

**STUDENT TEACHING  
HANDBOOK**

**KING'S COLLEGE  
EDUCATION DEPARTMENT**

**Wilkes-Barre, Pennsylvania 18711**

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EDUCATION DEPARTMENT  
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*King's College is an Equal Opportunity/Affirmative Action Institution.*

# **PROFESSIONAL EDUCATION UNIT**

## **Conceptual Framework Abstract**

**To view the full text of the Conceptual Framework, visit:**  
<http://departments.kings.edu/education/index.html>

### **Vision Statement of the Unit**

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. These collaborations will be built on a set of mutual values that reflect our commitment to academic excellence, service, integrity, diversity, equity, moral and social responsibility, and social justice. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

### **Mission Statement of the Unit**

The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, and abilities as they develop, manage and monitor communities of learning in a diverse and complex world. Future and current teachers are encouraged to develop habits of mind that value intellectual behaviors developed through reflection on and in teaching and learning experiences. In this way, teacher candidates and Reading Specialists can effectively integrate knowledge and practice as they strive to understand and facilitate the learning, growth and development of students.

We seek to prepare professional teachers and Reading Specialists who will provide leadership in the development of collaborative, professional relationships, with schools, organizations, and other institutions focused on the improvement of education in schools and communities. This mission is built on the foundational tenets of a broad-based liberal education in the Catholic tradition of King's College and the best professional practices of teacher education. Consequently, courses and field experiences are designed to enhance the commitment of faculty, teachers, staff, and students to the centrality of personal integrity, diversity, social justice, and democratic citizenship. As we seek to achieve this mission we will sustain and support the values of the Holy Cross tradition and the King's College Mission throughout the College and in the communities we serve.

### **Goals of the Education Unit**

The general aim of the Education Unit is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the Division seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a

knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the Division seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

### **King's College Teacher Candidate Proficiencies**

#### ***1. Integrating Knowledge and Practice***

- 1.1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught.
- 1.2 The teacher effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.
- 1.3 The teacher productively incorporates a variety of communication techniques to foster student learning

#### ***2. Understanding Learners***

- 2.1 The teacher understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development
- 2.2 The teacher is committed to the development of literacy skills in all learners
- 2.3 The teacher is culturally competent and can adapt instruction to meet the needs of all students.

#### ***3. Developing Learning Communities***

- 3.1 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.2 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.3 The teacher understands how factors in the students' environment outside of school may influence students' life and learning
- 3.4 The teacher demonstrates effective self-assessment and problem-solving strategies.

#### ***4. Monitoring Learning***

- 4.1 The teacher understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.

4.2 The teacher effectively uses a variety of formal and informal assessment techniques

**5. Reflective Practice**

5.1 The teacher displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.

5.2 The teacher acts in a responsible and professional manner.

**Goals for Student Teaching Aligned with King's College Teacher Candidate Proficiencies (King's Proficiencies in Paranthesis)**

1. To describe the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students. (1.1) (1.2) (1.3)
2. To describe how children learn and develop, and provide learning opportunities that support their intellectual, social and personal development. (1.2) (2.1)
3. To describe how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (1.2) (2.1) (2.3)
4. To describe and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (1.2)
5. To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (3.1) (3.2) (4.1)
6. To use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (1.3)
7. To plan instruction based upon knowledge of subject matter, students, the community and curriculum goals. (1.2) (2.1) (2.3)
8. To describe and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (4.2)
9. To be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (5.1)
10. To foster relationships with school colleagues, parents, and agencies in the

larger community to support students' learning and well being. (5.2)

### **Interstate New Teacher Assessment and Support Consortium (INTASC)**

The INTASC Standards and typical performance indicators can be found at: <http://tera.teralink.com/~shar/Portfolio/INTASC.html> Grading rubrics for the student teaching experience have been aligned with these standards. Please see Appendix for the INTASC Standards.

### **Policies and Procedures**

Before student teacher candidates may begin their student teaching experience, the following documents must be given to the Education Department of King's College. Without the proper documentation, student teachers will not be permitted to enter the assigned school.

### **Physician's Statement (338G)**

All student teachers are to obtain a physician's statement confirming they are physically and mentally capable of performing all duties of a regular classroom teacher and are free from tuberculosis. This statement can be obtained from the College physician or a personal physician.

### **Pennsylvania State Police Criminal Record Check (Act 34)**

Pennsylvania school districts require a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. Applications for the Act 34 Clearance will be provided to students, but it is their responsibility to mail them. After receiving the results, students are to keep the original and give two copies to the college supervisor. The Act 34 Clearance is valid for one year and may also be obtained online at the following website: <https://epatch.state.pa.us/Home.jsp>

### **FBI Check (Act 114)**

Teacher candidates will need an updated FBI check (can not be older than 1 year) to enter the schools for field experiences and student teaching. Procedures for obtaining this FBI check can be found online at: <http://www.pa.cogentid.com/> Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.

### **Pennsylvania Child Abuse History Clearance (Act 151)**

Pennsylvania school districts require a Pennsylvania Child Abuse History Clearance stating that the applicant does not have a child abuse record. Applications for the Act 151 Clearance will be provided to students, but it is their responsibility to mail them. After receiving the results, students are to keep the original and give two copies to the college supervisor. The Act 151 Clearance is valid for one year. The Pennsylvania Child Abuse History Clearance Form (CY 113) may be obtained from the school to which you are applying for employment, the Division of Public Welfare web site [www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp](http://www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp) or from the School Services Unit in the Division of Education.

### **Student Teachers as Substitutes**

It is the policy of the Pennsylvania Division of Education and King's College that student teachers not serve as substitute teachers during their student teaching assignment. Our students are aware of this policy and we request that districts try to adhere to this policy. However, the school should consult with the Education Division of King's College before student teachers are asked to serve as substitute teachers under an emergency condition.

### **Transportation**

Student Teacher should not transport any school student in any vehicle. This prohibition extends to field trips and overnight trips (which the student teacher should only attend if accompanied by the cooperating teacher).

### **Disruption in Schools**

The policy of King's College in disruptive situations, i.e., strikes by professional employees or students, is to remove Student Teachers from their assignments at the discretion of the Education Department Chair. The Student Teachers will not return until the operation of school is resumed on a normal basis. Should the period of disruption become extensive, the Education Department Chair may reassign the Student Teachers to other locations.

### **Classroom Presence of the Cooperating Teacher**

Regulations concerning the presence of cooperating teachers in the classroom may vary from school to school. Local regulations must be followed.

During the initial weeks of student teaching, the presence of cooperating teachers in the classroom at all times is most desirable. As time goes on and as student teachers demonstrate the ability to conduct the class without the support of cooperating teachers, cooperating teachers may be absent from the classroom for short periods of time and ultimately for an entire period if administrative regulations permit.

Before completion of the student teaching assignment, student teachers should have developed the confidence and skill to be in charge of the classroom without assistance. Too much or too little supervision by cooperating teachers may not achieve this end.

### **Student Teachers in the Faculty Room**

If school policy permits and the cooperating teacher agrees, student teachers may use the faculty room for lunch or preparing lessons when the regular classroom is occupied.

### **Confidential Information**

Teachers are placed in responsible positions and often have knowledge of sensitive information. Student teachers are not to discuss matters relating to personnel, children and their families outside of the professional context.

### **Emergency Situations**

If emergency situations or serious incidents occur, student teachers are instructed to act promptly using common sense in the absence of cooperating teachers. Help should be summoned immediately from the nearest regular staff member. Cooperating teachers are to be notified of the incident at the earliest opportunity.

### **Parental Conferences**

Student teachers are not to schedule parent conferences without approval from the cooperating teachers, and may participate only when the cooperating teacher is present.

### **Faculty and Other School Meetings**

Student teachers should attend faculty meetings to the extent permitted by the host school and by the students' class schedule. Student teachers are expected to attend open house, parent meetings, I.E.P. meetings, workshops and other professional meetings.

### **Professional Participants**

The relationship of the cooperating teachers, student teachers, principals, and the college supervisor of student teachers should be an effective and rewarding one. The experience of the cooperating teacher can serve to focus the enthusiasm of student teachers into constructive channels. Principals are valuable in providing administrative coordination. The support and concern of the college supervisor will enable student teachers to evaluate their performance objectively. The team concept is an important one for it allows student teachers to function within a professional framework.

### ***The Cooperating Teacher***

Student teachers will be assigned to one or more cooperating teachers during the period of student teaching. Cooperating teachers are recognized as successful teachers dedicated to the teaching profession. They have volunteered to take student teachers, which is indicative of their desire to help in the training of future teachers.

### **Selecting Cooperating Teachers**

The selection of a cooperating teacher has a lasting effect on a student teacher's professional career, which cannot be underestimated. The following criteria should be considered when identifying master teachers who are qualified to host student teachers:

#### **Teacher Competence**

The Cooperating Teacher should:

1. Demonstrate excellence in teaching as documented by district evaluations.
2. Maintain a positive classroom environment characterized by proactive interpersonal skills and effective management techniques.

#### **District Experience**

The Cooperating Teacher should:

1. Be certified in the area of emphasis in which the student teacher is seeking certification.

2. Be employed as a full-time teacher during the term the student teacher is assigned to him/her.
3. Have completed a minimum of five years of teaching experience in the area of emphasis in which the student teacher is seeking certification.

### **Professionalism**

The Cooperating Teacher should:

1. View sponsorship of a student teacher as a contribution to the profession.
2. Demonstrate flexibility and a willingness to share responsibility for the classroom.
3. Demonstrate the ability to objectively assess the student teacher's instructional performance.
4. Demonstrate ability to provide frequent, specific performance feedback.
5. Demonstrate ability to help the student teacher become a reflective practitioner.

### **Cooperating Teacher Responsibilities**

The responsibility of the cooperating teacher is to assist the student teacher in understanding and assuming the role of the professional classroom teacher. This demands supportive supervision, modeling, guidance, and feedback on the part of the cooperating teacher.

### **Professional Partner**

1. Prepares for the arrival of the student teacher.
  - A. Becomes familiar with the King's College Student Teaching Program described in the **Student Teaching Handbook**.
  - B. Becomes familiar with the background of the student teacher through conversation and reading the *Personal Narrative*.
  - C. Prepares pupils for the student teacher's arrival.
2. Acquaints the student teacher with the school, staff, students, teachers, parents, and community.
  - A. Confers with the student teacher and building administrator to review district expectations.
  - B. Introduces the student teacher to the school community.
  - C. Creates an atmosphere of acceptance of the student teacher on the part of the pupils, parents, faculty, and school community.
  - D. Familiarizes the student teacher with the physical aspects of the building.
  - E. Reviews school policies, regulations, and practices.
  - F. Reviews the Student Handbook and the Faculty Handbook.
3. Provides a policy manual for the student teacher that includes:
  - classroom rules, organization, and management.
  - A. Shares plans for creating a positive classroom environment and motivating students to succeed.
  - B. Introduces the student teacher to classroom routines and rules, seating arrangements, and other organizational plans.
  - C. Explains rules for classroom behavior including consequences and

- procedures for sending students to the office.
- D. Familiarizes the student teacher with excuse forms, hall passes, and other standard school forms.
  - E. Describes procedures for notifying parents regarding grades and/or discipline policies including letters, phone calls, and conferences.

### **Instructional Guide**

1. Provides a desk or workplace, necessary instructional materials, resources, supplies, and equipment.
  - A. Supplies copies of textbooks, curriculum guides, charts, planning books, student teaching handbook, faculty handbook.
  - B. Explains the school's policy on the use of copiers and paper allotments.
  - C. Takes time to teach the student teacher how to use copiers, media equipment, and other machines.
2. Guides lesson planning and material development.
  - A. Encourages the student teacher to examine and discuss the cooperating teacher's plans and the reasons for choice of methods, materials, and activities.
  - B. Explains goals and objectives in relation to scope and sequence.
  - C. Gives specific help in the selection of instructional materials, including outside resources.
  - D. Assists the student teacher in developing his/her own teaching plans following King's format.
  - E. Demonstrates how to provide for individual student differences.
  - F. Suggests ways to check for student understanding and models how to monitor and adjust teaching.
  - G. Gives constructive feedback on lesson plans before and after lesson.
3. Provides for positive learning experiences.
  - A. Offers specific suggestions for developing effective teaching techniques.
  - B. Models effective teaching techniques.
  - C. Encourages student teachers to practice teaching techniques learned in college methods course.
4. Models assessment of students' performance, grades, records, diagnostic tests, and placement.
  - A. Trains the student teacher to document and maintain records of pupil progress.
  - B. Guides assessment of student progress throughout the lesson, unit, quarter, and semester.
  - C. Explains grading procedures, grade book, and notification procedures for failing students.

### **Professional Growth**

1. Provides continuous support, conferences, and feedback.
  - A. Provides for continuous evaluation through daily/weekly conferences, report sheets, logs, and self-evaluation shared by the student teacher.

- B. Conducts informal and formal observations of student teacher and discusses the results of these observations with the student teacher.
  - C. Provides for unsupervised teaching yet is still in close proximity and can be contacted at all times should help be needed.
  - D. Maintains a frank, helpful and professional attitude when discussing the student teacher's strengths and areas in need of improvement.
  - E. Refrains from making comments or criticizing the student teacher in the presence of the class.
  - F. Attempts to resolve conflict immediately; if no resolution is possible, refers the problem to the college supervisor.
  - G. Initiates procedures for a student teacher in jeopardy to receive early and effective intervention.
  - H. Completes a mid-term and final evaluation for the student teacher using the PDE 430 form.
  - I. Writes a letter of recommendation for student teacher.
2. Affords opportunities for observation/participation and related activities:  
Invites the student teacher to extend the student teaching experience beyond the classroom by attending some of the following: parent conferences, PTA meetings, in-service days, and faculty meetings.
3. Shares personal/professional growth.
- A. Treats the student teacher as a co-worker rather than a subordinate.
  - B. Exemplifies a positive, professional attitude toward teaching and all persons engaged in the business of education.
  - C. Sets a good example through professional behavior towards students, school, district, and community.
  - D. Uses and stresses the necessity for proper language, actions, and dress by teachers.
  - E. Provides or suggests professional reading.
  - F. Emphasizes the importance of joining/participating in professional organizations.

### ***The School Principal***

The school principal can be a powerful influence on the student teaching program. The following are some suggested roles for the principal in this program:

1. Meet with the college supervisor and student teachers to review district and building policies, procedures and rules.
2. Provide the student teachers with a tour of the building.
3. Share questions and concerns with the college supervisor and student teachers as soon as possible.
4. Inform student teachers about your expectations.
5. Ask student teachers about their expectations.
6. Include student teachers in faculty meetings, in-service programs, PTO meetings, parent conferences, and any other meaningful activities.
7. Observe the student teachers and provide feedback if time permits.
8. Allow the student teachers to observe in other classrooms.

### ***The College Supervisor***

The college supervisor may be considered a liaison person between King's College and the cooperating schools, and between the student teachers and the cooperating teachers. The supervisor must explain the policies of King's College to the personnel of the cooperating schools, and s/he must resolve any questions or differences that result from those policies. Also, the supervisor is confidentially told of problems perceived by the cooperating teachers, by the student teachers, or by administrators. The supervisor must exercise a great deal of tact and diplomacy in resolving these problems.

During student teaching, the supervisor visits and observes the classes of student teachers several times. Immediately after the observation, the supervisor will conduct a post-observation conference with the cooperating teacher that is followed by a conference with the student teachers. It is suggested that cooperating teachers be available to take over the classroom during this conference.

Cooperating teachers are encouraged to contact the supervisor at any time it is felt necessary. Cooperation of the cooperating teachers, student teachers, principals, and college supervisor will enhance the student teaching experience.

### ***The Student Teacher***

When seeking placement for student teachers, King's College corresponds with its cooperating schools and requests placement for particular students for specific periods of time. The cooperating school officials review the information sent to them on the prospective student teachers, after which they accept or reject the candidates. This means that student teachers are **INVITED GUESTS** at the cooperating school.

Since they are invited guests, student teachers are expected to behave like guests. If they do not, the host school is within its rights to ask them to leave. Some schools have their own set of operating procedures pertaining to student teachers. The student teachers should become familiar with these regulations and procedures as soon as possible.

As a guest of the cooperating school and as a future member of the teaching profession, the Student Teacher needs to maintain the same professional standards expected from the teaching employees of the cooperating school. The Student Teacher is recognized as a representative of the King's College by the students, faculty, and community to which he/she is assigned.

The Student Teacher is expected to be well-groomed and appropriately dressed as a member of the teaching profession and to adhere to the Pennsylvania Code of Professional Ethics. (Appendix E)

Student Teacher must continue to adhere to King's College Code of Conduct throughout his/her field experience. The Code of Conduct can be found in *King's College Student Handbook – 2007-2009*.

The Department Chair, in consultation with the Cooperating Teacher and the King's College Supervisor, has the authority to change or terminate the Student Teacher's assignment if professional conduct is not maintained.

### **Pre-Assignment Visitation Day**

During the week prior to the beginning of the student teaching assignment, student teachers are to call the school in which they are assigned to make arrangements to

meet the cooperating teacher. On this visit, student teachers are to immediately report to the office. Office personnel generally direct student teachers to the classroom and introduce them to the cooperating teacher.

The length of the visit is up to the cooperating teachers and student teachers. Some cooperating teachers may want to introduce the student teachers to the class at this time, and invite student teachers to observe and participate in some activities.

At some time during the visit, student teachers are to give the cooperating teachers the packet of material from King's College and a Personal Narrative.

### **Outside Academic Coursework**

During the Professional Semester, students are totally involved with the student teaching requirements. Students must be available for student teaching on a full-time basis and no other courses are to be taken. The responsibilities inherent in this experience are comprehensive and demand most of the students' time and energy.

- Student teachers should observe cooperating teachers for a few days, **but no more than a week**. Readiness for teaching should be determined by cooperating teachers in consultation with student teachers.
- Student teachers must demonstrate content area competence in all subject areas taught in the respective certification area.
- Student teachers' personal appearance and conduct shall conform to the code of the school to which they are assigned for student teaching.
- Student teachers will model correct and appropriate oral and written language.
- Student teachers will demonstrate a desire to work with young people.
- Student teachers will be able to cooperate with students, teachers, staff and administrators.
- Student teachers who majored in Early Childhood and Elementary Education must create a minimum of (2) two academic bulletin boards.
- Student teachers must spend fifteen weeks in the school(s) to which they are assigned and a minimum of 150 clock hours in actual teaching. Other activities must bring their total to a minimum of 260 clock hours. The other activities may be spent in observation, conferences, tutoring, homeroom or study hall supervision, supervision of extra curricular activities, or other duties of a teacher. The other activities do not include time spent preparing for class, making up and correcting tests, or correcting homework. If possible, students are expected to exceed the minimum of 260 clock hours.
  - Student teachers are provided with a time sheet which must be signed by the cooperating teacher and returned to the Education Unit at the end of student teaching. Signed weekly time sheets are to be submitted to the College Supervisor each week.
- Student teachers must adhere to the teaching schedule faithfully. If, for any reason, student teachers find it impossible to be present on any particular day, they should follow the reporting procedures of the host school district, and notify the cooperating teacher and their College Supervisor.

- *If a student teacher is absent for any reason, it is his or her responsibility to make certain that the cooperating teacher has all lesson plans, materials, and manuals needed to teach the class during the student teacher's absence.*
- Student teachers are not permitted unexcused absences during the semester of student teaching. King's College Supervisors may require make-up time in instances of excessive absences, regardless of cause. A Cooperating Teacher should call the College Supervisor immediately if a Student Teacher does not report to school on any day.
- Student Teachers who finds it necessary to be excused for reasons other than emergencies (job interviews are the most frequent) must receive permission from his/her Cooperating Teacher and King's College Supervisor by completing the absentee form (Appendix A) and submitting it to King's College Supervisor..
- Student teachers are listen to radio/television reports and follow the district's schedule in case of inclement weather conditions (e.g., snow). Do not call your school.
- Student teachers must make out daily lesson plans for every class and/or subject they teach. Lesson plans must be submitted to the cooperating teacher for approval at least two days prior to teaching the lesson. Lesson plans are to be presented to the college supervisor during observations.
- Student teachers should comply with suggestions and requests made by the cooperating teachers and principals. Any unusual situation, which arises, should be discussed with the College Supervisor of Student Teachers.
- Student teachers are expected to maintain a high standard of conduct and teaching efficiency during their period of student teaching.
- Student teachers are expected to complete all assignments on time as a professional representation of their ability to plan, teach, manage, and evaluate.
- Student teachers are expected to maintain a journal and a binder with lesson plans for review by the cooperating teacher and college supervisor.

***FAILURE TO COMPLY WITH THESE REGULATIONS WILL BE CAUSE FOR REMOVAL FROM THE STUDENT TEACHING PROGRAM AND FAILURE IN THE COURSE.***

### **General Requirements for Student Teachers**

- Student Teaching Orientation
  - Will be held daily during the first week of the semester from 12:00 noon until 2:00 P.M.
- Student Teaching Seminar
  - Normally held Wednesdays from 4:00 P.M.-5:00 P.M. – schedules will be provided
- All appropriate clearances (***FBI Fingerprint, Child Abuse, and Criminal Record Check***) are to be current and physician's signature on **338G** obtained and given to the College Supervisor.
- Lesson Observation Schedule
  - Due to King's Supervisor prior to each week (14) of student teaching

- Informs supervisor as to when the student teacher will be teaching a formal lesson and available for formal observations
- Weekly Time Sheets (14) Signed by Cooperating Teacher
  - Used to document teaching experiences
- Final Time Sheet
  - Used to document teaching experiences
- Cooperating Teacher's Observations, Midterm, Final
  - Used by cooperating teachers to assess student teacher
- King's Supervisor's Observations (4), Midterm, (1) Final (1)
  - Used by King's supervisors to assess student teacher
- Post Observation Reflections (4)
  - Used to guide student teacher reflection on lessons observed by King's supervisor
- Lesson Videotaping and Conference with King's Supervisor
  - Used by King's supervisor to assess student teacher and to provide coaching and feedback
- Lesson Plan Binder
  - Used by King's supervisor to assess student teacher
- Teaching Portfolio
  - Used by King's supervisor to assess student teacher

## **Specific Requirements for Student Teachers**

### **Student Teaching Seminar**

All student teachers are required to attend student teaching orientation. Student teachers are to obtain curriculum materials from their cooperating teachers during orientation and be prepared to discuss specific lesson plans with their King's supervisor.

All student teachers are required to attend weekly seminars at King's College. Days and times will be announced at the beginning of the semester.

The seminar includes but is not limited to:

1. Sharing experiences encountered during week.
2. Resolving problems encountered during the week.
3. Discussing various topics in education.
4. Scheduling visitations and conferences.
5. Submitting required paperwork.
6. Presentations pertinent information by guest speakers and other Education Department faculty.
7. Developing Student Teaching Portfolios.

### **Weekly Time Sheets**

Student teachers are to keep notes so that at the end of each week they can summarize the number of clock hours they spend observing, participating in activities, and actually teaching. For the week, the time is to be computed to the nearest half-hour. The **Weekly Time Sheet** is to be signed by the cooperating teacher and handed in to the college supervisor every week at the student teaching seminar.

The weekly totals for Observation, Activities, and Teaching are to be transferred to the **Final Time Sheet**, which will be submitted to the college supervisor at the end of the student teaching experience. Cooperating teachers are asked to verify and initial this **Final Time Sheet** on a weekly basis.

This record is to represent only that time spent in school, or in connection with a school-sponsored activity such as faculty meetings, field trips, and in-service meetings. DO NOT INCLUDE the time spent outside school in the preparation of plans, etc.

### **Observation**

1. Observation of cooperating teacher or special teachers.
2. Observation in other classrooms, in offices and assembly.

### **Activities**

1. Assisting with any kind of class or extra-class activity for which another teacher is teaching.
2. Grading written work from lessons not planned by the student teacher.
3. Individual tutoring and remedial instructional done to assist the cooperating teacher or in connection with any project.
4. Assistance with any faculty or school activity or meeting if the student teacher were given an assigned responsibility.
5. Recording or compiling data on pupils, taking lunch money and other duties.
6. Duties such as playground, cafeteria, bus, hall, supervision.
7. Conferences, individual or group with your cooperating teacher, college supervisor, parents, or with any school or college official.
8. Attendance at any faculty, school activity including PTA, faculty, or professional meetings.
9. Correcting written work (in school) and planning and devising tests and demonstrations for lessons taught by the student teacher.
10. Recording and compiling data on students in the class after starting to teach.
11. Covering another class or study hall.

### **Teaching**

1. Direct, responsible classroom instruction, for part or all of the class, for which the student teacher wrote lesson plans.
2. Instruction of the whole class, or a group for whom the student teacher prepared lessons.
3. Giving remedial instruction to pupils in connection with teaching.

### **Comments**

The "Comments" section of the Weekly Time Sheet is to identify any discrepancies in the normal clock hours. An example would be citing a field trip as the reason for only 1 hour of teaching on a particular day. The "Comments" section is also for listing days the student teacher was absent, arrived late, or left early.

### **Final Time Sheet**

Student teachers are responsible for keeping an accurate record of time spent each week observing, participating in activities, and teaching. This information is kept on the **Weekly Time Sheet** and is to be transferred each week to the **Final Time Sheet**. Cooperating teachers are asked to verify and initial the **Final Time Sheet** on a weekly basis. The **Final Time Sheet** is submitted to the college supervisor at the end of the student teaching experience.

Student teachers are cautioned to be certain all documentation recorded on these reports is accurate. Misrepresentation of fact will result in a negative assessment on the final evaluation and grade for student teaching.

### **Weekly Time Sheet Appendix (A) and Final Time Sheet Appendix (B)**

#### **Lesson Planning**

##### **Lesson Plan Binder**

All lesson plans are to be kept in a suitable loose-leaf, three-ring binder (minimum of 3 inch ring) separated by subject (use commercial subject dividers). Lesson plans are to be completed a minimum of two days in advance of the day of presentation using the King's College Education Division Lesson Plan format. The most recent lesson plan for each subject should be the first plan in that section. No other documents (handouts, tests, etc.) should be kept in the Lesson Plan Binder.

If a subject is not going to be taught on a normally scheduled day for any reason, this should be documented in the Lesson Plan Binder where that lesson plan would normally appear. An example would be: There is no plan for a lesson for Social Studies on a normally scheduled day because of other planned activities or events (school assembly, achievement tests, chorus, etc.). Simply provide a brief explanation of this where the Social Studies lesson plan would normally appear. There should be no unexplained gaps in your plans.

The Lesson Plan Binder is to be provided to the college supervisor at the beginning of each visit.

##### **Review of Lesson Plan Binders**

All Lesson Plan Binders will be reviewed and evaluated throughout the semester. The quality of the Lesson Plan Binder is a major consideration in determining the final evaluation and grade for student teaching. **The Lesson Plan Binder is to be provided to the college supervisor at the beginning of each visit.**

##### **Lesson Plans**

Lesson planning is an absolute necessity during the student teaching experience. **LESSON PLANS ARE REQUIRED FOR EVERY LESSON/SUBJECT THAT IS TO BE TAUGHT.**

Although experienced teachers may only need to write brief plans, a student teacher's lesson plan should be detailed enough that another person can teach from it with ease. More details give an inexperienced person greater confidence and make the inclusion of all important material more likely. Too much detail, however, can inhibit flexibility in a lesson.

The cooperating teacher can be very helpful in the beginning by assisting the student teacher in planning and pacing lessons. Cooperating teachers are to check and

initial the student teacher's lesson plans at least one day in advance throughout the entire semester.

### **Lesson Plan Format**

The Education Department of King's College has a lesson plan format that student teachers are required to use throughout the semester. A copy of the lesson plan and an explanation of each component of the lesson plan follow this section of the Handbook.

### **Instructional Objective(s)**

State objectives in terms of what the pupils are expected to learn.

### **Materials and Resources**

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

### **Anticipatory Set/Motivation**

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to "grab" the students' attention. Indicate the way the lesson will be started.

### **Procedures/ Input/ Modeling**

Describe the sequence and approaches to be followed in lesson development.

### **Guided Practice/ Checking for Understanding**

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

### **Accommodations and Adaptations**

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

### **Closure**

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students. Describe the end the instructional experience.

### **Independent Practice/ Assignment**

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper,

do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

A copy of the **Student Teaching Lesson Plan** begins on the next page.

**King's College**

## **Lesson Plan**

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

Grade \_\_\_\_\_

Subject \_\_\_\_\_ Topic \_\_\_\_\_

PA State Standards \_\_\_\_\_

INTASC Standards \_\_\_\_\_

Instructional Objective(s)

Materials and Resources Needed

Anticipatory Set/Motivation

Procedures (To include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. E.g., Input, Modeling, Guided Practice & Checking for Understanding where appropriate)

Adaptations and Accommodations

Closure

Assessment

Assignment

### **Lesson Videotaping**

In order for student teachers to actually view their presentation of lessons and personally reflect on them, at least one lesson is to be videotaped. The videotaped lessons will also give the student teacher and college supervisor an opportunity to view and discuss the lesson together at King's. The video-taped lesson will be assessed according to the ***Teacher Candidate Observation Rubric***.

### **Timeline for Videotaping**

Student teachers are to make their own arrangements to be videotaped during the student teaching semester. Videotaping should be completed by the end of Week Six (6). In some instances, the College Supervisor may require a second videotaping.

### **Access to Video Camera**

If student teachers have access to a video camera (their own, one they may borrow, or the host school's) it may be used. If no camera is available, student teachers may reserve the Education Division's camera through the Division Secretary at least one week in advance of actual taping. When there are 2 or more student teachers in the same building, they should make arrangements to tape on the same day. The Education Division's camera is due back by 4:00 P.M. on the day of taping.

### **Videotaping Procedures**

Student teachers are to confer with their cooperating teachers on the procedures for videotaping in their particular school district. King's College and some school districts require permission from parents or guardians prior to videotaping. A copy of a permission slip is in the Appendix. Student teachers should send permission slips home well in advance of the actual videotaping day.

Generally, the cooperating teacher will do the videotaping. If the cooperating teacher cannot do the videotaping, another teacher or student teacher may be willing to do it. If no one is available to do the taping, student teachers are to discuss this with the college supervisor well in advance of the chosen taping date.

Student teachers are advised to plan a lesson that gives them an opportunity to demonstrate their teaching. Although conducting reviews, going over textbook and workbook assignments, and games are all a part of normal teaching routines, they are not appropriate for these video-tapings. The purpose of the videotape is for the student teachers to demonstrate their presentation of material or concepts to the class. The length of time for the videotaping varies with the type of activity and grade level but normally run from thirty (30) to forty (40) minutes.

### **Videotape Conferences**

Conferences will be held on campus during the school day during Week Seven (7) of student teaching. Conferences for the first videotaping will be scheduled one week in advance in order to notify the cooperating teacher and make arrangements for the student teacher's absence. Videotape Conferences normally last for one hour. If the College Supervisor determines a need for a second videotaping, students will be required to submit a Post-Observation Reflection.

Due to the number of Videotape Conferences, student teachers are expected to be prompt and prepared for the scheduled time. Student teachers are to bring the following items to the Videotape Conference: a **COPY** of the lesson plan for the videotaped lesson; a **Post-Observation Reflection** form personally analyzing the videotaped lesson; and, the actual videotape.

### **Professional Teaching Portfolio**

A **Professional Teaching Portfolio** is a purposeful collection of student work that demonstrates effort, progress and achievement; a portfolio provides a richer picture of student performance than can be gained from more traditional, objective forms of assessment. Most traditional standards-based portfolios are (3) ring notebooks, organized with dividers and sections for paper-based documents demonstrating each standard. An **Electronic Portfolio** uses multimedia technology allowing students/teachers to collect and organize portfolio artifacts in many media types (audio, video, graphics, text) with hypermedia links connecting that evidence to the appropriate standards. Students/teachers can publish their Electronic Portfolios on CD-recordable discs, video tape or the Internet.

Prior to and during the student teaching semester, students will begin to transition from collecting material for a “developing” **Professional Teaching Portfolio** to collecting materials for a “proficient” **Professional Student Teaching Portfolio**. The requirements for the **Student Teaching Portfolio** and **Grading Rubric** are listed below

### ***Proficient Student Teaching Portfolio Assignment***

- eight (8) student teaching lesson plans, examples of student work prior to teaching those lesson plans (pre-test), and examples of student work resulting from the use of those lesson plans (post-test), are to be used to demonstrate that the teacher candidate is meeting each of the standards in the discipline. Rubrics with exact standards for each discipline found online at:

<http://departments.kings.edu/education/index.html>

- Reflections describe how each standard is met with the lesson plan
- Two (2) other “artifacts” are to be used to demonstrate the teacher candidate is meeting standards of professionalism. Rubrics with exact standards for each discipline found online at:

<http://departments.kings.edu/education/index.html>

A process for constructing Electronic Portfolios and Traditional Standards-based Portfolios will be reviewed during orientation and seminar.

### **Review of the Professional Teaching Portfolio**

The **Professional Teaching Portfolio** will be collected and reviewed twice during the semester. Refer to the current **Student Teaching Calendar** for actual due dates.

## Assessments

### **Observation and Evaluation by the Cooperating Teacher**

The purpose of observing and evaluating a teacher's lesson is for the improvement of instruction. Teachers are observed and evaluated throughout their careers.

The cooperating teacher's role in observation and evaluating is to help the student teacher reflect upon his/her teaching, provide input of new information and thoughts, and guide in a formulation of a comprehensive plan of action. The ultimate goal in this process is for student teachers to have the ability to be competent in performing and analyzing the teaching act.

Initial observations should be informal and provide the cooperating teachers and student teachers with an opportunity to discuss effective teaching. As student teachers become more comfortable with the cooperating teacher observing, more formal observations can be made.

In order for the student teacher's experiences to be rewarding, numerous lesson observations need to be made by the cooperating teachers and the college supervisor. Cooperating teachers are encouraged to observe and conference with student teachers as many times as they feel necessary or appropriate. It is asked that cooperating teachers conduct a minimum of four (4) formal observations/evaluations and a mid-term and final evaluation (PDE 430) in Option A. For Option B, please complete a minimum of two (2) observations, evaluations and a mid-term and final evaluation. Whether the observations are announced or unannounced, and in what subject areas, are at the discretion of the cooperating teachers.

Please do not observe and formally evaluate student teachers giving tests, going over homework, or conducting a review. Observe the presentation of new materials or concepts.

The competency statements that appear on the Student Teaching Lesson Observation form have been greatly reduced to allow for ease in use. It is suggested that observers consult the Student Teaching Lesson Observation and Final Evaluation Clarification and Lesson Observation Rubric forms in the Appendix. These forms should be utilized to clarify and expand on the understanding of phrases on the Observation Form.

**Student Teaching Lesson Observation** forms are provided for cooperating teachers. It is asked that cooperating teachers use the form during their formal observation. As soon as possible after the observation, a conference should be held with student teachers to discuss the completed observation report.

After the post-observation conference has been completed, attach the lesson plan for that lesson to the evaluation. Student teachers are to return each evaluation to the college supervisor as soon as possible.

Cooperating teachers are asked to be honest with student teachers on the observations and evaluations. Providing recommendations for areas of improvement will help student teachers in enhancing their performance. On the other hand, giving false hope or inflating the lesson observations and final evaluation will only be detrimental and inhibit possible future growth.

### **Observation and Evaluation by the College Supervisor**

The purpose of observing and evaluating a teacher's lesson is for the improvement of instruction. Teachers are observed and evaluated throughout their entire career.

The college supervisor's role in observing and evaluating is to help the student teacher reflect upon his/her teaching, provide input of new information and thoughts, and guide in a formulation of a comprehensive plan of action. The ultimate goal in this process is for student teachers to be able to reflect on and analyze their own teaching.

### **Scheduling Observations**

Student teachers are to submit a copy of their **Lesson Observation Schedule** to the college supervisor by 4:00 P.M. every Wednesday of Weeks 2 through 13 of the student teaching semester. They are to list at least one period they will be teaching for every day of the week. If student teachers have particular lessons planned that they consider interesting or exceptional and would like to have observed, they may indicate those lessons with asterisks (\*). Although observations made by the college supervisor will not be limited to this schedule, most observations will be scheduled around these times. If circumstances arise that require student teachers to change the schedule they may record the changed times on the college supervisor's voice mail.

A copy of the **Lesson Observation Schedule** begins on the next page.

**LESSON OBSERVATION SCHEDULE**

Student Teacher \_\_\_\_\_ For Week \_\_\_\_\_

Subject or Grade Level \_\_\_\_\_ District \_\_\_\_\_ Building \_\_\_\_\_

Student teachers are to choose at least ONE possible observation time for **EACH DAY** of the week. If you have particular lessons planned that you consider to be interesting or exceptional and would like to have observed, please indicate those lessons with **ASTERISKS (\*)**. Listing an observation time does not automatically schedule an observation.

**SUPERVISORS WILL NOT LIMIT OBSERVATIONS TO TIMES LISTED.**

Student teachers should be prepared for an observation at any time. This form is due in the College Supervisor's office by 4:00 P.M. every Wednesday.

<u>Actual Start Time</u>	<u>Ending Time</u>	<u>Subject</u>	<u>Room No.</u>
<u>Monday</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>Tuesday</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>Wednesday</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>Thursday</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>Friday</u>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### **Procedures for Observations**

When the college supervisor arrives, student teachers are to present to him/her the Lesson Plan Book and the lesson plan for the lesson being presented at that time and a copy of the text or trade book being used during the lesson. There should be a chair and desk available in the room for the supervisor.

### **Post-Observation Conference**

After the observed lesson is completed, the college supervisor and student teacher will leave the room to briefly discuss the observation. **Cooperating teachers need to be aware of this procedure in order to make arrangements to take over the class in the absence of the student teacher.** The **Post-Observation Reflection** form will be used to guide the post-observation conference.

### **Post-Observation Reflection Form**

At the seminar following classroom observations by the college supervisor, student teachers are to submit a **COPY** (student teachers keep the original) of the completed **Post-Observation Reflection** form personally analyzing the observed class. A copy of this form can be found in the Appendix of this Handbook.

### **Cancellation of Originally Listed Observations**

Considering the amount of flexibility needed in a classroom, it is understood that on some occasions, classes originally listed on the **Lesson Observation Schedule** may have to be changed. If the college supervisor arrives to observe a class that was originally listed and will not be able to observe, the student teacher must complete a **Request for Classroom Observation Cancellation** form citing the reason(s) for the change. Repeated cancellations will result in a negative assessment on the final evaluation and grade for student teaching. A copy of the **Request for Classroom Observation Cancellation** form begins on the next page.

**King's College  
Education Division**

***Scheduled Lesson Observation Cancellation***

*Student Teacher* \_\_\_\_\_ *Date* \_\_\_\_\_

*Subject* \_\_\_\_\_ *Time* \_\_\_\_\_

*I listed the above class as an observation time on my weekly **Lesson Observation Schedule**, but request not to be observed for the following reason(s):*

\_\_\_\_\_  
Signature of Student Teacher

### **Student Teaching Final Evaluation**

At the end of student teaching, cooperating teachers and college supervisors are to complete the **PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice** for the second and final time. This will serve as the final **Student Teaching Final Evaluation**.

This is NOT a lesson observation but an overall evaluation of the final seven weeks of student teaching. Cooperating teachers and college supervisors are to be honest on this final assessment. Providing an accurate final assessment will help student teachers focus on improving their future teaching performance.

*Cooperating teachers are asked to review the evaluation in a conference with the student teacher before it is returned to the college supervisor.*

### **Final Grade Recommended by the Cooperating Teacher**

Cooperating teachers observe and work with student teachers daily. Consequently, they are in an excellent position to judge the students' performance of the various duties of a teacher. They are an extremely important part of the final evaluation process. Throughout the semester, formal and informal lesson observations of student teachers will be made by the cooperating teachers. These observations should be both announced and unannounced. The following evaluations are conducted by the cooperating teacher:

- A. (4) (Minimum) Formal Lesson Observations
- B. (1) Mid-Term Evaluation – (PDE 430)
- C. (1) Final Evaluation – (PDE 430)

At the end of the 7<sup>th</sup> week of the student teaching experience, cooperating teachers are asked to complete the **Student Teaching Mid Term Evaluation** form. Cooperating teachers are asked to be honest with student teachers. Providing recommendations for areas of improvement will help student teachers in improving their performance. On the other hand, giving false hope or inflating the final evaluation will only be detrimental and inhibit possible future growth.

At the completion of each session of the student teaching experience, cooperating teachers are asked to complete the **Student Teaching Final Evaluation** form. Again, cooperating teachers are asked to be honest with student teachers. Providing recommendations for areas of improvement will help student teachers in improving their performance. On the other hand, giving false hope or inflating the final evaluation will only be detrimental and inhibit possible future growth. The final grade recommended by the cooperating teacher will represent 40% of the final grade.

### **Final Grade Recommended by the College Supervisor**

The following describe the assessments used by the college supervisor to determine final grade (the assessment tools used for each assignment are in parenthesis):

- A. Lesson Plan Binder Reviews (PDE midterm and final grading rubric)
- B. (4) Lesson Observations (King's College Observation grading rubric)
- C. Post-Observation Reflection Evaluations (PDE midterm and final grading rubric)
- D. Videotaped Lesson Conference and Review (PDE midterm and final grading rubric)

- E. (2) Professional Teaching Portfolio Reviews (King's College Portfolio Grading Rubric and PDE midterm and final grading rubric)
- F. Observations of Candidate Generally Meeting Professional Responsibilities (King's College Observation grading rubric and PDE midterm and final grading rubric)

### **Final Grade for Student Teachers**

Student teachers are under continuous observation and evaluation. They are observed daily by the cooperating teacher, and are visited a minimum of 4 times by King's College personnel. Students experiencing special problems may be visited more frequently so that they can receive the additional help they need.

Throughout the semester, other members of the Education Division may visit the student teachers' classrooms. Although the visits may not be formal observations, division members will offer feedback on the visit to the college supervisor.

An effective teacher possesses a wide variety of competencies. These competencies include but are certainly not limited to (1) Planning and Preparation;(2) Instruction; and (3) Professional Responsibilities. During the professional semester, student teachers will be evaluated with these competencies in mind. All of the major competencies will be considered in determining a final grade in student teaching.

Taking all of the above criteria into consideration, the college supervisor will determine the final grade of the student teacher.

A copy of the **Elementary Student Teaching Lesson Observation Rubric** begins on the next page. All other rubrics can be found on line at:  
<http://departments.kings.edu/education/index.html>

**King's College Elementary Teacher Candidate Observation Rubric**  
*Aligned with ACEI Standards and INTASC Principles (INTASC Standards are in parentheses)*

Teacher Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Title: \_\_\_\_\_

Main focus of lesson (circle all that apply):    social studies    math    reading writing    science    art  
    music    health/physical education    integrated lesson

Rating scale: 1=unsatisfactory (i.e, non of the criteria were met), 2=satisfactory (i.e., some of the criteria were met), 3=superior (i.e., most of the criteria were met), 4=exemplary (i.e., all of the criteria were met), NA=not applicable (circle one)

(See grading rubric Appendix Student Teaching Handbook for criteria)

<u><b>I. Efficient Use of Instructional Time</b></u>	<u><b>Rating</b></u>	<u><b>Comments</b></u>
<b>a. Appropriate goals and objectives were set (2,7) concerning:</b> ACEI 2.1 English Language Arts ACEI2.2 Science ACEI2.3 Mathematics ACEI2.4 Social Studies ACEI2.5 The arts ACEI2.6 Health education ACEI2.7 Physical education ACEI2.8 Connections across the curriculum	1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA 1 2 3 4 or NA	
<b>b. Lesson was well paced (2)</b>	1 2 3 4 or NA	
<b>c. Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (2,5)</b>	1 2 3 4 or NA	
<b><u>II. Instruction</u></b>		
<b>d. Attention gained (INTASC 1,2,4) (ACEI 1)</b>	1 2 3 4 or NA	
<b>e. Previous knowledge recalled (INTASC 2,4) (ACEI 1)</b>	1 2 3 4 or NA	
<b>f. Purpose/Objective of the lesson made clear (INTASC 1,4)</b>	1 2 3 4 or NA	
<b>g. Teacher Input Provided</b>	1 2 3 4 or NA	
<b>h. Teacher guided practice was adequate and appropriate (2,4)</b>	1 2 3 4 or NA	
<b>i. Repetition of key concepts occurred throughout the lesson (2,4)</b>	1 2 3 4 or NA	

*(See reverse side)*

<b>j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)</b>	1 2 3 4 or NA
<b>k. All of the students were actively engaged in the learning throughout the lesson. (2,4) (ACEI 3.4)</b>	1 2 3 4 or NA
<b>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)</b> Open-ended questions were used, diverse perspectives were explored.	1 2 3 4 or NA
<b>m. Higher order thinking skills were used. (4) (ACEI 3.3)</b>	1 2 3 4 or NA
<b>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8) (ACEI 4)</b>	1 2 3 4 or NA
<b>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4)</b> The students were able to summarize the learning rather than the student teacher having to do this for them.	1 2 3 4 or NA
<b>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8)</b> e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.	1 2 3 4 or NA
<b>q. Relevant subject areas &amp; “real world” problems were integrated into the lesson. (1,2,3,7)</b>	1 2 3 4 or NA
<b>r. Inclusion of special needs student occurred. (2,3)</b>	1 2 3 4 or NA
<b>s. Individual differences were addressed. (2,3,5) (ACEI 3.2)</b>	1 2 3 4 or NA
<b>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3) (TESOL Standard 3)</b>	1 2 3 4 or NA
<b>u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)</b>	1 2 3 4 or NA
<b>III. Personal and Professional Characteristics</b>	
<b>v. Displayed Enthusiasm. (1,6)</b>	1 2 3 4 or NA
<b>w. Exhibited Confidence. (1)</b>	1 2 3 4 or NA
<b>x. Displayed empathy. (5,9,10)</b>	1 2 3 4 or NA
<b>y. Spoke and acted in a professional manner. (9,10)</b>	1 2 3 4 or NA

*(Adopted from the King’s College Interactive Lesson Planner found online: <http://www.kings.edu/kdils/InteractiveLessonPlanner/PointAtoPointBIndex.htm> & Purdue University’s guide to their teaching observation form)*

## Student Teacher Observation Forms for each Specialty Area (SPA)

### Math:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Biology:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Chemistry:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### English:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Citizenship:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Foreign Language:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Elementary:

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

### Early Childhood

<http://staff.kings.edu/kdils/NCATE/StudentTeacherObservationForms.htm>

## Student Teaching Assessment Instruments for each specialty area (SPA) & Generic Rubric for Unit Assessments

ACEI Elementary Student Teaching Grading Criteria (note: criteria “B” through “Y” are to serve as the generic rubric for unit assessments

<b>Standards</b>	<b>Rating – Criteria Description</b>			
<i>A. Appropriate Content was covered in the following areas when appropriate:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ACEI 2.1 English Language Arts</b>	Failed to demonstrate the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Sometimes demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Mostly demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process	Always demonstrated the knowledge and skills to teach English language arts by building on students’ prior understandings of such things as phonemic awareness, fluency, and the writing process and exhibited the ability to use such research based approaches as the DRA reading strategy
<b>ACEI2.2 Science</b>	Failed to demonstrate the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Sometimes demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Mostly demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Always demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology

<b>ACEI2.3 Mathematics</b>	Failed to teach mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Sometimes taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Mostly taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Always taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulative and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra and demonstrated how these things apply to “real world” problem solving
<b>ACEI2.4 Social Studies</b>	Failed to demonstrate the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Sometimes demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Mostly demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Always demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas
<b>ACEI2.5 The arts</b>	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts

<b>ACEI2.6 Health education</b>	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses
<b>ACEI2.7 Physical education</b>	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to fitness, games, and lifelong physical activity
<b>ACEI2.8 Connections across the curriculum</b>	Failed to either demonstrate long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was partially successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was mostly successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate	Was always successful in demonstrating long term multi-disciplined units focused on one theme and individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate
<b>b. Pacing</b> Lesson was well paced ( <i>INTASC (2)</i> )	Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group	Sometimes paced lesson too fast for some individuals and provided no accommodation for those falling behind	Mostly paced the lesson so that it was not too slow and provided accommodations for those falling behind	Always effectively paced the lesson and kept students from falling behind by individualizing instruction and also maintained motivation for students by introducing new examples, illustrations, or new concepts when appropriate
<b>c. Classroom Management</b> Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively ( <i>INTASC 2,5</i> )	Individuals and groups were never kept on task and a classroom management plan starting with least invasive interventions (e.g., eye contact and proximity) to most invasive interventions was not evident	Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently	Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was attempted but used sometimes unsuccessfully	Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively

<p><b>d. Attention gained</b> (INTASC 1,2,4) (ACEI 1)</p> <ul style="list-style-type: none"> <li>▪A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</li> <li>▪Strategies related directly to the learning in the lesson.</li> </ul>	<p>A strategy was never used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> <li>▪Strategies never related directly to the learning in the lesson.</li> <li>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</li> </ul>	<p>A strategy was sometimes used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> <li>▪Strategies sometimes related directly to the learning in the lesson.</li> <li>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</li> </ul>	<p>A strategy was often used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> <li>▪Strategies related directly to the learning in the lesson.</li> <li>▪Visuals, ambiguity, curiosity, noise, or other ways were used effectively</li> </ul>	<p>A strategy was always used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> <li>▪Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</li> <li>▪Visuals, ambiguity, curiosity, noise, or other ways were always used effectively</li> </ul>
<p><b>e. Previous knowledge recalled</b> (INTASC 2,4). (ACEI 1)</p>	<p>Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p>Strategies were sometimes related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>	<p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.</p>
<p><b>f. Purpose/Objective of the lesson made clear</b> (INTASC 1,4)</p>	<p>It was not clear what students were to be learning and why they were learning it.</p>	<p>It could be somewhat inferred what students were to be learning but no discussion of why they were learning it.</p>	<p>It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it.</p>	<p>Objectives were clearly posted for all to see and there was a clear discussion of why they were learning it.</p>

<p><b>g. Teacher Input Provided</b></p>	<p>Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4)</p>
<p><b>h. Teacher guided practice was adequate and appropriate (INTASC 2,4)</b></p>	<p>The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own.</p>	<p>The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own.</p>	<p>The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own</p>	<p>The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were not expected to do similar problems on their own</p>
<p><b>i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4)</b></p>	<p>No repetition took place</p>	<p>Some repetition took place but no use of mnemonics or organization of the material into meaningful patterns was used to help students learn and remember</p>	<p>Repetition took place and mnemonic devices used to help students learn and remember</p>	<p>Repetition occurred, mnemonic devices used, chunking and the organization of the material into meaningful patterns used to help students learn and remember essential facts and concepts</p>

*(See reverse side)*

<p><b>j. A variety of instructional materials were used to actively engage the students.</b> (INTASC 2,3,4,6)</p>	<p>No instructional materials were used</p>	<p>Instructional materials were used but their use was not aligned with the lesson objectives</p>	<p>A variety of instructional materials were used and they were aligned with the lesson objectives</p>	<p>A variety of instructional materials were used and they were aligned with the lesson objectives and they helped to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem</p>
<p><b>k. All of the students were actively engaged in the learning throughout the lesson.</b> (INTASC 2,4) (ACEI 3.4)</p>	<p>All students were off task</p>	<p>Most students were off task</p>	<p>All students appeared to be engaged in the lesson activities</p>	<p>All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrate their engagement</p>
<p><b>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives.</b> (INTASC 4)</p>	<p>Open-ended questions were never used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were sometimes used, and diverse perspectives were never explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions.</p>
<p><b>m. Higher order thinking skills were used.</b> (INTASC 4) i.e., critical thinking and problem solving (ACEI 3.3)</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate</p>	<p>Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate</p>
<p><b>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided.</b> (INTASC 8) (ACEI 4)</p>	<p>Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson</p>	<p>Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given</p>	<p>Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary</p>

<p><b>o. The lesson ended with closure/review that focused on the main objectives of the lesson.</b> (INTASC 3,4)</p>	<p>No summary took place</p>	<p>The teacher candidate summarized the lesson</p>	<p>The students were asked to summarize the learning</p>	<p>The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway (essential principle) or application of the objectives to students' lives or the "real world" when possible.</p>
<p><b>p. Variety of teaching methods/instructional strategies were used to reach different types of learners.</b> (INTASC 2,4,8)</p>	<p>Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that most of the diverse students' needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>	<p>An appropriate amount of the following strategies were used so that all of the diverse students' needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, "hands-on/minds-on" materials, paired students, etc.</p>
<p><b>q. Relevant subject areas &amp; "real world" problems were integrated into the lesson.</b> (INTASC 1,2,3,7)</p>	<p>No reference to the application of the content was made</p>	<p>A brief reference was made concerning the application of the content</p>	<p>It was clear how the subject could be applied to "real world" problems</p>	<p>Students were engaged in real world problem solving by applying lesson content to the solution of real world problems</p>
<p><b>r. Inclusion of special needs student occurred.</b> (INTASC 2,3)</p>	<p>No IEP's were referenced, no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP's were referenced, but no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP's were referenced, and some accommodations were made, but not enough pathways to learning were provided</p>	<p>IEP's were referenced, accommodations were made, many pathways to learning were provided and students with special needs were incorporated into the classroom so that their strengths could be showcased</p>

<p><b>s. Individual differences were addressed.</b> (INTASC 2,3,5) and adaptations made for diverse students (ACEI 3.2)</p>	<p>Individual differences were not addressed</p>	<p>Some instruction built on students' prior knowledge and experiences and some differentiated instruction took place</p>	<p>Instruction clearly built on students' prior knowledge and experiences, however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students' differing learning styles.</p>	<p>Instruction clearly built on students' prior knowledge and experiences, and differentiated instruction and accommodations took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided and they met the needs of the students' learning styles.</p>
<p><b>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students.</b> (INTASC 2,3) (TESOL Standard 3)</p>	<p>No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used</p>	<p>Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and some integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively</p>
<p><b>u. Diversity issues were addressed in an appropriate manner.</b> (INTASC 2,3,6,10) and adaptations made for diverse students (ACEI 3.2)</p>	<p>Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of multi-cultures were consistently used</p>	<p>Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were not consistently used</p>	<p>Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were sometimes used</p>	<p>Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were used</p>
<p><b>v. Displayed Enthusiasm.</b> (INTASC 1,6)</p>	<p>Voice inflection, smiling, gestures were never used when appropriate</p>	<p>Voice inflection, smiling, gestures were sometimes used when appropriate</p>	<p>Voice inflection, smiling, gestures were mostly used when appropriate</p>	<p>Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm</p>

<p><b>w. Exhibited Confidence.</b> (INTASC 1)</p>	<p>Never projected voice, or led the class by example</p>	<p>Sometimes projected voice, but did not lead the class by example</p>	<p>Always projected voice when appropriate, and mostly led the class by example</p>	<p>Always projected voice when appropriate, and always led the class by example</p>
<p><b>x. Displayed empathy.</b> (INTASC 5,9,10)</p>	<p>Never listened to students and never served as students' advocate</p>	<p>Sometimes listened to students and attempted to serve as student advocate</p>	<p>Always listened to students when appropriate and sometimes served as students' advocate when determining, for example, that factors in the students' environment outside of school may be influencing the students' life and learning</p>	<p>Always listened to students when appropriate and always served as students' advocate when appropriate (e.g., when determining that factors in the students' environment outside of school may be influencing the students' life and learning)</p>
<p><b>y. Spoke and acted in a professional manner.</b> (INTASC 9,10) (ACEI 5.3, 5.4)</p>	<p>Failed to start and end on time and failed to wear clothing and jewelry similar to other exemplary teachers in the school</p>	<p>Sometimes started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and failed to collaborate with no evidence of collaboration with colleagues, family, and community</p>	<p>Mostly started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists little evidence of collaboration with colleagues, family, and community</p>	<p>Always started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists significant evidence of collaboration with colleagues, family, and community</p>

### **Student Teaching Mid -Term Evaluation**

At the end of the first seven weeks of student teaching, cooperating teachers and college supervisors are to complete the PDE 430 *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice*. This will serve as the **Student Teaching Mid Term Evaluation**. This is NOT a lesson observation but an overall evaluation of the first seven weeks of student teaching. Cooperating teachers are to be honest on this mid-term assessment. Identifying areas of strength and weakness will provide the student teacher with guidance in improving their performance for the next seven weeks.

*Cooperating teachers are asked to review the evaluation in a conference with the student teacher before it is returned to the college supervisor.*

### **Student Teaching Final Evaluation**

At the end of student teaching, cooperating teachers and college supervisors are to complete the PDE 430 *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice* for the second and final time. This will serve as the final **Student Teaching Final Evaluation**. A copy of this form is included in the Appendix of this Handbook.

This is NOT a lesson observation but an overall evaluation of the final seven weeks of student teaching. Cooperating teachers and college supervisors are to be honest on this final assessment. Providing an accurate final assessment will help student teachers focus on improving their future teaching performance.

*Cooperating teachers are asked to review the evaluation in a conference with the student teacher before it is returned to the college supervisor.*

A Copy of the PDE 430 *Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice* begins on the next page. This form is to be used for the **Mid Term** and **Final Evaluation**.



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 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 were 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 assignments, they 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

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Student's Last Name	First	Middle	Social Security Number
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Subject(s) Taught	Grade Level
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**This form is to serve as a permanent record of a Student Teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.**

PERFORMANCE EVALUATION												
<p><b>Directions: Examine all sources of evidence provided by the Student Teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the Student Teacher.</b></p>												
<p><b>Category I: Planning and Preparation--Student Teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation Student Teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional content.</b>  <b>Alignment: 354.33 (1)(i)(A), (B), (C), (G), (H)</b></p>												
<p>Student Teacher's performance appropriately demonstrates:</p> <ol style="list-style-type: none"> <li>1. Knowledge of content</li> <li>2. Knowledge of pedagogy</li> <li>3. Knowledge of Pennsylvania's K-12 Academic Standards</li> <li>4. Knowledge of students and how to use this knowledge to impart instruction</li> <li>5. Use of resources, materials, or technology available through the school or district</li> <li>6. Instructional goals that show a recognizable sequence with adaptations or individual student needs</li> <li>7. Assessment of student learning aligned to the instructional goals and adapted as required for student needs</li> <li>8. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals</li> </ol>												
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles and number)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> Lesson/Unit Plans _____</td> <td><input type="checkbox"/> Student Teacher Interviews _____</td> </tr> <tr> <td><input type="checkbox"/> Resources/Materials/Technology _____</td> <td><input type="checkbox"/> Classroom Observations _____</td> </tr> <tr> <td><input type="checkbox"/> Assessment Materials _____</td> <td><input type="checkbox"/> Resource Documents _____</td> </tr> <tr> <td><input type="checkbox"/> Information about Students _____</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>					<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 _____
<input type="checkbox"/> Lesson/Unit Plans _____	<input type="checkbox"/> Student Teacher Interviews _____											
<input type="checkbox"/> Resources/Materials/Technology _____	<input type="checkbox"/> Classroom Observations _____											
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Resource Documents _____											
<input type="checkbox"/> Information about Students _____	<input type="checkbox"/> Other _____											
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points								
<b>Criteria for Rating</b>	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.								
<b>Rating</b> (indicate ✓)												
<b>Justification for Evaluation</b>												

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Student's Last Name                      First                      Middle                      Social Security Number

<p><b>Category II: Classroom Environment--Student Teacher establishes and maintains an equitable environment for learning, in which students feel safe, valued and respected, by instituting routines and by setting clear expectations for student behavior. Alignment: 354.33. (1)(i)(E), (B)</b></p>				
<p>Student Teacher's performance appropriately demonstrates:</p> <ol style="list-style-type: none"> <li>1. Expectations for student achievement with value placed on the quality of student work</li> <li>2. Attention to equitable learning opportunities for students</li> <li>3. Appropriate interactions between teacher and students and among students</li> <li>4. Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>5. Clear standards of conduct and effective management of student behavior</li> <li>6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the Student Teacher</li> <li>7. Ability to establish and maintain rapport with students</li> </ol>				
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles and number)</p> <p><input type="checkbox"/> Classroom Observations _____                      <input type="checkbox"/> Visual Technology _____</p> <p><input type="checkbox"/> Informal Observations/Visits _____                      <input type="checkbox"/> Resources/Materials/Technology/Space _____</p> <p><input type="checkbox"/> Student Teacher Interviews _____                      <input type="checkbox"/> Other _____</p>				
<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>
<b>Criteria for Rating</b>	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.
<b>Rating</b> (indicate ✓)				
<b>Justification for Evaluation</b>				

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Student's Last Name
First
Middle
Social Security Number

**Category III: Student Teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages in learning by using a variety of instructional strategies.**  
**Alignment: 354.33 (1) (i) (D), (F), (G)**

Student Teacher's performance appropriately demonstrates:

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

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

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

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	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.
<b>Rating</b> (indicate ✓)				

**Justification for Evaluation**

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Student's Last Name                      First                      Middle                      Social Security Number

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

Student Teacher's performance appropriately demonstrates:

1. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
2. Knowledge of school or district requirements for maintaining accurate records and communicating with faculty
3. Knowledge of school and/or district events
4. Knowledge of district or college's professional growth and development activities
5. 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
6. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, and administrators
7. Ability to cultivate professional relationships with school colleagues
8. Knowledge of Commonwealth requirements for continuing professional development and licensure

**Sources of Evidence** (Check all that apply and include dates, types/titles and 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
<b>Criteria for Rating</b>	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
<b>Rating</b> (indicate ✓)				

**Justification for Evaluation**

<b>Overall Rating</b>				
Category	Exemplary Minimum of 12 Points	Superior Minimum of 8 Points	Satisfactory Minimum of 4 Points	Unsatisfactory Less than 4 Points
<b>Criteria for Rating</b>	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.
<b>Rating</b> (indicate ✓)				

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

**Justification for overall rating:**

PDE 430

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Student's Last Name	First	Middle	Social Security Number
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District/IU	School
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Interview/Conference Date \_\_\_\_\_

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

**Required Signatures:**

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

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

## **CERTIFICATION REQUIREMENTS AND PROCEDURES**

In order to receive an initial certificate in Pennsylvania, a King's College candidate must:

1. Complete all requirements of the King's College teacher education program.
2. Complete the program with appropriate cumulative GPA
3. Satisfactorily complete student teaching.
4. Earn a Bachelor's Degree.
5. Pass all of the required PRAXIS examinations
6. Register with ETS for appropriate PRAXIS exams and **declare King's College a recipient of your test scores** (Note: you may have to indicate King's College a recipient of your test scores in two areas of ETS' online registration form).
7. Complete the required application 338 G form for certification and submit it to the King's College Education Department Administrative Assistant (Administration 208 or call ext. 5983)
8. Submit a \$40.00 money order or check made payable to King's College to the King's College Education Department Administrative Assistant (Administration 208 or call ext. 5983)

(Note: PDE will not accept applications directly from a teacher candidate.)

Once passing PRAXIS labels are received from ETS, the 338 G form is received from the candidate, the \$40.00 money order or check made payable to King's College is received from the candidate, and 'Degree is Conferred' by the Registrar's Office, the King's College Education Department will process all of the necessary paperwork and forward to the Department of Education in Harrisburg.

The Bureau of Teacher Preparation and Certification, Harrisburg, PA will send the teaching certificate directly to the candidate in approximately 6 to 8 weeks. Please note that during the months of May, June, and July it may take up to 10 weeks after the time you submitted all necessary paperwork to receive your certification in the mail.

**Appendix A**

**King's College**

**Student Teacher's Weekly Time Sheet**

**Week No.** \_\_\_\_\_

	<b>TEACHING</b>	<b>OBSERVATION</b>	<b>ACTIVITIES</b>	<b>TOTAL HOURS</b>	<b>COMMENTS</b>
<b>MONDAY</b>	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	
<b>TUESDAY</b>	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	
<b>WEDNESDAY</b>	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	
<b>THURSDAY</b>	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	
<b>FRIDAY</b>	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	
<b>Total Hours</b> (for the week)	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	____ Hours ____ Min.	

**Semester** \_\_\_\_\_

**Year** \_\_\_\_\_

\_\_\_\_\_  
**Signature of Student Teacher**

\_\_\_\_\_  
**Signature of Cooperating Teacher**

**Appendix B**

**Education Division  
King's College  
Student Teacher's Final Time Sheet**

**Student Teacher** \_\_\_\_\_ **Semester/Year** \_\_\_\_ / \_\_\_\_

<b>Week</b>	<b>Hours of Teaching</b>	<b>Hours of Observation</b>	<b>Hours of Activities</b>	<b>Total hours for the week</b>	<b>Initials of cooperating teacher</b>
1st week					
2nd week					
3rd week					
4th week					
5th week					
6th week					
7th week					
8th week					
9th week					
10th week					
11th week					
12th week					
13th week					
14th week					
<b>Total</b>					

**Signature of student teacher** \_\_\_\_\_  
**Signature of cooperating teacher** \_\_\_\_\_  
**Signature of cooperating teacher** \_\_\_\_\_

**NOTE: Keep this report up to date and turn it in to your college supervisor at the end of the semester. USE INK.**

## **Appendix C**

### **Suggested Weekly Schedule of Responsibilities Option A**

In **Option A**, the student teaching assignment is for a period of fourteen (14) weeks in one classroom setting.

The following weekly schedule for student teaching provides for the student teacher's gradual assumption of teaching responsibilities. This is a recommended timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and the cooperating teacher. Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

#### **Week One**

1. Observe in the cooperating teacher's classroom
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.
7. We Do Not recommend student teachers totally taking over a class during this week.

#### **Week Two**

1. Continue observing cooperating teacher.
2. Observe another classroom teacher.
3. Observe special classes (art, music, gym, home economics, special education, choir, etc.)
4. Assist the cooperating teacher with activities in the classroom.
5. Confer daily with the cooperating teacher.
6. Assume some daily routines.
7. Plan and teach at least one (1) period per day.
8. Schedule and plan for new subjects to be taught next week.
9. Complete activities assigned by the College.

#### **Week Three**

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least two (2) periods per day.
3. Schedule and plan for new subjects to be taught next week.
4. Complete activities assigned by the College. At least one instructional bulletin board should be completed by this date.

#### **Week Four**

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach at least four (4) periods per day.
2. Prepare for possible videotaping.
3. Schedule and plan new subjects to be taught next week.
4. Complete activities assigned by the College.

#### **Week Five**

1. Plan and teach at least five (5) periods per day.
2. Assume most of the classroom duties.
3. Schedule and plan for new subjects to be taught next week.
4. Prepare for possible videotaping.
5. Begin preparing material for the Professional Teaching Portfolio.

#### **Weeks Six to Twelve**

1. During this period of time, it is suggested that the student teacher assume all of the classroom responsibilities..
2. Videotaping should be completed by the end of Week 6.
3. Continue preparing material for the Professional Teaching Portfolio.
4. Videotape Conferences will be held on campus with the College Supervisor during Week 7.
5. Second bulletin board is to be completed.

#### **Weeks Thirteen to Fourteen**

1. During this period of time, it is suggested that student teachers have their cooperating teachers begin to take back subjects.
2. The student teacher should make final preparations of the Professional Teaching Portfolio.
3. Exit Interviews will be held on campus with the College Supervisor during Week 14.

### **Suggested Weekly Schedule of Responsibilities**

#### **Option B**

In **Option B**, the student teaching assignment is for a period of fourteen (14) weeks split into two seven (7) week assignments.

The following weekly schedule for student teaching provides for the student teacher's assumption of teaching responsibilities. This is a recommended timeline, but the actual schedule should be determined on an individual basis and developed cooperatively with the student teacher and the cooperating teacher. Some student teachers may be able to assume responsibilities earlier, while others might need more time and preparation.

### **Week One Session 1**

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.

### **Week Two**

1. Continue observing cooperating teacher.
2. Observe another classroom teacher.
3. Observe special classes (art, music, gym, etc.)
4. Assist the cooperating teacher with activities in the classroom.
5. Confer daily with the cooperating teacher.
6. Assume some daily routines.
7. Plan and teach at least two (2) period per day.
8. Schedule and plan for new subjects to be taught next week.
9. Complete activities assigned by the College.

### **Week Three**

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least four (4) periods per day.
3. Schedule and plan for new subjects to be taught next week.
4. Complete activities assigned by the College. At least one instructional bulletin board should be completed by this date.

### **Week Four**

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach at least five (5) periods per day.
2. Prepare for possible videotaping.
3. Schedule and plan new subjects to be taught next week.
4. Complete activities assigned by the College.

### **Weeks Five to Seven**

1. During this period of time, it is suggested that early childhood student teachers have their cooperating teachers take back subjects.
2. During this period of time, it is suggested that intermediate through high school student teachers continue with all of the classroom responsibilities.
3. Prepare for possible videotaping.
4. Begin preparing material for the Teacher Portfolio.

### **Week Eight Session 2**

1. Observe in the cooperating teacher's classroom.
2. Get acquainted with the school, students, faculty, and staff, routines, policies, procedures, and resources.
3. Confer daily with the cooperating teacher.
4. Assist the cooperating teacher with activities in the classroom.
5. Schedule a plan for subject(s) to be taught next week.
6. Complete activities assigned by the College.

### **Week Nine**

1. Continue observing cooperating teacher.
2. Observe another classroom teacher.
3. Observe special classes (art, music, gym, etc.)
4. Assist the cooperating teacher with activities in the classroom.
5. Confer daily with the cooperating teacher.
6. Assume some daily routines.
7. Plan and teach at least two (2) period per day.
8. Schedule and plan for new subjects to be taught next week.
9. Complete activities assigned by the College.

### **Week Ten**

In addition to observing, conferring with and assisting the cooperating teacher, the student will:

1. Assume additional daily classroom routines.
2. Plan and teach at least four (4) periods per day.
3. Schedule and plan for new subjects to be taught next week.
4. Complete activities assigned by the College.

### **Week Eleven**

In addition to the activities and responsibilities previously assumed, the student teacher will:

1. Plan and teach at least five (5) periods per day.
2. Prepare for possible videotaping.
3. Schedule and plan new subjects to be taught next week.
4. Complete activities assigned by the College.

### **Weeks Twelve to Fourteen**

1. During this period of time, it is suggested that early childhood student teachers have their cooperating teachers take back subjects.
2. During this period of time, it is suggested that intermediate through high school student teachers continue with all of the classroom responsibilities.
3. Prepare for possible videotaping.
4. Begin preparing material for the Teacher Portfolio.

**Appendix D**

**STUDENT TEACHING ABSENCE**

I am requesting permission to be excused from student teaching for the dates and reasons described at the end of this request. I understand that I may be asked to make-up these dates/times at the end of my assignment in order to complete my student teaching obligation. I also understand that this request must be approved by my co-op, supervisor, and the Field Services Office. Failure to receive permission from all individuals will result in the request being denied.

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

Phone number: \_\_\_\_\_

Dates of expected absence: \_\_\_\_\_

Reason for absence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Teacher signature / Date

Please indicate the total number of absences to date, including this one.

Approved

Denied

Approved

Denied

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
King's College Supervisor

Except in the case of illness, or an emergency, this form must be given to the King's College Supervisor five (5) days prior to the requested absence.

## **Appendix E**

### **PENNSYLVANIA’S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

#### **Section 1. Mission**

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

#### **Section 2. Introduction**

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

#### **Section 3. Purpose**

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

#### **Section 4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2), and (4) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

### **Section 5. Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

### **Section 6: Legal obligations**

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

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

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

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

### **Section 7. Certification**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

### **Section 8. Civil Rights**

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **Section 9. Improper personal or financial gain**

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

### **Section 10. Relationships with students**

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

**Section 11. Professional relationships**

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.