STUDENT TEACHING HANDBOOK

A Guide for:

Teacher Candidates
Cooperating Teachers
University Supervisors
School Administrators

Prepared by the Faculty of the
College of Education

Department of Business Education/Information and Technology Management
Department of Teaching and Learning
Department of Exceptionality Programs
Department of Music, Theatre, and Dance

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
BLOOMSBURG, PENNSYLVANIA
College of Education
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.
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PA Department of Education 570.783.6788
http://www.education.pa.gov

Bloomsburg University Webpage 570.389.4279
http://www.bloomu.edu/coe

Act 24 Arrest/Conviction Report and
http://www.education.pa.gov/

Act 34 Criminal History Clearance
http://epatch.state.pa.us

Act 114 FBI Clearance
http://www.pa.cogentid.com

Act 126 Protecting Pennsylvania’s Children
Recognizing and Reporting Child Abuse:
Mandated and Permissive Reporting in PA
http://www.reportabusepa.pitt.edu

Act 151 Child Abuse Clearance
http://www.compass.state.pa.us/cwis/public/home
Introduction

The purpose of the student teaching handbook is to be a reference to everyone involved in the student teaching experience – teacher candidates, cooperating teachers, and University Supervisors. We have designed this handbook to provide relevant information during this important phase in your program. We are so fortunate at Bloomsburg University to have established such wonderful partnerships with the PreKindergarten-12 schools and the professional education community. We hope that this document provides you with answers and tips to make the supervision of our students easier.

For the teacher candidate, the student teaching semester will be one of challenges and rewards. This will be a semester filled with many new experiences in which you will encounter delight as well as stress. Your first priority is to take care of yourself so that you remain healthy all semester.

To the cooperating teachers and supervisors of student teaching, I would like to thank you for your dedication to this final chapter for our students at Bloomsburg University.

I would like to thank the members of the committee for their commitment and dedication in compiling this document. The Teacher Education Program, the students, faculty members, and PK-12 educators will benefit from their hard work. Congratulations on reaching this level in your program, and I wish you success on your future endeavors.

Respectfully,

Elizabeth K. Mauch, Ph.D.
Dean, College of Education
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SECTION I
Introduction and Framework

PHILOSOPHY

Bloomsburg University of Pennsylvania is committed to the preparation of teachers of the highest quality. The qualities expected of teacher candidates must be developed through cooperation among the teacher candidate, 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.

MISSION STATEMENT

The Mission of Bloomsburg University’s College of Education is (1) to prepare ethical educational professionals who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and (2) to serve as a resource to the region.¹

OBJECTIVES OF STUDENT TEACHING

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 personal 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:

1. To provide opportunities to become self-directed.
2. To provide opportunities for reflecting upon and assessing a philosophy of education.
3. To provide experiences under full-time supervision for the teacher candidate to direct teaching-learning situations.
4. To provide experiences in using methods, techniques, and instructional materials and technologies that prove to be the most effective in educational settings.
5. To provide opportunities for developing desirable professional interests, attitudes, ideas, and techniques of teaching through self-evaluation.
6. To provide feedback for the teacher candidate through continuous evaluation by the cooperating teacher and University Supervisor.
7. 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, committees, records, reports, and other mechanical aspects of the educational facilities.

¹ Approved by the College of Education faculty on Friday, January 29, 2010
OBJECTIVES OF STUDENT TEACHING (continued)

8. To provide experiences for observation and participation in extra-curricular activities.
9. To provide opportunities for the teacher candidate to become aware of the importance of human relations as they apply to students, faculty, parents, and members of the community at large.
10. To provide experiences to the teacher candidate in recognition of and fostering of individual and cultural differences found among students.

The Bloomsburg University’s Director of the Office of Field Experiences is responsible for placement of teacher candidates. Permission from the University Supervisor, Department Chairperson, and Director of Field Experiences is necessary for any change in placement.
Overview

A conceptual framework enables a unit to articulate and share with its professional community its way of seeing, thinking and being. This way of seeing, thinking and being encapsulates the sense of the unit across all unit programs. In addition, it sets forth the operational manner of the unit regarding what candidates should know (content knowledge) and be able to do (curricular, technological and pedagogical knowledge and skills), and the kinds of assessments and evaluation measures needed to produce the desired results in candidates performance. (Dottin, xviii)

The Conceptual Framework of the Unit establishes an integrated vision for teaching, learning, professionalism and educator preparation at Bloomsburg University. It provides the foundation for the institution’s philosophical underpinnings, beliefs and values as well as outlines the proficiencies we emphasize and our commitment to the preparation of effective education professionals. Additionally, it guides the planning, development and implementation of programs and ensures connections between coursework, field experiences, student teaching and unit-wide assessment practices. The Conceptual Framework reflects our commitment to developing high professional standards, instilling candidates with the necessary skills for problem solving, preparing students to excel in collaborative professional settings, valuing the necessity of life-long learning, and preparing educators to work effectively with diverse populations. All initial teacher education programs focus on the development of the required knowledge, skills, and professional dispositions to ensure that candidates are prepared to meet all Unit, state and professional standards at the completion of their program. Advanced Programs emphasize the same knowledge, skills and dispositions as described for Initial Programs, as well as those identified through application of the Rigor and Relevance Framework.

The faculty members of the Unit have also identified the core candidate proficiencies related to the expected knowledge, skills and dispositions for effective practice. In addition to this, Unit faculty members have identified the key professional dispositions that educators must possess to interact effectively with students, families, colleagues and communities. The emphasis on dispositions reflects the critical importance of professional behaviors and the high degree of value placed on developing professional attitudes, values and beliefs within the Professional Education Unit.
Values of the Professional Education Unit

In the Professional Education Unit at Bloomsburg University of Pennsylvania, we value and are committed to:

**Uphold Professional and Ethical Standards**
Candidates consistently honor the law and demonstrate professional integrity through behaviors that reflect national, state and institutional ethical standards.

**Embrace Diversity**
Candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal and emotional needs of ALL learners.

**Engage in Collaborative Endeavors**
Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals and the global community) to support achievement of learning outcomes.

**Reflect and Problem Solve**
Candidates demonstrate the ability to make informed decisions through systematic reflection and problem solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal and emotional learner outcomes.

**Value Life-long Learning**
Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.
We believe effective educational professionals apply their knowledge, skills, and dispositions to:

1. **Plan Coherent Practice and Pedagogy**
   - 1.1. Demonstrate Knowledge of Discipline-Specific Content
   - 1.2. Demonstrate Knowledge of Content-Related Pedagogy
   - 1.3. Demonstrate Knowledge of Standards for Performance Outcomes
   - 1.4. Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
   - 1.5. Design Effective Instruction and/or Service Using Internal and External Resources
   - 1.6. Plan for the Effective Use of Volunteers and/or Other Professional to Enhance Learning

2. **Create Inclusive Environments Conducive to Optimal Learning**
   - 2.1. Demonstrate Belief that Everyone Can Learn
   - 2.2. Establish Learning Environments Based on Mutual Respect and Rapport
   - 2.3. Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
   - 2.4. Demonstrate an Understanding of Cultural Similarities and Differences Through Instruction and/or Service to Optimize Learning
   - 2.5. Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
   - 2.6. Establish and Communicate Clear Behavioral Expectations
   - 2.7. Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
   - 2.8. Organize and Manage Instructional Environment

3. **Ensure Effective Instruction and Assessment**
   - 3.1. Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
   - 3.2. Engage Everyone in Varied Learning Activities and Resources
   - 3.3. Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
   - 3.4. Provide Opportunities for Individual and Collaborative Problem Solving through Critical and Creative Thinking
   - 3.5. Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
   - 3.6. Maintain and Analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
   - 3.7. Utilize Technology Effectively to Enhance Learning

4. **Exhibit Professionalism**
   - 4.1. Demonstrate Decision-Making Aligned with Professional Ethical Standards
   - 4.2. Participate in Reflective Inquiry for Professional Growth
   - 4.3. Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
   - 4.4. Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
   - 4.5. Engage in School Initiatives, Activities and Events to Enhance the Learning Community
   - 4.6. Demonstrate Individual and Collaborative Problem-Solving Skills
   - 4.7. Remain Current and Appropriately Use New Instructional Technologies
Bloomsburg University – College of Education
Professional Dispositions

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non‐academic factors predict candidate performance in the program and effective teaching.


The dispositions of the Conceptual Framework serve to represent the Unit’s understanding of the attitudes and behaviors expected of educational professionals. These dispositions are modeled and encouraged by members of the Unit. Candidates are expected to demonstrate professional dispositions as a reflection of the values they hold.

Uphold Professional and Ethical Standards
Honors the law and demonstrates professional integrity through behaviors that reflect national, state and institutional ethical standards.

- Complies with University and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)
- Adheres to local, state and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)
- Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)
- Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)
- Adheres to all the professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate)

Embrace Diversity
Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal and emotional needs of ALL learners.

- Exhibits fair treatment of others (students, colleagues, professionals, staff and families) (e.g., promotes social justice, exhibits fairness in assessing students’ academic, social and emotional development, promotes respectful students’ interactions with others)
- Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability and social economic status)
- Values and responds to all aspects of a child’s well-being (cognitive, emotional, psychological, social and physical)
- Utilizes a full range of differentiated instructional practices (e.g., considers students’ strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)
Engage in Collaborative Endeavors
Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals and the global community) to support achievement of learning outcomes.

- Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)
- Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)
- Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)
- Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

Reflect and Problem Solve
Candidates demonstrate the ability to make informed decisions through systematic reflection and problem solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal and emotional learner outcomes.

- Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)
- Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)
- Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)
- Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem solving and modifying educational practices)

Value Life-long Learning
Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Completes assigned tasks that demonstrate high personal and professional standards
- Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)
- Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)
- Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflection)
SECTION II

Roles and Responsibilities of the Teacher Candidate

Many recognizable variables influence the amount of actual experience that teacher candidates will receive. These variables include the competence of the teacher candidate, 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 teacher candidate 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 TEACHER CANDIDATE

The teacher candidate should:

1. Coordinate arrival and departure times to and from school with those of the assigned school. The teacher candidate should not request permission to leave early or arrive late. Daily attendance is required.

2. 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 teacher candidate must secure permission from the University Supervisor more than one day in advance of the date of an interview leading to a teaching position.

3. Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the students (see Appendix B-1 and B-2).

4. 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.

5. Use tact and discretion to guide actions in the faculty room. The teacher candidate can do more there to gain or lose acceptance by the regular faculty than anywhere in the school. The teacher candidate should stay out of arguments, listen well, attend to work, and criticize no one.

6. *Dress in professional attire in accordance with district/site specific policies.*
7. Inform the University Supervisor immediately if involved in any official legal situations/violations. (i.e., theft, alcohol-related violations, illegal drugs)

8. Abstain from accepting gifts or monetary donations from University Supervisors.

**Failure to comply with any of the professional responsibilities will result in the teacher candidate being removed from the assignment** (Review page 21).

**UNIT-WIDE MINIMUM REQUIREMENTS FOR EACH STUDENT TEACHING PLACEMENT THAT MEET INTASC AND FRAMEWORK TEACHING STANDARDS**

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 Accreditation of Educator Preparation). It is expected that reflections will be incorporated within all requirements. Individual departments may require additional artifacts or reasonable substitutions. The minimum requirements include:

1. *Unit Plan*:
   - Must include lesson plans for each day. *(See Appendix E)*
   - Plans must be initialed and dated by cooperating teacher three days prior to teaching or as the host district designates.

2. *Common Core Standards-based/Unit Plan*: 1 required per placement

3. *Bulletin Board/Learning Center/Exhibit*: 1 required per placement

4. *Focused Observations of Other Teachers/Service Providers:*
   - Minimum required = 1 per placement

5. *Video recording + Written Lesson Plans + Written Critique of the Lesson*:  
   - Minimum required = 1  
   (Check district policy regarding parent/guardian releases for video recording)


Note: Any projects (learning centers, bulletin boards, etc.) constructed with district materials will remain with the district.

(* Must include assessment data structure to demonstrate impact on PK-12 student learning)
ORIENTATION EXPERIENCES OF THE TEACHER CANDIDATE

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 teacher candidate into active teaching.

SCHOOL FACILITIES

The teacher candidate should:

1. Complete the Emergency Information Form and place in your classroom portfolio. Please let the cooperating teacher know where this Emergency Information Form is located. When you submit your portfolio for evaluation, remove the form and carry with you. (See Appendix J)

2. Tour the building locating the lunchroom, principal’s office, lavatories, gymnasium, library, nurse’s room, faculty room, and special classrooms.

3. Become familiar with recreation areas.

4. Notice the provisions that have been made for bicycles, coats, individual lockers, and automobiles.

5. Notice the general upkeep of the building and the attempts made to beautify it.

SCHOOL PERSONNEL

The teacher candidate should:

1. Make a point to talk to the building administrator.

2. Become acquainted with as many of the staff as possible, especially advisors, curriculum directors, librarians, custodians, nurses, and office staff.

3. Arrange to observe other teachers/service providers in the building based on the discretion of the cooperating teacher.

4. Become familiar with emergency procedures (e.g., fire drills, snow days, bomb threats), including restrictive movement/intruder drills.
SCHOOL REGULATIONS

The teacher candidate should:

1. Observe the morning and afternoon times that teachers enter and leave the school building.
2. Learn the special supervisory duties of all teachers (lunch duty, recreation areas, rest rooms, study halls, and hall duty).
3. Determine the homeroom responsibilities of the cooperating teacher.
4. Learn what to do in case of student absence.
5. Become acquainted immediately with the approved classroom management procedures of the cooperating teacher.
6. Review teacher/faculty and student handbooks including the student code of conduct.
7. Learn the responsibilities of the cooperating teacher for assemblies and for student supervision when passing to classrooms.
8. Notice how extra-class duties are assigned among teachers.
9. Become acquainted with the schedule of students who leave the room for special classes.
10. Become familiar with library rules and policies.
11. Become familiar with the school calendar including daily and weekly schedules.
12. Check district policy regarding parent/guardian releases for photographing and video recording.

SAFETY PRECAUTIONS

The teacher candidate should:

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

REPORT FORMS

The teacher candidate should:

1. Understand all reports the cooperating teacher is expected to keep.
2. Keep the daily attendance records.
3. Learn the location of all supplies and the methods of filing and storing them.
4. Learn how to handle special permits and excuses.
5. Become familiar with the reporting and grading system of the cooperating teacher and the assigned school.
6. Secure and become familiar with all record and report forms.
7. Follow the policies of the school district and respect the confidentiality of students.

SUPPLIES

The teacher candidate should adhere to school policies to the use of:

1. Classroom supplies and equipment.
2. Procedures for requisitioning classroom materials, supplies, and equipment for the next academic school year.
3. Copy machine or find out who does such work and the procedure for requesting copy services.

ROOM ENVIRONMENT AND MANAGEMENT

The teacher candidate should:

1. 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.
2. Learn the activities peculiar to the classroom such as rest periods, recesses, special projects, and buying lunch.
3. Study the methods used in relaying announcements from the office.
4. Observe the standards for orderliness and cleanliness.
ROOM ENVIRONMENT AND MANAGEMENT (continued)

The teacher candidate should:

5. Reinforce established disciplinary procedures.

6. Be aware of the general morale and school spirit.

7. Become sensitive to the care and attention given to learning environment such as bulletin board arrangements, student exhibits, table displays, light adjustments, and temperature control.

LEARNING ABOUT THE STUDENTS

STUDENT STUDIES

The teacher candidate should:

1. Learn the names of students.

2. Learn the methods used to group students and the flexibility of the groups.

3. Notice the special seating provisions needed for students of various stature, students with vision or hearing problems, and students with physical disabilities.

4. Notice the use of student helpers in the classroom and of special school patrols.

5. Discover the methods of self-discipline or group management used by the class.

6. Find out the responsibilities of students for absences and tardiness.

7. Respect the confidentiality of students and follow the policies of the school district.

8. Refrain from any discriminatory statements and inappropriate actions.

RESOURCES

The teacher candidate should:

1. Make the most of any opportunities to speak to parents/guardians with the approval of the cooperating teacher.

2. Know the resource persons connected with the school system and community.

3. Study thoroughly all available records.
DETERMINING AVAILABLE INSTRUCTIONAL MATERIALS

INSTRUCTIONAL SUPPLIES

The teacher candidate should:

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

RESOURCE MATERIALS

The teacher candidate should:

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

LIBRARY, CURRICULUM MATERIALS CENTER, AND MULTI-MEDIA RESOURCES

The teacher candidate should:

1. Research technology is available for instructional use.
2. Utilize subject-specific resources available.
3. Determine the most suitable technology.
4. Understand the system for securing, using, and returning equipment.
5. Adhere to all school district technology policies (e.g., internet and cell phones).
6. Complete forms necessary to adhere to district technology guidelines.
MAKING DETAILED OBSERVATIONS

The teacher candidate should:

1. Make notes for questions and comments to be discussed later with the cooperating teacher. The cooperating teacher should also make notes for questions, answers, and comments to be discussed at planned conferences. The following list suggests areas for later analysis:
   a. How are desirable work habits being developed?
   b. How is student attention gained and held?
   c. How is student initiative stimulated and how are individual and group responsibility developed?
   d. What about discipline? How are conflicts and disputes being handled?
   e. How is student cooperation achieved and retained?
   f. What personal characteristics of teachers seem to create good student morale?
   g. How are routine procedures handled in the room?
   h. What standards are set for student behavior? What behavior exists?
   i. How are individual and group assignments made?
   j. How are subject matter and materials selected and used?
   k. How is a lesson introduced, developed, and evaluated?
   l. What is being done to differentiate instruction to meet the individual needs of all students?
   m. What elements are included in the unit plan?

2. Talk to the cooperating teacher about observations to be certain that correct impressions are being formed. Open and honest discussions between the teacher candidate and the cooperating teacher are essential to the teacher candidate’s growth.

ASSISTING THE COOPERATING TEACHER

The teacher candidate should:

1. Assist in grading papers, scoring tests, writing reports and graphing student progress.

2. Utilize electronic attendance, grading, and reporting systems.

3. Help in recreation areas during lunch and recesses. In no case is the teacher candidate expected to assume full responsibility for recreation supervision.

4. Maintain classroom management.

5. Use special abilities or special knowledge in art, music, storytelling, keyboarding, and science.

6. Prepare materials to contribute during class discussion.
ASSISTING THE COOPERATING TEACHER (continued)

The teacher candidate should:

7. 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.

8. Help students in areas needing improvement. Assist students who have been absent.

9. Plan to accommodate the needs of all learners in the classroom.

10. Provide and integrate supplemental resources to class to enhance learning.

11. Be responsible for maintaining an orderly and attractive environment.

12. 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.

13. Propose new ideas or methods and interesting subject matter that may fit into the class and present them to the cooperating teacher.

14. React promptly to the suggestions of the cooperating teacher.

15. Be prepared for the next day before you leave school in the evening.

PLANNING FOR TEACHING

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

1. Demonstrate knowledge of national and state standards, eligible content and assessment anchors. [http://www.pdesas.org](http://www.pdesas.org)

2. Identify what has been previously taught and learned.

3. Determine major thematic units or topics to be taught.

4. Understand how to make transitions into future thematic units or topics.

5. Access and become familiar with district approved curricular materials.

6. Determine the specific objectives for each unit.

7. Locate and/or develop additional multi-media materials.

8. Determine the best plan of organization.

9. Develop formative and summative assessments to monitor and evaluate 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 submitted to the cooperating teacher three days prior to instruction or at the designation of the host district. The teacher candidate 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.**

THE TEACHER CANDIDATE’S SELF-EVALUATION

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

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

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 teacher candidate 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 Teacher Candidate’s Professional Growth

PURPOSE OF EVALUATION

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

GUIDELINES FOR EVALUATION

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

1. Evaluation should be in terms of objectives and purposes that are clearly stated.

2. **The University Supervisor and the cooperating teacher will share in the evaluation process.**

3. Evaluation should be continuous.

4. Evaluation of the teacher candidate’s progress should lead toward increasing effectiveness in self-evaluation.

5. Evaluation should be based on specific evidence and achievement should be clearly indicated.

6. Evaluation should provide a written record of teacher candidate 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.

7. Evaluation should be primarily informal and cooperative.

8. Evaluation should be carried on in a variety of teaching/learning activities in which competence is observable.

9. Evaluation should result in specific suggestions for the teacher candidate 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 teacher candidate.

CONFERENCES

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

**It is suggested that at least one formal conference should be held each week.**

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

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

COOPERATING TEACHER’S EVALUATION OF TEACHER CANDIDATE

Cooperating teachers have an important function in the evaluation of the teacher candidate. As close associates of the teacher candidate, they have a first-hand opportunity to observe teacher candidate growth on a continuing basis. They may use some form of check sheet for evaluating each lesson given by the teacher candidate or may merely keep informal notes. **It is strongly recommended that cooperating teachers write weekly appraisals of teacher candidate 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 teacher candidate. The daily conference becomes a valuable, constructive means of helping the teacher candidate 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 teacher candidate’s final grade until consultation with the University Supervisor has occurred.
The specific evaluation activities which cooperating teachers should plan are:

1. Written evaluative comments.

2. Completion of at least two of the teacher candidate formal observation/conference forms during each placement for the teacher candidate.

3. Completion of the Mid-point and Final Teacher Candidate Evaluation. (See Appendix E or https://bloomsburg.psd.pls3rdlearning.com/)
   - Click on PSD login
   - Enter your school email address
   - If you have not received a password, click on “Don’t know your password?”, and one will be sent to your email account
   - Participant information will be added to the PSD system at the beginning of each semester

4. Completion of the Program/Placement Evaluation Form (See https://bloomsburg.psd.pls3rdlearning.com/)

UNIVERSITY SUPERVISOR EVALUATION OF THE TEACHER CANDIDATE

The University Supervisor, with the aid of each cooperating teacher, will be making a continuous evaluation of the teacher candidate. This will be accomplished through regular visits and observations and through conferences with the cooperating teacher and the teacher candidate. The University Supervisor and cooperating teacher work together as a team to effect the continuous professional growth of the teacher candidate. 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 teacher candidate'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 teacher candidate 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.

University Supervisor Expectations

In each visit to the classroom, University Supervisors will be looking for many things, all of which will give a basis for judging the teacher candidate'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 Teacher Candidate Evaluation Form (Final) and PDE 430.
University Supervisor Expectations (continued)

In lesson plans, University Supervisors look for clear purposes and correlation with previous lessons and experiences. They are concerned about awareness of group and individual differences and the ability to meet the needs and interests of the class. The use of multi-media, textbooks, teaching aids, and technology will be evaluated. Varieties of method and technique are important parts of the evaluation.

University Supervisors will want to know if the teacher candidate is able to manage the classroom and meet the needs of individuals. Is the teacher candidate able to take care of the many little routine details that are part of teaching? University Supervisors will have a conference with the teacher candidate following observations to discuss reactions to what has been seen. The teacher candidate should request additional conferences as needed. The conference will be more helpful to the teacher candidate if pertinent questions are raised about observed strengths and weaknesses.

FORMS TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

1. **Student Teaching Observation and Conference Form**
   May be used by University Supervisors and cooperating teachers to provide written feedback to students regarding strengths/concerns of the teacher candidate during each observation. Three copies will be made—one each to be maintained by the teacher candidate and the cooperating teacher and one to be kept by the University Supervisor.
   [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/)
   (See p 20, item 3, for login directions)

2. **Lesson Plan Evaluation**
   Used by the University Supervisor to ensure the teacher candidate plans lessons appropriately. The form may be accessed at
   [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/)
   (See p 20, item 3, for login directions)

3. **Unit Plan Evaluation**
   Used by the University Supervisor to ensure the teacher candidate 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. The form may be accessed at
   [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/)
   (See p 20, item 3, for login directions)

4. **Teacher Candidate Evaluation (Mid-point/Final)**
   Used by the University Supervisor and cooperating teacher to evaluate the teacher candidate's mid-point and final proficiency in teaching. At the end of each assignment, one copy for each teacher candidate from the cooperating teacher and one from the University Supervisor are to be sent to the appropriate academic department office.
   [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/)
   (See p 20, item 3, for login directions)
5. **PDE 430 Statewide Evaluation Form for Student Professional Knowledge and Practice**

Mandated evaluation form completed by University Supervisor to evaluate pre-service teachers for certification in the state of Pennsylvania

https://bloomsburg.psd.pls3rdlearning.com/

*(See p 20, item 3, for login directions)*

**REASONS AND PROCESSES FOR THE REMOVAL OF A TEACHER CANDIDATE FROM STUDENT TEACHING PLACEMENT**

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

**Policy:** Teacher candidates are ultimately the guest of the cooperating school districts and as such may be removed by the district officer. In such cases, the teacher candidate forfeits the right to student teach for the remainder of that assignment. *(S)he may be reassigned by the University during the semester immediately following such removal.*

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

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

**Process:** Immediately upon notification of the indictment, the chairperson of the department will notify the teacher candidate of his/her suspension from the student teaching assignment. The teacher candidate 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. When *(if)* the teacher candidate 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. Should a teacher candidate wish to contest these decisions, the appeal process is outlined below.

**Policy:** If it is determined by the cooperating teacher and/or the University Supervisor that the teaching competency of the student is at an unsatisfactory level, the teacher candidate may be removed from the student teaching assignment. The teacher candidate 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.
Process: The teacher candidate will be made aware of the areas of weakness and will be given recommendations for improvement. Progress, or lack of progress, will be monitored by the cooperating teacher and/or the University Supervisor. Should no improvement be evident, a three-way conference with the teacher candidate, the cooperating teacher, and the University Supervisor will be held to discuss withdrawal of the teacher candidate from the student teaching experience. Should the teacher candidate choose not to withdraw, it will be recommended to the department chairperson that the teacher candidate 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 teacher candidate may be assigned to another placement under the following procedure:

1. The assignment will be made in the following year for the same semester in which the teacher candidate has been removed.

2. Placement will be made only after an approved program of remediation has been successfully completed.

Recourse: Should the teacher candidate wish to grieve the decisions made in any of the steps above, (s)he will follow the grievance procedure as outlined by the University.
SECTION III

Roles and Responsibilities of the University Supervisor

University Supervisors are responsible for guiding the learning experiences of the teacher candidate and for evaluating their progress. To this end, University Supervisors are to make visits during the student teaching semester.

Supervision of Student Teaching or Clinical Experience

Since the distance to be traveled and needs of individual students will effect specific demands placed on supervisors, the following are established as minimum criteria:

A. Supervisors of teacher candidates shall make a minimum of four visits per half semester, two of which should be formal observations.

B. A visit is defined as a discussion with the cooperating teacher, teacher candidate, and supervisor concerning the progress of the teacher candidate. An observation consists of at least a review of the lesson plan, observation of the lesson, and post conference with appropriate feedback.

C. Documentation is required of all formal observations made by teacher candidate supervisors. Three copies of the observation form should be made. The teacher candidate and cooperating teacher shall be given a copy of the observation form, and the supervisor shall retain a copy for his/her records.

D. The supervisor shall complete the PDE form 430 twice for each teacher candidate. These two forms are confidential and used for certification. One will be completed mid-semester and one at the completion of the semester. https://bloomsburg.psd.pls3rdlearning.com/ (See p 20, item 3, for login directions)

DUTIES OF A UNIVERSITY SUPERVISOR

The University Supervisor is to:

1. Distribute the course responsibilities to students within the first week that specifies requirements and grading procedures (Academic Policies: 3264-Student Course Requirements and Progress Information).

2. Serve as liaison between the University and the cooperating school.

3. Formally observe and evaluate each teacher candidate a minimum of two times each assignment. Two informal visits each assignment normally occur. One should occur within the first two weeks of each student teaching assignment. The other may be used for final evaluation conferences. More visits can be scheduled as necessary.

4. Serve as a consultant and organizer of the student teaching seminar.
DUTIES OF A UNIVERSITY SUPERVISOR (continued)

The University Supervisor is to:

5. Give the teacher candidate a preview of the experiences that may be expected during student teaching.

6. Help the teacher candidate plan the experiences during the semester to realize established objectives.

7. Help the teacher candidate develop desirable patterns of conduct while in the school.

8. Hold, as necessary, conferences with cooperating teachers for the purpose of discussing the professional progress of the teacher candidates.

9. Develop a complete and comprehensive evaluation of each teacher candidate to include a written evaluation for each placement.

10. Hold individual conferences with the teacher candidate for the purpose of discussing problems and progress.

11. Emphasize the importance of participation in and observation of civic activities in the school and community.

12. Maintain written records of all visits, including the major recommendations made to each teacher candidate. These are to be available for six months after the teacher candidate has completed the student teaching semester as per University policy.

13. Initiate the preparation of each final teacher candidate placement evaluation by the cooperating teacher and enter this evaluation via PSD. [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/) (See p 20, item 3, for login directions)

14. Observe proper school protocol and professional courtesy when visiting in the cooperating schools.

15. Enter grades for each teacher candidate and submit PDE 430 to teacher certification office.

16. Evaluate the teacher candidate in collaboration with the cooperating teacher and hold a final evaluation conference with the teacher candidate.

17. Aid in conducting orientation sessions for new cooperating teachers.

18. Assure that proper payroll forms are on file in the department office.

19. Assist in continuous evaluation of the student teaching program.

20. Become well acquainted with the program, personnel, and policies of the school’s system.
DUTIES OF A UNIVERSITY SUPERVISOR (continued)

The University Supervisor is to:

21. Monitor the evaluations by the cooperating teacher. Provide the necessary guidance and forms as needed. The cooperating teacher to whom the teacher candidate is assigned will make at least two formal observations during each placement. [https://bloomsburg.psd.pls3rdlearning.com/](https://bloomsburg.psd.pls3rdlearning.com/) (See p 20, item 3, for login directions)

22. Determine the procedures for each student teaching assignment and communicate these to each teacher candidate.

23. Be available to have conferences with each teacher candidate.

24. Abstain from giving gifts or monetary donations to teacher candidates.

UNIVERSITY SUPERVISOR OBSERVATIONS

The supervisor’s classroom observations provide an opportunity for conferring with the cooperating teacher and the teacher candidate concerning the teacher candidate’s progress, strengths, and needs.

To help the University Supervisor make the most effective and knowledgeable observations, the teacher candidate is expected to provide a copy of the lesson plan, supplementary materials, and text upon request.
SECTION IV

Role and Responsibilities of the Cooperating Teacher

Cooperating teachers are expected to conduct themselves professionally at all times. The cooperating teacher is obligated to help the teacher candidate plan, work with students, and gradually allow the teacher candidate 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* was used as a guideline, [http://www.pacode.com/secure/data/022/chapter354/s354.25.html](http://www.pacode.com/secure/data/022/chapter354/s354.25.html)

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

1. Have at least three years of satisfactory certified teaching experience, one of which is in the school entity to which the teacher candidate is assigned,

2. Have a teaching assignment appropriate to the subject competency of the teacher candidate, and

3. Have the opportunity to complete a program on observation and evaluation skills developed by the college for the cooperating teacher.

ORIENTATION OF THE TEACHER CANDIDATE

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

The cooperating teacher will:

1. Provide a separate workspace and a collection of texts and materials for the teacher candidate to use.

2. Prepare students for the arrival of the teacher candidate and encourage them to look upon the teacher candidate as a member of the teaching team. Experience shows that the attitudes of students have a tremendous influence on the success of the teacher candidate.

3. Introduce administrative, instructional, and support staff to the teacher candidate.

4. Assist the teacher candidate with finding available resources in the community.
OBSERVATION BY THE COOPERATING TEACHER

Observing lessons taught by the teacher candidate is essential for evaluation and guidance. The teacher candidate wants to know strengths as well as areas for improvement in regard to curriculum, instruction, and assessment. It is recommended that written records of teacher candidate performance be kept for reference in reviewing evidence of growth and in preparing the final evaluation. Evaluation forms may be accessed on the COE website at https://bloomsburg.psd.pls3rdlearning.com/
(See p 20, item 3, for login directions)

The following guiding questions are suggested items to considered when observing a teacher candidate:

PLANNING

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

PERFORMANCE

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

Time for holding conferences is essential. From the first day, a set time should be provided for orientation, outlining teacher candidate 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 teacher candidate growth. Matters of personal effectiveness, the policies and practices of the school, the interests, abilities, and background of students, provisions for individual differences, teaching procedures, the organization of the school, problems of control, the courses of study in classes which the teacher candidate will teach, and planning the daily and long-term activities of the students are worthy of conference time. The conference is designed to help the teacher candidate discuss problems and to exchange ideas and suggestions, thereby providing for the greatest possible growth leading to satisfaction and success in the teaching profession.

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

EVALUATION OF THE TEACHER CANDIDATE

1. Evaluations should be based on conferences as described.

2. A written formal evaluation using the appropriate form will be completed at the end of each student teaching placement. For teacher candidates 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. (See Appendices E and I)
   https://bloomsburg.psd.pls3rdlearning.com/
   (See p 20, item 3, for login directions)

The cooperating teacher will confer with the University Supervisor throughout the semester concerning the teacher candidate’s progress. The cooperating teacher’s assessment of teacher candidate 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 teacher candidate. Discretion should be used when discussing the teacher candidate’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 teacher candidate is assigned will make at least two formal written observations during each placement. (See Appendix E)
   https://bloomsburg.psd.pls3rdlearning.com/
   (See p 20, item 3, for login directions)
Other Responsibilities of the Cooperating Teacher

The cooperating teacher should:

1. Demonstrate exemplary teaching techniques.

2. Encourage professional growth through attendance at workshops and other in-service programs, professional meetings, and membership in professional organizations.

3. Be prepared to take over in any emergency with a minimum of embarrassment to the teacher candidate.

4. Check the school records prepared by the teacher candidate.

5. Become thoroughly familiar with and support the Bloomsburg University student teaching program.

6. Take part in the training 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 participate in education sessions or seminars sponsored by the University.

7. Initiate corrective measures for any perceived problems, communicating course of action to the University Supervisor.

Acknowledging the Service of the Cooperating 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 teacher candidates per semester and/or the number of occasions one has served as a cooperating teacher.
Forms to be completed by the Cooperating Teacher

1. **Cooperating Teacher Personnel Record Form** – In order to receive the stipend for having a teacher candidate, payroll forms must be completed by each cooperating teacher for each teacher candidate 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 director of the student teaching program.

*(see Appendix I - formally Appendix N)*

https://bloomsburg.psd.pls3rdlearning.com/

(See p 20, item 3, for login directions)

2. **Student Teaching Observation/Conference Form** – Consult with the University Supervisor regarding the use of this form. At least two written formal observations of the teacher candidate per placement are required.

*(See Appendix E)*

https://bloomsburg.psd.pls3rdlearning.com/

(See p 20, item 3, for login directions)

3. **Teacher Candidate Evaluation Form (Mid-point/Final)** – Used by the cooperating teacher at the end of each placement

https://bloomsburg.psd.pls3rdlearning.com/

(See p 20, item 3, for login directions)

The cooperating teacher will write an evaluative summary or letter of recommendation highlighting the teacher candidate’s qualifications for teaching. If extra space is needed, plain white paper with a heading may be attached. The heading includes the name of the teacher candidate, the words “Final Evaluation,” and date. **Failure to complete the Teacher Candidate Evaluation Form may result in the withholding of the cooperating teacher’s stipend.** *(See Appendix I)*

https://bloomsburg.psd.pls3rdlearning.com/

(See p 20, item 3, for login directions)

4. All assessment data must be submitted on PSD (Pre-Service Differently) for data management and analysis. Cooperating teachers may access the system and instructions for use at https://bloomsburg.psd.pls3rdlearning.com/

(See p 20, item 3, for login directions)

**Contact the University Supervisor or call (570) 389-4005 if questions or difficulties arise.**
Duties of the Cooperating Teacher Checklist

ORIENTATION OF THE TEACHER CANDIDATE

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

PLANNING WITH THE TEACHER CANDIDATE

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

INTERACTION WITH THE TEACHER CANDIDATE

1. Be enthusiastic and interested.
2. Provide continual and constructive evaluations of teacher candidate performance on a daily basis.
3. Give constructive criticism, discuss alternative methods, and encourage experimentation on a daily basis.
4. Keep discussions confidential.
5. Encourage questions and seeking of help.
6. Encourage the teacher candidate to keep a “log” of your discussions/comments.

TEACHING RESPONSIBILITIES OF THE TEACHER CANDIDATE

1. Increase involvement in teaching duties gradually.
2. Involve yourself, as appropriate, in extracurricular responsibilities and activities.
3. Assist with discipline and classroom control.
4. Provide time for visitations and observations.
5. Require involvement in professional meetings.
6. Use current professional periodicals and journals.

PROFESSIONAL DEVELOPMENT OF THE TEACHER CANDIDATE

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

Role of Cooperating Principal

The cooperating principal should:

1. Orient the teacher candidate to the general philosophy, goals, and standard procedures of the school district and building.

2. Provide a high-quality placement for each teacher candidate.

3. Observe the teacher candidate if time and schedule permit.

4. Be certain that all is well between the cooperating teacher, teacher candidate, and University Supervisor.

5. Provide the teacher candidate with a status:
   a. List names on school organization sheets.
   b. List teacher candidate’s name on duty sheets even if duty is shared with cooperating teacher.
   c. Require teacher candidate to attend school meetings.
   d. Introduce teacher candidate to support personnel (custodians, nurse, and coordinators).
   e. Assist in scheduling visitations to the board office, other schools, and other rooms.

6. Develop among faculty the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.

7. Confer with the University Supervisor concerning the program of student teaching whenever the need arises.

8. Facilitate the acceptance of the teacher candidate by the faculty.

9. Remind cooperating teachers that the responsibility to authorize teacher candidate absences lies with the University Supervisor.

10. Secure a certified substitute teacher in the absence of the cooperating teacher. Legally, teacher candidates may not be used as substitute teachers.

11. Participate in University-sponsored training meetings/sessions/activities.
APPENDIX A

QUICK REFERENCE

WHAT TO DO IN CASE OF:

SITUATION: Illness, observations in other schools.
CALL: University Supervisor and cooperating teacher.

SITUATION: Emergencies such as illness in family, funeral, job interview.
CALL: University Supervisor first and then cooperating teacher.

SITUATION: In-service days or meetings.
CALL: Attend with cooperating teacher if district permits.

SITUATION: Inclement weather conditions which impede travel.
CALL: Listen to radio or TV reports which announce whether or not schools are open or delayed and follow district policy for school personnel.

IMPORTANT PHONE NUMBERS

Coordinator of Field Placements…………………………………………__________________

Department Secretary…………………………………………………………………………

University Supervisor……………. (Work)____________________(Home)__________________

Cooperating Teacher #1………………………………………………………………………

School Office #1………………………………………………………………………………

Cooperating Teacher #2………………………………………………………………………

School Office #2………………………………………………………………………………

NOTE: Those numbers not given above must be obtained from the supervisor, cooperating teachers and schools. ALWAYS check with your cooperating teacher and supervisor regarding proper procedure and permission to call the person at home.
APPENDIX B-1 (State)

Pennsylvania’s Code of Professional Practice and Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.
APPENDIX B-1 (continued)

Section 4. Practices

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

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

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

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

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

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

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

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

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

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

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

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.
Section 5. Conduct

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

Section 6. Legal obligations

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

(b) The professional educator may not engage in conduct prohibited by:
   (1) The Public School Code of 1949 (24 P.S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children.

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

Section 7. Certification

The professional educator may not:
(1) Accept employment, when not properly certified, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certified appropriately for the position.
APPENDIX B-1 (continued)

Section 8. Civil Rights

The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code § §235.1 – 235.11. All questions should be directed to the Professional Standards and Practices Commission at 717.787.6576.
Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

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

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student’s access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to student’s progress.

4. Shall make a reasonable effort to protect the student from conditions harmful to learning or to health and safety.
APPENDIX B-2: NEA (continued)

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.

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

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

In fulfillment of the obligation to the profession, the educator—

   1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

   2. Shall not misrepresent his/her professional qualifications.

   3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
APPENDIX B-2: NEA (continued)

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

5. Shall not assist a noneducator in the unauthorized practice of teaching.

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

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

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

--Adopted by the NEA 1975 Representative Assembly

\[\text{\textsuperscript{1}}\ 	ext{Reproduced from the NEA website, } \text{http://www.nea.org/home/30442.htm}\]
## APPENDIX C
### INTASC STANDARDS

<table>
<thead>
<tr>
<th>INTASC Standard</th>
<th>Description of Teacher Performance</th>
<th>Framework Component</th>
<th>Description of Teacher Performance</th>
</tr>
</thead>
</table>
| Principle 1     | Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students. | 1a 1e 3c           | Demonstrates knowledge of content and pedagogy.  
|                 |                                    |                     | Designs coherent instruction.  
|                 |                                    |                     | Engages students in learning. |
| Principle 2     | Understands how children learn and develop; provides learning opportunities that support their development. | 1b 1c 1f 3b 3c     | Demonstrates knowledge of students.  
|                 |                                    |                     | Selects instructional goals.  
|                 |                                    |                     | Assesses student learning.  
|                 |                                    |                     | Uses questioning and discussion techniques.  
|                 |                                    |                     | Engages students in learning. |
| Principle 3     | Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners. | 1b 1e 2a 2b 3b to 3e | Demonstrates knowledge of students.  
|                 |                                    |                     | Designs coherent instruction.  
|                 |                                    |                     | Creates an environment of respect and rapport.  
|                 |                                    |                     | Establishes a culture for learning.  
|                 |                                    |                     | Instruction Domain. |
| Principle 4     | Understands and uses variety of instructional strategies. | 1d 1e 3b to 3e     | Demonstrates knowledge of resources.  
|                 |                                    |                     | Designs coherent instruction.  
|                 |                                    |                     | Instruction Domain. |
| Principle 5     | Creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation | 1e 2a 2b 2c        | Designs coherent instruction.  
|                 |                                    |                     | Creates an environment of respect and rapport.  
|                 |                                    |                     | Establishes a culture for learning.  
|                 |                                    |                     | Manages classroom procedures.  
|                 |                                    |                     | Manages student behavior.  
|                 |                                    |                     | Organizes physical space.  
|                 |                                    |                     | Engages students in learning. |
| Principle 6     | Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. | 2a 3a 3b 3c        | Creates an environment of respect and rapport.  
|                 |                                    |                     | Communicates clearly and accurately.  
|                 |                                    |                     | Uses questioning and discussion techniques.  
|                 |                                    |                     | Engages students in learning. |
## Correlation of the INTASC Standards with the Framework for Teaching Components

<table>
<thead>
<tr>
<th>INTASC Standard</th>
<th>Description of Teacher Performance</th>
<th>Framework Component</th>
<th>Description of Teacher Performance</th>
</tr>
</thead>
</table>
| Principle 7     | Plans instruction based on knowledge of subject matter, students, the community and curriculum goals. | 1a to 1e  
                    3c  
                    3e  | Planning and Preparation Domain.  
                    Engages students in learning.  
                    Demonstrates flexibility and responsiveness. |
| Principle 8     | Understands and uses formal and informal assessment strategies. | 1b  
                    1f  
                    3d  
                    3e  
                    4a  
                    4b  
                    4c | Demonstrates knowledge of students.  
                    Assesses student learning.  
                    Provides feedback to students.  
                    Demonstrates flexibility and responsiveness.  
                    Reflects on teaching.  
                    Maintains accurate records.  
                    Communicates with families. |
| Principle 9     | Reflects on teaching. | 4a  
                    4d  
                    4e | Reflects on teaching.  
                    Contributes to the school and district.  
                    Grows and develops professionally. |
| Principle 10    | Fosters relationships with colleagues, parents, and agencies in the larger community. | 1d  
                    4c  
                    4d  
                    4f | Demonstrates knowledge of resources.  
                    Communicates with families.  
                    Contributes to the school and district.  
                    Shows professionalism. |
APPENDIX D

TIPS FOR THE TEACHER CANDIDATE

The teacher candidate should:

1. Smile.
2. Acquire a sense of humor—and use it.
3. Develop a pleasing voice.
4. Never talk down to students.
5. At all times reflect the demeanor expected of students, being pleasant, relaxed, and businesslike.
6. Show enthusiasm for students' work.
7. Demonstrate genuine concern for students.
8. Learn students' names immediately.
9. Take time to find students' interests.
10. Try to be understanding while maintaining a professional attitude.
11. Take time to listen.
12. Learn about students' anxieties.
13. Laugh with students, not at them.
14. Give constant encouragement.
15. Give praise judiciously, but sincerely.
16. Show generous use of "please" and "thank you".
17. Compliment all students on good grooming.
18. Carefully learn and follow the rules of professional "distance".
20. Be consistent in expectations of student behavior and achievement.
21. Establish rules and policies that are simple enough to be workable.
22. Make sure students have perfect understanding of all the rules.
23. Practice fairness with determination.
24. Discourage tattling or informing.
25. Devote enough time to planning what is taught.
26. Establish and follow a definite schedule or routine that allows for some flexibility.
27. Find time to give individual help.
28. Provide meaningful enrichment activities for advanced students.
29. Provide long-term assignments for all students.
30. Make assignments specific and workable.
31. Maintain reasonable orderliness with books, papers, and supplies.
32. Share news items, poems and interesting personal events.
33. Allow for some free exchange of ideas without repression.
34. Respect student thinking and opinions.
35. Accept differences of opinions.
36. Permit students to make some decisions about room management.
37. Delegate responsibilities to elected officers.
38. Make ample use of student committees.
39. Establish a "conference corner" where students may settle their disputes.
40. Allow a few minutes of each day just for visiting.
41. Be prompt.
42. Follow the established administrative protocol in pursuing resolution of problems: cooperating teacher, University Supervisor, department chairperson, and dean.
Teacher Candidate Performance Evaluations and Rubrics are currently under review and being updated to align with CAEP expectations for accreditation. Please refer to the College of Education Website for the most up-to-date forms and rubrics for each area of certification.

PSD Website: Additionally, all updated rubrics and evaluation forms will be readily available on the PSD website.
https://bloomsburg.psd.pls3rdlearning.com/

PSD Quick Start Instructional Guides for the assessments are located at
http://www.bloomu.edu/coe-governance
Appendix F

Lesson Plan Format

I. LESSON FOUNDATION

Lesson Title: Lesson Number w/in Unit:
Unit Title: Time Allocated:
Grade Level(s): 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 and instruction 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
# Scoring Rubric for Lesson Plans

<table>
<thead>
<tr>
<th>InTASC</th>
<th>Elements</th>
<th>Unsatisfactory (0)</th>
<th>Basic (1)</th>
<th>Proficient (2)</th>
<th>Distinguished (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Standard(s)/Anchors</td>
<td>PA and Common Core Standards are not specifically identified and listed.</td>
<td>PA and Common Core Standards are listed with little or no correlation to objectives.</td>
<td>PA and Common Core Standards are listed and partially correlate to lesson objectives.</td>
<td>PA and Common Core Standards are listed and fully reflect a direct correlation to lesson objectives.</td>
</tr>
<tr>
<td>7</td>
<td>Instructional Objectives</td>
<td>Lesson plan fails to contain specific performance-based objectives and/or objectives are not written with required components (condition, performance, criterion/criteria). Objectives are so broad or vague that the target for instruction and assessment is unclear.</td>
<td>Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria); one of the components is inappropriate. The objectives function as a partial target for instruction and assessment. Few, if any, differentiated objectives.</td>
<td>The lesson plan supports all student in meeting rigorous learning goals through specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria). Each distinct objective is aligned to content standards and functions as a clear target for instruction and assessment. Objectives measure various levels of skill.</td>
<td>The lesson plan supports all student in meeting rigorous learning goals through specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria). Each distinct objective is aligned to content standards and functions as a clear target for instruction and assessment. Objectives measure various levels of skill, differentiating from concrete skills to higher-level thinking.</td>
</tr>
<tr>
<td>8</td>
<td>Essential Questions (EQs)</td>
<td>EQ(s) do not encourage learners to develop a basic understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The EQ(s) is not aligned to the theme of the lesson.</td>
<td>EQ(s) encourage learners to develop a basic understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The EQ(s) limits students’ ability to conceptualize the theme of the lesson.</td>
<td>EQ(s) encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The EQ(s) help student conceptualize the theme of the lesson.</td>
<td>EQ(s) encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The EQ(s) help student conceptualize the theme of the lesson and challenge students to think critically.</td>
</tr>
<tr>
<td>6</td>
<td>Formative and Summative Assessment</td>
<td>Formative and summative assessment are not used to engage learners in their own growth.</td>
<td>Limited methods of formative and summative assessment are used to engage learners in their growth.</td>
<td>Multiple methods of formative and summative assessment are used to engage learners in their growth.</td>
<td>Multiple methods of formative and summative assessment are used to engage learners in their growth.</td>
</tr>
</tbody>
</table>
### Introduction

- **A process for lesson introduction is limited or missing.**
- **The lesson was introduced by stating the instructional objective or focus.**
- **A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.**
- **An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.**

### Teaching Procedures (Direct Instruction of Subject Content, Guided Practice, Independent Practice)

- **Lesson instruction does not coherently encourage learners to develop an understanding of content and their connections, and to build skills to apply knowledge in meaningful ways. Additionally, strategies are not used to encourage individual and collaborative content learning, and positive social interaction. Lesson plan does not contain most elements within the Lesson Body; learning activities are not aligned to objectives and progress in a fragmented order.**
- **Lesson instruction somewhat encourages learners to develop an understanding of content and their connections, and to build skills to apply knowledge in meaningful ways. Additionally, strategies are used to encourage minimal individual and collaborative content learning, and positive social interaction. Lesson plan contains some elements within the Lesson Body; learning activities somewhat align to objectives and progress in a fragmented order.**
- **Lesson instruction is varied to encourage learners to develop an understanding of content and their connections, and to build skills to apply knowledge in meaningful ways. Additionally, strategies encourage individual and collaborative content learning, and positive social interaction. Lesson plan contains all elements within the Lesson Body; learning activities align to objectives and progress in a logical order including assessment practices.**
- **Lesson instruction is varied to encourage learners to develop a deep understanding of content and their connections, and to build skills to apply knowledge in meaningful ways. Additionally, strategies encourage individual and collaborative content learning, active engagement, and positive social interaction. Lesson plan contains all elements within the Lesson Body; learning activities align to objectives and progress in a logical order including assessment practices.**

### Differentiated Learning Activities

- **The lesson does not reflect an understanding of individual differences, diversity, and inclusive learning.**
- **The lesson somewhat reflects an understanding of individual differences, diversity, and inclusive learning environments.**
- **The lesson reflects an understanding of individual differences, diversity, and inclusive learning environments.**
- **Specific research-based practices that**
<table>
<thead>
<tr>
<th>5</th>
<th>Closure</th>
<th>A process for lesson closure is inappropriate or missing.</th>
<th>The lesson was closed by restating the instructional objective and focus.</th>
<th>Lesson closure is specifically described, including a review of lesson objectives/essential questions, preview of future learning, or an application/expansion of lesson concepts.</th>
<th>An engaging process for closing the lesson is specifically described that connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, or collaborative problem solving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Instructional Resources, Materials and Technology</td>
<td>Resources, materials and technology are not appropriately utilized to make content accessible and meaningful for learners to assure mastery of content.</td>
<td>Resources, materials and technology are utilized to make content accessible and meaningful for learners to gain basic understanding of content.</td>
<td>Resources, materials, and technology are utilized to engage students in meaningful ways to assure mastery of content.</td>
<td>Resources, materials and technology are utilized to make content accessible and meaningful for learners to assure mastery of content.</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>Post-lesson Reflection/Analysis</td>
<td>The lesson reflection and analysis does not provide evidence of evaluation of instruction to adjust lesson components, activities, assessments, and adaptations to practice to meet the needs of each learner. The lesson reflection does not include feedback from learners, colleagues, and/or supervisors.</td>
<td>The lesson reflection and analysis provides limited evidence of evaluation of instruction to adjust lesson components, activities, assessments, and adaptations to practice to meet the needs of each learner. The lesson reflection includes limited feedback from learners, colleagues, and/or supervisors.</td>
<td>The lesson reflection and analysis provide evidence of evaluation of instruction to adjust lesson components, activities, assessments, and adaptations to practice to meet the needs of each learner. The lesson reflection includes feedback from learners, colleagues, and/or supervisors.</td>
<td>The lesson reflection and analysis provide evidence of evaluation of instruction to adjust lesson components, activities, assessments, and adaptations to practice to meet the needs of each learner. The lesson reflection includes feedback from learners, colleagues, and/or supervisors. All areas of performance receive in-depth objective reflection supported by data/products.</td>
</tr>
</tbody>
</table>
Appendix G

Unit Plan Format

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:
   - 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).
   - 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.
<table>
<thead>
<tr>
<th>Elements</th>
<th>INTASC</th>
<th>Unsatisfactory (0)</th>
<th>Basic (1)</th>
<th>Proficient (2)</th>
<th>Distinguished (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Format</td>
<td>9, 10</td>
<td>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.</td>
<td>The unit is somewhat 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.</td>
<td>The unit is professionally presented with title page (unit name, student name, school, graduate 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.</td>
<td>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.</td>
</tr>
<tr>
<td>II: Introduction/General Information</td>
<td>1, 2, 3</td>
<td>Student does not describe learner development, differences, and environment that explains how learners develop, accounts for specific student differences, and explains the means of creating an environment that supports individual and collaborative learning.</td>
<td>Student describes learner development, differences, and environment that generally explains how learners develop, accounts for specific student differences, and explains the means of creating an environment that supports individual and collaborative learning.</td>
<td>Student describes learner development, differences, and environment that explains how learners develop, accounts for specific student differences, and explains the means of creating an environment that supports individual and collaborative learning. The impact of these contextual elements on the delivery of unit content is clearly provided.</td>
<td>Student describes learner development, differences, and environment that clearly explains how learners develop, accounts for specific student differences, and explains the means of creating an environment that supports individual and collaborative learning. The impact of these contextual elements on the delivery of unit content is clearly provided.</td>
</tr>
<tr>
<td>III. Standards/ Anchors, Essential Questions, and Unit Goals</td>
<td>1, 2, 4, 7</td>
<td>Unit goals are not developmentally appropriate, measurable, accounting for student learning differences, and describing how learners will acquire content knowledge and skills. The academic standards are not provided and aligned to essential questions.</td>
<td>Unit goals are somewhat developmentally appropriate, measurable, accounting for student learning differences, and describing how learners will acquire content knowledge and skills. The academic standards are provided and somewhat aligned to essential questions.</td>
<td>Unit goals are developmentally appropriate, measurable, accounting for student learning differences, and describing how learners will acquire content knowledge and skills. The appropriate academic standards are provided and aligned to essential questions that scaffold content big ideas.</td>
<td>Multiple unit goals are developmentally appropriate, measurable, accounting for student learning differences, and accurately describing how learners will acquire content knowledge and skills. The appropriate academic standards are provided and aligned to essential questions that scaffold content big ideas and interdisciplinary connections.</td>
</tr>
<tr>
<td>IV. Assessment of Student Learning: Pre &amp; Post-assessments</td>
<td>1, 6, 7</td>
<td>Pre/post-assessments are not conducted on all students and/or not aligned to standards or unit goals. The pre-assessment is not developmentally appropriate and does not provide baseline data on knowledge of learners. The post-assessment does not align with the pre-assessment.</td>
<td>Pre/post-assessments are conducted on all students and somewhat aligned to standards and unit goals. The pre-assessment is somewhat developmentally appropriate to provide limited baseline data on knowledge of learners. The post-assessment somewhat aligns with the pre-assessment.</td>
<td>Pre/post-assessments are conducted on all students and 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</td>
<td>Pre/post-assessments are conducted on all students and 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</td>
</tr>
<tr>
<td>V. Lesson Plans (Content)</td>
<td>4, 5, 7, 8</td>
<td>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), align to standards/unit goals, or include a variety of differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.</td>
<td>The unit has at least three (3) lesson plans that contain most of the elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection), is somewhat aligned to standards/unit goals, and include minimal differentiated instructional strategies that encourage learners to develop an understanding of content, connections, and application of knowledge.</td>
<td>The unit has 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 differentiated instructional strategies that encourage learners to develop deep understanding of content, connections, and application of knowledge.</td>
<td>The unit has at least three (3) diverse lesson plans that 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.</td>
</tr>
<tr>
<td>VI. Analysis of Results/Impact on Student Learning</td>
<td>6, 9, 10</td>
<td>The student teacher does not use evidence/data to evaluate impact on student learning. The pre/post-assessment data is not presented or analyzed. The results are not described in narrative with supporting tables and graphs. The extent to which students met the standards and unit goals is not appropriately evaluated and discussed.</td>
<td>The student teacher uses evidence/data to evaluate impact on student learning. The pre/post-assessment data is presented and analyzed. The results are described in narrative with supporting tables and graphs. The extent to which all students met the standards and unit goals is evaluated and discussed.</td>
<td>The student teacher uses evidence/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. The extent to which all students met the standards and unit goals is accurately evaluated and discussed.</td>
<td>The student teacher uses evidence/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. The extent to which all students met the standards and unit goals is accurately evaluated and discussed with supporting evidence of student work samples.</td>
</tr>
<tr>
<td>VII. Reflection</td>
<td>6, 9, 10</td>
<td>The teacher does not engage in professional learning through the use of evidence to continually reflect on practice. The reflection does not include what the teacher has learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. The reflection does not include unit/pedagogical strengths and modifications for future practice.</td>
<td>The teacher engages in professional learning through reflection on practice. The reflection includes limited information on what the teacher has learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. The reflection includes some information on unit/pedagogical strengths and modifications for future practice.</td>
<td>The teacher engages in professional learning through the use of evidence to continually reflect on practice. The reflection includes what the teacher has learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. The reflection includes unit/pedagogical strengths and modifications for future practice.</td>
<td>The teacher engages in professional learning through the use of evidence to continually reflect on practice. The reflection clearly and thoroughly includes a description of how content be integrated across the curriculum and what the teacher has learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. The reflection includes accurate unit/pedagogical strengths and modifications for future practice.</td>
</tr>
</tbody>
</table>
# APPENDIX H

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

(Note: This Form is to be completed on the PSD website)

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

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>District/IU</th>
<th>School</th>
<th>Interview/Conference Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Year:</th>
<th>Term:</th>
<th>Major:</th>
</tr>
</thead>
</table>

**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)
- Teacher candidate Interviews
- Resource Documents
- Other

**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
- Teacher candidate/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
- Teacher candidate/Candidate Interviews
- Instructional/Resources/Materials/Technology/Space
- Informal Observations/Visits
- Student Assignment Sheets
- Other

**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
- Teacher candidate Interviews
- Written Documentation
- Instructional Resources/Materials/Technology
- Assessment Materials
- Student Assignment Sheets
- Other

**Overall Rating:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Min. of 12Pts)</th>
<th>Superior (Min. of 8Pts)</th>
<th>Satisfactory (Min. of 4Pts)</th>
<th>Unsatisfactory (0Pts)</th>
</tr>
</thead>
</table>

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 final summative rating 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 Teaching Handbook, was reviewed and made part of the evaluation which is summarized above.

**Required Signatures:**

Supervisor/Evaluator: ______________________________ Date: ________________

Student/Teacher Candidate: ___________________________ Date: ________________

---

55
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 effective 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.
Alignment: 354.33. (1) (i) (I), (J)

Student Teacher/Candidate’s performance appropriately demonstrates:
- Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
- Knowledge of school 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 Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure
**Personal Information**

- **Full Name:** ____________________________  
  - Last:  
  - First:  
  - M.I.:  
- **Address:**  
  - Street Address:  
  - City:  
  - State:  
  - ZIP Code:  
  - Apartment/Unit #:  
- **Social Security Number:** ____________________
- **Maiden Name:** ________________________

**Voluntary Self-Identification**

1) What is your ethnicity? (Do you consider yourself to be Hispanic/Latino/Spanish?)
   - □ Hispanic or Latino: Persons of Cuban, Mexican, Puerto Rican, South or Central America or other Spanish culture or origin, regardless of race.
   - □ Not Hispanic or Latino

2) What is your race? (In addition, select one or more of the following racial categories to describe yourself?)
   - □ Hispanic of any race
   - □ American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

**Professional Information**

- **District:** ____________________________  
- **School:** ____________________________  
- **School E-mail Address:** ____________________________  
- **Grade Level:** ____________________________  
- **Years Employed:** ____________________________
- **Active Certification(s):** ____________________________  
- **State(s) Certified:** ____________________________

**Educational Information – Check and complete all that apply**

- **Bachelors:** ____________________________  
  - Major: ____________________________  
  - Completion Date: ____________________________
- **College/University:** ____________________________

- **Masters:** ____________________________  
  - Major: ____________________________  
  - Completion Date: ____________________________
- **College/University:** ____________________________

**Supervision Experience Information**

List the names of ALL Bloomsburg University teacher candidates under your supervision THIS semester (e.g., teacher candidates, field experience students, practicum students, Professional Development School practicum students):

- □ ____________________________

**Number of Assigned Supervisory Weeks (circle one):**  
- **8:** ____________________________  
- **16:** ____________________________

**Have you supervised other teacher candidates from Bloomsburg University? If yes, when?** ____________________________

**Signature of Agreement**

I agree to supervise Bloomsburg University teacher candidates **AND** meet the responsibilities outlined in the **Bloomsburg University Student Teacher Handbook**. I grant permission for Bloomsburg University to use my email account listed above to disseminate information regarding teacher candidate placements and related information.

- **Signature:** ____________________________  
- **Date:** __________________

*For stipend to be paid, this form must be completed by the cooperating teacher EACH time a Bloomsburg University teacher candidate is supervised.*

*Fax completed form to 570.389.3069*
APPENDIX J

Bloomsburg University of Pennsylvania
College of Education
Emergency Information Form

THIS IS CONFIDENTIAL MEDICAL INFORMATION WHICH WILL ONLY BE SHARED WITH APPROPRIATE INDIVIDUALS.

DIRECTIONS: Complete this form and place in a sealed envelope. Keep this envelope in your classroom portfolio; inform the cooperating teacher where it is located. Write the following message on the outside of the envelope.

“There is confidential medical information in this sealed envelope to be opened ONLY in case of a serious medical emergency!”

Student’s Full Name ___________________________________________________________________

Title:  Mr. Miss Mrs.

Current Address ________________________________________________________________________

City __________________________ State ________ Zip Code __________

- __________ - ________

AREA CODE

Permanent Address ______________________________________________________________________

City __________________________ State ________ Zip Code __________

- __________ - ________

AREA CODE

Emergency Contact Persons

Name ________________________________________________________________________________

Phone Number ____________________________

Relationship ____________________________

Name ________________________________________________________________________________

Phone Number ____________________________

Relationship ____________________________

Date of Birth __ / __ / ____
Date of Last Tetanus ______________________

Insurance Information:

Name of Insured

________________________________________

Name of Insurance Company

________________________________________

Policy ID Number __________________________

Group Number _____________________________

Allergies

________________________________________

________________________________________

Medications taken at current time

________________________________________

________________________________________

Previous Injuries

________________________________________

________________________________________

Special Medication Notice ________________
SPECIAL EDUCATION (PK-8) / EARLY CHILDHOOD ED (PK-4)

Developed by

Dr. Michael J. Karpinski
Dr. Carroll J. Redfern (Faculty Emeritus)
Dr. Joseph M. Youshock (Faculty Emeritus)

January 2017
Department of Exceptionality Programs
College of Education
Bloomsburg University
Bloomsburg, Pennsylvania
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</tbody>
</table>
The Student Teacher Contract

The **Student Teacher Contract** is divided into first and second placements. This contract lists recommended assignments which total 100 points. The college supervisor (CS) will discuss this contract with the cooperating teacher (CT) so a mutual agreement can be reached. Alternative assignments may be substituted for some recommended assignments. This is dependent upon the nature of the classroom, student needs, and cooperating teacher recommendations.

The Resume

The **Resume** is to be completed (typed) with a copy provided to the CS and one copy to each CT. Resume models from past student teachers may be available for student teacher (ST) review.

Class Schedule/School Calendar

The **Class Schedule/School Calendar** should include the following: class periods, time subjects taught, and grouping. Appendix D is a model of a daily schedule for a learning support classroom.

The IEP

The **Individualized Education Program (IEP)** is a requirement for all student teachers. A minimum of one IEP is required, if appropriate. A student should be chosen by the third week of the placement. If possible, students should be selected on the basis of IEP revision due date, or the arrival of a new student. The ST is responsible, when warranted, for testing the student, either with formal or informal measures used by the CT or selected by the ST. The IEP format followed by the CT is acceptable.

Included in Appendix E is a copy of the IEP format as required by IDEIA-P.L. 108-466. Specific attention should be given to “Present Levels of Educational Performance”. Annual goals and objectives (when required) should be based on the student’s strengths and needs as required by Pennsylvania regulations. It is also suggested that the ST consult curricular material. It is not advisable for the ST to attempt to write a sequence of goals and objectives without reviewing PA common core standards.
Unit

If applicable and timely, an instructional unit should be developed, taught and evaluated. It should be kept in mind that a student teaching placement lasts only eight weeks, requiring a short or mini unit. The ST should choose a unit topic based on the academic and/or social needs of the students in their classroom. Because of the short length of time, the unit topic should be chosen early. It is suggested that the ST not choose a general topic, but a specific one. An example of a general topic would be “measurements”. A specific unit would be “linear measurements”.

A unit format is outlined in Appendix F.

Teaching Devices/Adaptations

Usually, several teaching devices/adaptations (Appendix G) are developed and implemented during each student teaching assignment. The objective is for the ST to make a device to support a concept being taught. It should be kept in mind that this device may be very simple, requiring little time to prepare, or it may be complex. The device will be evaluated on its impact on student learning.

Bulletin Boards/Learning Stations

Bulletin board/learning station development will vary according to the ST’s placement. Bulletin boards should be viewed from a broad perspective in that they may be decorative, seasonal, informative or educational. A learning station is usually devised to support some instructional format requiring student participation without continuous teacher assistance. The bulletin board may be constructed by the ST or students. The learning station must be designed, implemented, and evaluated by the ST. The CS’s first preference in evaluating bulletin boards is to see it on site. The ST must do a write-up for all bulletin boards or learning stations (Appendix H). The format for the bulletin board can also be modified to be used for a learning station.

Observations

Observations by the ST are to be scheduled at least two days ahead of time. Traditionally, the ST observes other classes. A priority list, which may vary according to placement, is as follows: 1) a pupil in an inclusive class, 2) a parent conference, 3) a student with disabilities the ST may not yet know, or 4) a related service such as a speech or occupational therapy session.
Anecdotal Records

Anecdotal Records/ABC Analysis (Appendix I) should be maintained for any student whose behaviors merit such attention.

If an anecdotal record is maintained for a given pupil, it is suggested that the ST directly observe the pupil several times. Entries should be made at least daily. Please remember that anecdotal records should not include subjective interpretation, just objective documentation of the student's behavior.

Induction Information

Included in Appendix J is an Induction Information Form. The ST is to inventory all applicable components at each assignment. This form is to assist the ST in becoming aware of a school's environment/policies as well as facilitate communication between the CT and ST.

Management Program

A minimum of one Management Program should be developed during the student teaching semester, if appropriate. Included in Appendix K is an outline to be completed and implemented by the ST. Additional material which may assist in implementing a management program may be procured from the CS.

Notebook

Each ST should purchase a large, three-ring notebook or binder for the purpose of holding the material needed for student teaching. This notebook is to be organized into compartments as specified by the CS. It is to be made available to the CT and CS at all times. It should be remembered that for the CT and CS to lend support, they need to know how the ST organizes and retrieves materials, develops concepts, teaches, and evaluates the lessons. Little help can be provided if only the finished product is seen.

Classroom Overview

The classroom overview provides the ST with a general description of the type of classroom/educational setting where their student teaching placement will occur. Information included in the classroom overview will also assist the CS in completing the ST's final letter of recommendation.
Lesson Plans

The structure of the daily lesson plan format to be utilized by the ST will be dictated by a variety of factors. These factors include the type of classroom, student needs, CT preferences/expectations, district/building policy, and the ST's level of advanced planning, preparation, and instructional effectiveness.

Appendix N includes the Lesson Plan Format. Appendices O, P, Q and R provide information and examples to assist with the process of writing lesson plan objectives.

Student Teacher Self-Evaluation Form

This is a device designed to give feedback to the CS regarding self-perception by the ST. Too often the CS may become guilty of sharing how he/she feels about the ST’s performance and disregarding the ST’s impressions. By including this form, as seen in Appendix U, the CS and ST may compare and share information relative to personal views of the teaching performance.

A culminating activity of the evaluation process will be for the CS and the CT to each write a recommendation describing the ST’s overall performance. The recommendations of the CT and CS will be shared with the ST and become part of the ST’s credentials.
Evaluation Criteria

Guidelines for Student Teacher Evaluation

This is a criterion-referenced format used to identify strengths and weaknesses of STs as they develop. This form consists of competencies which are generic to all education majors (Items #1-33) and those identified as critical skills needed by special education majors (Items #34-60) by the Department of Exceptionality Programs. Each time the student teacher is evaluated and given feedback by the CT, she/he should be able to formulate a profile of strengths and weaknesses. Timelines are suggested for evaluation on its cover sheet. Appendix T contains this evaluation form. Completion of the evaluation form is viewed as a collaborative endeavor between the CT and CS.

The first evaluation (mid-point) is done for the purpose of identifying specific strengths and areas that need improvement. The final evaluation is transferred onto a final form with identical content, but it also lists the first and second assignments. This form becomes part of the ST's credentials. The final evaluation is converted into a letter grade. Completion of additional evaluations may be needed as determined by the student teacher's progress during each student teaching placement.

The letter grade is computed as follows:

\[
\begin{align*}
50 \times 3's &= 150 & A &= 3.00 - 2.80 \\
5 \times 2's &= 10 & A- &= 2.79 - 2.70 \\
5 \times 1's &= 5 & B+ &= 2.69 - 2.62 \\
& & B &= 2.61 - 2.50 \\
& & B- &= 2.49 - 2.40 \\
& & C+ &= 2.39 - 2.30 \\
& & C &= 2.29 - 2.10 \\
& & D &= 2.09 - 1.80 \\
& & E &= 1.79 - 0
\end{align*}
\]

In the example, 60 is the total of numbers (threes through zeros) checked in the evaluation. 165 is the total of the numbers (threes through zeros) times the frequency they were checked in the rating scale. The final score, 2.75, was a result of dividing 165 by 60. The grading scale used in student teaching is to the right of the example. As can be seen, 2.75 would be an “A-“.

Note- Items scored “NA” are not factored into the final grade computation.

Classroom Observation Form for College Supervisors

One instrument is used in classroom observations (Appendix T). This is used during the CS’s observations of the ST. Copies will be shared with the CT and ST during the follow-up conferences.
General Information

Elements of Performance Objectives

STs are required to formulate specific objectives that will then be incorporated into the planning process. Appendix O – Elements of a Performance Objective and Appendix R – Classification of Educational Objectives and Illustrative Behavioral Terms assist the ST in this task. The ST should eventually be able to assess students’ needs and identify their present levels of educational performance. Annual goals and specific objectives should be formulated which reflect the school’s course of study, student’s present educational levels, and/or PA common core standards.

General Guidelines for Student Teachers and Supervising Classroom Teachers

The General Guidelines for Weekly Activities is found in Appendix W. This has been included since ST’s progress at different rates and need a reference that will act as a personal timeline. It is impossible to construct a single prototype that will apply to the diversity of classroom instruction found in special education. The General Guide for Weekly Activities is to serve as a basic reference for STs and CTS. The progression of any ST is determined by the type of placement, the strengths of the ST, the CT, and often the CS.
Additional Information

Absences/Tardiness

The ST is to follow the guidelines established by the local education agency for absences or tardiness. If sickness or an emergency occurs that requires an absence, the ST is to notify the CS and CT. In cases of absence, the ST is held responsible for getting lesson plans to the CT. There are NO EXCEPTIONS to this expectation and failure to do so may result in a lowered grade for student teaching.

Neither tardiness nor early departure from school is permissible. If car pooling, it should be understood that arrival and departure times may differ, but the ST is responsible for a full day. In some cases the CT may wish to consult with the ST immediately after school if the daily schedule does not allow appropriate time. This will be left to the discretion of the CT.

Emergency Substitute Teaching

It is highly recommended that student teachers NOT BE utilized as substitute teachers for the following reasons:

1. Student teachers are not district, intermediate unit or agency employees.

2. Student teachers may not receive compensation in any form for substitute teaching service.

3. Student teachers have not obtained a valid Pennsylvania certificate in their field of study.

Additionally, student teachers serving in such a capacity increases the potential liability issue for all parties involved.
Appendices
Appendix A

Code of Ethics for Student Teachers

The assumption that student teachers desire to do the right thing in their student teaching relationships, that student teaching is a privilege which should be denied to those who do not adhere to a high ethical standard, and that a statement of a code of ethics will help those whose judgments might be faulty has resulted in the following proposed code of ethics:

1. Schools are an agent of society for promoting the welfare of children and youth. I shall, therefore, never divulge information about children except in those professional relationships designed for the welfare of children, and I shall act only after having received the approval of my Cooperating Teacher (CT).

2. Since I am directly responsible to the CT, I shall discuss with him/her any problem before presenting it to another.

3. I shall be loyal to the school in which I am privileged to do my student teaching, reserving criticism until I am fully aware of all factors. I shall present my ideas and questions only to those responsible for the school.

4. My loyalty to the school shall continue after my student teaching is completed.

5. Since I am jointly responsible with the CT and the school for what happens to the children during my student teaching assignment, I shall exert myself to the fullest.

6. I shall receive constructive criticism and suggestions in a professional manner, making every effort to implement these suggestions.

7. I shall abide by the rules and regulations governing the faculty and the staff during my placement in a school.

8. I shall be friendly and sympathetic with the children, but I shall in no way “curry favor” with the children or interfere between the teacher and pupils.

9. I shall go the extra mile to make myself a useful, contributing member of the school staff.

10. I shall discharge to the fullest every responsibility which I accept and shall honestly evaluate the effectiveness of my performance.

11. I shall strive for a fuller mastery of subject matter, a clearer concept of successful teaching, and a keener understanding of children.
12. I enter the teaching profession with a determination to continue to grow and to make it a finer profession because of my part in it. Only those who love children and enjoy teaching can hope to become real teachers.

13. I will inform myself about the correct professional and ethical procedures to follow in securing a position or in changing from one position to another. I shall adhere to these procedures. I shall regard any contract I sign as binding until it is dissolved by mutual consent of my employer and myself.

*Acknowledgement is made to the College of Education, University of Kentucky, for this Code of Ethics.*
Appendix B

Student Teacher Regulations in Special Education

The Student Teacher Must:

1. Have evidence of a current Act 34 (Criminal), Act 151 (Child Abuse), Act 114 (FBI) and Act 24 (Arrest/Conviction Report) clearances to present to the appropriate school district/intermediate unit representative on or before the first day of each assignment.

2. Have evidence of a TB test to present to the school nurse or building principal on or before the first day of each assignment.

3. Have evidence of membership in a professional organization which assures liability, or be covered under liability.

4. Attend all in-service and teacher meetings unless specified otherwise by the cooperating teacher (CT) and college supervisor (CS).

5. Report to school on time and remain until the school day is terminated, or after the CT gives permission if a conference is scheduled.

6. Follow school regulations and policy handbook. If illness or an emergency occurs contact the CT and CS immediately.

7. Present resume to CT during first week of each assignment.

8. Present copies of lesson plans, IEP's, units, or special projects to the CT prior to instruction. With permission from the CT, materials may be entered in the student teaching notebook and made available to the CT and CS.

9. Attend all scheduled meetings for Student Teaching Seminar.

10. Assume responsibilities of pupils outside of classroom, i.e., hallway, cafeteria, playground, especially if danger exists.

11. Follow all regulations regarding confidentiality of pupils’ records as specified in Pennsylvania Special Education Regulations, P.L. 108-446, and school district policy.

12. Dress appropriately for school environment.

13. Gradually assume teaching responsibilities as outlined in Weekly Recommended Activities (Appendix X).
14. Attempt to first resolve any classroom problems with the CT; if not successful, discuss them with the CS.

15. Return all materials borrowed from the CT, CS, school district or I.U., college library, etc. prior to the last week of class.
## Appendix C

### The Student Teacher Contract

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Assignment</td>
<td>Second Assignment</td>
</tr>
<tr>
<td></td>
<td>Rec Activ</td>
<td>Alt Activ</td>
</tr>
<tr>
<td>Resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Sched</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP/Mgmt Program</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Tchg Devices (2)</td>
<td>4</td>
<td></td>
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<tr>
<td>Lrng Stat/BB</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Rec (1 student/2 wks)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Induction Info</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Attend &amp; Partic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Class Overview</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>3</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points 1st Assignment</strong></td>
<td>50</td>
<td></td>
</tr>
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</table>

- **A** = 95-100
- **A-** = 90-94
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79
- **C** = 73-76
- **C-** = 70-72
- **D+** = 67-69
- **D** = 60-66
- **E** = <60

Total Points Earned

Grade
Appendix D

Daily Schedule Model

(Name & Address of School)

20 ___ - 20 ___ School Term

Type/Level of Class Learning Support Rm # Teacher Ms. Pick

<table>
<thead>
<tr>
<th>Period 1:</th>
<th>Period 2:</th>
<th>Period 3:</th>
<th>LUNCH</th>
<th>Period 4:</th>
<th>Period 5:</th>
<th>Period 6:</th>
<th>Period 7:</th>
<th>Period 8:</th>
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</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1:</td>
<td>Period 1:</td>
<td>Study Skills</td>
</tr>
<tr>
<td>8:13-8:55</td>
<td>8:13-8:55</td>
<td></td>
</tr>
<tr>
<td>Period 2:</td>
<td>Period 2:</td>
<td>Co-taught Math</td>
</tr>
<tr>
<td>8:58-9:40</td>
<td>8:58-9:40</td>
<td></td>
</tr>
<tr>
<td>Period 3:</td>
<td>Period 3:</td>
<td>Co-taught Language Arts</td>
</tr>
<tr>
<td>9:43-10:25</td>
<td>9:43-10:25</td>
<td></td>
</tr>
<tr>
<td>Period 4:</td>
<td>Period 4:</td>
<td>Co-taught Language Arts</td>
</tr>
<tr>
<td>10:28-11:10</td>
<td>10:28-11:10</td>
<td></td>
</tr>
<tr>
<td>Period 5:</td>
<td>Period 5:</td>
<td>LUNCH / PREP</td>
</tr>
<tr>
<td>11:13-12:40</td>
<td>11:13-12:40</td>
<td></td>
</tr>
<tr>
<td>Period 6:</td>
<td>Period 6:</td>
<td>Study Skills</td>
</tr>
<tr>
<td>12:43-1:25</td>
<td>12:43-1:25</td>
<td></td>
</tr>
<tr>
<td>Period 7:</td>
<td>Period 7:</td>
<td>Co-taught Math</td>
</tr>
<tr>
<td>1:28-2:10</td>
<td>1:28-2:10</td>
<td></td>
</tr>
<tr>
<td>Period 8:</td>
<td>Period 8:</td>
<td>RTII</td>
</tr>
</tbody>
</table>

The above schedules are for two different types of learning support service delivery models. Example A is a content area resource room. Example B is a co-teaching inclusionary model.
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: ____________________________

IEP Team Meeting Date (mm/dd/yy): ____________________________

IEP Implementation Date (Projected Date when Services and Programs Will Begin): ____________________________

Anticipated Duration of Services and Programs: ____________________________

Date of Birth: ____________________________

Age: _________

Grade: _________

Anticipated Year of Graduation: _________

Local Education Agency (LEA): ____________________________

County of Residence: ____________________________

Name and Address of Parent/Guardian/Surrogate: ____________________________

Phone (Home): ____________________________

Phone (Work): ____________________________

Other Information: ____________________________

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

<table>
<thead>
<tr>
<th>Date of Revision(s)</th>
<th>Participants/Roles</th>
<th>IEP Section(s) Amended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

*Student’s Name:*

**IEP TEAM/SIGNATURES**

The Individualized Education Program team makes the decisions about the student’s program and placement. The student’s parent(s), the student’s special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

<table>
<thead>
<tr>
<th>Role</th>
<th>Printed Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian/Surrogate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian/Surrogate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Education Teacher**</td>
<td></td>
<td></td>
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<tr>
<td>Special Education Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Ed Agency Rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career/Tech Ed Rep***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Agency Rep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher of the Gifted****</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

** If the student is, or may be, participating in the regular education environment

*** As determined by the LEA as needed for transition services and other community services

**** A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the Procedural Safeguards Notice during this school year. The Procedural Safeguards Notice provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: ________________________________

MEDICAL ASSISTANCE PROGRAM BILLING NOTICE
(Applicable only to parents who have consented to the release of billing information to Medical Assistance programs)

I understand that the school may charge the School-Based Access Program ("SBAP")—or any program that replaces or supplements the SBAP—the cost of certain special education and related services described in my child’s IEP. To make these charges to the SBAP, the school will release to the administrator of that program the name, age, and address of my child, verification of Medicaid eligibility for my child, a copy of my child’s IEP, a description of the services provided and the times and dates during which such services were provided to my child, and the identity of the provider of such services. I understand that such information will not be disclosed, and such charges will not be made, unless I consent to the disclosure. I acknowledge that I have provided written consent to disclose such information.

I understand that my consent is ongoing from year-to-year unless and until I withdraw it. I can withdraw my consent in writing, or orally if I am unable to write, at any time. My refusal to consent or my withdrawal of consent will not relieve the school of the obligation to provide, at no cost to me or my family, any service or program to which my child is entitled under the Individuals with Disabilities Education Act ("IDEA") or that is necessary to enable my child to receive a free appropriate public education as described in my child’s IEP.

I understand that the school cannot—

Require me or my family to sign up for or enroll in any public benefits or insurance program, such as Medicaid, as a condition of receiving a free appropriate public education for my child;

Require me or my family to incur any expense for the provision of a free appropriate public education to my child, including co-payments and deductibles, unless it agrees to pay such expenses on my or my family’s behalf;

Cause a decrease in available lifetime coverage or any other insured benefit;

Cause me or my family to pay for services that would otherwise be covered by a public benefits or insurance program and that are required for my child outside the time that he or she is in school;

Risk the loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS “YES” MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?
☐ Yes The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
☐ No

Is the student deaf or hard of hearing?
☐ Yes The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student’s language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student’s language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net
☐ No

Does the student have communication needs?
☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)
☐ No

Does the student need assistive technology devices and/or services?
☐ Yes Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)
☐ No

Does the student have limited English proficiency?
☐ Yes The IEP team must address the student’s language needs and how those needs relate to the IEP.
☐ No
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

Does the student exhibit behaviors that impede his/her learning or that of others?

☐ Yes The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

☐ No

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.
## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

### Student's Name:

**POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

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<thead>
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<th>Postsecondary Education and Training Goal:</th>
<th>Measurable Annual Goal Yes/No (Document in Section V)</th>
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<tbody>
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<td>Courses of Study:</td>
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<tr>
<td>Service/Activity</td>
<td>Location</td>
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<tr>
<td>------------------</td>
<td>----------</td>
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</table>

<table>
<thead>
<tr>
<th>Employment Goal:</th>
<th>Measurable Annual Goal Yes/No (Document in Section V)</th>
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<tbody>
<tr>
<td>Courses of Study:</td>
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<tr>
<td>Service/Activity</td>
<td>Location</td>
</tr>
<tr>
<td>------------------</td>
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</table>
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

<table>
<thead>
<tr>
<th>Independent Living Goal, if appropriate:</th>
<th>Measurable Annual Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/No (Document in Section V)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Courses of Study:</th>
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</table>

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
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<tr>
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<td></td>
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IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Instructions for IEP Teams:

Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.state.pa.us.

State Assessments

Not Assessed

- No statewide assessment is administered at this student’s grade level.
- No English proficiency assessment administered because the student is not an English Language Learner.

PSSA (Math administered in grades 3-8; Science administered in grades 4 and 8; Reading administered in grades 3-8; Writing administered in grades 5 and 8; and ELA*)

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Accommodations to be Provided</th>
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<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
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<td></td>
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<tr>
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</tr>
<tr>
<td>ELA*</td>
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</table>

*ELA will replace the Reading and Writing PSSAs in 2014-15 for grades 3-8.
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

Keystone Exam (Replaces the 11th grade PSSA in high school; Student must participate by 11th grade)

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Accommodations to be Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
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</tbody>
</table>

Keystone Project Based Assessment (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Accommodations to be Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
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<tr>
<td>Literature</td>
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<tr>
<td>Biology</td>
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</tbody>
</table>

Validated Local Assessment (Available when selected as option by LEA)

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Accommodations to be Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
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<tr>
<td>Biology</td>
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</tbody>
</table>

PASA (Administered in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition (The Composition exam will be available for the 2016-17 school year):

Explain why the PASA is appropriate:

Choose how the student’s performance on the PASA will be documented.

- Videotape (preferred method)
- Written narrative notes (requires prior approval in accordance with PDE guidance)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Unable to Participate</th>
<th>Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

ACCESS for ELLs (Administered in grades K-12)

Student will participate in the ACCESS for ELLs.

Explain why the student cannot participate in the ACCESS for ELLs:

Explain why the Alternate ACCESS for ELLs is appropriate:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Without Accommodations</th>
<th>With Accommodations</th>
<th>Unable to Participate</th>
<th>Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains</th>
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<tbody>
<tr>
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</table>

Alternate ACCESS for ELLs (Administered in grades 1-12)

Local Assessments

- Local assessment is not administered at this student's grade level; OR
- Student will participate in local assessments without accommodations; OR
- Student will participate in local assessments with the following accommodations; OR
The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

Explain why the local alternate assessment is appropriate:
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

<table>
<thead>
<tr>
<th>MEASURABLE ANNUAL GOAL</th>
<th>Describe HOW the student's progress toward meeting this goal will be measured</th>
<th>Describe WHEN periodic reports on progress will be provided to parents</th>
<th>Report of Progress</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

<table>
<thead>
<tr>
<th>Short term objectives / Benchmarks</th>
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</thead>
<tbody>
<tr>
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</table>
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)
   - SDI may be listed with each goal or as part of the table below.
   - Include supplementary aids and services as appropriate.
   - For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<table>
<thead>
<tr>
<th>Modifications and SDI</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
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</thead>
<tbody>
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</tbody>
</table>

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student’s IEP.

<table>
<thead>
<tr>
<th>School Personnel to Receive Support</th>
<th>Support</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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April 2014
D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

<table>
<thead>
<tr>
<th>Support Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Service</td>
</tr>
<tr>
<td>Support Service</td>
</tr>
</tbody>
</table>

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student’s ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following:

<table>
<thead>
<tr>
<th>ESY Service to be Provided</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
</table>
VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.

- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?

- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?

- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

B. Type of Support

1. Amount of special education supports

- [ ] Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- [ ] Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- [ ] Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- [ ] Autistic Support
- [ ] Blind-Visually Impaired Support
- [ ] Deaf and Hard of Hearing Support
- [ ] Emotional Support
- [ ] Learning Support
- [ ] Life Skills Support
- [ ] Multiple Disabilities Support
- [ ] Physical Support
- [ ] Speech and Language Support
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

C. Location of student’s program

Name of School District where the IEP will be implemented: ____________________________________________

Name of School Building where the IEP will be implemented: ____________________________________________

Is this school the student’s neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

☐ Yes

☐ No. If the answer is “no,” select the reason why not.

☐ Special education supports and services required in the student’s IEP cannot be provided in the neighborhood school

☐ Other. Please explain:

__________________________________________________________________________
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student’s Name:

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

**SECTION A:** For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student’s disability (e.g., time receiving ESL services) should be considered time inside the regular classroom.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Calculation</th>
<th>Indicate Percentage</th>
<th>Percentage Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours the student spends in the regular classroom per day</td>
<td>Total hours in a typical school day (including lunch, recess &amp; study periods)</td>
<td>(Column 1 + Column 2) x 100 = %</td>
<td>Section A: The percentage of time student spends inside the regular classroom:</td>
<td>Using the calculation result - select the appropriate percentage category</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INSIDE the Regular Classroom 80% or More of the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INSIDE the Regular Classroom 79-40% of the Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INSIDE the Regular Classroom Less Than 40% of the Day</td>
</tr>
</tbody>
</table>

**SECTION B:** This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- [ ] Approved Private School (Non Residential)
- [ ] Approved Private School (Residential)
- [ ] Other Private Facility (Non Residential)
- [ ] Other Private Facility (Residential)
- [ ] Other Public Facility (Non Residential)
- [ ] Hospital/Homebound
- [ ] Correctional Facility
- [ ] Out of State Facility
- [ ] Instruction Conducted in the Home

**EXAMPLES for Section A: How to Calculate PennData-Educational Environment Percentages**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Calculation</th>
<th>Indicate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours the student spends in the regular classroom per day</td>
<td>Total hours in a typical school day (including lunch, recess &amp; study periods)</td>
<td>(Column 1 + Column 2) x 100 = %</td>
<td>Section A: The percentage of time student spends inside the regular classroom:</td>
</tr>
<tr>
<td>Example 1</td>
<td>5.5</td>
<td>6.5</td>
<td>(5.5 + 6.5) x 100 = 85%</td>
</tr>
<tr>
<td>Example 2</td>
<td>3</td>
<td>5</td>
<td>(3 + 5) x 100 = 60%</td>
</tr>
<tr>
<td>Example 3</td>
<td>1</td>
<td>5</td>
<td>(1 + 5) x 100 = 20%</td>
</tr>
</tbody>
</table>

For help in understanding this form, an annotated IEP is available on the PA TTAN website at www.pattan.net. Type “Annotated Forms” in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.
Appendix F

Unit Plan Format

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:
   - 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).
   - 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.
## Special Education Scoring Rubric for Unit Plan

<table>
<thead>
<tr>
<th>Elements</th>
<th>Emerging (1)</th>
<th>Developing (2)</th>
<th>Meeting Expectations/Acceptable (3)</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates address the impact of learner development, individual differences, and environment on the delivery of unit content in the Introduction of the Unit Plan. (CEC 1.1, 2.0)</strong></td>
<td>The special education candidate fails to demonstrate through the activities of the unit plan the following: 1. an understanding of how language, culture, and family background influence the learning of students with exceptionalities; and, 2. a description of the learner’s development, individual learning differences, and environments that will support individual and collaborative learning. (CEC1.2, 2.0)</td>
<td>The special education candidate demonstrates through the activities of the unit plan one of the following: 1. an understanding of how language, culture, and family background influence the learning of students with exceptionalities; (CEC 1.1) and, 2. a description of the learner’s development, individual learning differences, and environments that will support individual and collaborative learning. (CEC1.2, 2.0)</td>
<td>The special education candidate addresses the following within the unit plan: 1. unit goals that are developmentally appropriate, measurable, account for student learning differences, and accurately describe how learners will acquire content knowledge and skills; (CEC 1.2) and, 2. appropriate academic standards and essential questions that are aligned with these standards.</td>
<td>The special education candidate demonstrates through the activities of the unit plan the following: 1. an understanding of how language, culture, and family background influence the learning of students with exceptionalities; (CEC 1.1) 2. a description of the learner’s development, individual learning differences, and environments that will support individual and collaborative learning; (CEC1.2, 2.0) and, 3. the impact of these contextual elements (e.g., language, culture, family background) on the delivery of unit content. (CEC 2.1)</td>
</tr>
<tr>
<td><strong>Candidates write unit goals and essential questions that are aligned with academic and CEC standards. (CEC 1.2)</strong></td>
<td>The special education candidate fails to address the following within the unit plan: 1. unit goals that are developmentally appropriate, measurable, account for student learning differences, and accurately describe how learners will acquire content knowledge and skills; and, 2. appropriate academic standards and essential questions that are aligned with these standards.</td>
<td>The special education candidate addresses one of the following within the unit plan: 1. unit goals that are developmentally appropriate, measurable, account for student learning differences, and accurately describe how learners will acquire content knowledge and skills; (CEC 1.2) and, 2. appropriate academic standards and essential questions that are aligned with these standards.</td>
<td>The special education candidate addresses the following within the unit plan: 1. unit goals that are developmentally appropriate, measurable, account for student learning differences, and accurately describe how learners will acquire content knowledge and skills; (CEC 1.2) and, 2. appropriate academic standards and essential questions that are aligned with these standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidates select pre- and post-assessments that are aligned with learning</strong></td>
<td>The special education candidate fails to include the following components: 1. varied and differentiated methods of pre- and post-assessment aligned with CEC standards and unit goals and data-sources in monitoring student progress in a coherent structure, evaluating the</td>
<td>The special education candidate includes one or two of the following components: 1. varied and differentiated methods of pre- and post-assessment aligned with CEC standards and unit goals and data-sources in monitoring student progress in a coherent structure, evaluating the</td>
<td>The special education candidate includes the following components: 1. varied and differentiated methods of pre- and post-assessment aligned with CEC standards and unit goals and data-sources in monitoring student progress in a coherent structure, evaluating the</td>
<td>The special education candidate includes the following components: 1. varied and differentiated methods of pre- and post-assessment aligned with CEC standards and unit goals and data-sources in monitoring student progress in a coherent structure, evaluating the</td>
</tr>
<tr>
<td>Candidates develop lesson plans within the unit plan that incorporate a variety of strategies and inquiry approaches using CEC standards. (CEC 1.1, 5.4, 5.6, 6.1)</td>
<td>objectives and CEC Standards to monitor student progress (CEC 3.3, 4.1, 4.2)</td>
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<tr>
<td>The special education candidate fails to apply foundational knowledge of the field and the Ethical Principles and Practice Standards in the design of exceptional, diverse lessons within the unit plan that meet the following criteria: 1. contain well developed elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflections); and, 2. consider student with exceptionalities abilities, interests, environments and cultural/linguistic factors to improve language and communication development, create opportunities for content mastery and generalization/transfer of knowledge, and promote student work products that reflect creative interdisciplinary connections,</td>
<td>sources in monitoring student progress in a coherent structure, evaluating the extent to which students met identified standards and individual/unit goals, and in making individualized instructional decisions and long-range instructional plans; 2. inclusion of pre-assessments that are developmentally appropriate and provide baseline on knowledge of learners and post-assessments that are aligned with the pre-assessments; and, 3. clear explanations of the assessment collection procedures and provision of all of the assessment tools with clear directions</td>
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<tr>
<td>The special education candidate applies foundational knowledge of the field and the Ethical Principles and Practice Standards (CEC 6.1) in the design of exceptional, diverse lessons within the unit plan that meet one of the following criteria: 1. contain well developed elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflections); and, 2. consider student with exceptionalities abilities, interests, environments and cultural/linguistic factors (CEC 1.1) to improve language and communication development, (CEC 5.4), create opportunities for content mastery and generalization/transfer of knowledge (CEC 5.6), and promote student work products that reflect creative interdisciplinary connections, content application, problem solving and critical thinking. (CEC 5.6)</td>
<td>monitoring student progress in a coherent structure, evaluating the extent to which students met identified standards and individual/unit goals, and in making individualized instructional decisions and long-range instructional plans; (CEC 3.3, 4.2) 2. inclusion of pre-assessments that are developmentally appropriate and provide baseline on knowledge of learners and post-assessments that are aligned with the pre-assessments; and, 3. clear explanations of the assessment collection procedures and provision of all of the assessment tools with clear directions.</td>
<td></td>
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<tr>
<td>The special education candidate thoroughly applies foundational knowledge of the field and the Ethical Principles and Practice Standards (CEC 6.1) in the design of exceptional, diverse lessons within the unit plan that meet the following criteria: 1. contain well developed elements under each category (Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflections); and, 2. consider student with exceptionalities abilities, interests, environments and cultural/linguistic factors (CEC 1.1) to improve language and communication development, (CEC 5.4), create opportunities for content mastery and generalization/transfer of knowledge (CEC 5.6), and promote student work products that reflect creative interdisciplinary connections, content application, problem solving and critical thinking. (CEC 5.6) and, 3. contain a repertoire of evidence-based instructional strategies to advance</td>
<td>structure, evaluating the extent to which students met identified standards and individual/unit goals, and in making individualized instructional decisions and long-range instructional plans; (CEC 3.3, 4.2) 2. inclusion of pre-assessments that are developmentally appropriate and provide baseline on knowledge of learners and post-assessments that are aligned with the pre-assessments; 3. clear explanations of the assessment collection procedures and provision of all of the assessment tools with clear directions; and, 4. inclusion of technically sound formal and informal assessments that minimize bias. (CEC 4.1)</td>
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<tr>
<td>Candidates use evidence/data to evaluate impact on Student Learning. (CEC 4.2)</td>
<td>Candidates view themselves as lifelong learners and reflect and adjust the practices. (CEC 6.4, 6.6)</td>
<td>Candidates collaborate with the entire learning community to address the needs of students with exceptionalities in the delivery of the unit. (CEC 2.0, 2.1, 7.2, 7.3)</td>
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<tr>
<td>The special education candidate fails to use the evidence data to guide education decisions: 1. analyzes pre/post-assessment data; 2. describes the results in narrative with supporting tables and graphs; and, 3. evaluates and discusses the extent to which all students met the standards and unit goals with supporting evidence of student work samples.</td>
<td>The special education candidate provides an explanation/analysis within the unit plan of the following: 1. what has been learned through the planning and implementation of instruction, classroom management, and assessment, and its impact on student learning, and professionalism; and, 2. the unit/pedagogical strengths and areas for improvement.</td>
<td>The special education candidate fails to demonstrate engagement in the following activities: 1. collaborates with colleagues to create inclusive, culturally responsive learning environments that meaningfully include students with exceptionalities in learning activities and social interactions; and, 2. collaborates with general education teachers to promote the well-being of students with exceptionalities across a wide range of settings.</td>
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<td>The special education candidate uses the evidence data to guide education decisions: 1. analyzes pre/post-assessment data; and, 2. describes the results in narrative with supporting tables and graphs. (CEC 4.2)</td>
<td>The special education candidate provides an explanation/analysis within the unit plan of one of the following: 1. what has been learned through the planning and implementation of instruction, classroom management, and assessment, and its impact on student learning, and professionalism; (CEC 6.4, 6.6) and, 2. The unit/pedagogical strengths and areas for improvement.</td>
<td>The special education candidate demonstrates engagement in one of the following activities: 1. collaborates with colleagues to create inclusive, culturally responsive learning environments that meaningfully include students with exceptionalities in learning activities and social interactions; and, 2. collaborates with general education teachers to promote the well-being of students with exceptionalities across a wide range of settings. (CEC 2.0, 2.1, 7.3)</td>
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<tr>
<td>The special education candidate uses the evidence data to guide education decisions: 1. analyzes pre/post-assessment data; 2. describes the results in narrative with supporting tables and graphs; (CEC 4.2) and, 3. evaluates and discusses the extent to which all students met the standards and unit goals with supporting evidence of student work samples. (CEC 4.2)</td>
<td>The special education candidate provides an explanation/analysis within the unit plan of the following: 1. what has been learned through the planning and implementation of instruction, classroom management, and assessment, and its impact on student learning, and professionalism; (CEC 6.4, 6.6) and, 2. the unit/pedagogical strengths and areas for improvement with modifications for future practice which include evidence-based practices and examples.</td>
<td>The special education candidate demonstrates engagement in the following activities: 1. collaborates with colleagues to create inclusive, culturally responsive learning environments that meaningfully include students with exceptionalities in learning activities and social interactions; 2. collaborates with general education teachers to promote the well-being of students with exceptionalities across a wide range of settings; (CEC 2.0, 2.1, 7.3) and, 3. serves as a collaborative resource to colleagues. (CEC 7.2)</td>
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</tbody>
</table>
Appendix G

TEACHING DEVICE/ADAPTATION

I. Title

II. Explanation/Rationale – (target group, subject, students’ needs, etc.)

III. Evaluation – (effectiveness, students’ reaction, future changes, etc.)
Appendix H

**BULLETIN BOARD/LEARNING STATION**

I. Title

II. Picture

III. Explanation/Rationale – (target group, subject students’ needs, etc.)

IV. Evaluation – (effectiveness, students’ reaction, future changes, etc.)
APPENDIX I (1)

ANECDOTAL RECORD FORM

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Student Behavior</th>
<th>Teacher Reaction</th>
<th>Student Reaction</th>
</tr>
</thead>
</table>


### ABC Analysis Format

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>(if observable)</td>
<td>1. (list separately)</td>
<td>A. B. C.</td>
</tr>
<tr>
<td></td>
<td>2. (etc.)</td>
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</table>
Appendix J

**Induction Information**

(This should be completed no later than the 2nd week of each assignment.)

One of the first problems encountered by the student teacher or a teacher who is new to a particular school is that of becoming acquainted with school policy. Once situations involving policy are mastered and become automatic, the teacher can put efforts where they belong – his/her students and teaching.

Are you familiar with/responsible for:

<table>
<thead>
<tr>
<th>First Assign</th>
<th>Second Assign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>morning arrival time?</td>
</tr>
<tr>
<td></td>
<td>departure time?</td>
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<td></td>
<td>responsibility on the playground?</td>
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<td></td>
<td>hall duty?</td>
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<td></td>
<td>schedules of specialists?</td>
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<td></td>
<td>lunch orders and schedules?</td>
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<td>fire drill procedure?</td>
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<td>civil defense procedure?</td>
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<td></td>
<td>method of checking daily attendance?</td>
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<td></td>
<td>handling of attendance reports?</td>
</tr>
<tr>
<td></td>
<td>procedures for excusing children to leave the classroom?</td>
</tr>
<tr>
<td></td>
<td>schedule of subjects and activities?</td>
</tr>
<tr>
<td></td>
<td>staff meeting procedures?</td>
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<tr>
<td></td>
<td>responsibility in the lunch room?</td>
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<td></td>
<td>accident reports?</td>
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<tr>
<td></td>
<td>rules governing discipline?</td>
</tr>
<tr>
<td></td>
<td>bus regulations?</td>
</tr>
<tr>
<td></td>
<td>general care of classroom?</td>
</tr>
</tbody>
</table>
Can you locate:

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign</td>
<td>Assign</td>
</tr>
</tbody>
</table>

__ __
the central office?

__ __
the supply rooms?

__ __
the library?

__ __
the cafeteria?

__ __
the playground areas?

__ __
the duplicating facilities?

__ __
the technology aids?

__ __
the professional library?

Do you have:

<table>
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<th>Second</th>
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<tr>
<td>Assign</td>
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</table>

__ __
a desk of your own?

__ __
a definite conference time with your CT?

__ __
a teacher’s copy of texts?

__ __
a copy of the teacher’s school policy handbook?

__ __
a procedure for requisitioning supplies?

__ __
a school calendar of activities?

Do you know about:

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<th>Second</th>
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<tbody>
<tr>
<td>Assign</td>
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</table>

__ __
nurse’s services?

__ __
guidance services?

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speech therapist?
**Do you know about:** (cont’d)

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<tr>
<th>First</th>
<th>Second</th>
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- psychologist?
- social worker?
- field trip procedures?
- reading specialist?
- testing program?
- use of library facilities by the children?
- instructional materials available?
- inclusionary philosophy of the school district

**Have you met or conferred with:**

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</tbody>
</table>

- the principal/local education authority?
- other classroom teachers?
- the custodians?
- the secretaries?
- any parents?
- support staff?

Name: ____________________________

(Student Teacher)
Appendix K

MANAGEMENT PROGRAM

1. Briefly describe your philosophy of student discipline pertaining to your current student teaching placement.

2. Develop and list your classroom rules.

3. Complete a reinforcement inventory of each student (if appropriate).

4. Develop a list of some potentially powerful reinforcers and consequences, from inventory data and observation, that may prove to be useful with the class or individuals.

5. List one to three priority management objectives (social or work habits, affective or academic) for students in your class. Select behaviors that you feel need to be weakened or strengthened.

6. Provide a brief description of how you will attempt to change the behaviors as listed in Item #5.

7. Evaluation
Appendix L

Classroom Overview

1. Type of class: i.e. full-time, part-time, inclusionary, mixed category (specify the mix).
2. Size of class: number of pupils listed on roster
3. Subject areas taught: academic and non-academic
4. Outline of takeover schedule.
Appendix M (1)

Observation

**STUDENT:**

**CLASS:**

**PERIOD:**

**TIME:**

General Student Behavior:

Student/Student Interactions:

Teacher/Student Interactions:

Time Spent on Task:

Other:
Appendix M (2)

Observation Format

I. Purpose

1. Date –

2. Time –

3. Subject/Activity –

II. What Observed –

III. Personal Reaction –
Appendix N

Lesson Plan Format

Name:
Date:

I. LESSON FOUNDATION

Lesson Title: Lesson Number w/in Unit:
Unit Title:
Grade Level(s):
Subject Area(s)/Subject Content Explanation:

Time Allocated:

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 and instruction 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
### Scoring Rubric for Lesson Plans—Special Education

<table>
<thead>
<tr>
<th>CEC/InTASC</th>
<th>Elements</th>
<th>Emerging (1)</th>
<th>Developing (2)</th>
<th>Meeting Expectations/Acceptable (3)</th>
<th>Exceeds Expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidates write goals/objectives aligned with standards</td>
<td>The special education candidate fails to write objectives that: 1. support all students with exceptionalities in meeting rigorous learning goals; 2. state the condition, measurable performance, and criteria; 3. are aligned to CEC and/or PA Common Core Standards; and, 4. function as a target for instruction and assessment that meet diverse needs of students with exceptionalities.</td>
<td>The special education candidate writes objectives that: 1. support all students with exceptionalities in meeting rigorous learning goals; 2. state the condition, measurable performance, and criteria; 3. are aligned to CEC and/or PA Common Core Standards; and, 4. function as a target for instruction and assessment that meet diverse needs of students with exceptionalities.</td>
<td>The special education candidate writes objectives that: 1. support all students with exceptionalities in meeting rigorous learning goals; 2. state the condition, measurable performance, and criteria; 3. are aligned to CEC and/or PA Common Core Standards; and, 4. function as a target for instruction and assessment that meet diverse needs of students with exceptionalities.</td>
<td>The special education candidate writes objectives that: 1. support all students with exceptionalities in meeting rigorous learning goals; 2. state the condition, measurable performance, and criteria which include time as appropriate, accuracy, and number of trials; 3. are aligned to CEC and/or PA Common Core Standards; and, 4. function as a target for instruction and assessment that meet diverse needs of students with exceptionalities; and, 5. measure various levels of skill, differentiating from concrete skills to higher-level thinking.</td>
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<td></td>
<td>CEC 1 Candidates demonstrates knowledge of learner development and individual learner differences in the lesson planning. (CEC 1.1, 1.2)</td>
<td>The special education candidate fails to plan instruction based on individual differences, interests, and cultural and linguistic factors to provide meaningful learning activities and social interactions.</td>
<td>The special education candidate plans instruction based on individual differences to provide meaningful learning activities and social interactions. (CEC 1.2)</td>
<td>The special education candidate plans instruction based on individual differences to provide meaningful learning activities and social interactions. (CEC 1.2)</td>
<td>The special education candidate plans instruction based on individual differences, interests, and cultural and linguistic factors to provide meaningful learning activities and social interactions. (CEC 1.1, 1.2)</td>
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<tr>
<td></td>
<td>CEC 3 Candidates demonstrate in their planning and teaching, a solid base of understanding of Curricular Content</td>
<td>The special education candidate does not use knowledge of general and specialized curricula to individualize learning for students with exceptionalities in their planning instruction.</td>
<td>The special education candidate uses or includes one or two of the following in planning instruction: 1. knowledge of general or specialized curricula to individualize learning for students with exceptionalities. (CEC 3.2)</td>
<td>The special education candidate uses knowledge of general and specialized curricula in planning instruction to individualize learning for students with exceptionalities. (CEC 3.2)</td>
<td>The special education candidate demonstrates a knowledge of general and specialized curricula in planning instruction to individualize learning for students with exceptionalities. (CEC 3.2)</td>
</tr>
<tr>
<td>Knowledge. (CEC 3.1, 3.2)</td>
<td>The candidate does not include central concepts, structures of the discipline, tools of inquiry, integrated cross-disciplinary skills, and meaningful learning progressions. The candidate does not utilize curricular modifications to make content knowledge accessible for all students.</td>
<td>The candidate includes central concepts, structures of the discipline, tools of inquiry, integrated cross-disciplinary skills, and meaningful learning progressions. (CEC 3.1)</td>
<td>The candidate includes central concepts, structures of the discipline, tools of inquiry, integrated cross-disciplinary skills, and meaningful learning progressions. (CEC 3.1)</td>
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<tr>
<td>CEC 4</td>
<td>Candidate uses formative and summative assessments activities that are aligned with lesson objectives and CEC Standards. (CEC 4.1, 4.2, 4.3)</td>
<td>The special education candidate fails to use the following for instructional planning: 1. technically sound assessments or principles to guide instructional planning and minimize bias; 2. ongoing formative and summative assessments and data-sources to engage learners in their own growth, and to guide instructional decision making; 3. collaboration with colleagues and families in assessment process and decision making for students with exceptionalities; and, 4. the alignment of the assessments to the lesson objectives and CEC Standards.</td>
<td>The special education candidate uses the following for instructional planning: 1. technically sound assessments or principles to guide instructional planning and minimize bias; (CEC 4.1) 2. ongoing formative and summative assessments and data-sources to monitor learner progress, and to guide instructional decision making; (CEC 4.2) and, 3. the alignment of the assessments to the lesson objectives and CEC Standards.</td>
<td>The special education candidate uses the following for instructional planning: 1. technically sound assessments or principles to guide instructional planning and minimize bias; (CEC 4.1) 2. ongoing formative and summative assessments and data-sources to engage learners in their own growth, to monitor learner progress, and to guide instructional decision making; (CEC 4.2) 3. collaboration with colleagues and families in assessment process and decision making for students with exceptionalities; (CEC 4.3) and, 4. the alignment of the assessments to the lesson objectives and CEC Standards.</td>
<td></td>
</tr>
<tr>
<td>CEC 5</td>
<td>Candidates take into consideration the student with exceptionalities learning needs and CEC Standards during instructional planning and selection of</td>
<td>The special education candidate fails to incorporate the following in the lesson plan: 1. select, adapt, and use a range of evidence-based instructional strategies; 2. address individual interests, abilities, needs and backgrounds of learners in</td>
<td>The special education candidate incorporates the following in the lesson plan: 1. selects, adapts, and uses a range of evidence-based instructional strategies; 2. addresses the individual interests, abilities, needs or backgrounds of learners in planning instructional activities; (CEC 5.1) and,</td>
<td>The special education candidate incorporates the following in the lesson plan: 1. selects, adapts, and uses a range of evidence-based instructional strategies; 2. addresses the individual interests, abilities, needs or backgrounds of learners in planning instructional activities; (CEC 5.1)</td>
<td></td>
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<tr>
<td>Candidate reflects on the lesson and integrates CEC Standards in the analysis/reflection.</td>
<td>The special education candidate does not provide an explanation or analysis of the effectiveness of the lesson. This includes: effectiveness of the planned activities; impact on student learning (i.e., objectives met); and, description of how CEC Standards are integrated into the lesson.</td>
<td>The special education candidate provides an explanation or analysis for one to three of the following related to the effectiveness of the lesson: 1. effectiveness of the planned activities; 2. impact on student learning (i.e., objectives met); and, 3. description of how CEC Standards are integrated into the lesson.</td>
<td>The special education candidate provides an explanation or analysis related to the effectiveness of the lesson that includes: 1. effectiveness of the planned activities; 2. impact on student learning (i.e., objectives met); 3. assessment data to support student learning; and, 4. description of how CEC Standards are integrated into the lesson.</td>
<td>The special education candidate provides an explanation or analysis related to the effectiveness of the lesson that includes: 1. effectiveness of the planned activities; 2. impact on student learning (i.e., objectives met); 3. assessment data to support student learning; 4. description of how CEC Standards are integrated into the lesson; and, 5. incorporation of feedback from learners, colleagues, and/or supervisors.</td>
<td></td>
</tr>
<tr>
<td>teaching strategies. (CEC 5.1, 5.2, 5.3, 5.6)</td>
<td>planning instructional activities.</td>
<td>planning instructional activities; (CEC 5.1) 3. emphasizes explicit instruction with modeling and guided practice; and, 4. uses AAC system and AT to support delivery of instruction and enhance language and communication for students with exceptionalities if needed. (CEC 5.2, 5.3)</td>
<td>3. emphasizes explicit instruction with modeling and guided practice; and, 4. uses AAC system and AT to support delivery of instruction and enhance language and communication for students with exceptionalities if needed; (CEC 5.2, 5.3) and, 5. includes the use, application, generalization, and transfer of skills. (CEC 5.6)</td>
<td></td>
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<tr>
<td><strong>CEC 7</strong></td>
<td>The special education candidate collaborates with colleagues in the instructional planning and delivery. (CEC 7.2, 7.3)</td>
<td>The special education candidate collaborates with colleagues to create learning environments that meaningfully include students with exceptionalities; and, 2. collaborates with general education teachers to promote well-being of students with exceptionalities across a wide of range of settings. (CEC 7.3)</td>
<td>The special education candidate collaborates with colleagues to create learning environments that meaningfully include students with exceptionalities; and, 2. collaborates with general education teachers to promote well-being of students with exceptionalities across a wide of range of settings. (CEC 7.3)</td>
<td>The special education candidate collaborates with colleagues to create learning environments that meaningfully include students with exceptionalities; 2. collaborates with general education teachers to promote well-being of students with exceptionalities across a wide of range of settings; (CEC 7.3) and, 3. serves as a collaborative resource to colleagues. (CEC 7.2)</td>
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</tbody>
</table>
Elements of a Performance Objective

A performance objective includes:

1. the conditions under which measurement will occur
2. the actual behavior
3. the measurement standard or criterion

The conditions element lists the specific circumstance(s) or situation(s) in which the student will perform. Examples of condition categories include time, materials, environmental setting, manner of assistance, etc.

The behavioral element is usually an action word which delineates what the target is expected to do. The clarity of the objective is to a great degree dependent upon the specificity of this word. Verbs which precisely define the expected performance will be employed in well-stated objectives.

The criterion element indicates the acceptable level or standard for performance. This part of the objective clearly states the level of performance which the teacher expects. This is an important part of the objective because it defines the minimum expected achievement. The learning objective now has magnitude, in addition to directionality.

Table I provides explicit illustrations of each element.
## Appendix P

### Table I

**Elements of a Performance Objective**

<table>
<thead>
<tr>
<th>Conditions (Givens)</th>
<th>Actual Behavior (Action Verb)</th>
<th>Measurement Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-hour exam</td>
<td>To Write</td>
<td>90 percent correct</td>
</tr>
<tr>
<td>In front of class</td>
<td>Point</td>
<td>four out of five</td>
</tr>
<tr>
<td>Without reference</td>
<td>Touch</td>
<td>list four steps</td>
</tr>
<tr>
<td>When presented with a typed list</td>
<td>Underline</td>
<td>10 words correctly</td>
</tr>
<tr>
<td>Given a slide rule</td>
<td>Distinguish</td>
<td>distinguish 3 main ideas</td>
</tr>
<tr>
<td>Random sample</td>
<td>Identify</td>
<td>nearest percent</td>
</tr>
<tr>
<td>W/o dictionary</td>
<td>Construct</td>
<td>nearest tenth</td>
</tr>
<tr>
<td>Using three sounds</td>
<td>Answer</td>
<td>100 percent accuracy</td>
</tr>
<tr>
<td>10-minute quiz</td>
<td>Name</td>
<td>in alphabetical order</td>
</tr>
<tr>
<td>using a 10-key adding machine</td>
<td>Order</td>
<td>50 wpm for 5 minutes</td>
</tr>
<tr>
<td>given a blueprint</td>
<td>Describe</td>
<td>nearest thousandth</td>
</tr>
<tr>
<td>without a scale drawing</td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>using a shop manual</td>
<td>Apply rule</td>
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<tr>
<td>without calipers</td>
<td>Demonstrate</td>
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<td></td>
<td>Interpret</td>
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<td>Compile</td>
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<td>Discriminate</td>
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<td>Compute</td>
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<tr>
<td></td>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggestion:**

Use clear action verbs which are observable.

**Suggestion:**

What are the givens, the limitations, the restrictions which are imposed on the pupil when demonstrating the terminal behavior? They might include information, tools, equipment, source, materials to be or not to be used.

**Suggestion:**

How effectively is the behavior performed? What is the minimum acceptable level of performance required to indicate mastery of the objective?
## Appendix Q

### Action Verbs Useful in Specifying Student Outcomes

#### General Areas of Behavior

**General Discriminative Behaviors**

<table>
<thead>
<tr>
<th>choose</th>
<th>discriminate</th>
<th>match</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect</td>
<td>distinguish</td>
<td>omit</td>
</tr>
<tr>
<td>define</td>
<td>identify</td>
<td>order</td>
</tr>
<tr>
<td>describe</td>
<td>indicate</td>
<td>place</td>
</tr>
<tr>
<td>detect</td>
<td>isolate</td>
<td>point</td>
</tr>
<tr>
<td>differentiate</td>
<td>list</td>
<td>select</td>
</tr>
</tbody>
</table>

**Social Behaviors**

<table>
<thead>
<tr>
<th>accept</th>
<th>discuss</th>
<th>participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>excuse</td>
<td>permit</td>
</tr>
<tr>
<td>aid</td>
<td>express</td>
<td>play</td>
</tr>
<tr>
<td>allow</td>
<td>follow</td>
<td>praise</td>
</tr>
<tr>
<td>answer</td>
<td>forgive</td>
<td>react</td>
</tr>
<tr>
<td>argue</td>
<td>greet</td>
<td>remain</td>
</tr>
<tr>
<td>communicate</td>
<td>help</td>
<td>smile</td>
</tr>
<tr>
<td>compliment</td>
<td>interact</td>
<td>talk</td>
</tr>
<tr>
<td>contribute</td>
<td>invite</td>
<td>thank</td>
</tr>
<tr>
<td>cooperate</td>
<td>join</td>
<td>volunteer</td>
</tr>
<tr>
<td>dance</td>
<td>laugh</td>
<td>wait</td>
</tr>
<tr>
<td>disagree</td>
<td>meet</td>
<td></td>
</tr>
</tbody>
</table>

**Language Behaviors**

<table>
<thead>
<tr>
<th>abbreviate</th>
<th>look to</th>
<th>spell</th>
</tr>
</thead>
<tbody>
<tr>
<td>accent</td>
<td>outline</td>
<td>state</td>
</tr>
<tr>
<td>alphabetize</td>
<td>print</td>
<td>summarize</td>
</tr>
<tr>
<td>articulate</td>
<td>pronounce</td>
<td>syllabicate</td>
</tr>
<tr>
<td>associate</td>
<td>punctuate</td>
<td>tell</td>
</tr>
<tr>
<td>call</td>
<td>read</td>
<td>turn to</td>
</tr>
<tr>
<td>capitalize</td>
<td>recite</td>
<td>translate</td>
</tr>
<tr>
<td>demonstrate</td>
<td>repeat</td>
<td>use</td>
</tr>
<tr>
<td>edit</td>
<td>say</td>
<td>verbalize</td>
</tr>
<tr>
<td>hyphenate</td>
<td>sign</td>
<td>whisper</td>
</tr>
<tr>
<td>identify</td>
<td>select</td>
<td>write</td>
</tr>
<tr>
<td>indent</td>
<td>speak</td>
<td></td>
</tr>
</tbody>
</table>
### Motor Behaviors

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>balance</td>
<td>grasp</td>
<td>roll</td>
</tr>
<tr>
<td>build</td>
<td>hold</td>
<td>sit</td>
</tr>
<tr>
<td>catch</td>
<td>jump</td>
<td>stack</td>
</tr>
<tr>
<td>copy</td>
<td>kick</td>
<td>thread</td>
</tr>
<tr>
<td>crawl</td>
<td>kneel</td>
<td>throw</td>
</tr>
<tr>
<td>cut</td>
<td>lift</td>
<td>track</td>
</tr>
<tr>
<td>fold</td>
<td>paste</td>
<td>walk</td>
</tr>
<tr>
<td>gallop</td>
<td>print</td>
<td></td>
</tr>
</tbody>
</table>

### Study Behaviors

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrange</td>
<td>follow</td>
<td>organize</td>
</tr>
<tr>
<td>categorize</td>
<td>gather</td>
<td>quote</td>
</tr>
<tr>
<td>chart</td>
<td>itemize</td>
<td>record</td>
</tr>
<tr>
<td>cite</td>
<td>label</td>
<td>reproduce</td>
</tr>
<tr>
<td>circle</td>
<td>locate</td>
<td>search</td>
</tr>
<tr>
<td>classify</td>
<td>look</td>
<td>sort</td>
</tr>
<tr>
<td>compile</td>
<td>map</td>
<td>underline</td>
</tr>
<tr>
<td>copy</td>
<td>mark</td>
<td></td>
</tr>
<tr>
<td>diagram</td>
<td>mate</td>
<td></td>
</tr>
<tr>
<td>find</td>
<td>name</td>
<td></td>
</tr>
</tbody>
</table>

### Self-Care Behaviors

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>feed</td>
<td>secure</td>
</tr>
<tr>
<td>brush</td>
<td>hold</td>
<td>sit</td>
</tr>
<tr>
<td>clean</td>
<td>open</td>
<td>snap</td>
</tr>
<tr>
<td>close</td>
<td>put on</td>
<td>swallow</td>
</tr>
<tr>
<td>drink</td>
<td>reach</td>
<td>take off</td>
</tr>
<tr>
<td>dry</td>
<td>replace</td>
<td>wash</td>
</tr>
<tr>
<td>eat</td>
<td>retain</td>
<td>zip</td>
</tr>
<tr>
<td>fasten</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attitudes and Values

#### Responding

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>answers</td>
<td>notes</td>
<td>clarifies</td>
</tr>
<tr>
<td>attempts</td>
<td>participates in</td>
<td></td>
</tr>
<tr>
<td>begins</td>
<td>responds to</td>
<td></td>
</tr>
</tbody>
</table>
BEHAVIORS LISTED ACCORDING TO BLOOM’S TAXONOMY

Complying

Carries out does meets
Completes follows submits

Accepting

articulates does submits
carries out identifies supports
chooses offers undertakes
 completes selects volunteers
 contributes states
 describes

Preferring

advocates identifies proposes
asks for initiates recommends
avoids invites seeks
challenges justifies states
chooses offers takes
defends praises undertakes
describes presents volunteers
displays promotes

Observing

cites names reports
describes points out shares
expresses points to states
indicates records identifies
lists relates

Remembering

chooses names reproduces
 cites points out restates
describes relates states
lists repeats tells
matches reports writes
<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Terms</th>
<th>Actions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting</td>
<td>demonstrates</td>
<td>graphs</td>
<td>restates</td>
</tr>
<tr>
<td></td>
<td>depicts</td>
<td>illustrates</td>
<td>retells</td>
</tr>
<tr>
<td></td>
<td>dramatizes</td>
<td>pantomimes</td>
<td>role plays</td>
</tr>
<tr>
<td></td>
<td>draws</td>
<td>paraphrases</td>
<td>simulates</td>
</tr>
<tr>
<td></td>
<td>enacts</td>
<td>presents</td>
<td>sketches</td>
</tr>
<tr>
<td></td>
<td>explains</td>
<td>renders</td>
<td>states in own words</td>
</tr>
<tr>
<td></td>
<td>expresses</td>
<td>rephrases</td>
<td></td>
</tr>
<tr>
<td>Comparing</td>
<td>cites</td>
<td>lists</td>
<td>reports</td>
</tr>
<tr>
<td></td>
<td>describes</td>
<td>names</td>
<td>states</td>
</tr>
<tr>
<td></td>
<td>explains</td>
<td>outlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expresses</td>
<td>points out</td>
<td></td>
</tr>
<tr>
<td>Classifying</td>
<td>arranges</td>
<td>names</td>
<td>sorts</td>
</tr>
<tr>
<td></td>
<td>catalogs</td>
<td>outlines</td>
<td>tabulates</td>
</tr>
<tr>
<td></td>
<td>graphs</td>
<td>places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>labels</td>
<td>rearranges</td>
<td></td>
</tr>
<tr>
<td>Generalizing</td>
<td>abstracts</td>
<td>identifies</td>
<td>relates</td>
</tr>
<tr>
<td></td>
<td>expresses</td>
<td>presents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>groups</td>
<td>proposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inferring</td>
<td>expresses</td>
<td>presents</td>
<td>states</td>
</tr>
<tr>
<td></td>
<td>formulates</td>
<td>proposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identifies</td>
<td>relates</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>cites</td>
<td>illustrates</td>
<td>points out</td>
</tr>
<tr>
<td></td>
<td>describes</td>
<td>lists</td>
<td>relates</td>
</tr>
<tr>
<td></td>
<td>expresses</td>
<td>outlines</td>
<td></td>
</tr>
</tbody>
</table>
### Synthesizing

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>assembles</td>
</tr>
<tr>
<td>constructs</td>
</tr>
<tr>
<td>depicts</td>
</tr>
<tr>
<td>explains</td>
</tr>
</tbody>
</table>

### Hypothesizing

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>expresses</td>
</tr>
<tr>
<td>identifies</td>
</tr>
<tr>
<td>invents</td>
</tr>
</tbody>
</table>

### Predicting

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>estimates</td>
</tr>
<tr>
<td>expresses</td>
</tr>
<tr>
<td>identifies</td>
</tr>
</tbody>
</table>

### Evaluating

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>argues</td>
</tr>
<tr>
<td>classifies</td>
</tr>
<tr>
<td>compares</td>
</tr>
</tbody>
</table>

These listings were provided by two sources from Allegheny Intermediate Unit. Verbs relating to Attitude and Bloom’s Taxonomy appeared in Planned Course Development – Workshop Series, Instructional Support Division. The remainder were from I.U. #3’s Central Support Project.
# Appendix R

## Classification of Educational Objectives And Illustrative Behavioral Terms

<table>
<thead>
<tr>
<th>COGNITIVE DOMAIN</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know (Remember)</td>
<td>define, describe, identify, label, list, locate, match, name, outline, reproduce, select</td>
</tr>
<tr>
<td>Comprehend (Interpret)</td>
<td>convert, defend, distinguish, estimate, explain, give examples, infer, paraphrase, predict, rewrite, summarize, translate</td>
</tr>
<tr>
<td>Apply (Use)</td>
<td>change, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use</td>
</tr>
<tr>
<td>Analyze (Break down)</td>
<td>diagram, differentiate, discriminate, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide</td>
</tr>
<tr>
<td>Synthesize (Put together in new form)</td>
<td>categorize, combine, compile, compose, create, devise, design explain, formulate, generate, integrate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, write</td>
</tr>
<tr>
<td>Evaluate (Judge value)</td>
<td>appraise, compare, conclude, contrast, criticize, describe, discriminate, explain, justify, interpret, relate, summarize, support</td>
</tr>
</tbody>
</table>
**AFFECTIVE DOMAIN**

<table>
<thead>
<tr>
<th>Receive</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Attending)</td>
<td>ask, choose, describe, follow, give, hold, locate, name, select, sit erect, reply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respond</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(React)</td>
<td>answer, assist, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Internalization)</td>
<td>complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organize</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Building a value system)</td>
<td>adhere, alter, arrange, combine, compare, complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characterization</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Philosophy of life)</td>
<td>act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, verify</td>
</tr>
</tbody>
</table>

**PSYCHOMOTOR DOMAIN**

<table>
<thead>
<tr>
<th>PSYCHOMOTOR DOMAIN</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To date, a classification system for this domain has not been completed.</td>
<td>assemble, build, calibrate, change, clean, compose, connect, construct, correct, create, design, dismantle, drill, fasten, fix, follow, grind, grip, hammer, heat, hook, identify, locate, make, manipulate, mend, mix, nail, paint, sand, saw, sharpen, set, sew, sketch, start, stir, use, weigh, wrap.</td>
</tr>
</tbody>
</table>

Reference: Readings in Mental Retardation
Appendix S
Guidelines for Student Teacher Evaluation

Name of Cooperating Teacher  Name of Student/Semester

The purpose of this evaluation form is to help guide the student teacher in understanding his/her specific strengths and weaknesses. If completed with this objective in mind, the student teacher, cooperating teacher, and college supervisor should be able to plan sequential steps that guide the student teacher in continuous professional growth throughout the experience. A special time should be set aside, at the discretion of the cooperating teacher, at the conclusion of the third week, sixth week, and prior to the termination of each student teaching assignment. During these conferences, the student teacher should have access to the completed evaluation form as the cooperating teacher discusses various competency areas. The cooperating teacher should keep in mind the importance of evaluation of each item in specific terms rather than using broad generalizations. By following this procedure, the cooperating teacher can give specific suggestions for improvement; consequently, the student teacher will also know exactly what is expected related to his/her future performance. Student teacher evaluation, however, should be continuous and should not be exclusive to these conferences.

It is understood that a student teacher may not have had the opportunity to develop certain competencies during the first or second evaluation periods. Furthermore, a few competencies may not be measurable in a given classroom. If either situation should occur, please indicate by placing N/A (not applicable) in the appropriate category. The student teacher is not penalized for areas not scored.

Each competency should be evaluated with the following criteria in mind:

3. Distinguished - Performs task with a high degree of effectiveness; requires little or no supervision.
2. Proficient - Performance is continually improving; still requires general direction in this area to maintain effectiveness.
1. Basic - Requires direction and/or demonstration from co-op and supervisor to maintain effectiveness.
0. Unsatisfactory - Specific direction and supervision does not alter unsatisfactory performance and ability to make changes; performance is inadequate to recommend for teaching.

N/A Not Applicable
<table>
<thead>
<tr>
<th>PLANNING AND PREPARATION</th>
<th>EVALUATION</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson plan is appropriate to age group and subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates knowledge of students' needs/interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates knowledge of content &amp; pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates knowledge of classroom resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Designs lessons for students with special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM ENVIRONMENT</th>
<th>EVALUATION</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Creates a safe, engaging learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Interacts respectfully/genuinely with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Manages transitions smoothly and efficiently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Monitors and responds to student behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Arranges and oversees student work groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates classroom management strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>EVALUATION</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Communicates clear learning expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Voice is loud, clear and pleasant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Introduction (set) is made to the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Communicates importance/relevance of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Asks key questions allowing adequate response time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Content/ideas communicated clearly and accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Technology is effectively utilized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Motivates students with positive reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Uses variety of materials, activities and methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Assesses students for understanding during the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Appropriate summary/conclusion evidenced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Assessment is made at the conclusion of a lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Lesson plan is followed and adjusted when necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Uses correct oral and written language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL RESPONSIBILITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>26. Professional in appearance and demeanor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Assignments are neat and timely</td>
<td></td>
<td></td>
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<tr>
<td>28. Follows rules and policies of the institution</td>
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<tr>
<td>29. Uses self-reflection for future teaching</td>
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<tr>
<td>30. Welcomes and seeks out feedback for improvement</td>
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<tr>
<td>31. Works effectively with cooperating teacher</td>
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<tr>
<td>32. Communicates well with university supervisor</td>
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<tr>
<td>33. Connects with students’ families</td>
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<tr>
<td><strong>SPECIAL EDUCATION PROGRAM ADDENDUM OF COMPETENCIES</strong></td>
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<tr>
<td><strong>The Student Teacher:</strong></td>
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<tr>
<td>34. handles information about children, peers, colleagues and supervisors ethically.</td>
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<tr>
<td>35. demonstrates flexibility by adapting readily to changes and emergency situations.</td>
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<tr>
<td>36. displays initiative, punctuality and accountability on a consistent basis.</td>
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<tr>
<td>37. develops an I.E.P. consistent with the standards of the school district or I.U. (including assessment by student teacher).</td>
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<tr>
<td>38. submits and discusses lesson plans with cooperating teacher and/or paraprofessional in advance of teaching.</td>
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<tr>
<td>39. demonstrates flexibility in planning and scheduling.</td>
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<tr>
<td>40. writes objectives indicating measurable and/or observable performance.</td>
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<tr>
<td>41. plans a project (unit, I.E.P., or other appropriate project) that considers specific functional and/or developmental levels of students.</td>
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<tr>
<td>42. utilizes Pennsylvania K-12 Academic Standards in planning instruction.</td>
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<tr>
<td>43. demonstrates effective prevention by anticipating potential problem areas and takes precautions to eliminate them.</td>
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<tr>
<td>44. takes care to establish accuracy, objectivity and confidentiality of reports.</td>
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<tr>
<td>45. consistently reinforces appropriate behavior and enforces class rules.</td>
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<tr>
<td>46. manages more than one group (subject/program/activity) simultaneously.</td>
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</tbody>
</table>
SPECIAL EDUCATION PROGRAM ADDENDUM OF COMPETENCIES (cont’d)

The Student Teacher:
47. provides equitable learning opportunities for all students.
48. effectively works with and/or directs paraprofessionals and/or other support staff.
49. experiments with alternative and innovative devices and techniques.
50. gives concrete examples and takes advantage of real-life situations.
51. effectively works with other teachers in the school.
52. effectively works with multiple groups.
53. paces lesson to ensure appropriate length and sequence.
54. understands and supports what the regular class teacher is teaching.
55. focuses on other groups during direct instruction with one or two other groups.
56. uses a method of record keeping that precisely indicates the growth and accomplishments of each child (progress monitoring).
57. records the extent to which objectives were achieved.
58. re-teaches or adjusts objectives which are not achieved.
59. effectively links assessment(s) with intervention approach(es) delineated in I.E.P.
60. completes all clerical responsibilities in a timely manner (grading assignments, attendance reports, progress reports, etc.).

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>Mid-Point</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>PLANNING &amp; PREPARATION:</strong> demonstrates knowledge of content/pedagogy/standards uses available resources, materials, or technology</td>
<td></td>
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<tr>
<td>Lesson Plans: collects background info uses appropriate methods/materials/activities detail blocked easy to follow difficult to follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals/Objectives: criterion terminal behavior conditions sequenced adapted to student needs based upon previous evaluation reflect PA standards</td>
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</tr>
<tr>
<td>Organization: notebook</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTION:</strong></td>
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<td></td>
</tr>
<tr>
<td>Set: beginning throughout Type – stated objective model background information alerted students to important parts of lessons other</td>
<td></td>
<td></td>
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<tr>
<td>Reinforcement: none single word repetitive varied specific</td>
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</tr>
<tr>
<td>Motivation: promise of success provides feedback on progress animation importance of topic communicated no identifiable technique employed voice</td>
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<tr>
<td>Presentation: small steps focus upon single concept use of new knowledge pace (Fast, Slow, Appropriate) detailed directions examples (Many-Few) variety of approaches (1, 2, 3, 4) teaches to objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Practice: directed non-directed circulates checks work corrects and reinforces checks for student understanding other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure: used not used throughout lesson conclusion only Type – summarizes student involvement students summarize indicates completion of task connection to future learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: use of past knowledge identifies similarities between ideas identifies how skill will be used in different situations (future) insures task mastery before new concept is introduced feeling tone (Neutral-Positive-Negative) uses student ideas considers degree of original learning (identifies gaps) clear/accurate explanations evidence of student growth flexibility responsive to student needs engages students in learning process: questioning/discussion assesses student learning: formal/informal integrates various disciplines within curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOM ENVIRONMENT:</strong> clear expectations for student achievement/work quality equitable learning opportunities for all students establishes rules-clearly communicates rules prepares for and minimizes transitions appropriate interactions: teacher and students/students and students assertive consistent provides meaningful consequences establishes and maintains student support/rapport employs plans establishes routine considers physical/safety factors cues</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On Task Behavior of Student:</strong> most of the time mostly off task varies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEACHER PROFESSIONALISM:</strong> follows rules and policies of institution (punctuality, attendance) cultivates professional relationships: Co-op teacher, other school staff, students, university supervisor self-evaluation presence accurate records attentive accepts/acts on feedback contributes to school and/or community effective communication: oral/written</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix U

Instructional Procedures Refinement Form
For the Self-Evaluation Program

Subject __________________________ Date ______ Time_______

Step 1: View video or listen to audio cassette of your lesson.

A. Perceived Strengths:

B. Concerns:

C. My immediate objective(s) for my next few lessons will be:
### Appendix V

**Weekly Suggested Student Teacher/Supervising Classroom Teacher Activities**

**Activities for First Week**

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day – report to the principal’s office – introduce self.</td>
<td>Orient student teacher to school and introduce to staff.</td>
</tr>
<tr>
<td>Meet class – join in group activities.</td>
<td>Familiarize student teacher with supply sources and procedures for obtaining them.</td>
</tr>
<tr>
<td>Observe class routine and procedures.</td>
<td>Provide class roll – program schedule – school rules and regulations.</td>
</tr>
<tr>
<td>Prepare copies of class roll and daily schedule.</td>
<td>Provide student teacher with desk or similar work area.</td>
</tr>
<tr>
<td>Explore room to become familiar with materials and resources, and their locations.</td>
<td>Supply student teacher with a School Policy Handbook.</td>
</tr>
<tr>
<td>Begin to help individual children with teacher’s permission.</td>
<td>Introduce student teacher to class.</td>
</tr>
<tr>
<td>Associate with children during recess, or other informal periods.</td>
<td>Discuss student teacher schedule plan for beginning of participation in classroom activities.</td>
</tr>
<tr>
<td>Observe standards of behavior for different activities.</td>
<td>Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.</td>
</tr>
<tr>
<td>Begin to conduct total group activities for a period not to exceed a class period each day.</td>
<td>Require student teacher to observe teaching.</td>
</tr>
<tr>
<td>Become familiar with basic texts used for skill areas.</td>
<td>Observe and give suggestions to student teacher for any activities in which he/she is engaged.</td>
</tr>
<tr>
<td>Become familiar with school rules and regulations by reading School Policy Handbook.</td>
<td>Provide basic skill area texts for student teacher.</td>
</tr>
<tr>
<td></td>
<td>Prepare a list of suggestions for directed observations – i.e. routine procedures, child behavior, discipline options, special teacher techniques for handling groups.</td>
</tr>
</tbody>
</table>
## Activities for Second Week

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach total group activity for at least one class period daily.</td>
<td>Make comments on student teacher’s lesson plans.</td>
</tr>
<tr>
<td>Make written lesson plans for lessons taught.</td>
<td>Evaluate student teacher performance; discuss strengths and weaknesses with student teacher.</td>
</tr>
<tr>
<td>Submit plans in advance to supervising teacher for corrective feedback.</td>
<td>Encourage self-evaluation by student.</td>
</tr>
<tr>
<td>Continue to observe classroom instruction, especially the teaching of skill subjects.</td>
<td>Provide samples of types of seatwork activities suitable for class.</td>
</tr>
<tr>
<td>Share playground, lunchroom, or similar responsibilities.</td>
<td>Discuss activities which student teacher might use with individual child.</td>
</tr>
<tr>
<td>Observe and note teacher’s methods and techniques for handling group, special discipline problems.</td>
<td>Help student teacher plan appropriate goals, content, and seatwork for lessons to be presented.</td>
</tr>
<tr>
<td>Prepare a list of ways supervising teacher handles classroom routines and management.</td>
<td>Share your planning with the student teacher; emphasize the importance of planning ahead.</td>
</tr>
<tr>
<td>Teach reading and arithmetic lesson to small group.</td>
<td>Demonstrate a specific teaching technique or skill – discuss and evaluate the lesson with the student teacher.</td>
</tr>
<tr>
<td>Become involved in classroom activities, give help and assistance when needed.</td>
<td>Provide children’s cumulative records.</td>
</tr>
<tr>
<td>Visit other special education or regular education classes in building.</td>
<td>Begin list of materials, texts, etc. loaned to student teacher.</td>
</tr>
<tr>
<td>Ask questions about observations, teaching skills, materials, etc.</td>
<td>Remind student to list in priority classes to be taken over (a take over schedule).</td>
</tr>
<tr>
<td>Identify and consult with support personnel (speech clinician, physical therapist, etc.)</td>
<td></td>
</tr>
<tr>
<td>Select pupil for assessment and IEP development.</td>
<td></td>
</tr>
<tr>
<td>Outline a take over schedule.</td>
<td></td>
</tr>
</tbody>
</table>
### Activities for the Third Week

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in preparing materials.</td>
<td>Include student teacher in parent conferences if scheduled.</td>
</tr>
<tr>
<td>Teach about two periods of the day including total group activities and two small groups.</td>
<td>Emphasize growth and learning aspect of student teaching experiences.</td>
</tr>
<tr>
<td>Plan bulletin board display.</td>
<td>Explain reasons for techniques and approaches used in your teaching.</td>
</tr>
<tr>
<td>Assist children in changing classes, going to special rooms, dismissal, etc.</td>
<td><strong>Make available resources and materials for teaching.</strong></td>
</tr>
<tr>
<td>Be responsible for managing behavior of children while in charge of a group.</td>
<td>Give student teacher opportunities to feel independent.</td>
</tr>
<tr>
<td>Engage in self-evaluation of teaching experiences.</td>
<td>Discuss list of observed classroom routines and management with the student teacher.</td>
</tr>
<tr>
<td>Familiarize yourself with children’s papers and work.</td>
<td>** Complete first evaluation on overall performance of student teacher (same as final evaluation).**</td>
</tr>
<tr>
<td>Continue to observe classroom instructions – planned observations.</td>
<td></td>
</tr>
<tr>
<td>Continue to submit teaching plans to supervising teacher.</td>
<td></td>
</tr>
<tr>
<td>Test pupil chosen for IEP (if appropriate).</td>
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</tbody>
</table>
## Activities for Fourth Week

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase teaching time to about one-half of the day, or three instructional periods.</td>
<td>Be sure that student teacher has access to teaching materials.</td>
</tr>
<tr>
<td>In teaching and classroom responsibilities, include academic and non-academic areas.</td>
<td>Continue to support and encourage efforts of student teacher through written and oral comments.</td>
</tr>
<tr>
<td>Help keep records of children’s progress.</td>
<td>Begin to leave room for short periods of time while student teacher is teaching.</td>
</tr>
<tr>
<td>Be involved with children at individual, small group, and total group levels.</td>
<td>Help student teacher in proper use of instructional technology (if necessary).</td>
</tr>
<tr>
<td>Differentiate instruction based on student levels and lesson content.</td>
<td>Discuss evaluation with student teacher.</td>
</tr>
<tr>
<td>Be prompt in returning borrowed materials, equipment, etc.</td>
<td>Require plans only for new activities – discontinue plans for routines such as opening exercises, etc.</td>
</tr>
<tr>
<td>Be considerate and neat in using materials and resources.</td>
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</table>

Be sure that student teacher has access to teaching materials.

Continue to support and encourage efforts of student teacher through written and oral comments.

Begin to leave room for short periods of time while student teacher is teaching.

Help student teacher in proper use of instructional technology (if necessary).

Discuss evaluation with student teacher.

Require plans only for new activities – discontinue plans for routines such as opening exercises, etc.
## Activities for Fifth Week

<table>
<thead>
<tr>
<th><strong>Student Teacher</strong></th>
<th><strong>Supervising Classroom Teacher</strong></th>
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</thead>
<tbody>
<tr>
<td>Increase teaching responsibilities to about three-fourths of the day or four instructional periods.</td>
<td>Include student teacher in meetings that may arise (faculty, parents).</td>
</tr>
<tr>
<td>Assume all routine management of children.</td>
<td><em>Continue observation and evaluation of student teacher lessons.</em></td>
</tr>
<tr>
<td>Submit plans for intensive teaching experience.</td>
<td>Take advantage of opportunities to work with individual children, administer progress tests, special help, etc.</td>
</tr>
<tr>
<td>Prepare for unit work during intensive teaching period.</td>
<td>Help children adjust to the increasing role of the student teacher in the classroom.</td>
</tr>
<tr>
<td>Be aware of mechanics and housekeeping needs of the classroom.</td>
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</tr>
<tr>
<td>Continue to submit lesson plans and self-evaluations.</td>
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</tr>
<tr>
<td>Prepare materials needed for teaching.</td>
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<td>Complete IEP.</td>
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</table>
### Activities for Sixth and Seventh Weeks

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If practical, assume full day teaching responsibility.</em></td>
<td><strong>Complete second evaluation on overall performance of student teacher after week six (same as final evaluation).</strong></td>
</tr>
<tr>
<td>Prepare all needed materials for teaching.</td>
<td>Discuss evaluation with student teacher.</td>
</tr>
<tr>
<td>Initiate instructional unit if not already in progress.</td>
<td>Observe areas of teaching not already observed.</td>
</tr>
<tr>
<td>Know where supervising teacher can be reached if necessary.</td>
<td>Spot check areas of weakness.</td>
</tr>
<tr>
<td>Be independent in handling group, but don’t hesitate to ask for help.</td>
<td>Plan with student teacher for intensive teaching. Explain and make necessary suggestions to avoid disaster.</td>
</tr>
<tr>
<td>Share day’s experiences with supervising teacher, especially if she has been out of the room.</td>
<td>Leave room to allow student teacher freedom for teaching.</td>
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<td></td>
<td>Be available if student teacher needs help.</td>
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</table>

### Activities for Eighth Week

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Supervising Classroom Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Perform classroom routine non-academic activities.</em></td>
<td>Help children plan farewell for student teacher.</td>
</tr>
<tr>
<td>Return all materials and resources borrowed.</td>
<td>Check list of borrowed materials; are all returned?</td>
</tr>
<tr>
<td>Be responsible for physical condition of room.</td>
<td>Begin taking over teaching skill subjects.</td>
</tr>
<tr>
<td>Express appreciation to principal and other staff for their help.</td>
<td>Complete final overall evaluation form.</td>
</tr>
<tr>
<td>Complete unfinished units, projects, etc., if not finished during intensive teaching.</td>
<td>Discuss with student teacher the final evaluation (strengths and areas that need development for future growth).</td>
</tr>
<tr>
<td>Begin turning responsibilities back to supervising classroom teacher.</td>
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</tr>
</tbody>
</table>

*Adapted from Mays*
Appendix W

70.461/561 – Student Teaching Seminar

RESOURCES


77
WEB SITES

Bloomsburg University Career Development Center
http://www.bloomu.edu/careers

You Can Handle Them All (Discipline)
http://www.disciplinehelp.com/

Pennsylvania Department of Education
http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

Pennsylvania System of School Assessment (PSSA)
http://www.pde.state.pa.us/pssa/esstand.html

StateStandards.com
http://www.academicbenchmarks.com

Pennsylvania Core Standards Website
http://www.pdesas.org/Standard/PACore

Pennsylvania State Standards Website
http://www.pdesas.org/Standard/Views

Best Practices for Creative Teachers
http://www.leading-learning.co.nz/

Learning Disabilities “Tips for Teachers”
http://www.ncld.org/at-school/especially-for-teachers

Learning Disabilities Strategies
http://www.ldonline.org

PBS TeacherSource
http://www.pbs.org/teachers

Teaching Thinking Skills
http://www.nwrel.org

Commonwealth of Pa. SAP Home Page
http://www.sap.state.pa.us

PECT Exams
http://www.pa.nesinc.com

Praxis Exams
http://www.ets.org/praxis

US Dept. of Education/Federal Registers
http://www.ed.gov
Lesson Plans
http://www.enchantedlearning.com
http://www.discoveryeducation.com/teachers/free-lesson-plans/

Portfolios
http://www.teachingheart.net

Reading
http://www2.scholastic.com
http://www.readwritethink.org/

Education Jobs
http://www.teachers-teachers.com/
http://www.schoolspring.com/

Teaching Jobs
http://www.teachforamerica.org
http://www.pareap.net
https://www.paeducator.net/