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 Exceptionality Programs
Department of Innovation, Technology and
Supply Chain Management
Department of Music, Theatre, and Dance
Department of Teaching and Learning

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
BLOOMSBURG, PENNSYLVANIA
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.
## USEFUL INFORMATION

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Introduction

The purpose of the student teaching handbook is to be a reference to everyone involved in the student teaching experience – student teachers, 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 student teacher, 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,

Darlene E. Perner, Ed.D.
Interim Dean
College of Education
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SECTION I
COLLEGE OF EDUCATION
Introduction and Framework

VISION OF THE UNIT

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

MISSION STATEMENT

Understanding strength lies in diversity, the College of Education places well-being of learners first—fostering ethical and qualified professionals through education, scholarship, and service. ¹

PHILOSOPHY OF STUDENT TEACHING

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 student teacher, cooperating teacher, University Supervisor, and school administrator.

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

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 Monday, November 14, 2016
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.
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
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 devises 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 student teachers will receive. These variables include the competence of the student teacher, the willingness of the cooperating teacher to share the class, modifications due to administrative decisions, extra-curricular programs, and curricular organizations. However, there are expectations that serve as standards upon which the Bloomsburg University teacher education program is based. During the initial week(s) of the experience, the student teacher should: (1) become familiar with the school environment; (2) assist the cooperating teacher; (3) review the planned courses of the grade, subject, and school; (4) gradually assume teaching responsibilities; and (5) plan for the remainder of the semester. Bloomsburg University expects a strong commitment to the student teaching experience.

PROFESSIONAL RESPONSIBILITIES OF THE TEACHER CANDIDATE

The teacher candidate should:

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

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

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 & 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 student teacher can do more there to gain or lose acceptance by the regular faculty than anywhere in the school. The student teacher should stay out of arguments, listen well, attend to work, and criticize no one.

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 student teacher being removed from the assignment.** (Review page 22.)

**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 NCATE (National Council for Accreditation of Teacher Education). 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. **Lesson Plans***: Must be written for lessons. 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)

6. **Multi-media/Technology**: Document evidence of the integrated use of technology in planning and instruction

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 student teacher 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. Learn all reports the cooperating teacher is expected to keep.
2. Take the roll and keep the daily attendance records.
3. Learn the location of all supplies and the methods of filing and storing them.
4. Learn how to handle 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. Find out what 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 student teacher and the cooperating teacher are essential to the student teacher’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 student teacher 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 common core standards, and assessment anchors.
   http://www.pdesas.org

2. Find out what has been previously taught.

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

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

5. Study carefully the curricular materials to be used by the students.

6. Decide upon the specific objectives of the particular thematic units or topics.

7. Search for and/or develop additional multi-media materials.

8. Determine the best plan of organization.

9. Decide how to assess student progress including performance-based and alternative means of measurement.
DAILY PLANNING

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

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

THE TEACHER CANDIDATE’S SELF-EVALUATION

Self-evaluation can play a vital role in the student teacher’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 student teacher in helping to plan adequately. The key person in planning is the cooperating teacher, who knows the daily planning needs. The working draft must be handed to the cooperating teacher for approval before beginning the unit.
(See Appendix E for format.)
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 student teacher development rather than some isolated aspect of teaching. Special emphasis is placed on student teacher adjustment and development as a person actively engaged in the learning experiences of students. The ultimate goal of evaluation procedures is to provide the student teacher with guidelines for self-improvement.

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

GUIDELINES FOR 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 student teacher.

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 student teacher formal observation/conference forms during each placement for the student teacher.

3. Completion of the Mid-point and Final Student Teacher Evaluation Form (See 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.

What the University Supervisor Looks For

In each visit to the classroom, University Supervisors will be looking for many things, all of which will give a basis for judging the 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 Student Teacher Evaluation Form (Final) and PDE 430.
What the University Supervisor Looks For (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.  
   (See Appendix F or [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. **Student Teacher 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. (See [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/](https://bloomsburg.psd.pls3rdlearning.com/)
   *(See p 20, item 3, for login directions)*

**REASONS AND PROCESSES FOR THE REMOVAL OF A STUDENT 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 teacher candidate 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 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 at least twice for each teacher candidate. These two forms are confidential and used for certification. One may be completed mid-semester and at the completion of the semester. (See 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 file this evaluation with the appropriate academic department.

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

15. File grades and teacher candidate evaluation forms for each teacher candidate with the Registrar and the appropriate academic department.

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. (See 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 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 completed 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 is a suggested list of items that might be considered when observing a lesson:

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 students given an opportunity to share in planning when appropriate?
5. Is there continuity?
6. Can the teacher deviate from the plan without losing continuity?
7. Does the teacher summarize or conclude the lesson appropriately?

PERFORMANCE

1. Does the teacher 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 show enthusiasm while teaching?
6. Do voice, appearance, and manner aid the lesson?
7. Is the motivation successful?
8. Are multi-media materials and technological resources used effectively?
9. Do questioning techniques create an atmosphere for critical thinking on the part of the students?
PERFORMANCE (continued)

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 students completing their student teaching in one placement, formal evaluations will be completed at the mid semester and at the end of the semester. Formal observations/conferences should be completed each week of the student teaching assignment using forms approved by the University Supervisor. A conference should follow each observation. These observation reports should be kept on file and used as an aid in the final evaluation. Failure to complete the final evaluation form may result in a delay in processing the cooperating teacher's stipend. Refusal to complete the form or any portions of the final evaluation form will result in forfeiture of the cooperating teacher's stipend. (See Appendices G 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
EVALUATION OF THE TEACHER CANDIDATE (continued)

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 Appendices F and G) 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 meetings, courses, and programs sponsored by Bloomsburg University for its cooperating teachers. Standard IIIC of the Pennsylvania Department of Education General Standards for the Preparation of Teachers requires that cooperating teachers attend education sessions or seminars sponsored by the University.

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) 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. https://bloomsburg.psd.pls3rdlearning.com/
   (See p 20, item 3, for login directions)

3. **Student Teacher 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 Student Teacher Evaluation Form may result in the withholding of the cooperating teacher’s stipend.** (See Appendix G) 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 student teacher 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.
Duties of the Cooperating Teacher Checklist (continued)

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.

**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.
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, disabiling 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.
APPENDIX B-1 (continued)

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.
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 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.

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)

PRINCIPLE I

Commitment to the Student (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)

PRINCIPLE II

Commitment to the Profession (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

1 Reproduced from the NEA website, http://www.nea.org/info/code.html
Correlation between the Danielson Framework for Teaching and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards

Council of Chief State School Officers – ccsso.org

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Danielson Framework Component(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1. Learner Development</strong>&lt;br&gt;The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td><strong>Planning and Preparation</strong>&lt;br&gt;1b: Demonstrating Knowledge of Students&lt;br&gt;1c: Setting Instructional Outcomes&lt;br&gt;1e: Designing Coherent Instruction&lt;br&gt;<strong>Instruction</strong>&lt;br&gt;3c: Engaging Students in Learning</td>
</tr>
<tr>
<td><strong>#2: Learning Differences.</strong>&lt;br&gt;The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td><strong>Planning and Preparation</strong>&lt;br&gt;1b: Demonstrating Knowledge of Students</td>
</tr>
<tr>
<td><strong>#3: Learning Environment</strong>&lt;br&gt;The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td><strong>Classroom Environment</strong>&lt;br&gt;2a: Creating an Environment of Respect and Rapport&lt;br&gt;<strong>Instruction</strong>&lt;br&gt;3c: Engaging Students in Learning</td>
</tr>
<tr>
<td><strong>#4: Content Knowledge.</strong>&lt;br&gt;The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td><strong>Planning and Preparation</strong>&lt;br&gt;1a. Demonstrating Knowledge of Content and Pedagogy&lt;br&gt;1e: Designing Coherent Instruction&lt;br&gt;<strong>Instruction</strong>&lt;br&gt;3c: Engaging Students in Learning</td>
</tr>
</tbody>
</table>
### APPENDIX C

Correlation between the Danielson Framework for Teaching and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards

Council of Chief State School Officers – ccsso.org

<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Danielson Framework Component(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5: Application of Content.</td>
<td>Instruction 3a: Communicating with Students, 3c: Engaging Students in Learning, 3f: Demonstrating Flexibility and Responsiveness</td>
</tr>
<tr>
<td></td>
<td>Planning and Preparation 1f: Designing Student Assessments, Instruction 3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>#6: Assessment.</td>
<td>Planning and Preparation 1f: Designing Student Assessments, Instruction 3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td></td>
<td>Planning and Preparation 1b: Demonstrating knowledge of students, 1e: Designing coherent instruction</td>
</tr>
<tr>
<td>#7: Planning for Instruction.</td>
<td>Instruction 3b: Using Questioning and Discussion Techniques, 3c: Engaging students in learning</td>
</tr>
<tr>
<td></td>
<td>Planning and Preparation 1b: Demonstrating knowledge of students, 1e: Designing coherent instruction</td>
</tr>
<tr>
<td>#8: Instructional Strategies.</td>
<td>Planning and Preparation 1b: Demonstrating knowledge of students, 1e: Designing coherent instruction</td>
</tr>
<tr>
<td></td>
<td>Planning and Preparation 1b: Demonstrating knowledge of students, 1e: Designing coherent instruction</td>
</tr>
</tbody>
</table>

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<table>
<thead>
<tr>
<th>InTASC Standard</th>
<th>Danielson Framework Component(s)</th>
</tr>
</thead>
</table>
| **#9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | **Professional Responsibilities**  
4a: Reflecting on Teaching  
4e: Growing and Developing Professionally  
4f: Showing Professionalism |
| **#10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. | **Professional Responsibilities**  
4c: Communicating with Families  
4d: Participating in a Professional Community  
4f: Showing 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.
APPENDIX E

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>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Basic (1)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/General Information</td>
<td>Complete title page; rationale for teacher and importance (goal and relevance) to the learners; provides areas of integration.</td>
<td>Partially complete title page; rationale or importance; integration areas proposed, but not detailed.</td>
<td>Minimal title page lacking at least three (3) critical parts with rationale and/or importance that miss the mark; no evidence of integration.</td>
<td>Minimal title page lacking at least three (3) critical parts with rationale and/or importance that miss the mark; no evidence of integration.</td>
</tr>
<tr>
<td>Standards/Anchors</td>
<td>PA Core Standards are listed and fully reflect a direct correlation to individual lesson objectives.</td>
<td>PA Core Standards are listed and partially correlate to individual lesson objectives.</td>
<td>PA Core Standards are listed with little or no correlation to individual lesson objectives.</td>
<td>PA Core Standards are not specifically identified and listed.</td>
</tr>
<tr>
<td>Unit Goals</td>
<td>Performance-based; written with general condition and performance (learning outcome).</td>
<td>Performance-based; lacks condition, but provides learning outcome.</td>
<td>Condition missing; performance is not assessable or unclear.</td>
<td>No unit goals provided.</td>
</tr>
<tr>
<td>Essential Questions (EQs)</td>
<td>Unit-specific; clearly described; EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically. EQ(s) also prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they've learned previously.</td>
<td>Unit-specific; described; EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically.</td>
<td>EQ(s) are listed but not described; encourage some higher order thinking.</td>
<td>The EQ(s) is too simple and will not help students think critically.</td>
</tr>
<tr>
<td>Pre-assessment</td>
<td>Pre-assessment aligned with lesson objectives and adapted, as needed.</td>
<td>Pre-assessment marginally aligned and adapted, as needed.</td>
<td>Pre-assessment unclear and not adapted for all learners.</td>
<td>No evidence of pre-assessment.</td>
</tr>
<tr>
<td>Lesson Plans (Content)</td>
<td>Contains at least three (3) lesson plans that follow all elements contained in the lesson plan rubric; use diverse instructional methods/strategies; progress in a logical order.</td>
<td>Contains at least three (3) moderately diverse lesson plans with all elements or three diverse lessons with one or two elements missing; progress in a logical order.</td>
<td>Contains at least three (3) minimally diverse lesson plans with all elements or three (3) moderately diverse lessons with one (1) or two (2) elements missing; lack logical progression.</td>
<td>No lesson diversity (all three [3] are lectures or all three [3] are discussion, etc.); lack logical progression.</td>
</tr>
</tbody>
</table>
### Scoring Rubric for Unit Plans

<table>
<thead>
<tr>
<th>Elements</th>
<th>Distinguished (3)</th>
<th>Proficient (2)</th>
<th>Basic (1)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Resources and Technology</td>
<td>A range of resources, materials and technology are effectively integrated into the context of the lesson, engaging to learners and provide for optimal student learning. Additional resources are listed for extended learning activities.</td>
<td>Resources, materials and technology are utilized, appropriate for the learners and provide for optimal student learning.</td>
<td>Resources, materials and technology are utilized to support instruction.</td>
<td>Use of resources, materials and technology is limited or absent. Materials fail to fully fit the context of the lesson and needs of the students.</td>
</tr>
<tr>
<td>Differentiated Learning Activities</td>
<td>Specific activities that differentiate the content, process, product, and/or learning environment are designed to provide advanced achievement for all learners. Research-based strategies are effectively described to challenge all learners.</td>
<td>Specific activities that differentiate the content, process, product, and/or learning environment are designed to improve achievement for all learners. Research-based strategies are described to meet the needs of all learners.</td>
<td>General activities that differentiate the content, process, product, and/or learning environment are identified. Detail is lacking in one or more of the critical areas.</td>
<td>Activities that differentiate the content, process, product and/or learning environment are not identified.</td>
</tr>
<tr>
<td>Summative Assessment/Post-Assessment</td>
<td>Assessment matches lesson objectives; higher-thinking skills tied to pre-assessment; answers provided.</td>
<td>Assessment matches lesson objectives; limited higher-thinking skills tied to pre-assessment; answers provided.</td>
<td>Assessment matches lesson objectives, but only includes knowledge and comprehension items; answers not included.</td>
<td>No evidence of assessment.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Thoroughly analyzes evidence of student learning. A reflection of teacher performance encompasses the domains of planning, instruction, environment and professionalism. All areas of performance receive in-depth objective reflection. Data or products are utilized; describes relevant modifications.</td>
<td>Analyzes evidence of student learning and teacher performance in planning, instruction, environment and professionalism. All areas of performance receive objective reflection; provides relevant modifications.</td>
<td>Partially analyzes student learning and teacher performance in planning, instruction, environment and professionalism. Some reflection is evident; modifications identified.</td>
<td>Inaccurate, limited or no evidence related to an analysis of student learning and teacher performance in planning, instruction, environment and professionalism; modifications missing.</td>
</tr>
</tbody>
</table>
### PLANNING AND PREPARATION
- Lesson plan is appropriate to age group and subject
- Demonstrates knowledge of students’ needs/interests
- Demonstrates knowledge of content and pedagogy
- Demonstrates knowledge of classroom resources
- Designs lessons for differentiated instruction

### CLASSROOM ENVIRONMENT
- Creates a safe, engaging learning environment
- Interacts respectfully/genuinely with students
- Manages transitions smoothly and efficiently
- Monitors and responds to student behavior
- Arranges and oversees student work groups
- Demonstrates classroom management strategies

### INSTRUCTION
- Communicates clear learning expectations
- Communicates importance/relevance of content
- Voice is loud, clear, and pleasant
- Introduction (set) is made to the lesson
- Asks key questions allowing adequate response time
- Content/ideas communicated clearly and accurately
- Technology is effectively utilized
- Motivates students with positive reinforcement
- Uses variety of materials, activities, and methods
- Assesses students for understanding during the lesson
- Appropriate summary/conclusion evidenced
- Assessment is made at the conclusion of a lesson
- Lesson plan is followed and adjusted when necessary
- Uses correct oral and written language

### PROFESSIONAL RESPONSIBILITIES
- Professional in appearance and demeanor
- Assignments are neat and timely
- Follows rules and policies of the institution
- Uses self-reflection for future teaching
- Welcomes and seeks out feedback for improvement
- Works effectively with cooperating teacher
- Communicates well with University Supervisor
- Connects with school and community
APPENDIX G (Available Online)
Bloomsburg University College of Education

FINAL EVALUATION FORM

The University Supervisor or the Cooperating Teacher named below completed this FINAL EVALUATION FORM for the teacher candidate. The narrative assessment and the rating are a measure of student teaching competencies and are not intended to be a measure in comparison to experienced classroom teachers.

Teacher Candidate __________________________ Date __________ Fall/Spring  1st/2nd Placement Major __________________________

Name of School ________________________________ Grade Level(s)____________________________

<table>
<thead>
<tr>
<th>Performance Scale:</th>
<th>Distinguished = 3</th>
<th>Proficient = 2</th>
<th>Basic = 1</th>
<th>Unsatisfactory = 0</th>
<th>NA = Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 2 1 0 NA</td>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>

### PLANNING AND PREPARATION

- Lesson plan is appropriate to age group and subject
- Demonstrates knowledge of students’ needs/interests
- Demonstrates knowledge of content & pedagogy
- Demonstrates knowledge of classroom resources
- Designs lessons for differentiated instruction

### CLASSROOM ENVIRONMENT

- Creates a safe, engaging learning environment
- Interacts respectfully/genuinely with students
- Manages transitions smoothly and efficiently
- Monitors and responds to student behavior
- Arranges and oversees student work groups
- Demonstrates classroom management strategies

### INSTRUCTION

- Communicates clear learning expectations
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- Voice is loud, clear, and pleasant
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### PROFESSIONAL RESPONSIBILITIES

- Professional in appearance and demeanor
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- Follows rules and policies of the institution
- Uses self-reflection for future teaching
- Welcomes and seeks out feedback for improvement
- Works effectively with cooperating teacher
- Communicates well with University Supervisor
- Connects with school and community
### APPENDIX H

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

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

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
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<table>
<thead>
<tr>
<th>District/IU</th>
<th>School</th>
<th>Interview/Conference Date</th>
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<tbody>
<tr>
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</table>

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

#### Category I: Planning and Preparation: Rating: [ ] Exemplary [ ] Superior [ ] Satisfactory [ ] Unsatisfactory

**Justification for Evaluation Rating:**

**Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):**

- [ ] Lesson/Unit Plans
- [ ] Information about Students (Including IEP’s)
- [ ] Resource Documents
- [ ] Resources/Materials/Technology
- [ ] Student Teacher Interviews
- [ ] Other
- [ ] Assessment Materials
- [ ] Classroom Observations

#### Category II: Classroom Environment: Rating: [ ] Exemplary [ ] Superior [ ] Satisfactory [ ] Unsatisfactory

**Justification for Evaluation Rating:**

**Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):**

- [ ] Classroom Observations
- [ ] Student Teacher/Candidate Interviews
- [ ] Instructional/Resources/Materials/Technology/Space
- [ ] Informal Observations/Visits
- [ ] Visual Technology
- [ ] Other
- [ ] Assessment Materials
- [ ] Student Work

#### Category III: Instructional Delivery: Rating: [ ] Exemplary [ ] Superior [ ] Satisfactory [ ] Unsatisfactory

**Justification for Evaluation Rating:**

**Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):**

- [ ] Classroom Observations
- [ ] Student Teacher/Candidate Interviews
- [ ] Instructional/Resources/Materials/Technology/Space
- [ ] Informal Observations/Visits
- [ ] Written Documentation
- [ ] Instructional Resources/Materials/Technology
- [ ] Assessment Materials
- [ ] Student Assignment Sheets
- [ ] Other

#### Category IV: Professionalism: Rating: [ ] Exemplary [ ] Superior [ ] Satisfactory [ ] Unsatisfactory

**Justification for Evaluation Rating:**

**Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):**

- [ ] Classroom Observations
- [ ] Student Teacher Interviews
- [ ] Student Work
- [ ] Assessment Materials
- [ ] Written Documentation
- [ ] Instructional Resources/Materials/Technology
- [ ] Student Assignment Sheets
- [ ] Other

#### Overall Rating:

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Min. of 12 Pts)</th>
<th>Superior (Min. of 8 Pts)</th>
<th>Satisfactory (Min. of 4 Pts)</th>
<th>Unsatisfactory (0 Pts)</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 Teacher Handbook, was reviewed and made part of the evaluation which is summarized above.

**Required Signatures:**

- Supervisor/Evaluator: ___________________________ Date: ____________
- Student/Teacher Candidate: ______________________ Date: ____________

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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
• Clear standards of conduct and effective management of student behavior
• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
• Ability to establish and maintain rapport with students

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

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

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

Student Teacher/Candidate’s performance appropriately demonstrates:
• Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
• Knowledge of school and district requirements for maintaining accurate records and communicating with families
• Knowledge of school and/or district events
• Knowledge of district or college’s professional growth and development opportunities
• Integrity and ethical behavior, professional conduct as stated in 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
COOPERATING TEACHER PERSONNEL RECORD

*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

College of Education
McCormick Center for Human Services
Bloomsburg, PA 17815
570.389.5128   FAX 570.389.3069

---

### Personal Information

<table>
<thead>
<tr>
<th>Last</th>
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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 Alaska Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
   - [ ] For non-Hispanics only:
     - [ ] Asian: Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam
     - [ ] Black or African American: Persons having origins in any of the black racial groups of Africa.
     - [ ] Native Hawaiian or Pacific Islander: Persons having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands
     - [ ] White/Caucasian (Not of Hispanic origin): Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
     - [ ] Two or more races
     - [ ] Race and/or ethnicity unknown
     - [ ] Non-resident alien

### Professional Information

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
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<tbody>
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</table>

School E-mail Address: __________________________  Grade Level: __________  Years Employed: __________

Active Certification(s): __________________________  State(s) Certified: __________________________

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

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<th>Bachelors</th>
<th>Major: __________________________</th>
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<tbody>
<tr>
<td>College/University: __________________________</td>
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</tr>
</tbody>
</table>

### Supervision Experience Information

List the names of ALL Bloomsburg University teacher candidates under your supervision THIS semester (e.g., student teachers, 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/Cooperating Teacher Handbook. I grant permission for Bloomsburg University to use my email account listed above to disseminate information regarding student teacher placements and related information.

Signature: __________________________  Date: __________

---

Revised fall 2012  

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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 ___ / ___ / ___
Emergency Information Form

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 ________________