STUDENT TEACHING HANDBOOK

A Guide for:

Student Teachers
Cooperating Teachers
University Supervisors
School Administrators

Prepared by the Faculty
of the
College of Education

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Foreword

Teaching is one of the most demanding, stimulating, and rewarding of all professions. The student teaching experience is one that provides opportunities to participate in the major activities required of teachers today: to plan, implement, and evaluate effective learning procedures and activities; to select and use instructional materials that facilitate learning; to develop the techniques of self-evaluation; to adapt to the social and professional framework of the educational institution; and to assume the role of the teacher in the community.

College of Education Introduction and Framework

<u>Vision of BU College of Education</u>

The College of Education is dedicated to preparing passionate, knowledgeable, and creative professionals committed to academic excellence and social justice. [1]

<u>Mission Statement</u>
Understanding strength lies in diversity, the College of Education places the well-being of learners first— fostering ethical and qualified professionals through education, scholarship, and service.[1]

<u>Philosophy of Student Teaching</u>
Bloomsburg University of Pennsylvania is committed to the preparation of teachers of the highest quality. The qualities expected of student teachers must be developed through cooperation among the student teacher, cooperating teacher, university supervisor, and school administrator.

The emphasis of the student teaching experience is on developing broadly educated individuals who are knowledgeable in areas of specialization and multiculturalism, skilled in pedagogy, technologically proficient, and cognizant of learners' needs.

<u>Objectives of the Student Teacher</u>
The student teaching program is a planned and carefully supervised learning experience within an educational environment. This experience provides students with opportunities to integrate the principles, theories, and methods developed in university classes. The insights gathered in the field will assist in developing a philosophy of education and a <u>personal</u> teaching style based on self-reflection and feedback from students, cooperating teachers, and the university supervisor. The ten most important objectives of student teaching are:

> ➢ To provide opportunities to become self-directed.
> ➢ To provide opportunities for reflecting upon and assessing a philosophy of education.
> ➢ To provide experiences under full-time supervision for the student teacher to direct teaching-learning situations.
> ➢ To provide experiences in using methods, techniques, and instructional materials and technologies that prove to be the most effective in educational settings.
> ➢ To provide opportunities for developing desirable professional interests, attitudes, ideas, and techniques of teaching through self-evaluation.
> ➢ To provide feedback for the student teacher through continuous evaluation by the cooperating teacher and university supervisor.
> ➢ To provide experiences for understanding of the actual working conditions of a public school, intermediate unit, and/or approved educational setting. These experiences will include acquaintance with educational policies, regulations,

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[1] Approved by the College of Education faculty on Monday, November 14, 2016

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committees, records, reports, and other mechanical aspects of the educational facilities.

➢ To provide experiences for observation and participation in extra-curricular activities.

➢ To provide opportunities for the student teacher to become aware of the importance of human relations as they apply to students, faculty, parents, and members of the community at large.

➢ To provide experiences to the student teacher in recognition of and fostering of individual and cultural differences found among students.

Bloomsburg University's Educational Services and Certification Coordinator is responsible for placement of student teachers. **Permission from the University Supervisor, Department Chairperson, and Director of the Office of Field Experiences is necessary for any change in placement.**

Roles and Responsibility of the Student Teacher

Many recognizable variables influence the amount of actual experience that student teachers will receive. These variables include the competence of the student teacher, the willingness of the cooperating teacher to share the class, modifications due to administrative decisions, extra-curricular programs, and curricular organizations. However, there are expectations that serve as standards upon which the Bloomsburg University teacher education program is based. During the initial week(s) of the experience, the student teacher should: (1) become familiar with the school environment; (2) assist the cooperating teacher; (3) review the planned courses of the grade, subject, and school; (4) gradually assume teaching responsibilities; and (5) plan for the remainder of the semester. Bloomsburg University expects a strong commitment to the student teaching experience.

Professional Responsibilities of the Student Teacher

The student teacher should:

- Coordinate arrival and departure times to and from school with those of the assigned school. The student teacher should not request permission to leave early or arrive late. Daily attendance is required.
- Permission for all other absences must come from the university supervisor. The university supervisor must be notified before the cooperating teacher. Notify the university supervisor and cooperating teacher, in a timely manner, of an absence due to an illness. Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment. The student teacher must secure permission from the university supervisor more than one day in advance of the date of an interview leading to a teaching position.
- Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the students. **(See link for NEA and PA Code of Ethics)** (http://www.nea.org/home/30442.htm) (https://www.pacode.com/secure/data/022/chapter235/chap235toc.html)
- Demonstrate the highest professional standard in the use of language, writing, **use of electronic media** and personal behavior—both in and out of the classroom.
- Use tact and discretion to guide actions in the faculty room. The student teacher can do more there to gain or lose acceptance by the regular faculty than anywhere in the school. The student teacher should stay out of arguments, listen well, attend to work, and criticize no one.
- Dress in professional attire in accordance with district/site specific policies
- Inform the university supervisor immediately if involved in any official legal situations/violations. (e.g., theft, alcohol-related violations, illegal drugs)
- Abstain from accepting gifts or monetary donations from university supervisors.

Failure to comply with any of the professional responsibilities will result in the student teacher being removed from the assignment. (Review page 30.)

COE Minimum Requirements for Each Student Teaching Placement

A team of university supervisors formed a consensus regarding minimum requirements for each student teaching placement. These requirements are aligned with the InTASC (Interstate New Teacher Assessment and Support Consortium) and the CAEP (Council for the Accreditation of Educator Preparation). It is expected that candidate reflections will be incorporated within all requirements. Individual departments may require additional artifacts or reasonable substitutions. The minimum requirements include:

- ➢ Lesson Plans*: Must be written for lessons. (See Appendix D) Must be initialed and dated by the coopering teacher three days prior to teaching or as the host district designates.
- ➢ Common Core Standards-based Unit Plan*: 1 required per placement (See Appendix E).
- ➢ Focused Observation of other teachers/Service Providers: Minimum required – 1 per placement.
- ➢ Video Recording of lesson based on a written lesson plan + written critique of the lesson*: Minimum required – 1 (check district policy regarding parent/guardian releases for video recording).
- ➢ Multi-media/Technology: Document evidence of the integrated use of technology in planning and instruction.

Note: The university supervisor may have additional expectations and those will be provided prior to the student teaching experience. (*Must include assessment data structure to demonstrate impact on PK-12 student learning.)

Orientation Experiences of the Student Teacher

The first few days in the student teaching experience are an orientation period. Suggested activities during this time include becoming acquainted with the school, students, environment, cooperating teacher, and other school personnel. The orientation includes the following progressive series of experiences that gradually lead the student teacher into active teaching.

SCHOOL FACILITIES

The student teacher should:

➢ Provide all emergency contact information to your cooperating teacher and university supervisor.
➢ Tour the building locating the lunchroom, principal's office, lavatories, gymnasium, library, nurse's room, faculty room, and special area classrooms.
➢ Become familiar with recreation areas.
➢ Notice the provisions that have been made for bicycles, coats, individual lockers, and automobiles.
➢ Notice the general upkeep of the building and the attempts made to beautify it.

SCHOOL PERSONNEL

The student teacher should:

➢ Make a point to talk to the building administrator.
➢ Become acquainted with as many of the staff as possible, especially advisors, curriculum directors, librarians, custodians, nurses, and office staff.
➢ Arrange to observe other teachers/service providers in the building based on the discretion of the cooperating teacher.
➢ Become familiar with emergency procedures (e.g., fire drills, snow days, bomb threats), including restrictive movement/intruder drills.

SCHOOL REGULATIONS

The student teacher should:

➢ Observe the morning and afternoon times that teachers enter and leave the school building.
➢ Learn the special supervisory duties of all teachers (lunch duty, recreation areas, rest rooms, study halls, and hall duty).
➢ Determine the homeroom responsibilities of the cooperating teacher.
➢ Learn what to do in case of student absence.
➢ Become acquainted immediately with the **approved** classroom management procedures of the cooperating teacher.
➢ Review teacher/faculty and student handbooks including the student code of conduct.

SAFETY PRECAUTIONS

The student teacher should:

➢ Learn what to do in the case of an accident and/or emergency.
➢ Locate the nurse's room.
➢ Pay close attention to the policy regarding the dispensing of medication.
➢ Locate the fire exits and routes and know the role of the teacher in emergencies and fire drills.
➢ Follow safety precautions for all classes.

Routine Classroom Matters

REPORT FORMS

The student teacher should:

➢ Learn all reports the cooperating teacher is expected to keep.
➢ Take daily attendance and maintain records.
➢ Learn the location of all supplies and the methods of filing and storing them.
➢ Learn how to handle special permits and excuses.
➢ Become familiar with the reporting and grading system of the cooperating teacher and the assigned school.
➢ Secure and become familiar with all record and report forms.
➢ Follow the policies of the school district and respect the confidentiality of students.

SUPPLIES

The student teacher should adhere to school policies to the use of:
➢ Classroom supplies and equipment.
➢ Procedures for requisitioning classroom materials, supplies, and equipment for the next academic school year.
➢ Copy machine or find out who does such work and the procedure for requesting copy services.

ROOM ENVIRONMENT AND MANAGEMENT

The student teacher should:

➢ Follow routine methods used in distributing books, collecting papers, sharpening pencils, leaving the room, hanging coats, going to the library, taking attendance, preparing for lunch, and dismissing class.
➢ Learn the activities peculiar to the classroom such as rest periods, recesses, special projects, and buying lunch.
➢ Study the methods used in relaying announcements from the office.
➢ Observe the standards for orderliness and cleanliness.
➢ Reinforce established disciplinary procedures.
➢ Be aware of the general morale and school spirit.
➢ Become sensitive to the care and attention given to learning environment such as bulletin board arrangements, student exhibits, table displays, light adjustments, and temperature control.

Learning About the Students

The student teacher should:

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

RESOURCES

The student teacher should:

➢ Make the most of any opportunities to speak to parents/guardians with the approval of the cooperating teacher.
➢ Know the resource persons connected with the school system and community.
➢ Study thoroughly all available records.

INSTRUCTIONAL SUPPLIES

The student teacher should:

➢ Read the inventory list for the assigned classroom.
➢ Become familiar with the available textbooks, reference materials, and technology.
➢ Know which materials the students are asked to buy.
➢ Know the procedure for ordering or securing additional materials in advance of instruction.

RESOURCE MATERIALS
The student teacher should:

➢ Examine thoroughly all relevant materials in the classroom made available by the cooperating teacher.
➢ Become familiar with basic texts and all areas that will be covered.
➢ Become familiar with the curricular sequence.

LIBRARY, CURRICULUM MATERIALS CENTER AND MULTI – MEDIA RESOURCES
The student teacher should:

➢ Find out what technology is available for instructional use.
➢ Utilize subject-specific resources available.
➢ Determine the most suitable technology.
➢ Understand the system for securing, using, and returning equipment.

- ➢ Adhere to all school district technology policies (e.g., internet and cell phones).
- ➢ Complete forms necessary to adhere to district technology guidelines.

MAKING DETAILED OBSERVATIONS

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

ASSISTING THE COOPERATING TEACHER CHECKLIST

The student teacher should:
- ➢ Assist in grading papers, scoring tests, writing reports and graphing student progress.
- ➢ Utilize electronic attendance, grading, and reporting systems.
- ➢ Help in recreation areas during lunch and recesses. In no case is the student teacher expected to assume full responsibility for recreation supervision.
- ➢ Maintain classroom management.
- ➢ Use special abilities or special knowledge in art, music, storytelling, keyboarding, and science.
- ➢ Prepare materials to contribute during class discussion.

- ➢ Take charge of part of a period to read a story, teach a game, present a film, direct group work, supervise study, or present an assignment.
- ➢ Help students in areas needing improvement. Assist students who have been absent.
- ➢ Plan to accommodate the needs of all learners in the classroom.
- ➢ Provide and integrate supplemental resources to class to enhance learning.
- ➢ Be responsible for maintaining an orderly and attractive environment.
- ➢ Assume responsibility of the room for intervals when conditions make this necessary.
- ➢ For example, a visitor enters to whom the teacher needs to give undivided attention.
- ➢ Propose new ideas or methods and interesting subject matter that may fit into the class and present them to the cooperating teacher.
- ➢ React promptly to the suggestions of the cooperating teacher.
- ➢ Be prepared for the next day before leaving school in the evening.

PLANNING FOR TEACHING

In collaboration with the cooperating teacher, the student teacher should:

- ➢ Demonstrate knowledge of national, state, and/or common core standards, and assessment anchors. http://www.pdesas.org/ https://www.pdesas.org/Standard/View
- ➢ Find out what has been previously taught.
- ➢ Determine major thematic units or topics to be taught.
- ➢ Understand how to make transitions into future thematic units or topics.
- ➢ Study carefully the curricular materials to be used by the students.
- ➢ Decide upon the specific objectives of the particular thematic units or topics.
- ➢ Search for and/or develop additional multi-media materials.
- ➢ Determine the best plan of organization.
- ➢ Decide how to assess student progress including performance-based and alternative means of measurement.

DAILY PLANNING

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

All daily plans must be given to the cooperating teacher three days prior to instruction or at the designation of the host district. The student teacher will have lesson plans available for the university supervisor at all times. The plans must be signed and dated by the cooperating teacher verifying approval.

UNIT PLANNING

Long-range planning must be completed before starting a new section of subject matter. The cooperating teacher and university supervisor will work closely with the student teacher in helping to plan adequately. The key person in planning is the cooperating teacher, who knows the daily planning needs. The working draft must be handed to the cooperating teacher for approval before beginning the unit. (See Appendix E)

Evaluation of the Student Teacher's Professional Growth

PURPOSE OF THE EVALUATION

Evaluation is an integral part of supervision and teaching. Its emphasis is on increasing growth and self-direction. Evaluation encompasses the total student teacher development rather than some isolated aspect of teaching. Special emphasis is placed on student teacher adjustment and development as a person actively engaged in the learning experiences of students. The ultimate goal of evaluation procedures is to provide the student teacher with guidelines for self-improvement.

Evaluation is not limited to a final grade in student teaching, but is an inseparable part of the ongoing work of a teaching career with major emphasis on individual growth in the varied aspects of teaching performance.

GUIDELINES FOR EVALUATIONS

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

- ➢ Evaluations should be in terms of objectives and purposes that are clearly stated.
- ➢ **The university supervisor and the cooperating teacher will share in the evaluation process.**
- ➢ Evaluation should be continuous.
- ➢ Evaluation of the student teacher's progress should lead toward increasing effectiveness in self-evaluation.
- ➢ Evaluation should be based on specific evidence and achievement should be clearly indicated.
- ➢ Evaluation should provide a written record of student teacher growth and should not be so time-consuming that it distracts from the cooperating teacher's planning, conferring, and contributing to the teaching/learning process. Evaluation should be primarily informal and cooperative.
- ➢ Evaluation should be carried on in a variety of teaching/learning activities in which competence is observable.
- ➢ Evaluation should result in specific suggestions for the student teacher to apply in subsequent lessons.

EVALUATION PROCEDURES

The evaluation process in student teaching may take many different forms. Several suggested here may be of value to the student teacher.

Conferences

Frequent conferences should be held between the student teacher and cooperating teacher. There is no specific time that seems best for conferences, but ample time should be made available. Many times, the conference will take place at the end of the day, providing for

immediate evaluation and lead time in planning the next day's work. Other conferences will take place during the teacher's preparation period. Conferences may be informal and short, but sufficient time should be available to "talk things through." **It is suggested that at least one formal conference should be held each week.**

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

Cooperating Teacher's Evaluation of the Student Teacher

Cooperating teachers have an important function in the evaluation of the student teacher. As close associates of the student teacher, they have a first-hand opportunity to observe student teacher growth on a continuing basis. They may use some form of check sheet for evaluating each lesson given by the student teacher or may merely keep informal notes. *It is strongly recommended that cooperating teachers write weekly appraisals of student teacher growth and share them with the university supervisor.* The information gained from all of these observations and sources is of little value unless discussed with the student teacher. The daily conference becomes a valuable, constructive means of helping the student teacher to grow and to find satisfaction in the teaching profession.

During each student teaching assignment, the cooperating teacher will complete formal observations, evaluations, and conferences. While the university supervisor has the responsibility for the final decision regarding student teaching grades, the recommendations of cooperating teachers are of the utmost importance. Discretion should be used when discussing the student teacher's final grade until consultation with the university supervisor has occurred.

The specific evaluation activities which cooperating teachers should plan are:
  ➢ Written evaluative comments.
  ➢ Completion of at least two of the student teacher formal observation/conference forms during each placement for the student teacher.

University Supervisor Evaluation of the Student Teacher

The university supervisor, with the aid of each cooperating teacher, will be making a continuous evaluation of the student teacher. This will be accomplished through regular visits and observations and through conferences with the cooperating teacher and the student teacher. The university supervisor and cooperating teacher work together as a team to affect the continuous professional growth of the student teacher. The university supervisor shall make a minimum of four visits per half semester, two of which should be formal observations. The university supervisor has the responsibility for the final decision regarding the student teacher's grade(s). When regular visits have not occurred, the cooperating teacher is to first

contact the university supervisor, then the department chairperson, and finally the dean in order to discuss the lack of visits.

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

What the University Supervisor Looks For

In each visit to the classroom, university supervisors will be looking for many things, all of which will give a basis for judging the student teacher's effectiveness as a future teacher. In particular, the evaluation will focus on the four domains of the educational framework, including: (1) planning and preparation, (2) classroom environment, (3) instruction, and (4) professional responsibilities, as designated on the CPAST Form (Mid-Point and Final) and PDE 430 https://intranet.bloomu.edu/documents/coe/PDE430Evaluation.pdf (See Appendix F)

Forms to be Completed by the University Supervisor

- ➢ Student Teaching Observation and Conference Form
  - o Used by university supervisors and cooperating teachers to provide written feedback to students regarding strengths/concerns of the student teacher during each observation. This will be at the discretion of the university supervisor. (See Appendix G)
- ➢ Lesson Plan Evaluation
  - o Used by the university supervisor to ensure the student teacher plans lessons appropriately. (See Appendix D)
- ➢ Unit Plan Evaluation
  - o Used by the university supervisor to ensure the student teacher develops a unit of study (or equivalent design at the designation of the university supervisor) appropriately. A central component of this assessment is the integrated measure of impact on K-12 student achievement. (See Appendix E)
- ➢ CPAST (Mid-point/Final) (Copy will be provided)
  - o Used by the university supervisor and cooperating teacher to evaluate the student teacher's mid-point and final proficiency in teaching (CPAST).
- ➢ PDE 430 Statewide Evaluation Form for Student Professional Knowledge and Practice (See Appendix F)
  - o Mandated evaluation form completed by university supervisor to evaluate pre-service teachers for certification in the state of Pennsylvania.

Reasons and Processes for the Removal of a Candidate from
Student Teaching Placement

Purpose:
To establish reasons and processes for the removal of a student teacher from the student teaching assignment. Also included is the appeal process should the student teacher disagree with such removal.

Policies

Policy I
Student teachers are ultimately the guest of the cooperating school districts and as such may be removed by the district officer. In such cases, the student teacher forfeits the right to student teach for the remainder of that assignment. The student teacher may be reassigned by the university during the semester immediately following such removal.

Policy II
If convicted of a felony which is covered in the School Code and Act 34, the student teacher will be immediately withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.

Policy III
If indicted for a felony which is covered in the School Code and Act 34, there shall be removal of the student teacher from the student teaching assignment until the matter is cleared.

Process: Immediately upon notification of the indictment, the chairperson and university supervisor of the department will notify the student teacher of his/her suspension from the student teaching assignment. The student teacher will be assigned to a class or an independent study closely related to the activities that s/he would have had during the student teaching assignment. This assignment should be done within two weeks of notification of the indictment. When the student teacher is cleared of the indictment, s/he will be readmitted to the student teaching assignment. Since no classroom experience or independent study can replace the actual classroom teaching experience, it may be necessary to extend the student teaching assignment to allow for these experiences.

Policy IV

If it is determined by the cooperating teacher and/or the university supervisor that the teaching competency of the student teacher is at an unsatisfactory level, the student teacher may be removed from the student teaching assignment. This may result in removal if progress has not been made by the student teacher after an improvement plan has been developed and implemented. If it is determined that the professional behavior of the

student is at an unsatisfactory level, then Policy I may be implemented or an improvement plan developed based on the decision of the cooperating teacher and school principal.

*Process***:** The cooperating teacher and university supervisor will meet with the student teacher. At this meeting, the student teacher will be made aware of the areas for development and will be given recommendations for improvement. An improvement plan will be developed based on the information and recommendations articulated at this meeting. All parties will sign this agreement. Progress, or lack of progress, will be monitored by the cooperating teacher and the university supervisor with feedback given to the student teacher. Should no improvement be evident after at least two weeks or longer as determined by the cooperating teacher and university supervisor, a three-way conference with the student teacher, the cooperating teacher, and the university supervisor will be held to discuss withdrawal of the student teacher from that student teaching experience. Should the student teacher choose not to withdraw, it will be recommended to the department chairperson that the student teacher be removed from the student teaching assignment. This action shall be done by the department chairperson and the dean of the College of Education.

Re-admission

A student teacher may be assigned to another placement under the following procedure:
- ➤ The assignment will be made in the following semester or the following year for the same semester in which the student teacher has been removed. This will depend on the skills and dispositions that need to be developed or remediated.
- ➤ Placement will be made only after an approved program of remediation has been successfully completed. This program of remediation (improvement plan) will be given to the student teacher upon his/her removal from student teaching.

Recourse

Should the student teacher wish to grieve the decisions made in any of the steps above, s/he will follow the grievance procedure as outlined by the university.

Roles and Responsibilities of the University Supervisor

University supervisors are responsible for guiding the learning experiences of the student teacher and for evaluating their progress. To this end, university supervisors are to make visits during the student teaching semester. Since the distance to be traveled and needs of individual students will affect specific demands placed on supervisors, the following are established as minimum criteria:

- ➢ Supervisors of student teachers shall make a minimum of <u>four visits per half semester</u>, two of which should be formal observations.
- ➢ A **visit** is defined as a discussion with the cooperating teacher, student teacher, and supervisor concerning the progress of the student teacher. An observation consists of at least a review of the lesson plan, observation of the lesson, and post conference with appropriate feedback.
- ➢ Documentation is required of all formal observations made by student teacher supervisors. Three copies of an observation form should be made. <u>The student teacher and cooperating teacher shall be given a copy of the observation form, and the supervisor shall retain a copy for his/her records.</u>
- ➢ Participation at the mid-point and final student teacher evaluation in CPAST. The university supervisor will provide a copy of the CPAST and discuss the assessment with the cooperating teacher and student teacher.
- ➢ The supervisor shall complete the PDE 430 form at least twice for each student teacher. These two forms are confidential and used for certification. One will be completed mid-semester and at the completion of the semester. (See Appendix F)

DUTIES OF A UNIVERSITY SUPERVISOR CHECKLIST

The university supervisor is to:
- ➢ Distribute the course responsibilities to student teachers within the first week that specifies requirements and grading procedures.   See Link at: https://intranet.bloomu.edu/policies_procedures/3264
- ➢ Serve as liaison between the university and the cooperating school.
- ➢ Formally observe and evaluate each student teacher a minimum of two times each assignment.
  - o Two informal visits each assignment normally occur. One should occur within the first two weeks of each student teaching assignment.
  - o The other may be used for final evaluation conferences. More visits can be scheduled as necessary. (See Appendix G, Formal Classroom Observation Form)
- ➢ Serve as a consultant and organizer of the student teaching seminar.
- ➢ Give the student teacher a preview of the experiences that may be expected during student teaching.

- Help the student teacher plan the experiences during the semester to realize established objectives.
- Help the student teacher develop desirable patterns of conduct while in the school.
- Hold, as necessary, conferences with cooperating teachers for the purpose of discussing the professional progress of the student teachers.
- Develop a complete and comprehensive evaluation of each student teacher to include a written evaluation for each placement.
- Hold individual conferences with the student teacher for the purpose of discussing problems and progress.
- Emphasize the importance of participation in and observation of civic activities in the school and community.
- Maintain written records of all visits, including the major recommendations made to each student teacher. These are to be <u>available for six months after the student teacher has completed the student teaching semester as per university policy</u>.
- Initiate the preparation of each final student teacher placement evaluation by the cooperating teacher and file this evaluation with the appropriate academic department.
- Observe proper school protocol and professional courtesy when visiting in the cooperating schools.
- File grades and student teacher evaluation forms for each student teacher with the Registrar and the appropriate academic department.
- Evaluate the student teacher in collaboration with the cooperating teacher and hold a final evaluation conference with the student teacher.
- Aid in conducting orientation sessions for new cooperating teachers.
- Assure that proper payroll forms are on file in the department office.
- Assist in continuous evaluation of the student teaching program.
- Become well acquainted with the program, personnel, and policies of the school's system.
- Monitor the evaluations by the cooperating teacher. Provide the necessary guidance and forms as needed. The cooperating teacher to whom the student teacher is assigned will make at least two formal observations during each placement.
- Determine the procedures for each student teaching assignment and communicate these to each student teacher.
- Be available to have conferences with each student teacher.
- Abstain from giving gifts or monetary donations to student teachers.
- Maintain a detailed travel record and submit monthly for reimbursement using the travel management system.

GENERAL DISCUSSION QUESTIONS FOR COOPERATING TEACHERS

Domain 1: Planning and Preparation
- Are lesson plans submitted in a timely and accurate manner?
- Are materials prepared and readily available for instruction?

➢ Are planned activities differentiated to meet the needs of the learners?

Domain 2: Classroom Environment
➢ Does the student teacher have an appropriate rapport with the students?
➢ Are there a variety of classroom management strategies implemented to maintain student engagement?
➢ Does the student teacher plan for transitions so that loss of instructional time is minimal?

Domain 3: Instruction
➢ Is instructional delivery accurate, smooth and based on the lesson plan?
➢ Is information, expectations and directions clearly communicated?
➢ Are formative assessments used to guide instruction?

Domain 4: Professionalism
➢ Does the student teacher adhere to established arrival and departure times?
➢ Has the student teacher been present every day?
➢ Is personal grooming, attire and professional behavior appropriate?
➢ Is the student teacher reflective and willing to accept feedback as well as implement suggestions?

Role and Responsibilities of the Cooperating Teacher

Cooperating teachers conduct themselves professionally. The cooperating teacher helps the student teacher plan, work with students, and gradually allows the student teacher to assume full-time teaching responsibilities. The cooperating teacher will follow the requirements of the university's student teaching program.
The Pennsylvania Department of Education Chapter 354.25, Preparation Program Curriculum is used as a guideline,
https://www.pacode.com/secure/data/022/chapter354/s354.25.html

Cooperating teachers will be selected and assigned based on the following criteria:
 ➢ Have at least three years of teaching experience, one of which is in the school entity to which the student teacher is assigned.
 ➢ Have a teaching assignment appropriate to the subject competency of the student teacher.
 ➢ Have observation and evaluation skills developed to monitor student teacher progress.

Orientation of the Student Teacher
An atmosphere of acceptance is essential for success. Recognizing that the student teacher is an asset in the classroom can foster self-confidence.

The cooperating teacher will:
 ➢ Provide a separate workspace and a collection of texts and materials for the student teacher to use.
 ➢ Prepare students for the arrival of the student teacher and encourage them to look upon the student teacher as a member of the teaching team. Experience shows that the attitudes of students have a tremendous influence on the success of the student teacher.
 ➢ Introduce administrative, instructional, and support staff to the student teacher.
 ➢ Assist the student teacher with finding available resources in the community.

Observation by the Cooperating Teacher
Observing lessons taught by the student teacher is essential for evaluation and guidance. The student teacher wants to know strengths as well as areas for improvement with regard to curriculum, instruction, and assessment. It is recommended that written records of student teacher performance be kept for reference in reviewing evidence of growth and in preparing the final evaluation. CPAST forms will be provided to the cooperating teacher upon request.   The following is a suggested list of items that might be considered when observing a lesson:

PLANNING
 ➢ Have prerequisite skills for the lesson been determined?

- ➢ Is the purpose of the lesson clear to the teacher and student teacher?
- ➢ Are methods appropriate to the lesson?
- ➢ Are student teachers given an opportunity to share in planning when appropriate?
- ➢ Is there continuity?
- ➢ Can the student teacher deviate from the plan without losing continuity?
- ➢ Does the student teacher summarize or conclude the lesson appropriately?

PERFORMANCE

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

CONFERENCES BETWEEN THE COOPERATING TEACHER AND STUDENT TEACHER

Time for holding conferences is essential. From the first day, a set time should be provided for orientation, outlining student teacher responsibilities, establishing some expectations for the situation, and presenting an overview of the program. The conference may deal with a number of items relating to student teacher growth. Matters of personal effectiveness, the policies and practices of the school, the interests, abilities, and background of students, provisions for individual differences, teaching procedures, the organization of the school, problems of control, the courses of study in classes which the student teacher will teach, and planning the daily and long-term activities of the students are worthy of conference time. The conference is designed to help the student teacher discuss problems and to exchange ideas and suggestions, thereby providing for the greatest possible growth leading to satisfaction and success in the teaching profession. Constructive criticism is essential. The cooperating teacher should identify strengths and areas of concern while providing opportunities for the student teacher to improve performance. The cooperating teacher should plan to discuss progress with the student teacher frequently. There should be a formal conference at least once each week. The student teacher wants and needs the guidance of the cooperating teacher.

Evaluation of the Student Teacher

- ➢ Evaluations should be based on conferences as described.
- ➢ A written formal evaluation using the CPAST form will be completed at the end of each student teaching placement.
- ➢ For students completing their student teaching in one placement, formal evaluations will be completed at the mid semester and at the end of the semester.
- ➢ Formal observations/conferences should be completed each week of the student teaching assignment using forms approved by the university supervisor.
- ➢ A conference should follow each observation. These observation reports should be kept on file and used as an aid in the final evaluation.
- ➢ Failure to complete the final evaluation form may result in a delay in processing the cooperating teacher's stipend.
- ➢ Refusal to complete the form or any portions of the final evaluation form will result in forfeiture of the cooperating teacher's stipend.
- ➢ The cooperating teacher will confer with the university supervisor throughout the semester concerning the student teacher's progress.
- ➢ The cooperating teacher's assessment of the student teacher performance in the classroom will be considered by the university supervisor in determining the final grade.
- ➢ The university supervisor is responsible for the final grade given to the student teacher.
- ➢ Discretion should be used when discussing the student teacher's final grade until consultation with the university supervisor has occurred.
- ➢ The supervisor will monitor the evaluations by the cooperating teacher and provide the necessary guidance and forms as needed.
- ➢ The cooperating teacher to whom the student teacher is assigned will use the CPAST form in order to document the student teacher's performance which will be used at midterm and final conferences with the student teacher and university supervisor.

Other Responsibilities of the Cooperating Teacher

The cooperating teacher should:

- ➢ Demonstrate exemplary teaching techniques.
- ➢ Encourage professional growth through attendance at workshops and other in- service programs, professional meetings, and membership in professional organizations.
- ➢ Be prepared to take over in any emergency with a minimum of embarrassment to the student teacher.
- ➢ Check the school records prepared by the student teacher.
- ➢ Become thoroughly familiar with and support the Bloomsburg university student teaching program.
- ➢ Take part in the training meetings, courses, and programs sponsored by Bloomsburg University for its cooperating teachers. Standard IIIC of the Pennsylvania Department of Education General Standards for the Preparation of Teachers requires that cooperating teachers attend education sessions or seminars sponsored by the university.

> ➢ Initiate corrective measures for any perceived problems, communicating course of action to the university supervisor.

Duties of the Cooperating Teacher Checklist

ORIENTATION OF THE STUDENT TEACHER
> ➢ Provide a separate workspace for the student teacher.
> ➢ Introduce school personnel to the student teacher.
> ➢ Review rules, regulations, and policies; give handbook, directory, and calendar.
> ➢ Familiarize with emergency procedures.
> ➢ Provide textbooks, resource materials, and show location of media center.
> ➢ Introduce to class as member of teaching team.
> ➢ Supply class schedules.
> ➢ Identify any health problems or concerns for students.
> ➢ Give definite student teacher responsibilities for early involvement.
> ➢ Begin seating charts.
> ➢ Tour school facilities.

PLANNING WITH THE STUDENT TEACHER
> ➢ Consider student teacher's unit preference.
> ➢ Provide guidance in long term, weekly, and unit planning—establish goals and objectives.
> ➢ Be available for assistance in planning and evaluating.
> ➢ Check plans at least one day in advance so necessary changes can be made.
> ➢ Inform student teacher of schedule changes.

INTERACTION WITH THE STUDENT TEACHER
> ➢ Be enthusiastic and interested.
> ➢ Provide continual and constructive evaluations of student teacher performance on a daily basis.
> ➢ Give constructive criticism, discuss alternative methods, and encourage experimentation on a daily basis.
> ➢ Keep discussions confidential.
> ➢ Encourage questions and seeking of help.
> ➢ Encourage the student teacher to keep a "log" of your discussions/comments.

TEACHING RESPONSIBILITIES OF THE STUDENT TEACHER
> ➢ Increase involvement in teaching duties gradually.
> ➢ Be involved, as appropriate, in extracurricular responsibilities and activities.
> ➢ Assist with discipline and classroom control.
> ➢ Provide time for visitations and observations.
> ➢ Be required to be involved in professional meetings.

➢ Use current professional periodicals and journals.
➢ Become aware of parent-teacher conference techniques.

Professional Development of the Student Teacher
➢ Increase involvement in teaching duties gradually.
➢ Encourage extracurricular responsibilities and activities.
➢ Assist with discipline and classroom control.
➢ Provide time for visitations and observations of other professionals.
➢ Require involvement in professional meetings.
➢ Use current professional periodicals and journals.
➢ Share parent-teacher conference techniques.

Forms to be completed by the Cooperating Teacher
➢ Cooperating Teacher Personnel Record Form - Provided within the assignment and welcome letter. In order to receive the stipend for having a student teacher, payroll forms must be completed by each cooperating teacher **for each student teacher supervised**. The stipends for cooperating teachers are determined by the Pennsylvania State System of Higher Education Board of Governors and are consistent among PASSHE universities. Forms will be distributed and **must be on file at the university before** payroll checks will be issued. Failure to submit such information or keeping pertinent information current will void and/or possibly delay payment until the next academic semester. If there are questions about this form or the stipend, please contact the Educational Services and Certification Coordinator.
➢ Student Teaching Observation/Conference Form – Consult with the university supervisor regarding the use of this form. (See Appendix G)
➢ CPAST (Mid-point/Final) – Filled out with the student teacher and university supervisor with a scheduled three-way conference.
➢ Additional program-specific evaluations – University supervisor will provide you with further details if applicable to the placement.

Acknowledgement of the Service of the Cooperated Teacher

The cooperating teacher is compensated according to the guidelines established by the Pennsylvania State System of Higher Education. The stipends may vary depending on the number of student teachers per semester and/or the number of occasions one has served as a cooperating teacher.

Role of Cooperating Principal

The cooperating principal should:

- ➢ Orient the student teacher to the general philosophy, goals, and standard procedures of the school district and building.
- ➢ Provide a high-quality placement for each student teacher.
- ➢ Observe the student teacher if time and schedule permit.
- ➢ Be certain that all is well between the cooperating teacher, student teacher, and university supervisor.
- ➢ Provide the student teacher with a status:
  - o List names on school organization sheets.
  - o List student teacher's name on duty sheets even if duty is shared with cooperating teacher.
  - o Require student teacher to attend school meetings.
  - o Introduce student teacher to support personnel (custodians, nurse, and coordinators).
  - o Assist in scheduling visitations to the board office, other schools, and other rooms.
- ➢ Develop among faculty the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.
  - o Confer with the university supervisor concerning the program of student teaching whenever the need arises.
  - o Facilitate the acceptance of the student teacher by the faculty.
  - o Remind cooperating teachers that the responsibility to authorize student teacher absences lies with the university supervisor.
  - o Participate in university-sponsored training meetings/sessions/activities.
- ➢ Be familiar with the College of Education's current substitute teaching policy for student teachers. See memo on following page.

Substitute Teaching Policy

The College of Education (COE) at Bloomsburg University is grateful for the partnership it has with PK-12 schools. The COE is also aware of the difficulty school districts have in finding substitute teachers. In an effort to assist in building the supply of student teachers, the COE has adopted the following policy regarding the use of student teachers as substitute teachers.

1. School district administration should discuss the its interest in using a student teacher as a substitute teacher as early as possible. Discussion should include the student teacher, the cooperating teacher, and the university supervisor.
2. The student teacher must be approved by the local school district for substitute status.
3. The student teacher must have completed a minimum of 12 weeks of classroom experience with his/her cooperating teacher.
4. The student teacher, cooperating teacher, and university supervisor must be in agreement (documented by email correspondence) that the student has demonstrated the skills and knowledge necessary to be eligible for certification.
5. The student can only be employed as a substitute for the classes assigned during student teaching.
6. The cooperating teacher will notify the university supervisor when the student teacher is being employed as a substitute in a timely fashion *(i.e., prior to the day, if possible).*
7. The student teacher cannot be employed as a substitute for more than 3 consecutive days in the classroom without a cooperating teacher and without prior approval from the Dean of the COE.
8. The student teacher will be employed and compensated substitute wages by the school district for his/her services for the day(s) the student teacher serves as a substitute teacher.

In the event of extenuating circumstances, communication with the university supervisor should occur immediately then follow-up through the Dean of the COE. These guidelines have been established not as a means to encourage employing student teachers as substitutes as they are still novice in their development as educators, but to assist school districts in providing the best possible education for their students when employees are absent.

APPENDIX A: Quick Reference

WHAT TO DO IN CASE OF:

SITUATION: **Illness, observations in other schools, emergencies, in-service day or meetings**

CALL: University supervisor **and** cooperating teacher

SITUATION: **Inclement weather conditions**

CALL: Check media and technology options for text alerts from school district

APPENDIX B: COE Lesson Plan Format, Directions & Rubric

Name:

Date:

I. LESSON FOUNDATION

Lesson Title:

Unit Title: **Lesson Number w/in Unit:**

Grade Level(s):   **Time Allotted:**

Subject Area(s)/Subject Content Explanation:

Standard(s)/Anchors: PA Academic Standards/Anchors describe what students should demonstrate and be able to do as a result of instruction. Common Core Standards may be used by school districts to represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

Essential Question(s): An essential question establishes content knowledge and connects that knowledge to the topic at hand and to the student's prior knowledge. Essential questions should be embedded throughout the introduction, procedures, and closure of a lesson or unit of study.

Instructional Objective(s): A clearly delineated statement of what a student will demonstrate or do after instruction has occurred. This should specify the condition, performance, and criterion.

Formative Assessment: The assessment process that occurs during instruction and learning activities.

Summative Assessment: The assessment process that occurs after instruction and learning activities. If the lesson is a component of a unit of study, describe how students will demonstrate mastery of material and how it will be measured.

II. LESSON BODY

INTRODUCTION: A process to engage/activate student learning, interest and prior knowledge. This activity andinstruction relate the experiences of the students to the objectives of the lesson. An "Instructional Set" may include a motivational device, connection to prior learning and real-life experiences, relevance to future learning, stated connection to instructional objective and academic standards or the essential questions to be addressed in lesson.

TEACHING PROCEDURES: The step-by-step process/procedure for teaching information, concepts and skills identified in the instructional objectives.

Must include:

*Description of Method(s) Used to Present Subject Matter - Explicitly and sequentially describe how you will teach/present the lesson's concepts to your students and the multiple approaches you will use. Include the learning activities, processes, procedures and or strategies that support the lesson.

*Guided Practice - Explicitly and sequentially describe the opportunities provided to students for practice and application of skills under direct teacher supervision. This may involve modeling, use of prompt hierarchies and use of key discussion questions to stimulate thought and provoke inquiry.

*Independent Practice - Explicitly and sequentially describe the opportunities provided to students to practice and apply skills independently. This provides a platform for formative assessment practices and connection to lesson objectives.

CLOSURE: A process designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to use, apply and extend what has just been taught. The lesson summary includes a review of central lesson concepts and/or essential questions, a preview of future learning, an application to daily living or an expansion/extension of concept.

III.   LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES: Specific activities designed to provide for the instructional needs of ALL students (e.g., learning profile, ethnicity, ability, gender). Learning profiles can include student interests, readiness, and learning styles.
Instruction should be differentiated through: 1) content, 2) process, 3) product, and/or 4) learning environment.
Describe how differentiation meets the learning needs of students in your classroom and research-based strategies utilized to optimize learning.
Additional individualized strategies as mandated by IEPs and 504 plans include:

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY: List all materials, resources and technology utilized in the instruction of a lesson.

IV.   **POST-LESSON REFLECTION:**

ANALYSIS OF STUDENT LEARNING: Review of data and documented evidence of lesson results as related to instructional objectives or standards.

ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on
1)   planning and preparation,
2)   classroom environment,
3)   instruction, and
4)   professional responsibilities as related to instructional objectives or standards.

*Approved by COE Assessment Committee 5-8-13

Appendix C: LESSON PLAN ASSIGNMENT DIRECTIONS FOR STUDENT TEACHING

<u>GENERAL OVERVIEW OF THE LESSON PLAN ASSIGNMENT</u>

This lesson plan is used to plan and implement lessons in the student teaching placement. The lesson plan and rubric are introduced during prior courses to prepare for this student teaching assignment. For this assignment, candidates design and implement one lesson plan following the directions provided. Candidates select their "best" formal lesson plan to provide to the supervisor as directed. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection, and analysis, the directions have been adapted to guide writing of the assigned lesson plan.

The lesson plan format and directions support key components for developing, implementing, and reflecting upon the lesson. The components are: content and skill selection, standards, instructional objective, formative and summative assessment, introduction, instructional methods, guided practice, independent practice, closure, differentiated activities, accommodations/modifications, instructional resources, materials, and technology, analysis of student learning, and analysis of teaching.

Using the lesson plan components, the lesson plan rubric (teacher candidate performance expectations), and in collaboration with your co-operating teacher and other professionals, develop a lesson that will be implemented and then submitted as a required assignment for this course. The completed lesson plan will be assessed using the Lesson Plan Rubric.

Candidates must meet current standards on this assessment to pass. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

LESSON PLAN DIRECTIONS FOR EACH COMPONENT

Describe what you will say or do for each component in the lesson.

<u>SPECIFIC LESSON PLAN DIRECTIONS – LESSON FOUNDATION</u>

➢ Record the basic lesson information designated on top of the Lesson Plan Template including:
  o Lesson Title: Lesson Number w/in Unit, Unit Title, Grade Level(s), Time Allotted, Subject Area(s)/Subject Content Explanation (e.g., Reading, Mathematics, Life Skills) and the skill to be taught (identified from the scope and sequence for that content area).

- Standard(s)/Anchors: Select a PA Common Core Standard(s) that aligns with the grade level content and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills.
- Essential Question(s): EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically and collaboratively. EQ(s) should be open-ended and encourage higher-order thinking. EQ(s) prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they have learned previously.
- Instructional Objectives: Write objectives that depict and measure rigorous academic and social learning goals for ALL students.
    - Objectives should strive to be multidisciplinary in nature and measure various levels of skill, differentiating from concrete skills to higher-level thinking.
    - The objective(s) should specify the condition, learner, measurable behavioral performance, and criteria.
        - Condition - Describe the circumstance under which the skill will be taught.
        - Learner - Write "learners will…"
        - Behavior - Clearly delineate what learners will demonstrate after instruction has occurred; ensure alignment with the standard(s).
        - Criteria - Describe the level of performance expected of learners, and the number of trials required to achieve the objective.
- Formative and Summative Assessment: Identify the assessment tools and procedures that will be used to assess the student, and state when to administer each assessment(s) (i.e., prior to, during, and/or after instruction). Describe the recording system that will be used to document student responses and errors. Examples, such as recorded observations, student artifacts, performance tasks, or self-evaluation may be used to engage learners in their own growth. A rationale for implementation is described in detail and aligned with instructional objectives for each assessment category.

SPECIFIC LESSON PLAN DIRECTIONS – LESSON BODY

INTRODUCTION

Describe how you will introduce the academic standard(s), objective(s), and essential question(s) to be addressed in the lesson (this should be open ended, help the students to conceptualize the content, encourage higher order thinking, and connect content to past learning), include a motivational device or strategy such as, self-questioning, predicting, brainstorming, or using graphic organizers. The introductory activity you describe should connect to prior learning and link to current learning and include an explanation of why the concept/skill to be learned is important.

During the introduction, you should also be engaging in a quick pre-assessment of students' prerequisite knowledge that you can compare to their progress toward meeting your learning objectives by the lesson's end.

TEACHING PROCEDURES

Describe the step-by-step process/procedure for teaching a concept(s) and/or skill(s) identified in the instructional objective(s). Include all components as listed below.
- ➢ Instructional Methods Used to Present Subject Matter: Explicitly and sequentially describe how you will teach the lesson's concept(s) or skill(s) using evidence-based and differentiated instructional practices that address your lesson's objective(s). Include how you will model and provide a variety of examples to support student learning of the concept or skill being taught.
- ➢ Guided Practice: Explicitly and sequentially describe the opportunities you will provide to students for practice and application of the concept or skill being taught under your direct supervision. This may involve modeling, use of prompt hierarchies, task analysis, differentiated activities. Include how you with give frequent feedback and correction.
- ➢ Independent Practice: Explicitly and sequentially describe the opportunities you will provide to students to practice and apply the concept or skill independently. Ensure that the practice activities specified are meaningful, challenging, and aligned with the learning objective(s), and provide for errorless learning.

Describe how you will summarize/conclude the lesson to help students bring together the concept or skill, and to use, apply, generalize to other learning environments and extend what has been taught.

SPECIFIC LESSON PLAN DIRECTIONS – LESSON ESSENTIALS
- ➢ Differentiated Learning Activities: Describe specific activities designed to provide for the instructional needs of ALL students (e.g., learning profile, ethnicity, ability, gender). Learning profiles can include student interests, readiness, and learning styles.

- ➢ Instruction should be differentiated through: (1) content, (2) process, (3) product, and/or (4) learning environment. <u>Describe</u> how differentiation meets the learning needs of students in your classroom and <u>research-based strategies</u> utilized to optimize learning.
- ➢ Lesson must include all appropriate accommodations/modifications to meet the varied needs of diverse learners. This may include accommodations for presentation, response, setting, and timing. These accommodations/modifications need to be reflected in instruction, assessment, and grading. Additional individualized strategies as mandated by IEPs and 504 plans may be included here as well.
- ➢ Instructional Resources, Materials and Technology: List all materials, resources, and technology you will utilize in the instruction of this lesson.

<u>SPECIFIC LESSON PLAN DIRECTIONS – POST-LESSON REFLECTION</u>
- ➢ Analysis of Student Learning: Review the formative and/or summative assessment data collected during your lesson. Analyze the results and report the evidence of student learning as related to the instructional objective(s). Report your data using technology and then compare your pre- and post-assessment data. Organize the data by item. Compile the data results for each learning outcome in a table or graph utilizing a technology-based analysis tool. Report data for each student by learning outcome quantifying the results compared to the expectation. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.
- ➢ Analysis of Teaching: Through thorough reflection, describe your areas of strength and need for each component of your lesson and the effectiveness of instruction as reflected by student learning. Describe and support the modifications and recommendations based on your reflection, in collaboration with professionals and in support of the literature, within each of the four domains of: 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Scoring Rubric for Lesson Plans

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not Meet Expectations (0)
Preliminary Lesson Details/Format	The lesson is professionally presented with Lesson Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, and Time Allotted. The narrative components of the lesson plan are mechanically (grammatically/typographically) correct, organized, and clearly described, and is error free.	The lesson is professionally presented with Lesson Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, and Time Allotted. The narrative components of the lesson plan are mechanically (grammatically/typographically) correct, organized, and clearly described with 1-2 errors.	The lesson is somewhat professionally presented with Lesson Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, and Time Allotted. The narrative components of the lesson plan are mechanically (grammatically/typographically) correct, organized, and clearly described with 3-4 errors.	The lesson is not professionally presented with Lesson Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, and Time Allotted. The narrative components of the lesson plan are not mechanically (grammatically/typographically) correct, organized, and clearly described, and include 5 or more errors.
Standard(s)/Anchors **CAEP 1.1, 1.3, 1.4** **InTASC 4**	The candidate demonstrates understanding of central concepts and structures of the discipline taught to make the discipline accessible and meaningful to learners through the use of relevant national, PA, and/or Common Core Standards that fully reflect a direct correlation to multi-disciplinary lesson objectives.	The candidate demonstrates understanding of central concepts and structures of the discipline taught and to make the discipline accessible and meaningful to learners through the use of relevant national, PA and/or Common Core Standards that fully correlate to lesson objectives.	The candidate demonstrates an emerging understanding of central concepts and structures of the discipline taught through the use of national, PA and/or Common Core Standards, though alignment with objectives may not be accurate.	The lesson is not aligned to national, PA and/or Common Core Standards.
Instructional Objectives (Learners) **CAEP 1.1,** **InTASC 1**	The candidate demonstrates understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually. Candidate designs and implements developmentally appropriate and challenging learning experiences. The lesson plan identifies specific performance-based objectives, which measure various levels of skill, differentiating from concrete skills to higher-level thinking.	The candidate demonstrates understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually. Candidate designs and implements developmentally appropriate and challenging learning experiences. Lesson plan identifies specific performance-based objectives, which measure various levels of skill.	The candidate demonstrates understanding of how learners grow and develop, and designs and implements developmentally appropriate learning experiences. Lesson plan identifies specific performance-based objectives, though part of objective may not be appropriate to learners. Differentiation within objectives is not evident.	Lesson plan fails to contain specific performance-based objectives and/or objectives are not written with required components (condition, performance, criterion/criteria) or the objectives are so broad and vague that the focus for instruction and assessment is unclear.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not Meet Expectations (0)
Essential Questions (EQs) (APPLICATION OF CONTENT) **CAEP 1.1, 1.3, 3.4** **InTASC 5**	The candidate develops "Essential Questions" to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. EQ(s) meet ALL of the following criteria: open-ended and encourage higher-order thinking. EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically and collaboratively. EQ(s) prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they have learned previously	The candidate uses "Essential Questions "to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. EQ(s) meet the following criteria: open-ended and encourage higher-order thinking. EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically and collaboratively.	The candidate uses "Essential Questions" to connect concepts, employ differentiated perspectives, and engage learners in critical thinking, EQ(s) are open-ended and encourage some higher-order thought.	The candidate does not include Essential Questions or the EQ(s) are too simple and will not help students think critically.
Formative Assessment **CAEP 1.1, 3.4** **InTASC 6**	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, and to monitor learner progress. Formative assessments are used to deeply monitor progress and engage learners in their own growth. A rationale for implementation is described in detail and aligned with instructional objectives.	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, and to monitor learner progress. A formative assessment is used to monitor progress and engage learners in their own growth. A rationale for implementation is described in detail and aligned with instructional objectives.	The candidate uses assessment to monitor learning progress. Formative assessment that is aligned with instructional outcomes is used to monitor learner progress.	Limited or no evidence of formative assessment is established.
Summative Assessment **CAEP 1.1, 3.4** **InTASC 6**	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the candidate's and learners' decision making. Summative assessment is used to monitor student progress; a rationale is provided; and implementation is described in detail and aligned with instructional objectives.	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the candidate's and learners' decision making. Methods of summative assessment are established and aligned with objectives.	The candidate uses assessment to monitor learning progress. Methods of summative assessment are established.	Limited or no evidence of summative assessment is established.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not Meet Expectations (0)
Teaching Procedures CAEP 1.1, 3.4 InTASC 7	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context. Lesson plan contains ALL of the following: all elements within the *Lesson Body* are included and support objectives and optimal instruction; transitions between activities are seamless; and assessment practices are integrated within the lesson to measure progress. Planning for student learning is evident.	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context. Lesson plan contains ALL of the following: all elements within the *Lesson Body* are included and progress in a logical order; supporting objectives. Assessment practices and student learning are evident.	The candidate plans instruction that supports students in meeting learning goals by drawing upon knowledge of content areas, curriculum, content, and pedagogy. Lesson plan contains all elements within the *Lesson Body*; and some student learning is evident.	Lesson plan elements are absent or incomplete within the *Lesson Body*; learning activities do not support objectives and/or lack logical progression.
Closure CAEP 1.1, 3.4 InTASC 8	The candidate uses instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Lesson closure includes an engaging student-led process for closing the lesson is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or extension of lesson concepts.	The candidate uses instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Lesson closure is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or expansion of lesson concepts.	The candidate uses an instructional strategy to close the lesson. The lesson was closed by restating the instructional objective and focus.	The process for lesson closure is irrelevant to objectives or missing.
Differentiated Learning Activities CAEP 1.1, 1.2, 3.4 InTASC 2	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. LESSON PLAN CONTAINS ALL OF THE FOLLOWING: The Lesson plan includes specific activities that differentiate the content, process, product, and/or learning environment, AND are designed to provide advanced achievement for all learners. Research based strategies are effectively described to challenge all learners.	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The lesson plan includes specific activities that differentiate the content, process, product, and/or learning environment AND are designed to improve achievement for all learners. Research-based strategies are described to meet the needs of all learners.	The candidate uses understanding of individual differences and diverse cultures and communities to provide inclusive learning environments. General activities that differentiate the content, process, product, and/or learning environment are identified. Detail is lacking in one or more of the critical areas.	Research-based activities that differentiate the content, process, product and/or learning environment are not identified.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not Meet Expectations (0)
Accommodations and/or Modifications **CAEP 1.1, 3.4** **InTASC 2**	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Lesson includes appropriate accommodations/modifications to meet the varied needs of learners, including, but not limited to: Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading and Testing.	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Includes appropriate accommodations/modifications to meet the varied needs of some learners, including, but not limited to: Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading and Testing.	The candidate uses understanding of individual differences and diverse cultures and communities. Includes accommodations/modifications that do not meet the needs of learners.	Does not design accommodations/modifications to meet the needs of learners.
Analysis of P12 Student Learning **CAEP 1.1, 1.2, 1.5, 3.4, 3.5** **InTASC 6**	The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the candidate's and learners' decision-making as demonstrated through ALL of the following: The candidate: -Organizes and records the data/results for each assessment by item. -Compiles the data results for each student learning outcome (including the pre-assessment and final assessment) using a table and/or a graph. Technology is used to analyze the data. Reports data for each student by student learning outcome and then quantifies the extent to which the learners achieved that objective/goal. -Summarizes what the data tells about students' learning in this project and provides a detailed explanation/analysis of the results. Conclusions drawn from this analysis are provided. -Provides an intervention plan for students not satisfying the objectives.	The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide candidate's and learners' decision making as demonstrated through ALL of the following: The candidate: -Organizes and records the data/results for each assessment by item. -Compiles the data results for each student learning outcome (including the pre-assessment and final assessment) using a table and/or a graph. Technology is used to analyze the data. Reports data for each student by student learning outcome and then quantifies the extent to which the learners achieved that objective/goal. -Summarizes what the data tells about students' learning in this project and provides an explanation/analysis of the results. Conclusions drawn from this analysis are provided.	The candidate uses multiple methods of assessment to monitor learner progress as demonstrated though ALL of the following: The candidate: -Organizes and records the data/results for each assessment by item. -Compiles the data results for each student learning outcome (including the pre-assessment and final assessment) using a table and/or a graph. Technology is used to analyze the data. Reports data for each student by student learning outcome and then quantifies the extent to which the learners achieved that objective/goal.	Organizes and records the data/results for each assessment by item, or fails to analyze P12 Student Learning

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does not Meet Expectations (0)
Analysis and Reflection of Teaching **CAEP 1.1, 1.2, 3.4, 3.6** **InTASC 9**	The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of every learner. A thorough analysis of candidate performance encompasses the domains of planning, instruction, environment and professionalism. All areas of performance receive in depth objective reflection.	The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of every learner. Analyzes evidence of candidate performance in planning, instruction, environment and professionalism. All areas of performance receive objective reflection.	The candidate engages in professional learning and uses evidence to evaluate his/her practice. Partially analyzes candidate performance in planning, instruction, environment and professionalism. Some reflection is evident.	Inaccurate, limited or no evidence related to an analysis candidate performance in planning, instruction, environment and professionalism.

APPENDIX D: COE Unit Plan Format, Directions & Rubric

1. **Unit Author(s)/First and Last Name:**

   Course/School Name:

2. **Introduction/General Information**

   - Unit Title/Theme
   - Number of Lessons w/in Unit
   - Subject Areas of Interdisciplinary Integration
   - Grade Level(s)
   - Unit Summary and Rationale

3. **Standards/Anchors**

4. **Unit Goals**

5. **Essential Question(s) for the Unit**

6. **Pre-Assessment:** Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

7. **Content—Daily Lesson Plans** (Use the prescribed lesson plan format)

8. **Integration of Resources and Technology:** List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

9. **Differentiated Learning Activities:** Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

   o Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency (as defined by Field Experience Diversity Requirements).
   o Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners. Explain the accommodations made for learners with disabilities (IEPs).

   Differentiation within the unit plan for a university course is up to the discretion of the professor (e.g., simulation experience).

10. **Summative Assessment/Post-Assessment** - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

11. **Reflection—**Completed after implementation of unit plan**:** Utilize pre-assessment data to assist your reflection. Within a university course, provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

   - ANALYSIS OF STUDENT LEARNING: Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
   - ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

COLLEGE OF EDUCATION UNIT PLAN ASSIGNMENT: STUDENT TEACHING

<u>GENERAL OVERVIEW OF THE UNIT PLAN ASSIGNMENT</u>
This unit plan is used to coordinate and implement a series of lessons in the student teaching general education placement. For this assignment, candidates design and implement one unit plan following the directions provided, twice during the student teaching semester. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection/ analysis, and candidate reflection, the directions have been adapted to guide the writing of the assigned unit plan.

The unit plan format and directions support key components for developing, implementing, and reflecting upon the unit. The components are: introduction/general information; standards/ anchors, essential questions, and unit goals; assessment of student learning through pre and post-unit assessments; lesson plans which include a lesson foundation, lesson body, lesson essentials, and post lesson reflection) as well as differentiated instructional strategies; and analysis of data results. The completed unit plan will be assessed using the College of Education Unit Plan Rubric.

Candidates must meet both Council for Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards on this assessment to pass their student teaching course. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

COLLEGE OF EDUCATION UNIT PLAN DIRECTIONS FOR EACH COMPONENT
Describe what you do for each component in the unit plan.

<u>SPECIFIC UNIT PLAN DIRECTIONS</u>

- ➤ TITLE PAGE AND TABLE OF CONTENTS
  Begin the unit plan with a professionally-formatted title page including the following components: unit name, student name, school, grade level, and class. A table of contents page should then follow.
- ➤ INTRODUCTORY/GENERAL INFORMATION

  (unit theme, number of lessons, cross-curricular connections, unit rationale)
  Select the unit name/theme of the unit, the number of lessons within the unit, cross-curricular connections, the skills to be taught (identified from the scope and sequence for those content areas), and the rationale for that unit. The unit rationale should be supported through a discussion of:
  - o Learner differences, specific to:
    - Target learner development
    - Specific student developmental differences
  - o Learner environment
    - Description of how the environment will support individual and collaborative learning for all students

- ➢ UNIT FOUNDATION
  - o Standard(s)/Anchors: Select a PA Common Core Standard(s) that aligns with the grade level interdisciplinary content areas and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills.
  - o Unit Goals: Write multiple developmentally appropriate unit goals that depict and measure rigorous academic and social learning goals for students of all levels. The goals should specify how learners will acquire content knowledge and skills and be well aligned with standards and essential questions.
  - o Pre-Assessment and Summative Assessment: Identify the assessment tools and procedures (i.e., specific directions for administration and scoring) that will be used to assess the student, and state when to administer each assessment (i.e., prior to and after instruction). Ensure that tools are well aligned to one another, as well as to the unit standards and goals. Provide evidence of assessment tools utilized.
- ➢ UNIT ESSENTIALS
  - o Essential Questions for the Unit: List the essential questions that will be posed to students that will help students conceptualize the theme of the unit and challenge students to think critically. These essential questions should also help students connect the content/concepts to what they've learned previously.
  - o Content-Daily Lesson Plans: Include all lesson plans pertaining to this unit plan (i.e., minimum of 3). The lesson plans should follow the established department lesson plan format (i.e., Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection).
  - o Integration of Resources and Technology: List all materials, resources, and technology you will utilize in the instruction of this unit.
  - o Differentiated Learning Activities: Describe how you will differentiate instruction to meet the learning needs of all students. Specify the activities that differentiate the content, process, product, and/or learning environment designed to foster achievement across diverse learners. Include any individualized strategies (e.g., strategies identified in students' IEPs and/or 504 plans) relevant to this unit.

- ➢ POST-UNIT REFLECTION
  - ○ Analysis of Student Learning: Review the pre-assessment and summative assessment data collected during your unit plan. Data should be presented in a professional table and/or graph format. Analyze the results and report the evidence of student learning as related to the unit standards and goals. Compare your pre- and post-assessment data, including student work samples to support the narrative. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.
  - ○ Analysis of Teaching: Through reflection, describe your areas of strength and need for each component of your unit plan. Include in your reflection: a description of how content can be integrated across the curriculum; what the you have learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. Lastly, describe and support the modifications and recommendations based on your reflection in support of the literature.

Scoring Rubric for Unit Plans

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
	The unit is professionally presented with title page (unit name, student name, school, grade level, and class); table of contents, introductory page (unit theme, number of lessons, cross-curricular connections), and all unit elements (Introduction information, standards, unit goals, essential questions, pre/post-assessments, analysis of results, and reflection). The narrative components of the unit are mechanically correct, organized, and clearly described.	The unit is professionally presented with title page (unit name, student name, school, grade level, and class), table of contents, and all unit elements (introduction information, standards, unit goals, essential questions, pre/post-assessments, analysis of results, and reflection). The narrative components of the unit are mechanically correct, organized, and clearly described with few errors.	The unit is presented with title page (unit name, student name, school, grade level, and class), table of contents, and most unit elements (introduction information, standards, unit goals, essential questions, pre/post-assessments, analysis of results, and reflection). The narrative components of the unit are mechanically correct, organized, and described with multiple errors.	The unit is not professionally presented with title page (unit name, student name, school, grade level, and class), table of contents, and all unit elements (introduction information, standards, unit goals, essential questions, pre/post-assessments, analysis of results, and reflection). The narrative components of the unit are not mechanically correct, organized, and clearly described.
Introduction/ General Information **CAEP 1.1, InTASC 1 (Learner Development)**	The candidate understands how learners grow and develop and designs and implements developmentally appropriate and challenging learning. Candidate describes learner development, accounts for specific student development differences, explains the means of creating an environment that supports individual and collaborative learning, and the impact of these contextual elements on the delivery of unit content is clearly provided.	The candidate understands how learners grow and develop and designs and implements developmentally appropriate and challenging learning. Candidate describes learner development, explains the means of creating an environment that supports individual and collaborative learning and the impact of these contextual elements on the delivery of unit content is provided.	Candidate describes how learners in class develop and how development impacts the delivery of the unit content.	Student does NOT describe: Learner development, differences OR environment that explains how learners develop, accounts for specific student differences, OR the means of creating an environment that supports individual and collaborative learning.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
Introduction/ General Information **CAEP 1.1,** **InTASC 2** **(Learner Differences)**	The candidate uses understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable all learners to reach high standards. Candidate describes learner differences, explains the means of creating an environment that supports individual and collaborative learning, and the impact of these contextual elements on the delivery of unit content is clearly provided.	The candidate uses understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable all learners to reach high standards. Candidate describes learner differences and explains the means of creating an environment that supports individual and collaborative learning.	Candidate describes learner differences.	Candidate does NOT describe learner differences.
Standards/ Anchors, Essential Questions, and Unit Goals **CAEP 1.1** **InTASC 2** **(Learner Differences)**	The candidate uses understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable all learners to reach high standards. Unit includes multiple developmentally appropriate unit goals that account for ALL student learning differences.	The candidate uses understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable all learners to reach high standards. Developmentally appropriate unit goals account for some student learning differences.	Unit goals account for some student learning differences.	Unit goals are missing, inappropriate, OR do not account for any learning differences.
Standards/ Anchors, Essential Questions and Unit Goals **CAEP 1.1, 1.3, 1.4, 3.4** **InTASC4** **(Content)**	The candidate understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content. Multiple unit goals accurately describe how learners will acquire content knowledge and skills, the appropriate academic standards are provided, and standards are aligned to essential questions that scaffold content big ideas and interdisciplinary connections.	The candidate understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content. Multiple unit goals accurately describe how learners will acquire content knowledge and skills. The appropriate academic standards are provided.	The appropriate academic standards are provided.	Appropriate academic standards are NOT provided.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
Standards/ Anchors, Essential Questions and Unit Goals **CAEP 1.1, 1.3, 1.4, 3.4 InTASC 7 (Instructional Planning)**	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy. The unit includes multiple unit goals that are developmentally appropriate, measurable, account for student learning differences, accurately describe how learners will acquire content knowledge and skills, the appropriate academic standards are aligned to essential questions that scaffold content big ideas and interdisciplinary connections.	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy. The unit includes multiple unit goals that are developmentally appropriate, measurable, account for student learning differences, and the appropriate academic standards are aligned to essential questions that scaffold content big ideas and interdisciplinary connections.	The unit includes multiple unit goals that are developmentally appropriate, measurable, account for student learning differences, and the appropriate academic standards aligned to questions.	The unit does not include multiple unit goals that are developmentally appropriate, OR measurable, OR account for student learning differences, OR accurately describe how learners will acquire content knowledge and skills, OR the appropriate academic standards are aligned to essential questions that scaffold content big ideas or interdisciplinary connections.
Assessment of Student Learning: Pre and Post Assessments **CAEP 1.1, 3.4, InTASC 6 (Assessment)**	The candidate understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision-making. Pre/post-assessments for all students are aligned to standards and unit goals, the pre-assessment is developmentally appropriate to provide baseline data on knowledge of learners, the post-assessment aligns with the pre-assessment, the assessment data collection procedures are clearly explained, and all assessment tools are provided and are designed with clear directions and questions.	The candidate understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision making. Pre/post-assessments for all students are aligned to standards and unit goals, the pre-assessment is developmentally appropriate to provide baseline data on knowledge of learners, the post-assessment aligns with the pre-assessment, the assessment data collection procedures are explained, and ALL assessment tools are provided.	Pre/post-assessments are conducted for all students and somewhat aligned to standards and unit goals OR the pre-assessment is somewhat developmentally appropriate to provide limited baseline data on knowledge of learners OR the post-assessment somewhat aligns with the preassessment OR the assessment data collection procedures are partially explained OR some assessment tools are missing.	Pre/post-assessments are NOT conducted on all students OR are not aligned to standards or unit goals OR the pre-assessment is not developmentally appropriate or does not provide baseline data on knowledge of learners OR the post-assessment does not align with the pre-assessment OR the assessment data collection procedures are not explained and some assessment tools are provided.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
Lesson Plans **CAEP 1.1, 3.4** **InTASC4** **(Content)**	The candidate understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content. The unit has at least three (3) diverse lesson plans, align to standards/unit goals, and includes a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.	The candidate understands the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make the discipline accessible and meaningful to learners to assure mastery of content. The unit has at least three (3) lesson plans, aligns to standards/unit goals, and include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content.	The unit has at least three (3) lesson plans, are loosely aligned to standards/unit goals, and include minimal differentiated instructional strategies that encourage learners to develop an understanding of content.	The unit does NOT have at least three (3) lesson plans that contain all elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), OR the lessons are not aligned to standards/unit goals, OR do not include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.
Lesson Plans **CAEP 1.1, 3.4** **InTASC 7** **(Instructional Planning)**	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. The unit contains at least three (3) lesson plans, lesson plans meet diverse learning needs and contain welldeveloped elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), lesson plans align to standards/unit goals, and lesson plans include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. The unit contains at least three (3) lesson plans, lesson plans contain all elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), lesson plans align to standards/unit goals, and lesson plans include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content connections, and application of knowledge.	The unit contains at least three (3) lesson plans, lesson plans contain most of the elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), lesson plans are loosely aligned to standards/unit goals, and lesson plans include instructional strategies that encourage learners to develop an understanding of content.	The unit does NOT have at least three (3) lesson plans OR lesson plans do NOT contain all elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), OR lesson plans do NOT align to standards/unit goals, OR do NOT include strategies that encourage learners to develop deep understanding of content.

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
Lesson Plans **CAEP 1.1, 3.4** **InTASC 8** **(Instructional Stategies)**	The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The unit contains at least three (3) lesson plans, lesson plans meet diverse learning needs and contain well developed elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), align to standards/unit goals, and include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.	The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The unit contains at least three (3) lesson plans that contain all elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), align to standards/unit goals, and include a variety of instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.	The unit contains at least three (3) lesson plans, lesson plans contain most of the elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), somewhat align to standards/unit goals, and include instructional strategies that encourage learners to develop an understanding of content, connections, and application of knowledge.	The unit does <u>NOT</u> have at least three (3) lesson plans OR does <u>NOT</u> that contain elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), OR does <u>NOT</u> align to standards/unit goals, or does NOT include instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.
Analysis of Results – Impact on Student Learning **CAEP 1.1,1.2, 1.5, 3.5** **INTASC 6** **(Assessment)**	The candidate understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision-making. The candidate uses technology, evidence, and data to evaluate impact on student learning, the pre/post-assessment data is accurately presented and analyzed, the results are thoroughly described in narrative with supporting tables and graphs, and the extent to which all students met the standards and unit goals is accurately evaluated and discussed with supporting evidence of student work samples.	The candidate understands and uses multiple measures of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision-making. The candidate uses technology, evidence, and data to evaluate impact on student learning, the pre/post-assessment data is accurately presented and analyzed, the results are clearly described in narrative with supporting tables and graphs and the extent to which all students met the standards and unit goals is accurately evaluated and discussed.	The candidate uses technology evidence/data to evaluate impact on student learning, the pre/post-assessment data is presented and analyzed, and the extent to which all students met the standards and unit goals is evaluated and discussed.	The candidate does <u>NOT</u> use technology evidence/data to evaluate impact on student learning OR the pre/post-assessment data is <u>NOT</u> presented or analyzed OR the extent to which students met the standards and unit goals is <u>NOT</u> appropriately evaluated and discussed.

APPENDIX E

Bloomsburg University's Evaluation Sheet for the **PDE 430 Form**

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

_____
Subject(s) Taught   Grade Level

_____ District/IU
              School   Interview/Conference Date

School Year: _____   Term:_____   Major:_____

Category I: Planning and Preparation: Rating: ❑ **3** Exemplary   ❑ **2** Superior   ❑ **1** Satisfactory   ❑ **0** Unsatisfactory
Justification for Evaluation Rating:
Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating).   ❑ Lesson/Unit Plans   ❑ Information about Students (Including IEP's)   ❑ Resource Documents   ❑ Resources/Materials/Technology ❑ Student Teacher Interviews   ❑ Other _____ ❑   Assessment Materials ❑ Classroom Observations
Category II: Classroom Environment: Rating: ❑ **3** Exemplary   ❑ **2** Superior   ❑ **1** Satisfactory   ❑ **0** Unsatisfactory
Justification for Evaluation Rating:
Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating).   ❑ Classroom Observations   ❑ Student Teacher/Candidate Interviews   ❑ Instructional/Resources/Materials/Technology/Space ❑   Informal Observations/Visits ❑ Visual Technology   ❑ Other _____
Category III: Instructional Delivery: Rating: ❑ **3** Exemplary   ❑ **2** Superior ❑ **1** Satisfactory   ❑ **0** Unsatisfactory
Justification for Evaluation Rating:
Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating).   ❑ Classroom Observations   ❑ Student Teacher/Candidate Interviews   ❑ Instructional/Resources/Materials/Technology/Space   ❑ Informal Observations/Visits ❑ Student Assignment Sheets   ❑Other_____ ❑ Assessment   Materials ❑ Student Work
Category IV: Professionalism: Rating: ❑ **3** Exemplary   ❑ **2** Superior   ❑ **1** Satisfactory   ❑ **0** Unsatisfactory
Justification for Evaluation Rating:
Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating).   ❑ Classroom Observations   ❑ Student Teacher Interviews   ❑ Student Work   ❑ Informal Observations/Visits   ❑ Written Documentation   ❑Instructional Resources/Materials/Technology   ❑Assessment Materials   ❑ Student Assignment Sheets   ❑ Other_____

Overall Rating:

Category	Exemplary (Min. of 12 Pts)	Superior (Min. of 8 Pts)	Satisfactory (Min. of 4 Pts)	Unsatisfactory (0 Pts)
Rating(Indicate ☑)				

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 <u>final summative rating</u>

to favorably complete this assessment.   **Justification for Overall Rating:**

Our signatures below signify that the complete five page PDE430 document including the performance criteria, which appear in the
      Student Teacher Handbook, was reviewed and made part of the evaluation which is summarized above.

Required Signatures:
      Supervisor/Evaluator: _____   Date:_____

Student/Teacher Candidate: _____   Date: _____

Performance Evaluation: Categories and Performance Indicators
(see Student Teacher Handbook for complete form)

Category I: Planning and Preparation – Student teacher/candidate demonstrates through 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 his/her instructional context. Alignment: 354.33. (1) (*i*) (A) , (B) , (C) , (G) , (H)

Student Teacher/Candidate's performance appropriately demonstrates:
- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

_____

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

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

_____

Category III: Instructional Delivery – Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment: 354.33. (1) (*i*) (D) , (F) , (G)

Student Teacher/Candidate's performance appropriately demonstrates:
- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear expectations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

_____

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

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

Appendix F: Formal Classroom Observations

Bloomsburg University College of Education

Student Teacher _____ *Date*_____ *Time* _____

School _____ *Grade(s)* _____ *Subject* _____

Supervisor _____ *Cooperating Teacher* _____

Performance Scale:

Category	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	Not Applicable (NA)
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately* or *superficially* demonstrates indicators of performance.	Item not applicable or necessary in this setting or lesson.

Student Teacher/Candidate's performance demonstrates:

PDE 430 Category II: Classroom Environment	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	NA
1. Expectations for student achievement with value placed on the quality of student work	☐	☐	☐	☐	☐
2. Attention to equitable learning opportunities for students	☐	☐	☐	☐	☐
3. Appropriate interactions between teacher and students and among students	☐	☐	☐	☐	☐
4. Effective classroom routines and procedures resulting in little or no loss of instruction time	☐	☐	☐	☐	☐
5. Clear standards of conduct and effective management of student behavior	☐	☐	☐	☐	☐
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher	☐	☐	☐	☐	☐
7. Ability to establish and maintain rapport with students	☐	☐	☐	☐	☐

Justification for Evaluation:

PDE 430 Category III: Instructional Delivery	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	NA
8. Clear and accurate communication of content/ideas and learning objectives	☐	☐	☐	☐	☐
9. Direct communication of procedures/ student expectations	☐	☐	☐	☐	☐
10. Recognizable and systematic lesson sequence demonstrating knowledge of pedagogical theory (e.g., opening, model, guided practice, independent practice, appropriate summary/conclusion)	☐	☐	☐	☐	☐
11. Engagement of students in learning (e.g., questioning and discussion strategies) and adequate pacing of instruction	☐	☐	☐	☐	☐
12. Feedback to students on their learning (e.g., using positive reinforcement and appropriate error corrections)	☐	☐	☐	☐	☐
13. Use of informal and formal assessment to meet learning goals and to monitor student learning	☐	☐	☐	☐	☐
14. Flexibility and responsiveness in meeting the learning needs of students (including meaningful integration of adaptations for individual student needs)	☐	☐	☐	☐	☐
15. Voice that is loud, clear, and pleasant as well as an appropriate level of animation	☐	☐	☐	☐	☐

Justification for Evaluation:

PDE 430 Category IV: Professionalism	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	NA
16. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, administrators, and university supervisor/personnel	☐	☐	☐	☐	☐
17. Professionalism in appearance, demeanor, and conduct	☐	☐	☐	☐	☐
18. Preparation of the observed lesson (materials and lesson plan submission)	☐	☐	☐	☐	☐
19. Ability to welcome and seek out feedback for improvement	☐	☐	☐	☐	☐

Justification for Evaluation:

Appendix G

Bloomsburg University Department of Exceptionality Programs

Student Teaching Grading & Self-Reflection Rubric

Student: _____ Cooperating Teacher: _____

University Supervisor: _____ Date: _____

PLANNING AND PREPARATION	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
Lesson plans are submitted in a timely manner using agreed upon format.	All plans submitted in the agreed upon format and timelines.	Most plans (85% or more) submitted in the agreed upon format and timelines.	Plans inconsistently submitted using the agreed upon format and timelines.	Plans not submitted in the agreed upon format and timeline.
Lessons are differentiated to meet needs of learners.	All plans differentiated to meet needs of learners.	All plans differentiated to meet needs of learners	Some plans (about 50%) differentiated to meet the needs of learners.	Plans did not reflect much, if any, differentiation.
Materials are prepared for instruction.	All materials prepared for instruction.	Most of the time (85% or more) materials prepared for instruction.	Some of the time materials prepared for instruction (inconsistent preparation is evident).	Materials not prepared for instruction; frequent disorganization is evident.
Demonstrates knowledge of content and pedagogy.	All lesson plans reflected accurate content and effective instructional methods.	Most lesson plans (85% or more) reflected accurate content and effective instructional methods.	Some lesson plans (about 50%) reflected accurate content and effective instructional methods.	Lesson plans did not reflect accurate content and effective instructional methods.
Utilized classroom resources.	Classroom resources were consistently utilized.	Classroom resources were utilized most of the time (85% or more).	Classroom resources were sometimes utilized (about 50% of the time).	Classroom resources were barely, if at all, utilized.

CLASSROOM ENVIRONMENT	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
Interactions are respectful and genuine with students.	All interactions with students were respectful and genuine.	Most interactions (at least 85% of the time) with students were respectful and genuine.	Some interactions (about 50% of the time) with students were respectful and genuine.	Interactions with students were not respectful and genuine.
Demonstrates classroom management strategies.	Consistently utilized effective classroom management strategies.	Most classroom management strategies were effective (at least 80% of the day).	Some classroom management strategies were effective (about 50% of the day).	Classroom management strategies were not effective.
Monitors and responds to student behavior.	Actively managed student behaviors consistently.	Most of the time student behaviors were managed consistently (at least 85% of the day).	Some of the time student behaviors were managed consistently (about 50% of the day).	Student behaviors were not managed consistently.
Manages transitions smoothly with minimal loss of instructional time.	All transitions were managed effectively.	Most transitions were managed effectively (about 85% of transitions each day).	Some transitions were managed effectively (about 50% of transitions each day).	Transitions were not managed effectively.
Creates a safe learning environment.	A safe learning environment was maintained at all times.	A safe learning environment was maintained at most of the time (at least 85% of the day).	A safe learning environment was maintained some of the time (at least 50% of the day).	A safe learning environment was not consistently maintained.
INSTRUCTION	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
Instruction is delivered smoothly, accurately and as per lesson plan.	Instruction was always accurately delivered and aligned to the lesson plan.	Instruction was accurately delivered and aligned to the lesson plan most of the time (at least 85%).	Instruction was accurately delivered and aligned to the lesson plan some of the time (about 50%).	Instruction was not accurately delivered and/or aligned to the lesson plan.
Uses a variety of materials, activities and methods.	Instruction was differentiated to keep all students engaged.	Instruction was differentiated most of the time to keep most students (at least 85%) engaged.	Instruction was differentiated some of the time to keep some of the students (about 50%) engaged.	Instruction was not differentiated and student engagement was not consistent.
Technology is utilized.	Technology was effectively utilized when appropriate.	Technology was effectively utilized most of the time when appropriate.	Technology was effectively utilized some of the time when appropriate (i.e., not consistently).	Technology was not effectively utilized.
Checks for understanding during lesson.	Consistently checked for understanding during instruction and was continuously aware of student progress.	Consistently checked for understanding to ensure student learning, but a few missed opportunities were evident.	Checked for understanding some of the time during instruction; was inconsistently aware of student progress.	Often failed to check for understanding during instruction and was not aware of student progress throughout the lesson.

Formative and summative assessment data guides instruction.	Consistently utilized data to guide instruction.	Utilized data most of the time to guide instruction.	Inconsistently utilized data to guide instruction.	Did not use data to guide instruction.
PROFESSIONAL RESPONSIBILITIES	**Distinguished (3)**	**Proficient (2)**	**Basic (1)**	**Unsatisfactory (0)**
Professional in appearance and demeanor.	Always professional in appearance and demeanor.	Most of the time was professional in appearance and demeanor (85% of the time).	Some of the time was professional in appearance and demeanor (about 50% of the time).	Not consistently professional in appearance and demeanor. Failed to modify when issue addressed.
Attends daily, arriving and departing as per required schedule.	Attended daily and always adhered to the required schedule.	Was in attendance most of the time and adhered to the required schedule (only accrued 1-2 excused absences).	Attended most of the time and inconsistently adhered to the required schedule (2-3 excused absences; inconsistently adhered to arrival/departure times).	Attendance, and/or arrival and departure time was not consistent.
Follows rules and policies of the local education agency.	Consistently followed the ruled and polces of the LEA.	Followed the rules and polces of the LEA most of the time (at least 85%).	Followed the rules and policies of the LEA some of the time (about 50%).	Did not consistently follow the rules and polces of the LEA.
Welcomes and seeks out feedback.	Always receptive to feedback.	Receptive to feedback most of the time (i.e., actively listened, professional in discussions, eager to improve behavior).	Receptive to feedback some of the time (i.e., minimally interested/engaged, slightly defensive, slightly unprofessional)	Not receptive to feedback (i.e., very defensive, argumentative, or unprofessional).
Uses self-reflection to improve skills.	Utilized feedback and self -reflection to improve skills.	Utilized feedback and self-reflection to improve skills most of the time (at least 85%).	Utilized feedback and self-reflection to improve skills some of the time (about 50%).	Did not utilize feedback and self-reflection to improve skills.

Final Score   _____/60

Grading Scale:

50-60 = A	30-34 = C+
46-49 = A-	25-29= C
43-45=B+	20-24=C-
39-42=B	15-19=D
35-38=B-	Below 15=F

Student Teaching Handbook Student Teacher Signature Page

Please submit this signature page to your university supervisor upon their first visit.

I have reviewed the College of Education Student Teaching Handbook completely, including the links, and I understand my responsibilities as a Bloomsburg University student teacher.

_____   _____
Student Teacher Signature   Date