessons to the students. What additional resources did you consult? What surprised you about the students’ knowledge of the content? How will you continue to increase your content knowledge?

Week 7- Responding to Students (Domain 3):
• Videotape one of your lessons. Reflect on how you respond to students. Do you vary your responses? Are you specific in your feedback? Do you provide positive and constructive feedback? Do you use any of the following techniques: marking, revoicing, elaborating, or encouraging uptake. What are some of your goals for responding to students?

Week 8- Introducing the Lesson (Domain 1 & 3):
• Discuss different ways you try to engage students during the introduction of the lesson. How have you motivated students to participate in the learning? Describe an introduction that worked well and one that was ineffective.

Week 9- Questioning Techniques (Domain 3):
• Videotape one of your lessons. Reflect on the types of questions you ask? Do you ask a combination of close-ended and open-ended questions? Do you pose higher-level
questions? Do you encourage other students to respond to their peers’ questions? What goals do you have for asking questions?

**Week 10- Gradual Release of Teaching Model** (Domain 3):
- Describe how you use modeling in your teaching. Reflect on a time when you should have modeled more explicitly for students and describe a lesson where you used modeling effectively.

**Week 11- Closing** (Domain 1 & 3):
- Reflect on why it is important to include a closing. Describe examples of different ways you have concluded lessons. What might you try in the future?

**Week 12- Assessment** (Domain 1 & 3):
- Reflect on different types of assessment you have implemented in your teaching. Give examples of formative and summative assessments. Have you created your own assessment? In what ways do you assess daily lessons? What goals do you have for future assessments?

**Week 13- Differentiation** (Domain 1 & 3):
- How do you adapt and accommodate for different types of learners in your class? Give specific examples of how you have differentiated your lessons. How might you try to differentiate your lessons during the final weeks of student teaching?

**Week 14- Technology** (Domain 1):
- What type of technology have you implemented in your lessons? What challenges have you faced with instructional technology? What types of technology would you like to use in your teaching?

**Week 15- Overall Reflection on Student Teaching** (Domain 4):
- Reflect on your student teaching experience. In what areas have you grown? What will you remember the most from this experience? What advice would you give to future student teachers
The unit plan should include a similar outline as indicated in the lesson plan format since the Unit represents a related sequence of lesson plans organized around a unifying theme or topic.

**UNIT THEME OR TOPIC:**
Identify a theme or topic that is developmentally appropriate for the students being taught. Be certain to relate the theme or topic to the Pennsylvania Academic Standards as well as to the specific curriculum and content area that students are studying.

**TIME FRAME AND NUMBER OF LESSONS:**
Determine the amount of time that is needed to implement all the goals and objectives of the Unit. Decide what percentage of time is available to teach the Unit. Consider the amount of time students will need to complete the culminating activity or project.

**CONTENT AREAS:**
Consider all the content areas across the entire school curriculum. Decide which of the content areas and to what extent each will be included in the interdisciplinary unit.

**Pennsylvania Academic Standards:**
What are the overall purposes for this unit? What are the essential PA Academic Standards that you want students to remember about this unit in the future? Relate these goals to the Pennsylvania Academic Standards. To access the Pennsylvania Academic Standards, visit the Pennsylvania Department of Education website at [www.pdesas.org](http://www.pdesas.org)

**UNIT OBJECTIVES:**
What are the overall objectives for this unit? What specific, measurable, behavioral objectives will you use to ensure that students attain the PA Standards?

**CULMINATING PROJECT AND/OR ACTIVITY:**
Plan ahead as to the nature of the project and/or activity that students will be required to complete or accomplish to determine the extent of their learning. Be certain to develop a rubric that can be used to evaluate the quality of the project or activity in order to provide informative feedback to students on the quality of their work.

**Reflection:**
Complete a reflection of the entire unit plan. Please refer to the attached Reflection Sheet.
At least one time per week, the Cooperating Teacher should observe and describe the Student Teacher’s performance in each of the 4 Domains of the Framework using the Weekly Progress Report. The Student Teacher may also use the Weekly Progress Report for self-evaluation and reflection. Refer to the Framework for Teaching Overview for details on the Components of each of the Domains.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Cooperating Teacher</th>
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<tbody>
<tr>
<td>School District</td>
<td>Grade Level</td>
</tr>
<tr>
<td>School Building</td>
<td>Semester ___ Fall ___ Spring Year ___ Week # of 15</td>
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</tbody>
</table>

Point Park University Field Supervisor

<table>
<thead>
<tr>
<th>Practices currently documented during classroom observations</th>
<th>Practices that need to be developed and/or improved and suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1. Planning, Preparation and Assessment</td>
<td>Domain 1. Planning, Preparation and Assessment</td>
</tr>
<tr>
<td>Domain 2. The Classroom Environment</td>
<td>Domain 2. The Classroom Environment</td>
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<tr>
<td>Domain 3. Instruction and Communication</td>
<td>Domain 3. Instruction and Communication</td>
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<tr>
<td>Domain 4. Professional Responsibility</td>
<td>Domain 4. Professional Responsibility</td>
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Student Teacher’s Signature and Date

Cooperating Teacher’s Signature and Date
After each observation, the student teacher will be evaluated on the four domains following a 3 point rubric (*Total of 12 points for the entire lesson observation*). Please refer to the following criteria:

- **3 = Exemplary** *(thoroughly and consistently shows a level of competency resembling that of a novice teacher)*
- **2 = Superior** *(frequently shows a level of competency resembling that of a novice teacher)*
- **1 = Satisfactory** *(sometimes shows a level of competency resembling that of a novice teacher)*
- **0 = Unsatisfactory** *(rarely/occasionally shows a level of competency resembling that of a novice teacher)*

In addition, each student teacher will be given feedback on the indicators for each domain using a +, X, - checklist. Please refer to the criteria stated below in the table.

### Planning and Preparation:

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<th>2</th>
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<td><strong>Almost always meets designated indicator</strong></td>
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<td>X</td>
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<td><strong>Needs improvement on designated indicator</strong></td>
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<td>NA</td>
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<td><strong>Not observed at this observation</strong></td>
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<td><strong>Commendations:</strong></td>
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<td><strong>Recommendations:</strong></td>
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### Classroom Environment:

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<tr>
<td>NA Not observed at this observation</td>
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</table>

- a. Creates an Environment of Respect and Rapport
- b. Establishes a Culture for Learning
- c. Manages Classroom Procedures
- d. Manages Student Behavior
- e. Organized Physical Space

#### Commendations:

#### Recommendations:

### Instruction:

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<th>Use the following criteria to rate each indicator below:</th>
<th>3</th>
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<tr>
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<tr>
<td>NA Not observed at this observation</td>
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</table>

- a. Communicates with Students
- b. Uses Questioning and Discussion Techniques
- c. Engages Students in Learning
- d. Uses Assessment in Instruction
- e. Demonstrates Flexibility and Responsiveness

#### Commendations:

#### Recommendations:
**Professionalism:**

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<tr>
<td>NA</td>
<td>Not observed at this observation</td>
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<tr>
<td>a. Reflects on Teaching</td>
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<tr>
<td>b. Maintains Accurate Records</td>
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<tr>
<td>c. Communicates with Families</td>
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<tr>
<td>d. Participates in a Professional Community</td>
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<tr>
<td>e. Growing and Developing Professionally</td>
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<tr>
<td>f. Shows Professionalism</td>
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**Commendations:**

**Recommendations:**

**Total:**

__________/12
SUMMATIVE EVALUATION USING THE PENNSYLVANIA STATEWIDE EVALUATION FORM FOR STUDENT PROFESSIONAL KNOWLEDGE AND PRACTICE (PDE-430) AND THE LETTER GRADE

The Student Teacher will be formally evaluated by the Cooperating Teacher and the Field Supervisor based on the rubric included on PDE-430. The first formal evaluation will be conducted at midterm and will be formative, that is, it will be used to advise, inform and guide the Student Teacher on progress made within each of the 4 Domains: Planning, Preparation and Assessment, The Classroom Environment, Instruction and Communication and Professional Responsibility. This formative evaluation will result in a midterm assessment. The second formal evaluation will be conducted at the end of the term and will be summative, that is, it will address the cumulative classroom performance of the Student Teacher over the entire semester and serve as the basis for the assignment of the final letter grade for EDUC 424 Student Teacher Practicum. The Student Teacher will receive a mid-term assessment and a final letter grade for student teaching. The final grade for student teaching incorporates the evaluation of the Cooperating Teacher, the Field Supervisor and the Director of Clinical Experiences. It is based on the Student Teacher’s classroom performance. The final grade for EDUC 432 Student Teaching Seminar is based on class attendance and participation, level of quality of fulfillment of assignments and projects and satisfactory compilation of the Components of the Professional Portfolio as well as other aspects of the course as delineated in the syllabus.

The Chair of the Education Department, the Student Teaching Team, and the University Supervisor reserve the right, after mutual discussion and consensus, to assign a Withdraw grade of W and withdraw a Student Teacher who is not operating successfully or to assign the letter grade of Incomplete, I, if deficiencies can be improved within a reasonable amount of time, the placement may be extended or if they cannot be, the student teaching experience may need to be repeated.

A letter grade of A means that the Student Teacher is totally ready to perform as a beginning professional with little, if any, direction. Motivation is mostly self-initiated. The student could step into a classroom with confidence. Opportunity for professional growth and success are excellent. The Student Teacher accepts suggestions with a positive attitude, is punctual and is well-prepared, reacts to other professionals in a pleasant and open manner, expects to work beyond the school day, is interested and concerned about all the students.

A letter grade of B means that the Student Teacher had a successful experience and is moving in a positive direction, but needs more experience and continued direction of a professional nature. The prognosis for future success is excellent. The student could step into classroom, but would need more support from the supervisor until confidence and experience are acquired. The Student Teacher behaves professionally, demonstrates positive attitudes and, with a bit more guidance, is prepared to teach.

A letter grade of C means that the Student Teacher is just beginning to exhibit the qualities, behaviors and attitudes of a professional teacher and is not yet ready to go solo. Although future estimation of growth is positive, more time and direction are needed for the Student Teacher to internalize the knowledge and skills required of a professional educator.

A letter grade of D means that the Student Teacher did not measure up to professional status. Much direction and re-evaluation needed. Motivation to teach and educational philosophy are not certain. Factors of a personal and professional nature need clarification before success in the profession can be effectively forecast.

A letter grade of F means that the Student Teacher performed unsuccessfully in this teaching experience. The Student Teacher did not exhibit professional attitudes and behaviors and demonstrated little aptitude for the knowledge, skills and competencies required of a professional educator.

Assignment of a W grade means that the Student Teacher could not fulfill the requirements and expectations of the student teaching experience due to personal circumstances. Because the experience was not complete, it is impossible to estimate the knowledge, skills and competencies of the student teacher.
Pennsylvania Statewide Evaluation Form  
for Student Professional Knowledge and Practice

<table>
<thead>
<tr>
<th>Student/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>This form is to serve as a permanent record of a student teacher/candidate’s professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment:</strong> 354.33. (1)(i)(A), (B), (C), (G), (H)</td>
</tr>
<tr>
<td><strong>Sources of Evidence</strong> (Check all that apply and include dates, types/titles and number)</td>
</tr>
<tr>
<td>☐ Lesson/Unit Plans</td>
</tr>
<tr>
<td>☐ Resources/Materials/Technology</td>
</tr>
<tr>
<td>☐ Assessment Materials</td>
</tr>
<tr>
<td>☐ Information About Students</td>
</tr>
<tr>
<td>☐ Student Teacher Interviews</td>
</tr>
<tr>
<td>☐ Classroom Observations</td>
</tr>
<tr>
<td>☐ Resource Documents</td>
</tr>
<tr>
<td>☐ Other</td>
</tr>
</tbody>
</table>

#### Criterias for Rating

- **Exemplary 3 Points**
  - The candidate consistently and thoroughly demonstrates indicators of performance.
- **Superior 2 Points**
  - The candidate usually and adequately demonstrates indicators of performance.
- **Satisfactory 1 Point**
  - The candidate sometimes and adequately demonstrates indicators of performance.
- **Unsatisfactory 0 Points**
  - The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

**Rating** (Indicate ✓)

<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></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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

**Alignment:** 354.33, (1)(E), (B)

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations: See Attached 430-A
- Informal Observations/Visits: See Attached 430-A
- Student Teacher/Candidate: See Attached 430-A
- Interviews: See Attached 430-A
- Visual Technology: See Attached 430-A
- Resources/Materials/Technology/Space: See Attached 430-A
- Other: See Attached 430-A

<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>
<tr>
<td>RATING</td>
<td>(Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**JUSTIFICATION FOR EVALUATION**

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### Category III – Instructional Delivery

- **Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.**

**Alignment:** 354.33. (1)/(D),(F),(G)

Student Teacher/candidate’s performance appropriately demonstrates:

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

### Sources of Evidence

(checked all that apply and include dates, types/titles, or numbers)

<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>
<tr>
<td>RATINGS (Indicate √)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Justification for Evaluation
### Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

**Alignment: 354.33. (1) [0] [1] [1] [1] (I), (J)**

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

<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>Classroom Observations</td>
<td>See Attached 430-A</td>
<td>Student Assignment Sheets</td>
<td>See Attached 430-A</td>
<td></td>
</tr>
<tr>
<td>Informal Observations/Visits</td>
<td>See Attached 430-A</td>
<td>Student Work</td>
<td>See Attached 430-A</td>
<td></td>
</tr>
<tr>
<td>Assessment Materials</td>
<td>See Attached 430-A</td>
<td>Instructional Resources/Materials/</td>
<td>See Attached 430-A</td>
<td></td>
</tr>
<tr>
<td>Student Teacher Interviews</td>
<td>See Attached 430-A</td>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Documentation</td>
<td>See Attached 430-A</td>
<td>Other</td>
<td>See Attached 430-A</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria for Rating**

- **The Candidate Consistently and Thoroughly Demonstrates Indicators of Performance.**
- **The Candidate Usually and Extensively Demonstrates Indicators of Performance.**
- **The Candidate Sometimes and Adequately Demonstrates Indicators of Performance.**
- **The Candidate Rarely or Never and Inappropriately or Superficially Demonstrates Indicators of Performance.**

| Rating (Indicate ✓) | ☐ | ☐ | ☐ | ☐ |

**Justification for Evaluation**

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### 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>
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<td>THE CANDIDATE RARELY OR NEVER AND INAPPROPRIATELY OR SUPERFICially DEMONSTRATES INDICATORS OF PERFORMANCE.</td>
</tr>
</tbody>
</table>

**Rating**

(Indicate √)

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

**Justification for Overall Rating:**


---

Student Teacher/Candidate’s Last Name  First  Middle  Social Security Number

District/IU  School  Interview/Conference Date

School Year:_________________________  Term:_________________________

**Required Signatures:**

Supervisor/Evaluator: ____________________________  Date:__________________________

Student/Teacher Candidate: ____________________________  Date:__________________________

Cooperating Teacher: ____________________________  Date:__________________________

Certification Area: ____________________________  PDE – Certification Code: ____________

(To be completed by Certification Officer)  (See Reverse)

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