

**POINT PARK**  
UNIVERSITY

School of Arts and Sciences  
Department of Education

**HANDBOOK**  
**FOR**  
**COOPERATING**  
**TEACHERS**

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# 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 Weekly Progress Report and the Student Teacher's performance in the context of the 4 Domains and Components of the Framework.

### **EVALUATION OF THE STUDENT TEACHER**

#### **PDE 430 MID-TERM REVIEW**

At the midpoint of the semester, the Field Supervisor will conduct the Mid-Term Review. A conference will be scheduled at which the Field Supervisor, Cooperating Teacher and Student Teacher will review the PDE-430, discuss the commentary on the form and notate any additional comments that are pertinent to the review.

No final or score will be assigned at this review, nor will the PDE-430 be signed by the parties. This review is meant to be a formative evaluation of the student teacher's progress to date.

#### **PDE 430 FINAL EVALUATION**

In the final week of the student teaching experience, the Field Supervisor will conduct the Final Evaluation. A conference will be scheduled at which the Field Supervisor, Cooperating Teacher and Student Teacher will review the PDE-430, discuss the commentary on the form and notate any additional comments that are pertinent to the review.

A final score will be determined and notated on the PDE-430. All parties present at the evaluation must sign the document to signify that they are in agreement with the scores and notations. The Field Supervisor will use the score to determine the suggested grade for student teaching for the candidate and will submit the Final Grade Report attached to the PDE-430.

# 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 a 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 discussions with the Cooperating Teacher and the Field Supervisor.

## **SCHEDULE OF SUGGESTED TRANSITION ACTIVITIES FOR STUDENT TEACHERS (Single Placement)**

There is no 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 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:**

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 lessons 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 no 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 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 students 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 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 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.

## WEEKLY PROGRESS REPORT

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.

<b>Student Teacher</b>		<b>Cooperating Teacher</b>	
<b>School District</b>		<b>Grade Level</b>	<b>Lesson Format</b>
<b>School Building</b>		<b>Semester</b> ___ Fall                    ___ Spring	<b>Year</b> <b>Week #</b> <b>of 15</b>
<b>Point Park University Field Supervisor</b>			
<b>Practices currently documented during classroom observations</b>		<b>Practices that need to be developed and/or improved and suggestions for improvement</b>	
<b>Domain 1. Planning, Preparation and Assessment</b>		<b>Domain1. Planning, Preparation and Assessment</b>	
<b>Domain 2. The Classroom Environment</b>		<b>Domain 2. The Classroom Environment</b>	
<b>Domain 3. Instruction and Communication</b>		<b>Domain 3. Instruction and Communication</b>	
<b>Domain 4. Professional Responsibility</b>		<b>Domain 4. Professional Responsibility</b>	
Student Teacher's Signature and Date		Cooperating Teacher's Signature and Date	

## PDE-430

### Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

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Student/Candidate's Last Name	First	Middle	Social Security Number
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Subject(s) Taught

Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

Knowledge of content

Knowledge of pedagogy

Knowledge of Pennsylvania's K-12 Academic Standards

Knowledge of students and how to use this knowledge to impart instruction

Use of resources, materials, or technology available through the school or district

Instructional goals that show a recognizable sequence with adaptations for individual student needs

Assessments of student learning aligned to the instructional goals and adapted as required for student needs

Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

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

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

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

Justification for Evaluation

Student/Candidate's Last Name                      First                      Middle                      Social Security Number

Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.  
 Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Student/Candidate's Last Name                      First                      Middle                      Social Security Number

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

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

Student Teacher/candidate's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Student/Candidate's Last Name                      First                      Middle                      Social Security Number

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

Student Teacher/Candidate's performance appropriately demonstrates:

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

- Sources of Evidence (Check all that apply and include dates, types/titles, or number)
- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations       | <input type="checkbox"/> Student Assignment Sheets                        |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Student Work                                     |
| <input type="checkbox"/> Assessment Materials         | <input type="checkbox"/> Instructional Resources/Materials/<br>Technology |
| <input type="checkbox"/> Student Teacher Interviews   | <input type="checkbox"/> Other  |
| <input type="checkbox"/> Written Documentation        |   |

Category	EXEMPLARY 3 Points	SUPERIOR 2 Points	SATISFACTORY 1 Point	UNSATISFACTORY 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>INAPPROPRIATELY OR SUPERFICIALLY DEMONSTRATES</i> indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

## FRAMEWORK FOR TEACHING CHECKLIST

PDE-430

Overall Rating				
Category	EXEMPLARY (Minimum of 12 Points)	SUPERIOR (Minimum of 8 Points)	SATISFACTORY (Minimum of 4 Points)	UNSATISFACTORY (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>INAPPROPRIATELY OR SUPERFICIALLY DEMONSTRATES</i> indicators of performance.
Rating (Indicate √)				

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

Justification for Overall Rating:

\_\_\_\_\_  
 Student Teacher/Candidate's Last Name      First      Middle      Social Security Number

\_\_\_\_\_  
 District/IU      School      Interview/Conference Date

School Year: \_\_\_\_\_ Term: \_\_\_\_\_

**Required Signatures:**

Supervisor/Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Certification Area: \_\_\_\_\_ PDE – Certification Code: \_\_\_\_\_  
 (To be completed by Certification Officer) (See Reverse)

<b>DOMAIN 1:</b>	<b>COMPONENTS</b>	0 UN	1 SA	2 SU	3 EX
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<i>PLANNING and PREPARATION</i>	1.a:	Demonstrating Knowledge of Content and Pedagogy				
	1.a.1.	applies accepted learning principles				
	1.a.2.	prepares for and knows assigned content				
	1.a.3.	writes lesson plans that contain accurate information				
	1.a.4.	identifies common student misconceptions and likely sources of error				
	1.a.5.	selects teaching techniques appropriate to students' ability levels and the content				
	1.a.6.	makes reference to relevant school, district, state and national standards				
	1.b:	Demonstrating Knowledge of Students				
	1.b.1.	employs principles of human growth and development				
	1.b.2.	shows understanding of and sensitivity to community and cultural norms				
	1.b.3.	shows sensitivity to student needs				
	1.b.4.	becomes familiar with what students know and can do				
	1.b.5.	becomes familiar with what interests students				
	1.b.6.	values the resources individual students bring to the classroom				
	1.c:	Selecting Instructional Goals and Objectives				
	1.c.1.	analyzes needs of diverse learners				
	1.c.2.	identifies important concepts and skills				
	1.c.3.	writes clear goals and objectives in the form of what students will learn				
	1.c.4.	matches goals and objectives to students' ability levels				
	1.c.5.	writes goals and objectives that correspond to viable methods of assessment				
	1.c.6.	provides a rationale for decisions				
	1.d:	Demonstrating Knowledge of Resources for Teaching and for Students' Use				
	1.d.1.	uses school and district resources				
	1.d.2.	uses technology to locate and obtain resources				
1.d.3.	goes to libraries and other community organizations to get resources					
1.e:	Designing Coherent Instruction					
1.e.1.	plans thoroughly and consistently					
1.e.2.	meets students' current needs and leads into the next level of learning					
1.e.3.	selects appropriate instructional groups					
1.e.4.	uses a variety of instructional techniques and materials					
<i>PLANNING and PREPARATION</i>	1.e.5.	designs activities that represent relevant and authentic applications of knowledge				
	1.e.6.	incorporates students' interests into lessons				

	1.e.7.	organizes necessary materials, supplies and equipment				
	1.e.8.	develops long-term instructional sequences				
	1.f.	Assessing Student Learning				
	1.f.1.	selects or designs appropriate formal/informal assessment materials				
	1.f.2.	adjusts assessment methods for varying students' needs and abilities				
	1.f.3.	articulates congruence of assessment methods with instructional goals and objectives				
	1.f.4.	clearly communicates criteria and standards to students				
	1.f.5.	uses assessment results in planning subsequent instruction				
	1.f.6.	documents student progress				
	1.f.7.	utilizes techniques for student self-assessment				
<b>DOMAIN 2:</b>		<b>COMPONENTS</b>	0 UN	1 SA	2 SU	3 EX
<i>THE CLASSROOM ENVIRONMENT</i>	2.a:	Creating an Environment of Respect and Rapport				
	2.a.1.	respects and values individual differences				
	2.a.2.	relates positively to students				
	2.a.3.	shows concern for students				
	2.a.4.	establishes appropriate rapport with students				
	2.a.5.	encourages responses and interactions that foster positive relationships among students				
	2.b:	Establishing a Culture for Learning				
	2.b.1.	identifies factors that affect students' learning and behavior				
	2.b.2.	cultivates students' interest in the value of the content				
	2.b.3.	instills pride in learning				
	2.b.4.	provides students with opportunities for optimal learning				
	2.c:	Managing Classroom Procedures				
	2.c.1.	uses routine techniques for managing instructional groups				
	2.c.2.	makes smooth transitions with little loss of instructional time				
	2.c.3.	uses efficient routines for handling materials and supplies				
2.c.4.	uses effective strategies for managing non-instructional duties					
2.c.5.	supervises appropriately volunteers and paraprofessionals					
<i>THE CLASSROOM ENVIRONMENT</i>	2.d:	Managing Student Behavior				
	2.d.1.	observes and monitors student behavior				
	2.d.2.	develops and applies consistently classroom standards of conduct				
	2.d.3.	monitors the interactions of instructional groups to maximize productivity				
	2.d.4.	responds appropriately to student behavior				

	1.f. Assessing Student Learning				
	1.f.1. selects or designs appropriate formal/informal assessment materials				
	1.f.2. adjusts assessment methods for varying students' needs and abilities				
	1.f.3. articulates congruence of assessment methods with instructional goals and objectives				
	1.f.4. clearly communicates criteria and standards to students				
	1.f.5. uses assessment results in planning subsequent instruction				
	1.f.6. documents student progress				
	1.f.7. utilizes techniques for student self-assessment				
	2.d.5. works with students to encourage positive behavior choices				
	2.d.6. encourages student self-discipline				
	2.e: Organizing Physical Space				
	2.e.1. creates and maintains a physical environment that is safe				
	2.e.2. develops functional arrangements conducive to learning				
	2.e.3. arranges space so all students have access to learning				
<b>DOMAIN 3:</b>  <i>INSTRUCTION</i>	<b>COMPONENTS</b>	0 UN	1 SA	2 SU	3 EX
	3.a: Communicating Clearly and Accurately				
	3.a.1. uses appropriate and expressive vocabulary				
	3.a.2. spells correctly; writes legibly				
	3.a.3. uses voice effectively through proper enunciation, volume, pitch, and speed				
	3.a.4. uses good grammar and syntax				
	expresses ideas clearly and concisely				
	3.a.5. expresses ideas accurately and logically				
	3.a.6. utilizes appropriate eye contact, posture, and other nonverbal gestures				
	3.a.7. communicates equitably across various subgroups of students				
	3.b: Using Questioning and Discussion Techniques				
	3.b.1. uses questions at various cognitive levels to encourage movement to higher levels of thinking				
	3.b.2. uses open-ended questions				
	3.b.3. uses questions that encourage exploration of content				
	3.b.4. uses adequate wait time after asking questions and after students responds				
	3.b.5. probes student responses seeking clarification or elaboration				
	3.b.6. engages all students in discussion				
	3.b.7. utilizes appropriate eye contact, posture, and other nonverbal gestures				
	3.c: Engaging Students in Learning				
	3.c.1. connects lesson content to students' knowledge, interests, experiences, and culture				

	1.f. Assessing Student Learning				
	1.f.1. selects or designs appropriate formal/informal assessment materials				
	1.f.2. adjusts assessment methods for varying students' needs and abilities				
	1.f.3. articulates congruence of assessment methods with instructional goals and objectives				
	1.f.4. clearly communicates criteria and standards to students				
	1.f.5. uses assessment results in planning subsequent instruction				
	1.f.6. documents student progress				
	1.f.7. utilizes techniques for student self-assessment				
	3.c.2. communicates goals, objectives, directions, and procedures clearly				
	3.c.3. selects examples and metaphors that illustrate new ideas and skills				
INSTRUCTION	3.c.4. paces lessons appropriately based on students' needs and abilities				
	3.c.5. incorporates a variety of activities and materials suitable to instructional goals and objectives				
	3.c.6. emphasizes problem-based learning				
	3.c.7. permits student choice and initiative				
	3.d: Providing Feedback to Students				
	3.d.1. provides accurate, specific, and substantive feedback				
	3.d.2. provides constructive feedback that advances understanding; gives feedback in a timely manner				
	3.d.3. sensitive to verbal and nonverbal signals from students that indicate lack of understanding				
	3.d.4. handles incorrect or misleading student responses in a manner that encourages learning				
	3.e: Demonstrating Flexibility and Responsiveness				
	3.e.1. accommodates exceptionalities				
	3.e.2. revises activities during instruction in response to student feedback				
	3.e.3. adjusts instruction to use teachable moments				
	3.e.4. persists in seeking to help students who are disengaged or who are having difficulty learning				
3.e.5. exhibits initiative, originality, and creativity					
3.e.6. reflects upon teaching and continually refines instruction					
DOMAIN 4:  PROFESSIONAL RESPONSIBILITY	<b>COMPONENTS</b>	0 UN	1 SA	2 SU	3 EX
	4.a: Reflecting on Teaching				
	4.a.1. articulates an understanding of lessons' goals and objectives				
	4.a.2. states the strengths and weaknesses of lessons				
	4.a.3. analyzes the results of students' participation				
	4.a.4. evaluates instructional sequence				

	1.f: Assessing Student Learning				
	1.f.1. selects or designs appropriate formal/informal assessment materials				
	1.f.2. adjusts assessment methods for varying students' needs and abilities				
	1.f.3. articulates congruence of assessment methods with instructional goals and objectives				
	1.f.4. clearly communicates criteria and standards to students				
	1.f.5. uses assessment results in planning subsequent instruction				
	1.f.6. documents student progress				
	1.f.7. utilizes techniques for student self-assessment				
	4.a.5. supports judgments with data related to lessons				
	4.a.6. writes reflections about lessons				
	4.a.7. develops written plans for improvement				
	4.a.8. accepts feedback and implements recommendations				
	4.b: 4b: Maintaining Accurate Records				
	4.b.1. records accurately and maintains the results of student's assignments				
	4.b.2. records systematically information about student progress in learning				
	4.b.3. keeps complete records about non-instructional activities				
	4.c.: Communicating with Families				
	4.c.1. follows proper procedures regarding confidentiality				
	4.c.2. communicates positive information and concerns to parents/guardians				
	4.c.3. participates in parent-teacher conferences				
	4.d: Working in and Contributing to the School and District				
	4.d.1. works well with others				
	4.d.2. seeks help from other professionals concerning teaching and learning				
	4.e: Growing and Developing Professionally				
	4.e.1. participates in student teaching seminars and other required university events				
	4.e.2. attends school and district professional development programs				
	4.e.3. joins professional organizations and reads professional journals				
	4.e.4. shows commitment to professional growth and development				
	4.e.5. articulates a personal philosophy of education that reflects growing self-awareness				
	4.f: Showing Professionalism				
	4.f.1. attends promptly and regularly				
	4.f.2. completes schedules, assignments, and other paperwork on time				
	4.f.3. completes work in the manner prescribed				
<b>PROFESSIONAL RESPONSIBILITY</b>					

	1.f. Assessing Student Learning				
	1.f.1. selects or designs appropriate formal/informal assessment materials				
	1.f.2. adjusts assessment methods for varying students' needs and abilities				
	1.f.3. articulates congruence of assessment methods with instructional goals and objectives				
	1.f.4. clearly communicates criteria and standards to students				
	1.f.5. uses assessment results in planning subsequent instruction				
	1.f.6. documents student progress				
	1.f.7. utilizes techniques for student self-assessment				
	4.f.4. dresses commensurate with professional responsibilities				
	4.f.5. has neat grooming and practices good personal hygiene				
	4.f.6. follows school and class rules				
	4.f.7. follows relevant codes of ethics for the teaching profession				
	4.f.8. follows proper procedures for reporting students' welfare				
	4.f.9. shows respect for school and personal property				
	4.f.10. makes an effort to challenge stereotypical attitude				
	4.f.11. ensures that all students receive an equitable opportunity to succeed				



## **TUITION REMISSION FOR COOPERATING TEACHERS**

As a token of our appreciation, we would like to offer cooperating teachers the opportunity to take a three credit course at Point Park University. If, however, he/she does not wish to use the tuition remission, the principal of the building can offer the tuition remission to someone who would benefit from this. The maximum number of credits that any one person can receive through this tuition remission opportunity is nine.

Courses can be taken at either the graduate or undergraduate level. The tuition remission form is valid for a one year period from the date of issuance. For a broader view of courses, one should access our Point Park University website; [www.pointpark.edu](http://www.pointpark.edu) . From this page, one can find information on the various degree programs, read through course descriptions, or access the course book of offerings by typing course book in the search box.

We hope this offer provides an exciting opportunity for someone at your school. In our Education Department, we truly believe that together with our school systems, teacher preparation will be enhanced.

For more information, please contact the Chair of the Education Department, Darlene. B. Marnich, via email: [dmarnich@pointpark.edu](mailto:dmarnich@pointpark.edu) .