

The Student Teaching Experience

**The School of Education
Keystone College
La Plume, PA**

2014-2015

The Student Teaching Experience

ROLES AND RESPONSIBILITIES

- **Student Teacher Candidate**
 - **Cooperating Teacher**
 - **Faculty Supervisor**

**Keystone College
School of Education
Ward Hall
One College Green
La Plume, PA 18440**

**Keystone
College**
La Plume, PA

Keystone College reserves the right to change any provision, or requirement of the Student Teaching Experience at any time within a student's term of enrollment.

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Mission Statements

- **Early Childhood Education**
- **Early Childhood Education/Special Education (Pre-K-8)**
- **Middle Level Education Language Arts (4-8)**
- **Middle Level Education Social Studies (4-8)**
- **Teaching: Art Education (K-12)**
- **Teaching: Dual Social Studies/Special Education (7-12) ***
- **Teaching: Mathematics Education (7-12)**
- **Teaching: Social Studies Education (7-12)**

***Pending PDE Approval**

MISSION STATEMENT

✓ **Early Childhood Education (Pre-K-4)**

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in early childhood education is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The curriculum is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in early childhood settings. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of life in the community and the environment.

The goals for the Bachelor of Science degree in early childhood education program currently include:

- Preparing individuals to teach children Pre-K – grade 4 in a variety of settings and in a manner that supports and affirms their individual characteristics.
- Providing knowledge about child development learning theories and naturalistic study of young children as the foundation for competency development.
- Offering courses and activities based on a developmental perspective that views learning as an integrated, constructive activity.
- Providing numerous opportunities to apply theoretical knowledge to appropriate practices in authentic settings.
- Providing weekly field experiences in each of eight semesters with increasing participation in the classroom. Current annual clearances (criminal history, child abuse, FBI, and health appraisal with negative TB test) are required for fieldwork.
- Preparing early childhood professionals who appreciate the special characteristics of young children, who understand the primacy of family, who view learning as part of a holistic developmental process, who have skill in creating educational environments which support and nurture children's development and who work cooperatively with parents and other professionals.
- Adapting instructional strategies for children with special needs including the needs of English language learners.
- Preparing early childhood professionals who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism.

✓ **Early Childhood Education/Special Education (Pre-K-4)**

Keystone College offers a certification program in Early Childhood Education/Special Education. The ECE certification will allow students to teach in grades Pre-K through 4. The special education certification will allow students to instruct children with and without disabled ability differences from pre-K through grade 8.

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in early childhood education is to prepare teachers who think critically, act independently, and collaborate in ways that transform lives in our global society. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in early childhood settings. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science degree in early childhood education/special education program include:

- Preparing individuals to teach children Pre-K – grade 8 in a variety of settings and in a manner that supports and affirms their individual characteristics.
- Providing knowledge about child development learning theories and naturalistic study of young children as the foundation for competency development.
- Offering courses and activities based on a developmental perspective that views learning as an integrated, constructive activity.
- Providing numerous opportunities to apply theoretical knowledge to appropriate practices in authentic settings.
- Providing observation, participation, and pre-student teaching experiences in line with a developmental, sequential fieldwork plan for a minimum of three hours per week for seven of eight semesters (field work must include a minimum of 40 hours of initial observation and 150 hours of pre student teaching field experiences). Students enrolled in the ECE/Special Education program will be placed for field experiences in inclusive settings with direction from certified special education teachers. Current annual clearances (criminal history, child abuse, FBI, and health appraisal with negative TB test) are required for fieldwork.
- Preparing professionals who appreciate the special characteristics of young children, who understand the primacy of family, who view learning as part of a holistic developmental process, who create age, individual, and culturally appropriate educational environments which support and nurture children's development and who work cooperatively with parents and other professionals.
- Adapting instructional strategies for children with special needs including the needs of English language learners.
- Preparing early childhood professionals who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;

- demonstrate effective classroom adaptations for children with special needs;
- demonstrate professionalism;
 - align general education curriculum, compensatory and special education that is matched to student's academic, social-emotional, and behavioral needs;
- development of academic and functional performance needs of students with disabilities;
- identify and implement least restrictive environment-school wide delivery
- develop effective instructional strategies for students with disabilities in inclusive settings; and
- identify and implement the evidence-based practices for transition plans that integrate functional, academic, and vocational data.

✓ **Middle Level Education Language Arts (4-8)**

The middle level program provides candidates with the skills, knowledge and competencies necessary to meet the needs of students. The adolescent development courses, as well as their field work and student teaching, enable candidates to gain the knowledge and experience to work successfully with family member and with the broader community. Through their content courses and experiences in middle level school fieldwork, middle level teacher candidates must learn and be able to apply the major concepts and theories related to young adolescent development, motivation, and learning styles. Cognitive and adolescent development coursework and field experiences are designed and delivered so that faculty and students are able to make explicit connections with middle level content area, cognitive development, literacy, special education, and English language learning.

The goals for the Bachelor of Science degree in middle level education (4-8) program include:

- Providing individuals with deep knowledge, understanding, and practical experience in addressing adolescent literacy instruction for students having a wide range of abilities;
- Providing knowledge about effective instructional strategies, including cooperative learning and other evidence-based best practices;
- Providing a field experience in each of eight semesters;
- Providing courses and related experiences that include direct and specific linkages to content area courses; and
- Providing skills in literacy assessment and developing intervention strategies.

✓ Middle Level Education Social Studies (4-8)

The middle level program provides candidates with the skills, knowledge and competencies necessary to meet the needs of students. The adolescent development courses, as well as their field work and student teaching, enable candidates to gain the knowledge and experience to work successfully with family member and with the broader community. Through their content courses and experiences in middle level school fieldwork, middle level teacher candidates must learn and be able to apply the major concepts and theories related to young adolescent development, motivation, and learning styles. Students will acquire content knowledge in the following areas in line with the public school curriculum:

1. *Geography*- defined as “the science of space and place on Earth’s surface” and including attention given to basic geography understanding, physical characteristics of places and regions, human characteristics associated with places and regions and interaction between people and places.
2. *History*- including:
 - a. *Pennsylvania History*- Identifying and explaining the political and cultural contributions of individuals and groups to Pennsylvania; identifying and explaining primary documents, materials artifacts, and historic sites important in Pennsylvania history; identifying and explaining how continuity and change have influenced Pennsylvania history;
 - b. *United States and World History*- including tools to comprehend, interpret, and conduct historical research.
3. *Economics*- a basic understanding of economic systems, markets, economic interdependence, and economic aspects of work and earnings.
4. *Civics and Government*- the principles, structures, and operation of government in a democratic society, citizenship rights and responsibilities, and international components of government and policy.

These are interdisciplinary subjects across the social sciences, but successful teaching also requires explicit, detailed knowledge of the sciences, mathematics, and literacy. The program builds candidate knowledge, teaching skills, and assessment skills in and across these subject areas. Courses are designed to enable new teachers to understand and use effective instructional strategies in social studies, including cooperative learning and other evidenced-based best practices.

Effective instruction in social studies depends on teachers with knowledge in the social science disciplines; knowledge about the ways in which students learn these disciplines; the ability to plan and deliver effective instruction; and skills in assessing student learning in order to modify instruction and deliver successful interventions. In social studies, values and debates about values influence teaching, texts, curricula, and assessment. The teaching of history, like all aspects of historical study, involves choice and selection: One cannot avoid choice; one cannot simply ‘include more.’ Methods courses, the social studies content courses, clinical experiences, and support from program faculty are need along the way so that teachers:

- understand the student learning context in social studies
- learn how to recognize and respond to preconceptions and limited knowledge; and
- have extensive opportunities to practice instructional strategies to address these issues.

Teaching: Art Education (K-12)

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: art education (K-12) is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in elementary, intermediate, and secondary classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science degree teaching: art education (K-12) program include:

- Preparing individuals to teach kindergarten through twelfth grade.
- Providing a strong foundation in knowledge of child development.
- Providing a family-centered, community-based context for the study of education.
- Focusing on diverse cultural and pedagogical issues.
- Providing a strong research base related to the processes of learning and teaching
- Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- Adapting instructional strategies for children with special needs.
- Encouraging teacher candidates to concentrate on either kindergarten through sixth grades or seventh through twelfth grades. (Because the developmental characteristics of children in these two groups are quite different, the appropriate educational strategies will also vary greatly).
- Providing a field experience in each of the eight semesters.
- Focusing on the special and differing characteristics and needs of learners in rural, urban and suburban communities.
- Preparing art educators who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism as educators and artists.

✓ **Teaching: Dual Social Studies/Special Education***

The Bachelor of Science degree in Teaching: Dual 7-12 Social Studies/Special Education prepares professionals to teach students in grades seven through twelve. A concentration in social sciences focusing on diverse cultural and pedagogical issues prepares prospective teachers for certification. The special education certification prepares professionals to plan instruction and demonstrate effective classroom adaptations in grades 7 through 12.

The goals for the Bachelor of Science in Teaching: Social Studies/Special Education (7-12) currently includes:

- Prepare individuals to teach social studies in grades (7-12) and grades (9-12) in a variety of settings and in a manner that supports individual characteristics.
- Provide a strong foundation in the social sciences.
- Provide a strong research base related to the processes of learning and teaching.
- Provide appropriate educational strategies for students to recognize development characteristics of individual children.
- Provide observation, participation and pre-student teaching experiences in line with a developmental sequential fieldwork plan for a minimum of three hours per week for seven of eight semesters. Students enrolled in the bachelor of science in Teaching Social Studies/Special Education program will be placed for field experiences in inclusive settings with direction from certified social studies/special education teachers.
- Prepare social studies special education educators who can competently
 - Engage in instructional planning and preparation.
 - Demonstrate instructional strategies.
 - Demonstrate effective classroom adaptations for students with special needs.
 - Demonstrate professionalism.

***Pending PDE Approval**

Teaching: Mathematics Education (7-12)

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: mathematics education is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in secondary mathematics classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science in teaching: mathematics education (7-12) degree program include:

- Preparing individuals to teach mathematics in seventh through twelfth grade.
- Providing a strong foundation in knowledge of student development.
- Providing a family-centered, community-based context for the study of education.
- Focusing on diverse cultural and pedagogical issues.
- Providing a strong research base related to the processes of learning and teaching.
- Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- Adapting instructional strategies for students with special needs.
- Providing a weekly field experience in each of the eight semesters.
- Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- Preparing secondary educators who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism.

✓ **Teaching: Social Studies Education (7-12)**

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in teaching: social studies education is to educate women and men in the liberal arts tradition, while also emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing for social studies instruction. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively and examine ethical issues in order to improve the quality of life in the community and environment. Specifically, the baccalaureate program prepares individuals to teach social studies to students in grades 7-12 in public and private schools. Additionally, changes in Chapter 49-2 mandate that all education certification programs must include coursework which addresses the needs of diverse learners and English language learners.

The goals for the Bachelor of Science in teaching: social studies education degree program are:

- Preparing individuals to teach social studies in grades seven through twelve.
- Providing a strong foundation in the social sciences.
- Focusing on diverse cultural and pedagogical issues.
- Providing a strong research base related to the processes of learning and teaching.
- Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- Helping students become skilled in assessing the abilities of learners; skilled in organizing educational activities that promote high levels of achievement; and, building relationships with learners that foster optimum development.
- Providing a field experience in each of the eight semesters.
- Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- Preparing social studies educators who can competently:
 - demonstrate a broad knowledge base in the social sciences;
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs, and
 - demonstrate professionalism.

Orientation Experiences For the Student Teacher Candidate

- **Student Teaching Placements**
- **Student Teacher Candidate Pre-Visit(s)**

STUDENT TEACHER CANDIDATE PRE-VISIT

Prior to the beginning of the student teaching experience, the student teacher candidate will visit the assigned classroom to become acquainted with the classroom; learn children's names; learn the daily curriculum schedule; become familiar with curricular routines and classroom activities; and document daily activities and reflections. Classroom visitation schedules will be assigned during the pre-practicum period which precedes student teaching.

During this period, the student teacher candidate will learn about the following:

- I. Overall School Operations**
 1. School Facilities
 2. School Personnel
 3. School Regulations
 4. School Safety

- II. Routine Classroom Operations**
 1. Report Forms
 2. Supplies
 3. Room Environment and Management

- III. Students in the Classroom**
 1. Student Composition
 2. Student Resources

- IV. Instructional Materials**
 1. Instructional Supplies
 2. Resource Materials
 3. Library, Curriculum Materials Center, and Multi-Media Resources

- V. Observation and Evaluation Guidelines**

STUDENT TEACHING PLACEMENTS

The Division of Education is dedicated to providing student teaching experiences under the supervision of college personnel and cooperating teachers who are well trained, highly qualified and who demonstrate competence in teaching and mentoring in the field of education.

EARLY CHILDHOOD EDUCATION

Student teaching placements for students seeking ECE certification will take place in two seven week time periods in the two grade bands not covered in the pre-student teaching experience (PK-K, K-2, 2-4). Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have early childhood education certification.

EARLY CHILDHOOD EDUCATION/SPECIAL EDUCATION

Student teaching placements for students seeking ECE/Special Education certification will take place in two seven week time periods in the two grade bands not covered in the pre-student teaching experience (PK-K, K-2, 2-4). One student teaching experience will be under the supervision of College personnel and cooperating teachers who have special education certification.

MIDDLE LEVEL:

LANGUAGE ARTS

Student teaching placements for students seeking Middle Level: Language Arts certification will take place in two seven week time periods in two grade bands, 4, 5, 6 and 7-8. Pre-student teaching placement will also take place in grades 4, 5, or 6 and in grades 7 or 8. Every effort will be made to provide experiences at various grade levels. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification.

SOCIAL STUDIES

Student teaching placements for students seeking Middle Level: Social Studies certification will take place in two seven week time periods in two grade bands (4, 5, 6 and 7-8). Pre-student teaching will also take place in grades 4, 5, or 6 and in grades 7 or 8. Every effort will be made to provide experiences at various grade levels. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification.

SECONDARY LEVEL:

ART EDUCATION

Student teaching placements for students seeking Art Education certification will take place in two seven week time periods in the two grade bands (K-4, 4-8, and 9-12) not covered in the pre-student teaching experience. Placement in pre-student teaching will also take place in grades K-4, grades 4-8, or grades 9-12. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification

TEACHING: DUAL SOCIAL STUDIES/SPECIAL EDUCATION (7-12)

Student teaching placements for students seeking Social Studies/Special Education certification will take place in two seven week time periods in one of two grade bands (7-8 or 9-12) not covered in the pre-student teaching experience. The second student teaching experience will take place in one special education grade band (7-12). Every effort will be made to provide experiences at various grade levels. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification.

***Pending PDE Approval**

MATH EDUCATION

Student teaching placements for students seeking Math Education certification will take place in two seven week time periods in the two grade bands (7, 8, or 9) not covered in the pre-student teaching experience. Placement in pre-student teaching will also take place in grades K-4, grades 4-8, or grades 9-12. Every effort will be made to provide experiences at various

grade levels. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification

SOCIAL STUDIES EDUCATION

Student teaching placements for students seeking Social Studies Education certification will take place in two seven week time periods in the two grade bands (7, 8, or 9-12) not covered in the pre-student teaching experience. Pre-student teaching will take place in grades K-4, grades 4-8, or grades 9-12. Every effort will be made to provide experiences at various grade levels. Student teaching experiences will be under the supervision of College personnel and cooperating teachers who have content area certification.

I. OVERALL SCHOOL OPERATIONS

1. SCHOOL FACILITIES

The student teacher candidate should:

1. Tour the building locating the lunchroom, principal's office, lavatories, gymnasium, library, nurse's room, faculty room, and special classrooms.
2. Become familiar with recreation areas.
3. Notice the provisions that have been made for bicycles, coats, individual lockers, and automobiles.
4. Notice the general upkeep of the building and the attempts made to beautify it.

2. SCHOOL PERSONNEL

The student teacher candidate should:

1. Make a point to talk to the principal.
2. Become acquainted with as many of the regular staff as possible, especially advisers, curriculum directors, librarians, custodians, nurses, and office staff.
3. Arrange to observe other teachers in the building.
4. Become familiar with emergency procedures (i.e., fire drills, snow days, bomb threats, etc.)

3. SCHOOL REGULATIONS

The student teacher candidate should:

1. Observe the morning and afternoon times that teachers enter and leave the school building.
2. Learn the special supervisory duties of all teachers (lunch duty, recreation areas, lavatories, study halls, and hall duty)
3. Determine the homeroom responsibilities of the cooperating teacher.
4. Learn what to do in case of student absence.
5. Become acquainted immediately with the approved classroom management procedures of the cooperating teacher.
6. Review teacher/faculty and student handbooks including the student code of conduct.
7. Learn the responsibilities of the cooperating teacher for assemblies and for student supervision when passing to classrooms.
8. Notice how extra class duties are assigned among teachers.
9. Become acquainted with the schedule of students who leave the room for special classes.
10. Become familiar with library rules and policies.
11. Become familiar with the school calendar including daily and weekly schedules.
12. Become familiar with the role of the PTA in your school.
13. Learn about special school events such as "Back to School Night," "Family Night," etc. and attend one or more of these events.

14. Become familiar with the school's Dress Code for teachers.
15. Learn about the Dress Code for students.

✓ **Suggestions for Attire for Male Students**

1. Button down shirts (long-sleeve shirts are preferable after October); golf shirts with collars and without slogans are appropriate in warmer weather. Shirts should always be tucked in.
2. Always wear a belt. (Belts are required in many schools.)
3. Long pants are required; khaki's or dress pants in navy, black, or grey solid colors are fine. Fitted pants, not loose or baggy fits, are preferred. Jeans are **NOT** to be worn. Pants with large pockets, such as cargo pants, are not to be worn.
4. Shoes and socks should always be worn. Sneakers and sandals are **NOT** appropriate.
5. Excessive jewelry, nose, lip, or tongue rings are not allowed.
6. Please arrive clean shaven (or with a **neat** beard). Hair should be neat and trimmed.

✓ **Suggestions for Attire for Female Students**

1. Tops should have sleeves and a collar. Low cut necklines are not to be worn.
2. Skirts and/or dresses should be at least knee length and loose.
3. Pants should be fitted but not too tight. Cargo pants, baggie pants, sweat pants, and jeans are **NOT** to be worn. When working with younger children, particularly preschool children, pants may be easier to move around in than skirts.
4. Comfortable shoes should be worn. Please do **NOT** wear flip flops, sneakers, or open sandals (sandals can be dangerous because young children drop things)
5. Hair should be neat and pulled back.
6. Jewelry should be minimal. Earrings or bracelets that could get caught and be a danger to students should **NOT** be worn. Nose, lip, or tongue rings must be removed before entering the classroom.
7. Excessive makeup is not appropriate.

4. SCHOOL SAFETY

The student teacher candidate should:

1. Learn what to do in the case of an accident or emergency (school policy).
2. Locate the nurse's room and safety supplies.
3. Pay close attention to the policy regarding the dispensing of medication.
4. Locate the fire exits and routes and know the role of the teacher in emergencies and fire drills.
5. Follow safety precautions for all classes.

II. ROUTINE CLASSROOM OPERATIONS

1. REPORT FORMS

The student teacher candidate should:

1. Learn all reports the cooperating teacher is expected to keep.
2. Take the roll and keep the daily attendance records.
3. Learn the location of all supplies and the methods of filing and storing them.
4. Learn how to handle specific student information (absences, early dismissals, medication requirements).
5. Become familiar with the reporting and grading system of the cooperating teacher and the assigned school.
6. Secure and become familiar with all record and report forms.
7. Follow the policies of the school district and respect the confidentiality of students.

2. SUPPLIES

The student teacher candidate should:

1. Learn where and how to get classroom supplies and equipment.
2. Become aware of the procedures for requisitioning classroom materials, supplies and equipment for the next academic school year.
3. Learn how to operate the copy machine or find out who does such work and the procedure for requesting copy services.

3. ROOM ENVIRONMENT AND MANAGEMENT

The student teacher candidate should:

1. Notice the routine methods used in distributing books, collecting papers, sharpening pencils, leaving the room, hanging coats, going to the library, taking attendance, preparing for lunch and dismissing class.
2. Learn the activities specific to the classroom such as rest periods, recess, special projects, and buying lunch.
3. Study the methods used in relaying announcements from the office.
4. Observe the standards for orderliness and cleanliness.
5. Reinforce established disciplinary procedures.
6. Try to sense the general morale and school spirit of the students.
7. Become sensitive to the care and attention given to learning environment such as bulletin board arrangements, student exhibits, table displays, light adjustments, and temperature control.

III. STUDENTS IN THE CLASSROOM

1. STUDENT COMPOSITION

The student teacher candidate should:

1. Learn the names of students.
2. Learn the methods used to group students and the flexibility of the groups.
3. Notice the special seating provisions needed for students of various stature, students with vision or hearing problems, and students with physical disabilities.
4. Notice the use of student helpers in the classroom and of special school patrols.
5. Discover the methods of self-discipline or group management used by the class.
6. Find out the responsibilities of students for absences and tardiness.
7. Respect the confidentiality of students and follow the policies of the school district.
8. Refrain from any discriminatory statements and actions.

2. STUDENT RESOURCES

The student teacher candidate should:

1. Make the most of any opportunities to speak to parents.
2. Know the resource persons connected with the school system and community.
3. Study thoroughly all available records.

IV. INSTRUCTIONAL MATERIALS

1. INSTRUCTIONAL SUPPLIES

The student teacher candidate should:

1. Read the inventory list for the assigned classroom.
2. List the available textbooks and reference materials.
3. Note particularly useful items of instruction that are **not** available and plan around them.
4. Know which materials the students are asked to buy.
5. Discover exact procedure for ordering or securing additional materials.

2. RESOURCE MATERIALS

The student teacher candidate should:

1. Examine thoroughly all materials in the classroom.
2. Become familiar with basic texts and all areas that will be covered.
3. Become familiar with the planned courses.

3. LIBRARY, CURRICULUM MATERIALS CENTER, AND MULTI-MEDIA RESOURCES

The student teacher candidate should:

1. Find out what technology is available for instructional use.
2. Discover subject-specific resources available.
3. Determine the most suitable technology.
4. Understand the system for securing, using, and returning equipment.

V. OBSERVATION AND EVALUATION GUIDELINES

The student teacher candidate should:

1. Make notes for questions and comments to be discussed later with the cooperating teacher. The cooperating teacher should also make notes for questions, answers, and comments to be discussed at planned conferences. The following list suggests areas for later analysis.
 - How are desirable work habits being developed?
 - How is student attention gained and held?
 - How is student initiative stimulated and how are individual and group responsibilities developed?
 - What about discipline? How are conflicts and disputes being handled?
 - How is student cooperation achieved and retained?
 - What personal characteristics of teachers seem to create good student morale?
 - How are routine procedures handled in the room?
 - What standards are set for student behavior? What behaviors exist?
 - How are individual and group assignments made?
 - How are subject matter and materials selected and used?
 - How is a lesson introduced, developed, and evaluated?
 - What is being done to differentiate instruction to meet the individual needs of all students?
 - What is the cooperating teacher's philosophy of education?
2. Talk to the cooperating teacher about observations to be certain that correct impressions are being formed. Frank discussions between the student teacher candidate and the cooperating teacher are essential to the student teacher candidate's growth.

Roles and Responsibilities Of the Student Teacher Candidate

I. Overall Schedule of Activities

II. Checklist of Activities for Student Teacher Candidates

III. Responsibilities of Student Teacher Candidates

1. Daily Planning

2. Planning for Teaching

3. Assisting the Cooperating Teacher in Teaching

I. OVERALL SCHEDULE OF ACTIVITIES FOR THE SEVEN-WEEK STUDENT TEACHING EXPERIENCE

The following activities are examples of the experiences in which student teacher candidates will engage. The rate by which the student teacher candidate assumes classroom responsibility will vary from classroom to classroom and will be directed by the cooperating teacher and the faculty supervisor. (This format is a “SAMPLE” only. For example, some candidates may be ready to assume responsibility the first week and may begin teaching on day two or three).

Week 1	Begin to assume responsibility for the classroom by planning the teaching unit; accessing assessment data for children; learning more details about what is being taught; assisting teacher; teaching lessons; and documenting daily activities and reflections.
Week 2	Take classroom responsibility for teaching activities/lessons. Plan follow-up activities/lessons; complete unit planning and prepare introductory activity/lesson; use assessment procedure; and document work.
Week 3	Take classroom responsibility by providing opportunities for focus on classroom management, grouping strategies and cooperative learning; devise assessment strategies; continue teaching and document daily.
Week 4	Continue to assume classroom responsibility for working with the entire class; create plans for continued teaching, including activities/lessons from unit as appropriate; create learning centers (if not previously done); and document work.
Week 5 & 6	Continue to take complete responsibility for the classroom, engaging the cooperating teacher as an assistant; communicate with parents and school personnel as needed; videotape at least one activity/lesson; and document work daily.
Week 7	Complete assignments; hold conferences; work with cooperating teacher and start to give back some control; and finalize work with students.

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II. CHECKLIST OF ACTIVITIES FOR STUDENT TEACHER CANDIDATES

The following are activities which Keystone college student teacher candidates are expected to perform, beginning as early as the first day of each **student teaching placement**. These activities are expected to continue throughout the placement. Competence in the earlier activities is expected before moving to subsequent/later activities. (This is an example only).

Weeks 1-2:

- _____ Take attendance and lead other daily routines as appropriate (e.g. morning meeting, calendar, closing of the day).
- _____ Learn the names of all students and support staff.
- _____ Sit next to a child who is distracted or is having difficulty understanding to what he/she should attend.
- _____ Listen to a child read and read to a child; then discuss the content and its meaning.
- _____ Help the cooperating teacher with any materials, paperwork, bulletin boards, etc.
- _____ Facilitate when students are working in small groups. It may be that one group needs to have an adult with them at all times; volunteer to assist that group.
- _____ Experiment with taking anecdotal records on one or two student. Sample: Rick, independent writing, 9-14-99, wrote 2 sentences in 30 minutes, used conventional spelling except for “with”–spelled “whith,” next step mini-lesson on independent spelling strategies.
- _____ Attend team, department, and faculty meetings as requested/appropriate.
- _____ Shadow teach and/or teach (if possible) several lessons, i.e. after studying the lesson plan and watching your cooperating teacher teach the lessons, teach the same or similar lessons yourself.
- _____ Assist students with limited English proficiency.
- _____ Assist students with ability differences and help them master content work.
- _____ Plan with cooperating teacher in order to meet all student teaching requirements, including the integrated unit, portfolio, collaborative leadership project, lessons, and solo teaching. **Do this during your first week if possible.** Contact your faculty supervisor if you experience difficulty.

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<p style="text-align: center;">CHECKLIST OF ACTIVITIES FOR STUDENT TEACHER CANDIDATES (Continued)</p>
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Week 1-2:

- _____ Share professional growth plan with the cooperating teacher and faculty supervisor.
- _____ Review the school layout; meet the principal, guidance counselor, office staff, librarian, and special area teachers.
- _____ Take over teaching responsibilities for classroom activities and lessons as assigned. (Candidates may be ready to solo teach during the first week).

Week 2-5:

- _____ Solo teach unit lessons for entire class as arranged with the cooperating teacher.
- _____ Teach lessons planned jointly by the cooperating teacher and the student teacher candidate to the whole class.
- _____ Take responsibility for a content area or thematic area (lesson plans and teaching).
- _____ Attend and participate in Parent-Teacher Conferences when scheduled.
- _____ Review students' IEPs to become aware of adaptations required in your teaching.

Week 4-7:

- _____ Continue to solo teach in all content areas. This includes fulfilling all duties expected of full-time teachers, i.e. attendance, collection of forms, makeup work, hall monitoring, taking students to lunch, lunch count, etc.
- _____ Participate in a final review with the cooperating teacher and faculty supervisor.

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III. RESPONSIBILITIES OF STUDENT TEACHER CANDIDATES

1. DAILY PLANNING

There may be a few experienced teachers who can teach by depending upon the “inspiration of the moment,” but the best teaching is based on careful planning. For that reason, great emphasis will be placed on thorough planning during student teaching. Careful planning and good organization are characteristic of all skilled teachers. Lesson plans are essential to give direction to teaching and provide for greater student growth. Such plans are actually a working guide. Nothing can contribute more to confidence in teaching than careful planning of what the teacher is to do and how student involvement is to be accomplished.

All daily plans must be given to the cooperating teacher with appropriate lead-time. The student teacher will have lesson plans available for the College faculty supervisor at all times and will be submitted for review on Live Text prior to lesson preparation.

2. PLANNING FOR TEACHING

The student teacher candidate should:

1. Consult with cooperating teacher to determine what has been previously taught and what topics to be taught.
2. Incorporate knowledge of national and state content standards in lesson plans.
3. Decide upon the specific objectives of the particular thematic units or topics.
4. Study carefully the curricular materials to be used by the students.
5. Determine the best plan of organization.
6. Search for additional aids and materials.
7. Decide how to assess student progress, including performance-based and alternative means of measurement, including use of Rubric.
8. Understand how to make transitions into future units or topics.

3. ASSISTING THE COOPERATING TEACHER IN TEACHING

The student teacher candidate should:

1. Assist in grading papers, scoring tests, making out reports and graphing student progress.
2. Help in recreation areas during lunch and recesses. In no case is the student teacher expected to assume full responsibility for recreation supervision.
3. Help to keep rooms in good order.

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Assisting the Cooperating Teacher in Teaching (Continued)

4. Use special abilities or special knowledge in art, music, storytelling, typing, and science.
5. Prepare materials to contribute during class discussion.
6. Take charge of part of a period to read a story, teach a game, present a film, direct group work, supervise study, or present an assignment.
7. Help students in areas needing improvement. Assist students who have been absent.
8. Plan to accommodate the needs of all learners in the classroom.
9. Bring materials to class, such as pictures for social studies, and exhibits for science class.
10. Be responsible for maintaining an orderly and attractive environment.
11. Assume responsibility of the room for intervals when conditions make this necessary. For example, a visitor enters to whom the teacher needs to give undivided attention.
12. Discover new ideas or methods and interesting subject matter that may fit into the class and present them to the cooperating teacher.
13. React promptly to the suggestions of the cooperating teacher.
14. Be prepared for the next day before you leave school in the evening.

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Roles and Responsibilities Of the Cooperating Teacher

- I. Orientation of the Student Teacher Candidate**
- II. Observation by the Cooperating Teacher**
- III. Planning**
- IV. Performance**
- V. Conferences Between Cooperating Teacher and Student Teacher Candidate**
- VI. Evaluation of the Student Teacher Candidate**
- VII. Other Responsibilities of the Cooperating Teacher**
- VIII. Duties of the Cooperating Teacher Checklist**
- IX. Checklist for Cooperating Teacher**

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating teachers will assist the student teacher candidates plan, work with students, and gradually assume full-time teaching responsibilities. The cooperating teacher will follow the requirements of the College's student teaching program. The Pennsylvania Department of Education Standards for Program Approval and Teacher Certification: Standard III state:

Cooperating teachers will be selected and assigned based on the following criteria:

1. At least three years of teaching experience, one of which is in the school entity to which the student teacher candidate is assigned.
2. A teaching assignment appropriate to the subject competency/certification of the student teacher candidate.
3. Completed a program on observation and evaluation skills developed by the College for the cooperating teacher.
4. Attend the Orientation Training Program developed by the College

I. ORIENTATION OF THE STUDENT TEACHER CANDIDATE

An atmosphere of acceptance is essential for the student. Recognizing that the student teacher candidate is an asset in the classroom helps to foster self-confidence.

The student teacher will contact the cooperating teacher and setup an orientation visit on the Thursday of seminar week – prior to student teaching. The student teacher will visit placements I & II on that Thursday. The cooperating teacher will:

1. Provide a separate workspace and a collection of texts and materials for the student teacher candidate to use.
2. Prepare students for the arrival of the student teacher candidate and encourage them to include the student teacher candidate as a member of the teaching team. Experience shows that the attitudes of students have a tremendous influence on the success of the student teacher candidate.
3. Introduce administrative, instructional, and support staff to the student teacher candidate.
4. Assist the student teacher candidate with finding available resources in the community.

II. OBSERVATION BY THE COOPERATING TEACHER

Observing lessons taught by the student teacher candidate is essential for evaluation and guidance. The student teacher candidate wants to know strengths, as well as areas for fine-tuning in regard to curriculum, instruction, and assessment. It is recommended that written records of student performance be kept for reference in reviewing evidence of growth and in preparing the final evaluation.

The following is a suggested list of items that might be considered when planning a lesson:

III. PLANNING

1. Have prerequisite skills for the lesson been determined?
2. Is the purpose of the lesson clear to the teacher, the learners, and the student teacher candidate?
3. Are methods appropriate to the lesson?
4. Are students given an opportunity to share in planning when appropriate?
5. Is there continuity?
6. Can the student teacher candidate deviate from the plan without losing continuity?
7. Does the student teacher candidate summarize or conclude the lesson appropriately?

IV. PERFORMANCE

1. Does the student teacher candidate enrich the lesson with material beyond the textbook or manual?
2. Are new lessons related to previous lessons and experiences?
3. Are concepts well-developed?
4. Is there depth in the lesson?
5. Does the student teacher candidate show enthusiasm while teaching?
6. Do voice, appearance, and manner aid the lesson?
7. Is the motivation successful?
8. Are multi-media materials and technological resources used effectively?
9. Do questioning techniques create an atmosphere for critical thinking on the part of the students?
10. Were lesson objectives achieved?
11. What evaluation techniques were used?

V. CONFERENCES BETWEEN COOPERATING TEACHER AND STUDENT TEACHER CANDIDATE

Time for holding conferences is essential. From the first day, a set time should be provided for orientation, outlining student teacher candidates' responsibilities, establishing some expectations for the situation, and presenting an overview of the program.

The conference may deal with a number of items relating to student teacher candidate growth. Matters of personal effectiveness, the policies and practices of the school, the interests, abilities, and background of students, provisions for individual differences, teaching procedures, the organization of the school, problems of control, the courses of study in classes which the student teacher candidate will teach, and planning the daily and long-term activities of the students are worthy of conference time. The conference is designed to help the student teacher candidate discuss problems and to exchange ideas and suggestions, thereby providing for the greatest possible growth leading to satisfaction and success in the teaching profession.

Constructive criticism is essential. The cooperating teacher should identify strengths and areas of concern while providing opportunities for the student teacher candidate to improve performance. The cooperating teacher should plan to discuss progress with the student teacher candidate frequently. There should be a formal conference at least once each week. The student teacher candidate wants and needs the guidance of the cooperating teacher.

VI. EVALUATION OF THE STUDENT TEACHER CANDIDATE

1. Evaluations should be based on conferences as described.
2. A written formal evaluation using the appropriate form will be completed at the end of each student teaching placement. For candidates completing their student teaching in one placement, formal evaluations will be completed at the mid semester and at the end of the semester. The cooperating teacher and supervisor may submit a joint formal evaluation at mid-semester. A final evaluation (PDE 430) will be submitted by the cooperating teacher and supervisor. Formal observation/conferences should be completed each week of the student teaching assignment using forms approved by the field coordinator. A conference should follow each observation. These observation reports should be kept on file and used as an aid in the final evaluation. The final evaluation (PDE 430) will be sent to the field coordinator in the envelope provided.
3. The cooperating teacher will confer with the supervising faculty throughout the semester concerning the student teacher candidate's progress. The supervising faculty, in determining the final grade, will consider the cooperating teacher's assessment of the candidate's performance in the classroom. The supervising faculty is responsible for the final grade given to the student teacher candidate

VII. OTHER RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher should:

1. Demonstrate exemplary teaching techniques.
2. Encourage professional growth through attendance at workshops and other in-service programs, professional meetings, and membership in professional organizations.
3. Be prepared to take over in any emergency with a minimum of embarrassment to the student teacher candidate.
4. Check the school records prepared by the student teacher candidate.
5. Become thoroughly familiar with and support Keystone College's student teaching program.
6. Take part in the training meetings, courses, and programs sponsored by Keystone College for its cooperating teachers. Standards IIIC of the Pennsylvania Department of Education, General Standards for the Preparation of Teachers requires that cooperating teachers attend education sessions or seminars sponsored by the College.
7. Initiate corrective measures for any perceived problems, communicating the source of action to the field coordinator.

VIII. DUTIES OF THE COOPERATING TEACHER CHECKLIST

1. ORIENTATION OF THE STUDENT TEACHER CANDIDATE

1. Provide a separate workspace for the student teacher candidate.
2. Introduce school personnel to the student teacher candidate.
3. Review rules, regulations, and policies; give handbook, directory, and calendar.
4. Familiarize the student teacher candidate with emergency procedures.
5. Provide textbooks, resource materials, and show location of media center.
6. Introduce to class as member of teaching team.
7. Supply class schedules.
8. Identify any student health problems or concerns.
9. Give definite teacher candidate responsibilities for early involvement.
10. Begin seating charts.
11. Tour school facilities.

2. PLANNING WITH THE STUDENT TEACHER CANDIDATE

1. Consider student teacher candidate's unit preference.
2. Provide guidance in long term, weekly, and unit planning – establish goals and objectives.
3. Help and give assistance in planning and evaluating.
4. Check plans at least one day in advance so necessary changes can be made.
5. Inform of schedule changes.

3. INTERACTION WITH THE STUDENT TEACHER CANDIDATE

1. Show interest and enthusiasm
2. Provide continual and constructive evaluations of student teacher candidate's performance on a daily basis.
3. Give constructive criticism, discuss alternative methods, and encourage experimentation on a daily basis.
4. Keep discussions confidential.
5. Encourage questions and seeking of help.
6. Encourage the student teacher candidate to keep a "log" of your discussion and comments

4. TEACHING RESPONSIBILITIES OF THE STUDENT TEACHER CANDIDATE

1. Increase involvement in teaching duties gradually.
2. Encourage involvement, as appropriate, in extracurricular responsibilities and activities.
3. Assist with discipline and classroom control.
4. Provide time for visitations and observations.
5. Require involvement in professional meetings.
6. Use current professional periodicals and journals.
7. Become aware of parent-teacher conference techniques.

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IX. CHECKLIST FOR COOPERATING TEACHER(S)

- _____ Introduce the student teacher candidate to team, related teachers, staff, and administrators.

- _____ Orient the student teacher candidate to the classroom and school, including the:
 - _____ *Daily/weekly schedule*
 - _____ *Expected time of arrival and departure (keep detailed records of all absences or tardiness and reasons for them)*
 - _____ *Dress Code*
 - _____ *Strategies for grouping students*
 - _____ *Behavior management procedures (class/team and school level)*
 - _____ *Methods of assessment (ex. Anecdotal notes, checklists, rubrics, learning descriptions, portfolios, rubrics)*
 - _____ *Policies*
 - _____ *Curriculum*
 - _____ *I.E.P.s and collaborative arrangements*

- _____ Do a minimum of three observations per seven-week placement using the Teaching Observation form. These observations should also be used to cite evidence of the student addressing the Standards.

- _____ Engage in extended reflective conversations at least 3 times during the placement (possible topics: philosophy, behavior management, sharing and discussing professional literature, primary program/intermediate levels, team structure, teaming, integrated instruction, professional development).

- _____ Engage in reflective conversations following each lesson taught by the student teacher candidate, focusing on strengths and areas of concern. Use the Solo Teaching Reflection sheet as a focus for your conversation.

- _____ Share a child's cumulative folder.

- _____ Review completed lesson plans prepared by student teacher candidate prior to observation (how far in advance is at discretion of the cooperating teacher).

- _____ Have brief orientation and Q & A discussion prior to student teaching lessons written by mentor.

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IX. CHECKLIST FOR COOPERATING TEACHER(S) (Continued)

- _____ Plan a lesson with the student teacher candidate present, sharing the issues that you consider important and explaining your decision-making process. Later, have the student complete the same process with you and provide feedback throughout.
- _____ Hold a conference with the student teacher candidate to discuss goals for professional growth and change.
- _____ Arrange for the student teacher candidate observe in other classrooms, special areas and/or related arts as is feasible.
- _____ Complete a summative evaluation each semester using the Performance review and Feedback Form. (These can be combined with the forms of the supervisor to create a more complete report of progress).
- _____ Meet with the faculty supervisor to reach consensus on grade for the student.
- _____ Give opportunities and guidance to conference with children through each stage of the writing process, appropriate to your classroom/teams.
- _____ Give student teacher candidate experiences working with flexible student groupings.
- _____ Help student teacher candidate learn how to take anecdotal records.
- _____ Assist student teacher candidate with filling out a report card and/or work him/her through the process.
- _____ Discuss possible topics/themes for units of instruction.
- _____ If requested, write a letter of recommendation for student teacher candidate.
- _____ Keep a record of student teacher candidate absences, professional days, late arrivals, early departures, etc.
- _____ Complete Student Dispositions Rating Sheet in collaboration with supervising teacher and discuss with student teacher candidate at mid semester and at the end of the semester.

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Roles and Responsibilities Of the Supervising Faculty

- I. Supervising Faculty Observations**
- II. What Supervising Faculty Look For**
- III. Forms to be Completed by the Supervising Faculty**

ROLES AND RESPONSIBILITIES OF SUPERVISING FACULTY

I. SUPERVISING FACULTY OBSERVATIONS

The supervising faculty classroom observations provide an opportunity for conferring with the cooperating teacher and the student teacher candidate concerning the candidate's progress, strengths, and needs.

To help the supervising faculty make the most effective and knowledgeable observations, the student teacher candidate is expected to provide a copy of the lesson plan, supplementary materials, text, and, upon request, a vantage point in the classroom to observe the lesson that will cause minimum disturbance. In all situations, the supervising faculty must see all lesson plans initialed or signed by the cooperating teacher.

Your visits require:

1. Drive By Visit – during the first week of each placement.
2. Three observation visits –
 - Possibly more if necessary.
 - Mini-conference with student teacher following each observation.
3. On the final observation visit, the faculty supervisor, cooperating teacher, and student teacher candidate will conduct an exit interview. Sample of exit interview questions can be found in the final chapter of The Student Teaching Experience.

II. WHAT SUPERVISING FACULTY LOOK FOR

In each visit to the classroom, the supervising faculty will be looking for many things, all of which will give a basis for assessing the student teacher candidate's effectiveness as a future teacher. In particular, the evaluation will focus on the four domains of the educational framework, including:

- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professionalism

In lesson plans, supervising faculty looks for clear purposes and correlation with previous lessons and experiences. He/she is concerned about awareness of group and individual differences and the ability to meet the needs and interests of the class. The use of multi-media, textbooks, and teaching aids will be evaluated. Varieties of methods and techniques are important parts of the evaluation.

Supervising faculty will want to know if the student teacher candidate is able to manage the classroom and meet the needs of individuals. Is the candidate able to take care of the many

little routine details that are part of teaching? Supervising faculty will have a conference with the student teacher candidate following observations to discuss reactions to what has been seen. The student teacher candidate should request additional conferences as needed. The conference will be more helpful to the student teacher candidate if pertinent questions are raised regarding observed strengths and weaknesses.

With regard to professional responsibilities, evaluation of the following qualities will be assessed: strong academic competence, ethical behavior, integrity, effective communication, evidence of tact, enthusiasm, poise, initiative, and fairness in dealing with students.

III. FORMS TO BE COMPLETED BY THE SUPERVISING FACULTY

1. Teaching Observation Form

2. Student Teaching Observation and Conference Form

The Student Teaching Observation and Conference Form is used by the supervising faculty and cooperating teacher to check strengths and weaknesses of the student teacher candidate at each observation. Three copies will be made—one each to be maintained by the student teacher candidate and the cooperating teacher and one to be kept by the supervising faculty.

3. Student Teacher Candidate Disposition Rating Sheet

4. Final Evaluation of the Student Teacher (PDE 430)

The Final Evaluation Form (PDE 430) is used by the supervising teacher and cooperating teacher to evaluate the student teacher candidate's final proficiency in teaching. At the end of each teaching assignment, one copy from the cooperating teacher and one from the supervising faculty are to be sent to the office of the field coordinator.

Evaluation Guidelines

- I. Purpose of Evaluation**
- II. Guidelines for Evaluation**
- III. Conferences as Evaluation Procedures**
- IV. Self-Evaluation**
- V. Cooperating Teachers' Evaluation of Student Teacher Candidate**
- VI. Supervising Faculty Evaluation of the Student Teacher Candidate**

EVALUATION GUIDELINES

I. PURPOSE OF EVALUATION

Evaluation is an integral part of supervision and teaching. Evaluation encompasses the total student teacher candidate development rather than an isolated aspect of teaching. Special emphasis is placed on student teacher adjustment and development as a person actively engaged in the learning experiences of students. The ultimate goal of evaluation procedures is to provide the student teacher candidate with guidelines for self-improvement. Evaluation is not limited to a final grade in student teaching, but is an inseparable part of the ongoing work of a teaching career.

II. GUIDELINES FOR EVALUATION

The conceptual framework adopted by the Division of Education serves as a guide in the evaluation of the student teacher candidate and includes the following principles:

1. Evaluation should be in terms of objectives and purposes that are related to student teaching outcomes.
2. The College faculty supervisor and the cooperating teacher will share in the evaluation process.
3. Evaluation should be continuous.
4. Evaluation of the student teacher candidate's progress should lead toward increasing the student teacher candidate's effectiveness in self-evaluation.
5. Evaluation should be based on specific evidence and student teacher candidate achievement should be clearly indicated.
6. Evaluation should provide a written record of student teacher candidate growth and should not be so time-consuming that it distracts from the cooperating teacher's planning, conferring, and contributing to the teacher/learning process.
7. Evaluation should be primarily informal and cooperative.
8. Evaluation should be carried on in a variety of teaching/learning activities in which competence is observable.
9. Evaluation should result in specific suggestions for the student teacher candidate to apply in subsequent lessons.

III. CONFERENCES AS EVALUATION PROCEDURES

Frequent conferences should be held between the student teacher candidate and cooperating teacher. There is no specific time that seems best for conferences, but ample time should be made available. Many times the conference will take place at the end of the day, providing for immediate evaluation and lead-time in planning the next day's work. Other conferences will take place during the teacher's preparation period. Conferences may be informal and short, but sufficient time should be available to "talk things through." **At least one formal conference should be held each week.**

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Approach the conference as a positive interchange. It should not be a lecture, but rather a discussion or conversation on a professional level providing an opportunity for the student teacher candidate to discuss difficulties and for the cooperating teacher to make suggestions for the improvement of teaching and learning. The student teacher candidate may request a conference with the cooperating teacher whenever needed. The student teacher candidate should not feel self-conscious about the conference. The purpose is not to point out what the student teacher candidate did wrong, but rather to stress a different way or an improvement in the learning process tailored for the particular students, classroom, or curriculum. Praise rather than censure should dominate the conference. Conferences give security to the student teacher candidate, provide constructive and cooperative thinking, and provide an opportunity for developing effectiveness in self-evaluation.

The conference, whether it is between the student teacher candidate and cooperating teacher, or the student teacher candidate, cooperating teacher, and supervising faculty, provides the most effective means of giving direct and immediate counsel to the student teacher candidate and of sharing the student teacher candidate's thinking on professional and even personal matters.

IV. SELF-EVALUATION

Self-evaluation can play a vital role in the student teacher candidate's improvement. After each lesson or day's activity, brief notes can be made reflecting how the needs and interests of the students were met, as well as how learning could be improved. There should be an "Evaluation" section at the end of each day's lesson plan for this purpose.

Self-evaluation provides important insights into teaching and it also suggests questions that will need answers if improvement is to continue. (These questions should be written out when they arise for later discussion during a conference). If the conferences are held frequently, situations that could become problems will be reduced.

Forms for self-reflections, Weekly Reflections and Solo Teaching Reflections, may be found in the Forms chapter of The Student Teaching Experience.

V. COOPERATING TEACHER'S EVALUATION OF STUDENT TEACHER CANDIDATE

Cooperating teachers have an important function in the evaluation of the student teacher. As close associates of the student teacher candidate, they have a first-hand opportunity to observe student teacher candidate growth on a continuing basis. They should use the *Student Teacher Observation and Conference Form* provided by Keystone College for evaluating each lesson given by the student teacher candidate and may also keep informal notes. **Cooperating teachers must write weekly appraisals of student teacher candidate growth.** The information gained from all of these observations and sources are constructive means of helping the student teacher candidate to grow and to find satisfaction in the teaching profession.

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During each student teaching assignment, the cooperating teacher will complete formal observations, evaluations, and conferences. While the supervising faculty has the responsibility for the final decision regarding student teacher candidate grades, the recommendations of cooperating teachers are of the utmost importance.

The specific evaluation activities which cooperating teachers should plan are:

1. Written evaluative comments.
2. Completion of at least two of the student teacher formal observation/conference forms during each placement for the student teacher.
3. Completion of the Final Evaluation Form (PDE 430)

VII. FACULTY SUPERVISORS EVALUATION OF THE STUDENT TEACHER CANDIDATE

The supervising faculty, with the aid of each cooperating teacher, will be making a continuous, formative evaluation of the student teacher candidate. This will be accomplished through regular visits and observations and through conferences with the cooperating teacher and the student teacher candidate. The College faculty supervisor and cooperating teacher work together as a team to affect the continuous professional growth of the student teacher candidate. The supervising faculty shall make a minimum of four visits per half semester, three of which should be formal observations. The supervising faculty has the responsibility for the final decision regarding the student teacher candidate's grade(s).

If regular visits have not occurred, the cooperating teacher is to first contact the field coordinator, then the department chairperson, and finally the dean in order to discuss the lack of visits.

In preparation for visits, the student teacher candidate should remember that the supervising faculty expects to observe a regular part of the day's teaching and will not ordinarily require that a particular type of lesson be taught. Often, faculty will wish to see the same class or subject taught at a later time in order to observe evidence of growth and to make allowances for variations in class behavior.

Drive-By-Visit – first week of placement

Three Observation Visits

- More if necessary
- On the final observation visit the faculty supervisor, cooperating teacher, and student teacher will hold an exit interview*

*Sample of exit interview questions can be found in the final chapter of The Student Teaching Experience

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FORMS

- I. Education Learning Plan Format**
- II. Teaching Observation**
- III. Weekly Reflections**
- IV. Solo Teaching Reflection**
- V. Student Teacher Observation and Conference Form**
- VI. Student Teacher Candidate Dispositions Rating Sheet**
- VII. Issue(s) of Concern**
- VIII. PDE 430 (Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice)**

I. Standards Aligned System Lesson Plan Format

- Unit of Study/Topic
- Subject Content Area
- Grade Level
- P.A. Academic Standards
- Assessment Anchors
- Eligible Content
- Big Ideas
- Concepts
- Competencies
- Vocabulary
- Objectives
- Essential Questions
- Duration
- Materials
- Instructional Strategies
- Instructional Procedures
- Adaptations & Accommodations
- Formative Assessment
- Self Reflection
- Related Materials and Resources

**Keystone College
Division of Education
II. Teaching Observation**

Observer (Cooperating Teacher/Principal/Faculty Supervisor): _____

Student Teacher Candidate: _____ **Date:** _____

Grade Level: _____ **Topic:** _____ **Subject:** _____

What I Saw/What I Heard

Affirmations, Suggestions, Comments

Categories:

- | | |
|-----------------------------|--------------------|
| 1. Planning and Preparation | 4. Professionalism |
| 2. Classroom Environment | 5. Diversity |
| 3. Instructional Delivery | |

Categories consistent with the PDE 430

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Keystone College
III. Weekly Reflections

Feedback I have received either by self-assessment or from supervisor, cooperating teacher:

What I did in response to feedback and how it worked:

Accomplishments related to expectations for the week:

What I have learned from each accomplishment and what impact it has had on my teaching thus far and hopefully will have upon the rest of my teaching:

Signatures:

Student

Coop

Supervisor

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Keystone College

IV. Solo Teaching Reflection

Must be completed by the student teacher candidate, and discussed with the cooperating teacher, after each solo teaching experience in week one. NOTE: This form replaces the Weekly Reflections during week one. (This form may be used in week two if student teacher candidate is not solo teaching in all content areas).

Student Teacher Candidate _____ Date _____

What were the most successful things about your solo teaching?

What things were not as successful as you wanted for your solo teaching?

What would you do differently next time?

What things were easy for you?

What could I have done to make your solo teaching go better?

What did you learn from this experience?

Adapted, with modification, from University of Louisville's Department of Education Manual; Used with permission. June 2005.

Solo Teaching Reflection (Continued)

Self Assessment

Rank and explain your performance (in your opinion) in the following areas:

1 = Lowest 5 = Highest

- a. Management of daily routine _____
Explanation:

- b. Management of behavior _____
Explanation:

- c. Preparedness at beginning of day _____
Explanation:

- d. Assessment of learning _____
Explanation:

- e. Anecdotal record taking _____
Explanation:

- f. Keeping up with paper work (grading, notes home, taking care of notes from home, behavior logs, etc.) _____
Explanation:

- g. Effectiveness (quality of lessons) _____
Explanation:

- h. Using non-teaching time effectively _____
Explanation:

- i. Usage of multiple resources in planning lessons _____
Explanation:

- j. Being attentive to different levels of learners in the classroom _____
Explanation:

Further comments/ reflections: _____

Adapted, with modification, from University of Louisville's Department of Education Manual; Used with permission. June 2005.

KEYSTONE COLLEGE

V. STUDENT TEACHER OBSERVATION AND CONFERENCE FORM

The observation of a student teacher serves as a tangible basis for discussion among the cooperating teacher, the field coordinator, and the student teacher.

Student Teacher: _____ Date: _____ Time: _____

Subject: _____ Grade: _____ Cooperating School: _____

Cooperating Teacher: _____ Supervisory Faculty: _____

Describe the student teacher candidate's performance.

Domain 1, Planning and Preparation

Domain 2, The Classroom Environment (respect, rapport, management)

Domain 3, Instruction (communication, questioning, engaging students, flexibility)

Domain 4, Professional Responsibilities (reflecting on teaching, records, professional development)

Additional Comments:

Name _____

Position _____

Keystone College Student Teacher Candidate Dispositions Rating Sheet

Student Teacher Candidate _____ Date _____
 Context _____ Person Rating the Student's Disposition (Faculty, Cooperating
 Teacher, Field Host Supervisor, Principal) _____

Students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers and in field placements through professional dispositions and behaviors. Please rate the student, based on your observations and interactions with him/ her. Please include comments in the boxes or on the back as appropriate. For a rating of *Needs Improvement or Outstanding*, please give a specific example or examples as documentation. If a statement does not apply, please write *DNA* below it. We appreciate your opinion, feedback, and willingness to assess and report on the student's performance.

The student teacher candidate ...	Out- standing	Meets Expectations	Needs Improvement	No Evidence
1. Develops positive relationships with colleagues and peers and works collaboratively with them.	O	ME	NI	NE
2. Develops positive relationships with students (learns student's names).	O	ME	NI	NE
3. Develops positive relationships with families.	O	ME	NI	NE
4. Develops positive relationship with cooperating teacher (assists cooperating teacher in contacting families).	O	ME	NI	NE
5. Respects and affirms students' differences and potential.	O	ME	NI	NE
6. Illustrates through work the belief that all children can learn.	O	ME	NI	NE
7. Is prompt.	O	ME	NI	NE
8. Is prepared.	O	ME	NI	NE
9. Is organized.	O	ME	NI	NE
10. Follows through with assigned tasks/responsibilities.	O	ME	NI	NE
11. Demonstrates positive energy, stamina, perseverance, self-confidence, enthusiasm, positive demeanor and interaction.	O	ME	NI	NE
12. Demonstrates self-direction and self-motivation.	O	ME	NI	NE
13. Demonstrates the ability to work independently.	O	ME	NI	NE
14. Demonstrates initiative and/or leadership.	O	ME	NI	NE
15. Reflects accurately about own self, including behavior, attitude, performance, and impact on others.	O	ME	NI	NE
16. Makes needed changes in behavior/attitude/performance based on self-evaluation.	O	ME	NI	NE
17. Seeks feedback and makes necessary changes.	O	ME	NI	NE
18. Seeks and is open to new information, strategies, and perspectives.	O	ME	NI	NE
19. Demonstrates curiosity.	O	ME	NI	NE
20. Demonstrates commitment to lifelong learning.	O	ME	NI	NE
21. Projects a professional image in dress.	O	ME	NI	NE
22. Projects a professional image in behavior.	O	ME	NI	NE
23. View of teaching extends beyond the immediate; relates to larger implications and contexts:	O	ME	NI	NE

When, writing comments on the back, please number them to correspond to statements 1-23 above.

Rater's Signature _____ Date _____
 Student's Signature _____

Adapted, with modification, from University of Louisville Department of Education Manual.; Used with permission. June 2005.

Keystone College
VII. Issue(s) of Concern

Student Teacher Candidate: _____ **Supervisor:** _____
School: _____ **Date:** _____

1. Person identifying concern (please check all that apply):

Supervisor: _____ Cooperating Teacher: _____
Student: _____ Other: _____

2. Description of concern:

3. Date/time of meeting to discuss concern:

Date: _____ Time: _____

4. Name of those attending:

- 1.
- 2.
- 3.
- 4.

5. Response to concern by:

Student:

Supervisor:

Cooperating Teacher:

Principal:

Other:

Adapted, with modification, from University of Louisville's Department of Education Manual; Used with permission. June 2005.

Issue(s) of Concern (Continued)

6. Plan of action for a resolution of concern and date for completion

Student:

Supervisor:

Cooperating Teacher:

Principal:

Other:

7. Follow-up is expected of (please check all that apply):

Student: _____ Supervisor: _____ Cooperating Teacher: _____

Principal: _____ Other: _____

Description of follow-up:

Result of follow-up:

8. Need for an Intensive On-Going Assistance Plan:

Yes ___ No ___

If yes, explain:

Student Teacher Candidate

Cooperating Teacher

Supervising Faculty

Adapted, with modification, from University of Louisville's Department of Education Manual; Used with permission. June 2005.



Using the
**Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice–
Pennsylvania Department of Education—PDE-430**

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher/candidate:
 - i. Category I- Planning and Preparation
 - ii. Category II- Classroom Environment
 - iii. Category III-Instructional Delivery
 - iv. Category IV-Professionalism

Each category has student teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category's results, are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency.

The judgment of the performance for the rating of any category is based on:

- *the rater's overall evaluation of performance in each category and*
- *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.*

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate's performance/level of proficiency.
2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate's performance/level of proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the student teacher/candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate's demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher/candidate's supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher with a clear understanding of the evaluator's overall judgment of the their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

The level of proficiency indicated in each of the 4 categories will added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience--once at the midpoint, and once at the end.
Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching placements, he/she may be observed at the midpoint, and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

The PDE 430 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 the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher/candidate's should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
717-787-3470
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education
(8/1/03)

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

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

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

This form is to serve as a permanent record of a student teacher/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.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/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 _____ | <input type="checkbox"/> Other _____ |
- (Including IEP's)

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/Technology/Space_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

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

Justification for Evaluation

Student/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 Observations_____ | <input type="checkbox"/> Student Assignment Sheets_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Student Work_____ |
| <input type="checkbox"/> Assessment Materials_____ | <input type="checkbox"/> Instructional Resources/Materials/Technology_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

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

Justification for Evaluation

Student/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/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

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

Justification for Evaluation

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

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</i> or <i>superficially</i> demonstrates 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 Candidate: _____ Date: _____

(Confidential Document)

TIMS

What is TIMS?

The Pennsylvania Department of Education (PDE) has created a Teacher Information Management System (TIMS). It is used to process and manage teaching certifications.

- All applications for teaching certifications are submitted through TIMS.
- Note: The rules for certification have not changed, only the way that you submit your application.

What is TIMS?

An online certification process that offers:

- A system for submitting, processing and approving applications for educators, public librarians, Funeral Directors and Nursing Students
- A link between an educator's certifications, designations, disciplinary actions, highly qualified teacher information, and other credential related data
- A personalized "dashboard" for applicants, educators, LEAs and IHEs to better manage certification applications and requirements
- The ability for users to complete payment transactions online

First – Establish a profile

1. Establish a Pennsylvania Department of Education (PDE) "portal" log in – see next slide.
2. Wait until your registration is confirmed, which may take up to 24 hours.
3. Complete the Teacher Information Management System (TIMS) Profile.
4. Update your TIMS profile on your TIMS dash board.

CERTIFICATION

Certification Information

- Information on certification is provided to student teacher candidates in “The Student Teacher Experience.”
- The information is reviewed with the student teacher candidates by the Education Department Chair in the Student Teaching Seminar prior to student teaching.
- Student Teaching Supervisors review certification during weekly student teaching seminar
- Upon completion of two successful student teaching placements student teacher candidates must apply for certification.
- A mandatory exit/certification interview is held in

January, for student teachers who student taught in fall semester

May, for student teachers who student taught in spring semester

*User's Guide

Getting started with TIMS (PDF)

* Applicant's User Guide – The User's Guide is currently being updated and will be posted on the website (PDE) when completed

EXIT/CERTIFICATION INTERVIEW

At the completion of the student teaching semester each student teacher will attend the mandatory exit interview.

The interview for fall semester student teachers will be held in **January**

The interview for spring will be held in **May**

During said interview student teachers will complete the following forms:

- Biennial Graduate Survey
- Student Teaching Classroom
- Environmental Evaluation-Placement I
- Student Teaching Classroom
- Environmental Evaluation-Placement II

FORM FOR PLACEMENT 1 AND 2
Keystone College
Student Teaching Classroom Environment Evaluation

Date: _____

Name: _____

Degree Program: (check one)

- | | |
|---|---|
| <input type="checkbox"/> B.S. Early Childhood Education | <input type="checkbox"/> POST BAC ECE Certificate |
| <input type="checkbox"/> B.S. ECE/Special Education | <input type="checkbox"/> POST BAC ECE Special Education Certificate |
| <input type="checkbox"/> B.S. in Teaching: Art Education | <input type="checkbox"/> POST BAC Art Education Certificate |
| <input type="checkbox"/> B.S. in Teaching: Social Studies | <input type="checkbox"/> POST BAC Social Studies Certificate |
| <input type="checkbox"/> B.S. in Teaching: Mathematics | <input type="checkbox"/> POST BAC Math Certificate |

Year of Graduation: (check one)

- | | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> 2006 | <input type="checkbox"/> 2008 | <input type="checkbox"/> 2010 | <input type="checkbox"/> 2012 | <input type="checkbox"/> 2014 |
| <input type="checkbox"/> 2007 | <input type="checkbox"/> 2009 | <input type="checkbox"/> 2011 | <input type="checkbox"/> 2013 | <input type="checkbox"/> 2015 |

Location of Student Teaching Placement: _____

Cooperating Teacher: _____

Please identify your level of agreement with each of the following statements:

1. The student teaching classroom provided me with experiences to engage in instructional planning and preparation.
- | | | | | |
|-------------------|----------|---|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | | Agree | Strongly Agree |

If you disagreed with this statement, what additional comments might you offer?

2. I had sufficient time in the classroom to engage in instructional planning and preparation.
- | | | | | |
|-------------------|----------|---|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | | Agree | Strongly Agree |

If you disagreed with this statement, what additional comments might you offer?

What do you consider to be the most beneficial component of your student teaching classroom experience?

What recommendations can you offer for improving the student teaching classroom experience?

**Keystone College
Exit/Certification Interview**

Name:

Address:

Home Phone:

Cell Phone:

Work Phone:

Keystone Email Address:

Alternate Email Address:

Are you currently employed? Yes No

If yes, where are you employed:

Are you seeking employment in the teaching profession? Yes No

If no, in what profession are you seeking a job?

If yes, where have you applied for employment?

Have you secured employment? Yes No

If yes, where have you obtained a job?

If no, in what profession are you seeking a job?

What information would be most helpful to receive from Keystone after graduation?

How would you like to receive the information?

Mail Email Phone Other

**Keystone College
Biennial Graduate Survey**

Date: _____

Name: _____ male female

Degree Program: check one

- | | |
|--|---|
| <input type="checkbox"/> B. S. Early Childhood Education | <input type="checkbox"/> POST BACC ECE Certificate |
| <input type="checkbox"/> B. S. ECE/Special Education | <input type="checkbox"/> POST BACC ECE Special
Education Certificate |
| <input type="checkbox"/> B.S. in Teaching: Art Education | <input type="checkbox"/> POST BACC Art Education |
| <input type="checkbox"/> B.S. in Teaching: Social Studies
Certificate | <input type="checkbox"/> POST BACC Social Studies |
| <input type="checkbox"/> B.S. in Teaching: Mathematics | <input type="checkbox"/> POST BACC Math Certificate |

Year of Graduation: check one

2006 2007 2008 2009 2010 2011 2012 2013 2014

Current employment status: check one

- | | |
|---|---|
| <input type="checkbox"/> Working full-time in field | <input type="checkbox"/> Unemployed by choice |
| <input type="checkbox"/> Working part-time in field
circumstance | <input type="checkbox"/> Unemployed by |
| <input type="checkbox"/> Working full-time out of field | |
| <input type="checkbox"/> Working part-time out of field | |

Employer: _____

State in which employer is located: _____

County in which employer is located: _____

If employed in the educational field, at what grade/age level? _____

Please identify your level of agreement with each of the following statements:

- 1. The Education Program provided me with the knowledge and skills to engage in instructional planning and preparation.**

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Strongly Disagree	Disagree		Agree	Strongly Agree

If you disagreed with this statement, what additional comments might you offer?

What do you consider to be the most beneficial component of the Education Program at Keystone College?

What recommendations can you offer for improving the Education Program?

Exit Interview Questions

- 1. For the Cooperating Teacher**
- 2. For the Student Teacher Candidate**

Examples of Assessment Components That Can Be Addressed After the Student Teaching Experience*

Faculty Supervisors, in discussion with cooperating teachers and student teacher candidates, can use the following questions as guides to assess the student teaching experience.

1. For the Cooperating Teacher

- In line with the dispositions rating scale, how would you rate the overall disposition of the student teacher candidate?
- Did the teacher candidate display characteristics of professionalism? (attendance, punctuality, additional time spent on preparation, special projects, and unique management techniques)
- What specific guidance did you offer to the student teacher candidate?
- How were those suggestions incorporated into lessons taught?
- What were the strengths that you observed as your student teacher candidate took over the classroom responsibilities?
- What are the specific teaching skills that need improvement?
- What grade do you think your student teacher candidate has earned? (See PDE 430)

2. For the Student Teacher Candidate

- Reflecting back on this student teaching experience, what was the most valuable thing learned by the student teacher candidate?
- What was your biggest challenge during the seven week experience?
- How were students with special needs included in the daily routine?
- How did you implement parental involvement into your student teaching? In what way did you find that valuable?
- What specific teaching skills do you desire to improve?

Sample Assessment Questions Only