

STUDENT TEACHING HANDBOOK

for

Student Teaching Candidates

Cooperating Teachers

and

University Supervisors

PENN STATE HARRISBURG

School of Behavioral Sciences and Education

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***Penn State Harrisburg
School of Behavioral Sciences and Education
Teacher Education Unit***

CONCEPTUAL FRAMEWORK

Vision and Mission

The *vision* of the College's Teacher Education Unit is dedicated to providing interdisciplinary instruction and experiences which:

- *Promote a democratic view of the schools and society;*
- *Foster critical, creative, and reflective thinking;*
- *Enhance the understanding and appreciation of diverse cultures;*
- *Nurture sensitive and caring attitudes;*
- *Extend content knowledge and pedagogical competencies; and*
- *Instill a commitment to scholarship and professionalism.*

The *mission* of the Teacher Education Unit is to facilitate the development of candidates who are life-long reflective professionals committed to the learning of all students with an emphasis on:

- Student-centered education;
- Teachers as life-long learners and reflective professionals;
- Current research and best practices;
- Standards-based curriculum and dynamic assessment; and
- Interdisciplinary knowledge and curriculum.

Core Elements (CARS)

- constructivist philosophy of learning;
- authentic instructional experiences;
- reflective practices; and
- standards-based curriculum

Mission Statement

Our mission is to facilitate student-centered education designed to prepare life-long reflective teachers who build positive learning environments for all learners based on current best practices. To promote the application of theory to practice, we integrate a standards-based, interdisciplinary curriculum with extensive field experiences in culturally diverse settings.

Student-centered education

Instructional practices that facilitate each learner's active construction of new knowledge, allow students ownership of their own progress, and take into consideration the individual needs of each learner.

Life-long reflective teachers

Teachers who throughout their careers continually analyze and seek to improve the methods, materials, and consequences of their classroom practices in order to enhance their students' learning.

Current best practices

Those instructional and interpersonal strategies grounded in research and presently recognized by the field as most effective in promoting student achievement and well-being, including but not limited to constructivist pedagogy, higher order thinking skills, inclusive instruction, interdisciplinary curriculum, and traditional and alternative assessment.

Standards-based curriculum

Course content, learning activities, and assessment procedures correlated to national teacher education standards (NCATE and ISTE) and state teacher education standards (Chapters 49 and 354 in content and pedagogy).

Teaching methods course content focused on standards-based lesson and unit plan development addressing national and state academic standards.

Interdisciplinary curriculum

A knowledge view and curriculum approach that consciously applies content methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience.

Extensive field experiences

Elementary:

- A. During each of their four semesters, students gain practical experiences by observing and teaching in local school districts.
- B. First semester juniors observe elementary classrooms on three or more Fridays during the semester.

- C. Second semester juniors complete approximately 175 hours in a suburban setting, and first semester seniors complete approximately 140 hours in an urban setting.
- D. Students are assigned “field tasks” for each course to assure the integration of theory and practice.

Secondary:

- A. Students spend two full days per week for ten weeks in a middle level or high school.
- B. Field experiences occur at the same time the students are enrolled in their learning theory class.
- C. Students are placed in schools as teams of three or four and work with established teams in the host schools, thus providing experiences in professional collegiality.
- D. Course activities are coordinated with the field experiences.

All experiences are prior to the formal twelve weeks of student teaching.

Vision Statement

The Teacher Education Program at Penn State Harrisburg is dedicated to providing interdisciplinary instruction and experiences which

-promote a democratic view of the schools and society,

Democratic educators understand how social institutions impact learning and teaching and ensure that all children have equal opportunity for a quality education. They also know that within democratic education, the whole experience defines the learning process which is always evolving.

-foster critical, creative, and reflective thinking,

Teachers of the future need to engage in effective critical, creative, and reflective thinking, as well as be able to foster the same skills in their students. Critical thinking refers to the rigorous evaluation of the value or accuracy of information, assertion, and sources of data. Creative thinking refers to developing an original product or process that fulfills a specific need. Reflective thinking involves being aware of one's own thinking concerning professional issues and practice. Each type of thinking requires dispositions and attitudes conducive to its development. Taken together, critical, creative, and reflective thinking lead to improved decision making, problem solving, teaching, and learning.

-enhance the understanding and appreciation of diverse cultures,

Teachers need to comprehend, analyze, respect, and value similarities and differences in languages, customs, rituals, kinship systems, belief systems, histories, and economies. Through example and pedagogy, teachers also need to pass on their knowledge and convictions to their students.

-nurture sensitive and caring attitudes,

Effective teachers are empathetic, understand individual students in terms of their uniqueness, and interact appropriately with students to enhance their personal responsibility and self-esteem.

-extend content knowledge and pedagogical competencies, and

Teachers continually expand their content knowledge and pedagogy and translate these into practice. They develop the ability to plan, implement and assess effective curriculum and instruction using technology as well as a variety of appropriate learning tools based upon the needs of learners.

-instill a commitment to scholarship and professionalism.

Graduates of education programs at PSH will be committed to scholarship and professionalism by continued growth through membership and participation in professional communities. They will engage in life-long learning, inquiry, action research, and intellectual discourse. They will adhere to an advocacy of established ethical standards, and they will demonstrate a dedication to excellence and pride in the profession.

Core Elements

Several interwoven concepts form the knowledge bases of research and best practices that provide structure and direction for the Teacher Education Unit: ***a constructivist philosophy of learning, standards-based curriculum, authentic instructional experiences, and reflective practices.***

The Penn State Harrisburg Teacher Education Program is approved by the Pennsylvania Department of Education (PDE) and the National Council for the Accreditation of Teacher Education (NCATE).

PREFACE

At Penn State Harrisburg, we realize the need for a strong team effort to train tomorrow's teachers. The university, local schools, and student teaching candidates must understand the part each plays in the success of our program.

For pre-service teachers, the experience known as student teaching requires a substantial amount of time and effort, challenging each candidate to understand the complexities of the art and science of teaching.

This handbook has been designed to be as informative as possible for each person in the student teaching team: the student teacher; the cooperating teacher; and the university supervisor(s). It serves to answer the most frequently asked questions and presents Penn State Harrisburg's expectations for each team member.

As you use this handbook, record your comments and suggestions. Please forward them to the coordinator of student teaching so that this handbook may be continually updated and improved. We look forward to working with you.

RELEVANT WEB SITES

Web Site:

<http://otec.hbg.psu.edu>

<https://cms.psu.edu>

<http://www.ets.org>

<https://www.taskstream.com>

<http://www.education.state.pa.us>

www.pdesas.org/

<http://www.education.state.pa.us>

Information Provided:

Office of Teacher Education & Certification home page; Program handbooks; Student teaching-related forms

ANGEL: Course Management System for EDUC 490 Student Teaching

PRAXIS Testing

Presentation portfolio preparation and submission

Official web site of the Pennsylvania Department of Education

The Pennsylvania Standards Aligned System (SAS)

Teaching in Pennsylvania

ROLE OF THE STUDENT TEACHER

TB Test; Clearances

The twelve-week student teaching experience culminates the candidate's preparation to become a professional teacher. It is Pennsylvania law that university students obtain a negative result on a tuberculosis test and valid FBI, Act 34, and Act 151 clearances prior to being admitted to public or private schools for field experiences, including student teaching. Therefore, the university expects student teaching candidates to possess a record of a current Mantoux test or chest x-ray and current child abuse, criminal record check, and FBI clearances.

Either a personal physician or the university's Health and Wellness Services located in the Capital Union Building (CUB) can facilitate a candidate's obtaining evidence of negative results from a tuberculosis TB test. The test utilized is often the Mantoux test but can also be a chest x-ray. The valid FBI Clearance and Fingerprint Check can be renewed by following instructions at www.pa.cogentid.com. To obtain a valid Act 34 Clearance (Criminal Record Check), candidates can submit an application online at <https://epatch.state.pa.us>. To obtain a valid Act 151 Clearance (Child Abuse History Clearance), candidates can download an application from: <http://www.dpw.state.pa.us>; directions for submission are included on this web site.

The student teaching candidate should take the original record of the current TB test and the originals of the three current clearances to the orientation for student teachers that precedes student teaching. Additionally, candidates should deliver these same documents to either the host school office or a central office, depending upon the district, so that the district can record that candidates' clearances are current. Candidates should keep the originals of all four documents in a safe location since they will need them to apply for professional teaching positions.

Liability Insurance

Because of the litigious nature of contemporary society, student teaching candidates are strongly encouraged to obtain professional liability insurance. Although the chance of a candidate's needing this insurance is remote, purchasing this insurance is a safeguard against any worst-case scenario. Because student teachers are considered volunteers, they are not covered under host school district insurance policies.

Two sources for liability insurance for student teachers are the Pennsylvania State Education Association (PSEA) and the Keystone Teachers Association (KEYTA). Both organizations offer student memberships that include generous liability insurance coverage. Membership applications can be accessed on the web as follows: www.psea.org or www.keyta.org.

Currently, the cost of PSEA student membership is \$30.00. The cost for KEYTA student membership is \$20.00. Online registration is available for both organizations. In addition to providing professional liability coverage, both PSEA and KEYTA offer other services to student members that are explained on the respective web sites. Also, KEYTA will apply the cost of

student membership to the professional membership fee should the candidate choose to join the organization as a first-year teacher.

Responsibilities

The student teaching experience is designed to provide teacher education candidates with the opportunity to observe and teach in the classroom and learn first hand the duties and responsibilities of professional educators. This is possible only with the continued invitation and cooperation of the host school district and its teaching and administrative personnel. The student teacher has the responsibility to foster a good working relationship within the school setting. The following suggestions will help to develop this relationship:

1. Demonstrate respect for the individual learner as a unique person. The university's education programs are committed to a humanistic and democratic approach to teaching.
2. Demonstrate respect for all school personnel. The classroom represents the real world with real students and real situations rather than the ideal concepts that the student teacher may expect. Listen and observe, avoiding unfavorable remarks about situations or individuals that may not be entirely understood.
3. Recognize that the first few days are often difficult and adjustment to the new surroundings may cause student teachers to become apprehensive. This is not unusual. As the classroom activities become routine, these feelings of concern should diminish.
4. Develop a professional appearance and persona. Students and school personnel are more inclined to respond appropriately to the student teacher if the hairstyle, clothing choices, clothing styles, etc., are similar to teachers in the building. Such standards do not involve a costly wardrobe. Maturity in mannerisms, vocabulary, and behavior also reflect professionalism.
5. Follow the daily and weekly schedule of the school district during the period of student teaching rather than the university holiday or semester break schedule.
6. Maintain the same work day hours as that of the regular faculty. In reality, most student teachers find it necessary to arrive at school early and/or to stay at school well beyond the dismissal time.
7. Avoid absences during student teaching. The student teaching placement is a minimum of 12 consecutive weeks. Absences of one to five days may be made up at the end of the semester at the discretion of the cooperating teacher and the university supervisor. If a student teacher is absent more than five days, an additional student teaching placement may be required before certification is recommended. The only valid excuses for absence are personal illness or death in

the immediate family. If one of these occurs, please do the following: (a) notify your cooperating teacher immediately; (b) notify your university supervisor immediately; and (c) notify other school personnel, if requested. Be sure to have all the phone numbers and e-mail addresses available at your home and be aware of what time you should call.

8. Student teaching candidates are permitted to miss up to one day of student teaching to attend a job fair. To be excused from student teaching for a job fair, the student teacher must seek pre-approval first from his/her cooperating teacher and then his/her university supervisor. Pre-approval should be secured two weeks in advance of the job fair.
9. Become familiar with and follow the rules, regulations, and policies of the school district and building.
10. Maintain an ethical and professional attitude toward all members of the local community.
11. Participate in faculty meetings, including grade level, department, and/or team meetings.
12. Be available for regular planning and feedback sessions with the cooperating teacher and university supervisor. Conferences with the cooperating teacher should be held daily.
13. Prepare unit and daily plans in advance of teaching assignments and provide copies for both the cooperating teacher and university supervisor. Daily plans must be given to the cooperating teacher at least 24 hours prior to instruction, initialed by the cooperating teacher, and returned for any needed changes. Additionally, draft plans for five days should be prepared a week in advance.
14. Assess personal growth as a teacher on a continuous basis.
15. Learn to handle routine discipline problems, and refer serious problems to the cooperating teacher or other appropriate school personnel.
16. Attend parent meetings and in-service sessions held by the school district.
17. Keep a journal of student teaching experience. During the first few weeks, student teachers will have sufficient time to make daily entries, while shorter or weekly entries might be necessary when teaching full-time. Keep this journal for on-going and future reference. Share your journal with your supervisor.

18. Learn to use audio-visual and computer equipment and to provide numerous visual opportunities for the students. Find out where all software and audiovisual supplies and equipment are stored and how to access them.
19. Keep a file for the university supervisor(s) to read during his/her visits. It should include, as a minimum, the cooperating teacher's weekly evaluation form, copies of daily/weekly plans, letters to parents, special activities in and beyond the classroom, goals, copies of assessment strategies, etc.
20. Prepare bulletin boards and other displays with unit/monthly plans. The number of bulletin boards completed will depend upon the grade level, number of bulletin boards in the classroom, showcase areas, etc. The cooperating teacher can be consulted about this.
21. Apply and evaluate various instructional strategies.
22. Identify the services provided by various school personnel and community agencies.
23. Observe and assist in managing extracurricular activities that are a part of the cooperating teacher's regular schedule, if practical.
24. Attend professional seminars on campus as scheduled by the Coordinator of Student Teaching.
25. Keep all non-teaching activities to a minimum, especially classes and work. If these activities begin to adversely affect teaching, a student teacher may be asked to either drop the other activities or withdraw from student teaching.
26. Demonstrate good work habits by being prepared, being organized, and working hard. Because student teaching demands so much of a candidate's time and energy, learn to place student teaching-related duties and obligations ahead of personal wishes.
27. Develop a level of competence by the end of the student teaching experience that will enable you to make a successful entry into the teaching profession.

Suggested Time Schedule

Before Starting Student Teaching

There are two mandatory obligations that student teachers must fulfill prior to student teaching. First, all candidates must register for and attend one of the High Impact Strategies training sessions conducted by the Capital Area Intermediate Unit (CAIU) during August. Penn State will

pay the registration fee. **Districts within the CAIU will not permit anyone to student teach who has not taken this training.** Second, if feasible, student teachers must visit their cooperating teachers during the semester break prior to student teaching for the purpose of discussing curriculum and observing the cooperating teacher in action.

The First Days in the Classroom

Attempt to record the answers to the following questions. Doing this may help to focus your attention and to relieve the initial nervousness.

A. Arrival Procedures

1. When is a professional employee required to be in the school building?
2. When is the teacher required to be in his/her room?
3. Who turns on the lights and prepares the room for the day's instruction and activities?
4. How do the students get to school?
5. When are the students permitted to arrive on the school grounds?
6. Are there regulations regarding the entrances that are mandatory for all students?
7. What are the students permitted to do when they arrive?
8. When are they permitted to enter the building?
9. When does the first student arrive?
10. Once a student enters his/her room, may he/she leave? If so, for what purposes and where may he/she go? What may he/she do? Is a hall pass required?
11. If he/she may not leave, what is he/she permitted to do?
12. When does school formally start?
13. How do students know that the day's formal activities have begun?

B. Homeroom/Classroom Procedures

14. What part does the teacher play in the opening exercises?
15. What part does the student play?
16. Exactly what is included in the formal opening exercises and what else may be included?
17. How do the students know which subject or activity starts the day? Does this vary seldom, sometimes, or often? (Elementary)
18. How do the students know that the first class is about to begin? (Elementary)
19. What is the general atmosphere of class control?
20. What are the students permitted to do during instruction?
21. What are the students permitted to do during free time or a study hall?
22. When may a student sharpen his/her pencil?

23. When may a student leave the room? For what purposes may he/she leave?
Is a hall pass required?
24. When does the first activity generally end? (Elementary)
25. How is the transition from the first class to the second class executed?
(Elementary)
26. What may a student do during the transition period? (Elementary)
27. What do the various bells mean? (Secondary)
28. Who is responsible for corridor behavior during the passing of classes?
(Secondary)
29. What responsibilities are associated with having a homeroom or monitoring a
study hall? (Secondary)

C. Recess Procedures (Elementary only)

30. What are the school regulations regarding recess and organized play?
31. When does the recess period(s) begin and end?
32. What may a student do during recess period(s)?
33. Who is in charge of the students?
34. Is there more than one class at recess at a time? If so, who is in charge?
35. Where may students play?
36. What are the limits of the school grounds?
37. Do all students have to go out if the class does?
38. What arrangements are made for the students who do not go out?
39. Are students ever denied recess privileges? If so, for what reasons?

D. Cafeteria Procedures

40. When does lunch begin?
41. Where is the cafeteria? Where do teachers eat?
42. Is the lunch period open or closed?
43. What may a student do during the lunch period?
44. What pattern of lunch program control is established as school policy?
45. Who is in charge of the students while they are in the cafeteria?
46. Do you have lunch duty and, if so, what are the duties?
47. Where may the students go after lunch? When may they go? Who is in
charge?
48. When is the lunch period over, and how are students dismissed from the
lunch room?
49. When and how do the students know it is time to resume studies?
50. What is the general practice for students' activities if the lunch period is
inside? (Elementary)

E. Classroom Rules

51. Are class rules/consequences posted in the room?
52. Does the school list rules for student behavior, such as in a school code of behavior or student handbook?
53. What is the protocol for managing student behavior?
54. After all other avenues have been exhausted, how do teachers write referrals related to student behavior infractions?

F. School Personnel/Related Information

55. Who is the nurse?
56. Where is the nurse's office?
57. What is the nurse's schedule?
58. How do you locate him/her if he/she is not in the building?
59. Are any students on medication? If so, who administers the medication?
60. Where is this information located?
61. Are there students with illnesses or disabilities that require special attention while in your care?
62. Where is the principal's office? How many assistant principals are there, if any, and what are their specific duties?
63. What are the administrators' names?
64. Who is the school secretary?
65. What are the regulations regarding teachers' use of secretarial help?
66. Who is the custodian? How may you use his/her services?
67. Who is the library media specialist or library aide? Where is the library located?
68. Is there a computer laboratory? If so, who uses the lab and when?
69. Who is/are the guidance counselor(s)? Where is the guidance office located, and how do teachers use their services?

G. Information about students

70. Know the students' names.
71. Who are the responsible class leaders?
72. Who are the students with special needs (IEP's)?
73. How many students are in the classroom? In each period?
74. Has grouping been arranged and for what purposes is it used at present?
75. How are students given assignments?
76. What are the rules about homework?
77. By whom may a student be taken from school? What is the school policy?
78. What is the school policy for picking up students from school?
79. What is the school policy for giving information about a student? May students' addresses be given to parents of other students?

H. School Facilities/Policies

80. Where is the supply room?
81. What supplies are available?
82. What is the school policy regarding ordering supplies?
83. Where are audio-visual, software and other technology-related supplies stored?
84. How are supplies checked out?
85. Where is audio-visual and technology-related equipment stored?
86. What equipment is found in the classroom? In the equipment area?
87. Is there a technology coordinator to assist teachers in integrating technology into the curriculum?

I. Dismissal Procedures

88. When is the school day completed?
89. Who prepares the classroom for the next day's activities?
90. What are the regulations regarding teachers' dismissal of students?
91. Where may students wait for parents?
92. What are teachers' duties related to dismissal?

J. Emergency Procedures

93. What is the signal for a fire or intruder drill?
94. What are your responsibilities when these drills occur?
95. What pathway do you take to get out of the school?
96. What if the pathway is blocked?
97. What are the normal first aid procedures for minor bumps or bruises?
98. In the event of a serious accident - after administering any reasonable first aid - what procedure should be followed?
99. What procedure has been established for dealing with body fluids (blood, etc.) in both emergency and non-emergency situations?

K. Grading and Evaluation Procedure

100. How often are report cards sent home?
101. What subjects are covered on the school report card?
102. What symbols are used for communicating on the report card?
103. What system does your cooperating teacher use to decide on a grade or evaluation?
104. What criteria does your cooperating teacher take into consideration when deciding on a grade?
105. What standardized tests are administered to students during the school year?
106. Are parent conferences scheduled? If so, when and for what purposes?

The host classroom has been established to operate efficiently. Observe as many of the above as possible on the first several days of student teaching and in the days to follow. Review the list periodically throughout the student teaching experience. Add items to this list, as needed.

Special Note: All candidates will complete an electronic presentation portfolio, the specifics of which are outlined in the *Presentation Portfolio for Elementary & Secondary Handbook*. Rubrics are included as Appendix N (Elementary) and Appendix O (Secondary) of this handbook. Most of the artifacts for the portfolio will be derived from the student teaching experience. Therefore, candidates should begin collecting possible evidence for inclusion in the portfolio early in the twelve-week student teaching experience.

Week 1

During the first week of the student teaching assignment, student teachers should be observing the cooperating teacher and other teachers, assisting the cooperating teacher, and working with pupils in instructional situations under the direction of the cooperating teacher. Some experiences which could provide for a gradual introduction to the responsibilities of a classroom teacher include:

1. Obtaining an understanding of the school environment, the school program, physical surroundings and facilities, and the responsibilities of the teachers to the school, community, and profession;
2. Acquiring background information on the students with whom the student teacher will be working, paying particular attention to those with special needs;
3. Gaining skill in developing and maintaining group control and in fostering self-discipline on the part of individual students;
4. Obtaining experience in performing the routine tasks which are normally the responsibility of a classroom teacher, such as:
 - A. Preparing an attendance report;
 - B. Taking lunch count;
 - C. Taking students to special classes.
 - D. Assisting in non-instructional duties that are a part of the cooperating teacher's schedule.
5. Performing in a wide range of activities, including:
 - A. Becoming familiar with available instructional media in the classroom, resource room, library, computer laboratory;
 - B. Observing particular students for specific reasons;
 - C. Arranging bulletin boards and displays;
 - D. Supervising individual or group study;
 - E. Helping with individual or small group instruction;
 - F. Handling matters that pertain to classroom management;

- G. Reading a book aloud or reviewing terminology in texts;
 - H. Administering a make-up test to a student;
 - I. Reviewing cooperating teacher's daily, weekly, and unit plans;
 - J. Sending home a letter of introduction to parents (elementary majors only);
 - K. Planning, grading papers, etc., which should be accomplished at a time other than when observing the cooperating teacher.
6. Making plans for assuming subjects/classes:
- A. Deciding the order for assuming subjects/classes;
 - B. Making a tentative schedule for the date to begin each subject/class;
 - C. Preparing daily lesson plans for Week 2 by using the cooperating teacher's general plans for the first subject/class to be assumed;
 - D. Beginning to organize materials/ideas for unit plans.

Week 2

Plan and teach one subject/class; assist in other areas.

Week 3

Plan and teach two subjects/classes; assist in other areas.

Week 4

Plan and teach three subjects/classes; assist in other areas.

Weeks 5-6

Continue to add subjects/classes as directed by the cooperating teacher with the advice of the university supervisor.

Weeks 7-10

Teach independently, with full responsibility for planning and preparation, delivering and evaluating instruction, and non-teaching duties performed by the cooperating teacher.

Week 11/12

1. Phase out. As a unit of study is completed, the cooperating teacher should assume responsibility for instruction.
2. Complete all student teaching requirements.
3. Observe cooperating teacher and other teachers. (This may be a part of the final week.)

4. Meet with the building principal to receive any feedback and to thank him/her for the opportunity to student teach in his/her building.

NOTE: The above schedule is to be used as a general guide. The student teacher, cooperating teacher, and university supervisor(s) should meet regularly to set an appropriate schedule for the needs of the individual student teacher and the students in the classroom(s).

LESSON PLANS

How well the student teacher plans for instruction is clearly the one factor that has the greatest impact upon his/her success. For this reason, planning for instruction is an integral part of Category 1 of the PDE-430 evaluation instrument. Furthermore, Classroom Environment (Category 2) and Instructional Delivery (Category 3) are directly impacted by the student teacher's ability to plan for instruction. All student teachers will utilize the Penn State Harrisburg Lesson Plan Format (See next page) until the University supervisor and cooperating teacher agree that this format can be modified. Most student teachers assigned to a district within the CAIU will segue from the Penn State Lesson Plan format to the Learning Focused Schools lesson planning model as soon as the University supervisor and cooperating teacher believe that he/she is ready to do so.

Penn State Harrisburg Lesson Plan Format
(Note that lesson plan forms are accessible on the OTEC web site)

Lesson Title

Name: _____ Grade/Period: _____

Subject(s): _____ Time: _____

PURPOSE: (Why this lesson should be taught)

OBJECTIVE(S): (What the students should be able to do as a result of this lesson)

PENNSYLVANIA STANDARD(S): [What state standard(s) the objectives address]

PRE-ASSESSMENT: (What skills and content students have been taught prior to this lesson that will enable them to fulfill the objectives)

SET INDUCTION: (How you will get the students interested and attentive to the lesson)

PROCEDURE: (How you will teach the lesson, including what you will do and what the students will do.
Include how you will adapt the lesson to meet the diverse needs of learners.)

CLOSURE: (How you will connect the lesson to the lesson objectives and how you will end and summarize the lesson)

FOLLOW-UP ACTIVITY: (What you have prepared in case lesson activities are completed sooner than you anticipated)

CONNECTIONS TO REAL-WORLD CONTEXTS: (How you will extend the lesson into students' families or community situations)

MATERIALS NEEDED: (What resources and equipment you and students will utilize during the lesson)

EVALUATION: [How you will determine whether or to what extent students met the lesson objective(s)]

CITATION: (Any print, electronic, or human resource that assisted you in the development of this lesson, either with content material or pedagogical techniques)

Unit of Study

A unit of study is a sequential, coherent, interrelated series of lessons designed to develop concepts related to a common theme or topic. For example, units are frequently developed for such topics as plants, the Civil War, rain forests, and the Constitution.

Each student teacher will develop and teach a unit of study. The unit will not be submitted for a grade; rather, it will serve as evidence of the candidate's ability to do long-range planning. Planning and teaching a unit of study will provide the candidate with an opportunity to view the teaching and learning process more holistically. The unit should be developed in support of the curriculum students will be learning at the time. Therefore, the student teacher should initiate a discussion with the cooperating teacher about possible unit topics early in the student teaching experience. **As part of the e-portfolio requirement, candidates will necessarily complete an Impact on Student Learning Project (See Appendix M); the unit is a good context in which to accomplish this project.**

In your unit, be sure to include a variety of instructional techniques to address all learning styles, activities that develop higher-order thinking skills, and provisions for individual and small group work as well as whole-class instruction.

Your cooperating teacher and university supervisor will advise you on the components that should be included in your unit. The following list of components to include in your unit should be considered a guide:

- **RATIONALE** – A clear, concise statement that makes a case for the importance of teaching this unit. Goals will be derived from your rationale.
- **WEB** – Effective unit topics often have interdisciplinary links. If you have trouble creating a rich web from your topic, you may want to consider selecting a different one.
- **GOALS** – Using your rationale as a foundation, write broad statements of what you want students to learn (content) and be able to do (process) as a result of studying this unit. You should write a goal statement for each major concept to be studied during the course of the unit.
- **PA STANDARDS** – Cite the Pennsylvania Standards that your unit supports.
- **CONTENT OUTLINE** – Break down your goals into specific objectives. Then, develop a logical sequence and structure of activities for teaching those objectives. Include evaluation strategies. This outline will serve as the basis for writing the daily lesson plans for your unit.
- **UNIT AT A GLANCE** - Referring to your content outline, write titles of lessons plus brief outlines of each lesson's activities. Example: "Lesson 1 – Review of the Renaissance: Activities will include a PowerPoint presentation followed by role play." This component will serve as a summary document to share with your cooperating teacher and supervisor as well as a way to quickly assess how closely you are adhering to your time line as you progress through the unit.

- LESSON PLANS - The number of lesson plans you must have will be cooperatively determined by your supervisor and cooperating teacher. Each plan must be numbered in sequence and have a title. A modified format may be utilized. Remember to keep your students' developmental levels in mind.
- CULMINATING ACTIVITY (Optional) – Some units of study naturally lend themselves to a special culminating activity that provides students with an opportunity to demonstrate what they have learned for an audience that may include parents or other students. If your unit does this, be sure to make the culminating activity your final lesson plan of the unit.
- EVALUATION – This component will require much thought on your part because it will be the vehicle for determining to what degree your students successfully attained your goals. Advise students at the start of the unit how they will be evaluated. If you are using rubrics, hand them out at the start of the unit. You should plan to use a variety of evaluation strategies throughout the course of the unit, but use performance assessment techniques wherever they are appropriate.
- RESOURCES/REFERENCES – List materials including books, audiovisual materials and their locations and websites that will be used by your students to complete the activities of the unit and materials used by you to research and create the unit that will not be used by your students.

Unit of Study Checklist

- _____ 1) Now that I have developed the unit, does the topic still clearly represent the unit I have planned?
- _____ 2) Does the unit reflect the district curriculum for this grade level/subject?
- _____ 3) Does the rationale communicate the relevance of the topic to students?
- _____ 4) Are the learners who will be participating in the unit and their special needs clearly defined?
- _____ 5) Is the time frame I have established for the unit realistic?
- _____ 6) Can my goal statements be linked to the rationale and the PA Standards?
- _____ 7) Are my objectives derived from the goals, and do I have several objectives for each goal?
- _____ 8) Will my objectives be measurable?
- _____ 9) Have I written objectives for special learners?

- _____ 10) Do my learning activities defined in my content outline match and develop the objectives?
- _____ 11) Are the activities feasible in terms of students' developmental and ability levels?
- _____ 12) Are the activities feasible considering allocated time and physical space?
- _____ 13) Will students see the relevance of the activities?
- _____ 14) Is there sufficient variety of learning experiences so that all students can participate successfully throughout the unit?
- _____ 15) Do activities stimulate higher order thinking?
- _____ 16) Is each objective evaluated effectively?
- _____ 17) Will students enjoy doing these activities?
- _____ 18) Is there an appropriate balance between student-directed and teacher-directed activities?
- _____ 19) Is there an appropriate mix of individual, small group, and whole class work?
- _____ 20) Is the content grounded in research?
- _____ 21) Is the content presented and experienced by students in a logical, sequential manner?
- _____ 22) Have I built in sufficient checks for understanding along the way?
- _____ 23) Will students know at the start of the unit how they will be evaluated?
- _____ 24) Have I incorporated a variety of assessment strategies, including performance assessment where appropriate?
- _____ 25) Do I have a plan for informing parents of this special unit of study and eliciting their support?
- _____ 26) Are resources and their location clearly defined?

Emergency Lesson Plans

Emergency lesson plans are exactly what the name implies, specifically, lesson plans which are written by the student teacher to be used in an emergency. These plans are written in advance; the same elements which are inherent in all good planning should be incorporated in them. A candidate's emergency plans should be written to ensure that students will be engaged in learning should the cooperating teacher be called away from the classroom prior to the student teacher's teaching that part of the daily schedule.

The candidate should develop numerous content-specific emergency lesson plans that will be readily available for immediate use. These plans may be placed in a binder or in a file box, organized by content area or subject. Additionally, emergency plans that will not require that a certain lesson precede or follow the particular lesson being taught should be prepared. It is suggested that the approximate time period for emergency lesson plans be varied. It may be beneficial to have plans to run approximately five to ten minutes in length; plans to run ten to twenty minutes in length; and plans to run a class period in length. All necessary material must be included with the plan or must be easily available in the classroom.

If the cooperating teacher were to be called out of the classroom unexpectedly, ideally the student teacher should be able to continue the lesson by following the cooperating teacher's lesson plan. If teaching from the cooperating teacher's plan is not feasible, the student teacher should be ready to put one of his/her emergency plans into action smoothly and without hesitation. Sample emergency plan topics to address other than core-content specific plans for elementary follow:

1. Physical education
 - a. Five minutes on drill or physical exercise
 - b. Instructions for a game or physical activity that can be taught and practiced in less than forty minutes
2. Art
 - a. An appreciation lesson
 - b. A complete art lesson (creative or appropriate instruction)
3. Music
 - a. Sing several songs that students know
 - b. Teach a new song
 - c. Music listening lesson
4. Children's literature
 - a. Tell a story
 - b. Read a story
5. Creative writing lesson
 - a. Unfinished story that students complete
 - b. Write a short story

6. Games
 - a. Math game or puzzle
 - b. Science game or demonstrations
 - c. Social Studies - current events

Secondary student teachers should prepare content-specific emergency lesson plans that vary in length. Also, content-specific games, puzzles, and creative writing activities can be the basis for additional secondary level emergency lesson plans.

Student Teacher Folders

Place a folder on or in your desk that has the university supervisor's name on it. The first week it will include:

- A. Your cooperating teacher's weekly schedule including time/bell schedule
- B. A copy of your letter to parents introducing yourself (elementary, only)
- C. Second Week's teaching assignment-(Date, time, subject)

Weeks 2-12, it must include:

1. Daily and Weekly Plans
Detailed daily plans will be used initially. Your university supervisor(s), with the advice of the cooperating teacher, will decide when you may begin a modified plan format.
2. Cooperating Teacher's weekly progress report
3. Forms or types of assessments used to determine student progress
4. Journal

Weeks 2-12, it may include:

5. A copy of any special notes written to parents about a student's work and behavior
6. Special invitations to parents, other classrooms, principal, etc.
7. Activities in which you participated that extended beyond the classroom, such as parent meetings, in-service meetings, faculty or grade meetings, field trips, etc.
8. A list of your accomplishments
9. A list of your goals and your evaluation/re-evaluation of your efforts to meet those goals
10. Notes from students or students' parents
11. Other

ROLE OF THE PRINCIPAL

The principal coordinates the student teaching program in the school or delegates this responsibility to a person on the staff. He/she maintains an overall climate in the school that is receptive to student teaching. The principal discusses with teachers the kinds of experiences the University hopes to obtain for student teachers and orients the University supervisor to the local school situation. The principal is the final authority in all conflicts involving the student teacher's performance or conduct.

Additional responsibilities may include:

1. Holding an orientation meeting with student teachers in which they are informed about school policies and opportunities available to them in the total school program.
2. Helping the student teacher to identify with the school staff by including him/her in faculty and P.T.A. meetings and by providing him/her with a place for receiving mail and school announcements.
3. Acquainting student teachers with the role of school administration as it applies to teachers.
4. Discussing school policies, rules, and regulations with the student teachers, especially those related to safety of students and staff.
5. Providing a tour of the building for the student teachers.
6. Reviewing building procedures with the student teachers.
7. Conferencing with the student teachers several times during the semester to determine how student teaching experiences are progressing. If time allows, an observation or two of the student teacher's work by the principal is most desirable. The principal may choose to write a letter of recommendation for the student teacher.
8. Creating a climate for student teachers to observe teachers and learners in settings other than in their cooperating teachers' classrooms.

ROLE OF THE COOPERATING TEACHER

Cooperating teachers should be experienced professionals, competent in their teaching field, with a commitment to students, a keen interest in the community, and a skillful approach to human relations. They must not only be willing and able to accept a partnership in a supervisory team with other people, but equally willing and able to generate a teaching team with their new colleague, the student teacher. They should be able to identify with the fears and joys of a beginner in the profession. They should be alert to give encouragement when morale is waning and constructive criticism when the student teacher is capable of doing better.

Adequate guidance of a student teacher will require an extensive amount of the cooperating teacher's time and energy in the early portion of the student teaching experience. However, it is most probable that the sacrifice will be amply offset by the rewards and benefits in the form of alternative ideas and help in assisting pupils in the learning process, as well as in trying out refreshing experiments that two teachers can manage better than one. If the cooperating teacher has a genuine desire to help to educate tomorrow's teachers, then the highest reward will come from the satisfaction of having helped to develop a competent pre-service teacher for entry into the profession.

Qualifications

School district faculty who choose to become involved in the cooperative venture of providing field experiences in teacher education must have certain characteristics and qualifications that are inherent in the act of supervising field experiences. Following are some of these required characteristics and qualifications:

1. Serves willingly and enthusiastically;
2. Has at least a Bachelor's degree (preferably a Master's) and permanent certification by the Commonwealth of Pennsylvania or its equivalent;
3. Has a minimum of three years of successful teaching experience with at least the preceding year in the present teaching position (exceptions must be cleared by the building principal and coordinator of student teaching);
4. Demonstrates appropriate instructional competencies;
5. Builds a classroom climate that makes student teachers feel welcomed and wanted;
6. Attends a cooperating teacher training session provided by the university;
7. Has the recommendation of the appropriate school administrator;
8. Has the approval of the supervisory faculty of the university.

Most cooperating teachers will have qualifications well beyond the minimums established above.

Responsibilities

Before the Student Teacher Begins

1. Become acquainted with the teacher education program by attending an orientation meeting, if distance from campus is not prohibitive, and reading all the materials provided by the University.
2. Meet with the student teacher prior to the first day of the placement period to exchange personal background information, to describe your classes and teaching style, and to discover any special needs the student teacher may have. It may be helpful to exchange home phone numbers and addresses.
3. Be friendly and enthusiastic; this is a time of mixed emotions for the student teacher who is eager to get started, but fearful about the ability to meet your expectations and to complete University requirements.
4. Prepare your students for the arrival of the student teacher. Individual letters or group letters can be prepared to introduce the students and to welcome the student teacher, who should be designated as your co-worker, rather than as a student.
5. Provide a work space and storage space for the student teacher. Collect copies of textbooks, schedules, seating charts, list of teachers, building floor plan, emergency procedures, curriculum guides, etc., for the student teacher.

After the Student Teacher Arrives

6. Introduce the student teacher to the staff and other school personnel.
7. Tour the building with the student teacher, indicating the locations of equipment, supplies, and special services and resources.
8. Discuss community resources.
9. Describe your students, pointing out strengths and weaknesses as you know them, including any physical disabilities and/or other exceptional characteristics.
10. Be specific about building and district policies and about your requirements. Note regulations concerning field trips, playground supervision, parent contacts, record keeping, safety precautions, etc. Tell the student teacher what must be done, what must not be done, and what may be decided by the student teacher. Describe non-teaching responsibilities that the student teacher will be expected to assume.

While Student Teaching Proceeds

As an agent for the University and for the teaching profession, the cooperating teacher must function in several roles at the same time: in a supportive role as the student teacher's protector, defender, and friend; in a supervisory role as an objective person who screens potential teachers for the profession; and perhaps most importantly, in the role of a master teacher who provides help and guidance.

It is important, also, for the cooperating teacher to maintain an appropriate balance between the role of guiding and directing the student teacher and the role of non-interference, providing freedom for the student teacher to try a variety of approaches and to develop a functional, personal teaching style. Specific tasks for three of the cooperating teacher's significant roles follow.

The Management Role

11. Assess on a continuing basis the student teacher's readiness to accept additional tasks and responsibilities. Develop a schedule for the student teacher's take-over of teaching and non-teaching responsibilities. Assist the student teacher in organizing materials to complete university requirements. Consult with the university supervisor(s) about the student teacher's readiness to assume greater teaching responsibilities.
12. Help the student teacher to arrange a meaningful schedule of observations, both in your classroom and in other classrooms, and follow up these observations by discussing and comparing specific teaching techniques.
13. Maintain open communication with the student teacher. Discuss differences in philosophy between the student teacher and yourself. Help to interpret University requirements for application to your classroom. Recognize that the student teacher is a student and may need to be reminded, as well as praised, when appropriate.
14. Complete the Record of Student Teacher Absences form.

The Instructional Role

15. Acquaint your student teacher with your long-range plans for the semester and the year so that his/her planning will be consistent with the overall objectives you have established. In addition, show him/her sample plans that might serve as preliminary guides for his/her initial planning. Help the student teacher develop a technique of preparing written plans that satisfy your needs and that meets building and University expectations.
16. Explain your system of collecting and organizing a file of instructional materials and encourage the student teacher to add to his/her professional file.
17. Explain that you, as an experienced teacher, might not rely on detailed plans. Your student teacher, however, needs to prepare daily written plans, which provide for more specific and accurate thinking, give him/her greater security before the class, and serve as a tangible basis for suggesting improvements. No one answer can be given as

to how detailed the plans should be, but they should be thorough enough to provide the student teacher with guides and to promote a feeling of confidence before the class.

18. Work with the student teacher in selecting and planning activities. Require that daily lesson plans be submitted to you for approval at least 24 hours in advance for all lessons that are to be taught by the student teacher. Give suggestions for revising plans as necessary.
19. Discuss classroom management and control techniques with the student teacher. Indicate those techniques that have succeeded for you and those that have failed. Establish a procedure for handling any problems that may arise while the student teacher is in charge of students.
20. Try to maintain an appropriate balance between remaining with the student teacher and leaving him/her to work independently with the students.
21. Observe the student teacher regularly in the teaching role and make written comments--strengths and suggestions for improvement--for later discussion. (It may be convenient to write your comments directly on your copy of the student teacher's lesson plan.) Note techniques and alternative approaches for meeting particular objectives.
22. Assist the student teacher in evaluating students' work, including alternative methods of assessment, and in determining grades.
23. Encourage the student teacher to use initiative and creativity by giving him/her the freedom, within acceptable limits, to initiate new practices and procedures.

The Supervisory Role

24. Provide continuous feedback to the student teacher (as a result of your observations) to facilitate self-evaluation and self-improvement by the student teacher. If possible, conduct brief evaluative conferences with the student teacher on a daily basis. Be encouraging while expressing faith in the student teacher as he/she builds self-confidence. Critique the student by using questions that encourage the student teacher to identify a variety of alternatives.
25. Maintain open communication with the University supervisor(s). Contact the supervisor(s) immediately when problems or questions arise concerning the student teacher's performance, University requirements, or evaluation procedures.
26. Provide weekly progress reports, using the forms provided. Give one copy to the student teacher (white), one to the university supervisor who visits weekly (yellow), and retain the other copy for your records (pink).
27. Provide additional input for the supervisor(s) to utilize in completing the mid-semester and final PDE-430 evaluation of the student teacher as requested by the supervisor.
28. Prepare a written letter of reference for the student teacher's credential file (See Page 36). The letter should be written on your school or school district letterhead and given to the University supervisor at the final conference.

29. Complete the cooperating teacher's "Evaluation of Penn State Harrisburg Student Teaching Program" form.
30. Provide the University supervisor with a completed "Record of Student Teacher Absences" form.

ROLE OF THE UNIVERSITY SUPERVISOR

The University supervisor is a faculty member or professional hired by the School of Behavioral Sciences and Education of Penn State Harrisburg. The University supervisor serves as the liaison between the partner school districts and the University, facilitating the work of the student teacher and the cooperating teacher and promoting a productive relationship between them. In the case of secondary education candidates, two supervisors may be assigned: a content area specialist who will observe at least one time during the semester and a generalist who will make weekly contact with the student teacher. Wherever possible, secondary supervisors have been assigned in their certification areas, thereby eliminating the need for assigning two supervisors to some secondary candidates.

A University supervisor has specific responsibilities concerning student teachers, cooperating teachers, and school districts. The supervisor should:

1. Attend the orientation meetings held prior to the student teaching assignment. University supervisors will meet with each student teacher to explain all requirements of the University. At the same orientation, University supervisors will also meet with cooperating teachers.
2. Discuss the University's student-teaching requirements with the student teacher and the cooperating teacher at the beginning of the student-teaching placement to ensure appropriate interpretation and application of these requirements in their specific classroom situation. This should be done during the first week at the local school.
3. Make contact with the student teacher every week during the placement period to observe and evaluate the student teacher's performance, to serve as counselor when needed, and to make suggestions for improvement.
4. Alert the Coordinator of Student Teaching of serious problems encountered by the student teacher. Supervisors should solicit assistance from the coordinator if problems persist with either the student teacher or the cooperating teacher.
5. Maintain a visitation log for each student teacher. A form will be provided.
6. Provide 8-10 written evaluations of the student teacher's performance. One copy (white) of this record should be given to the student teacher, one copy (pink) to the cooperating teacher, and one copy (yellow) retained for University records. Secondary content area specialist supervisors will make one formative evaluation and that will be document on a content-specific form. Copies of the content evaluations will go to the student, cooperating teacher, and generalist supervisor. Arrange to follow each formative observation with a conference with the student teacher, preferably immediately after the observation.
7. Complete at least one "Professional Dispositions for Teacher Education Programs" form and use the completed form to conference with the candidate on any documented strengths or weaknesses.
8. Talk to the cooperating teacher on a weekly basis to discuss any special problems and to help plan a continual, sequential growth pattern for the student teacher.

9. Talk to the building principal or other administrative personnel at least twice during the placement period to discuss any special problems or observations the administrator may share concerning the student teacher.
10. Monitor the completion of student teaching requirements and maintain records of all contacts and observations concerning the student teacher. Prepare and review with the student teacher a copy of any written suggestions and comments in a timely manner.
11. Complete the Pennsylvania Statewide Teacher Evaluation Form (PDE-430) at mid-semester that will include sources of evidence from the student teacher, the cooperating teacher, and for secondary candidates, the content area specialist supervisor. Schedule and conduct a mid-semester conference with the student teacher to both discuss the PDE-430 and set goals for the second half of student teaching. Include the cooperating teacher in the goal setting process.
12. Consult the cooperating teacher and in some cases, the content area specialist supervisor, about the grade he/she recommends for the student teacher.
13. Complete the final PDE-430, again utilizing sources of evidence provided by both the cooperating teacher, the student teacher, and in the case of some secondary candidates, the content area specialist supervisor. This final conference in which the summative PDE-430 is reviewed should be confidential, with only you and the student teacher in attendance. Tell the student teacher his/her grade for student teaching.
14. Write a letter of reference for the student teacher. Be sure that the student teacher also receives the cooperating teacher's letter of reference. If possible, give the student teacher a mock interview to help him/her prepare for the job interviewing process.
15. Submit to the Coordinator of Student Teaching the following:
 - a. Yellow copies of supervisor's progress report forms
 - b. Supervisor's letter of reference on university letterhead
 - c. Cooperating teacher's letter of reference on school letterhead
 - d. For secondary candidates, copies of content area specialists' documentation
 - e. White copy of the Professional Dispositions for Teacher Education Programs form
 - f. Mid-term and Final PDE-430 forms - white copy
 - g. Grade for each student teacher recorded on the Grade Reporting form. Grades may be designated as plus (+) or minus (-), but there is no "C-"
 - h. Record of student teacher absences recorded by the cooperating teacher
 - i. Supervisor's visitation log

GRADING AND EVALUATING THE STUDENT TEACHER

Grades in Student Teaching

Standards for an "A" Grade

Students may be awarded an "A" grade when it can be stated unequivocally that they are fully capable of beginning their first year of teaching demonstrating true excellence. They will have met all of the provisions of the "B" grade in an exceptional manner and demonstrated a high degree of effectiveness in working cooperatively with staff and other personnel in the setting of their student teaching assignment. They will have demonstrated exceptional achievement in attaining competency as judged by qualified professionals charged with the supervision of the student teachers.

Standards for a "B" Grade

A "B" grade in student teaching indicates that students performed above the level of acceptable achievement and is within the reach of any student teacher who does a thorough and competent job in the classroom and in related areas of student teaching. It means that they can be expected to solve problems in discipline, classroom management, and curriculum organization, should they arise. Their oral speech and written reports are without commonplace grammatical errors. Their work is completed with promptness, efficiency, and accuracy. A "B" grade student teacher will have demonstrated achievement in attaining competency as judged by qualified professionals charged with the supervision of the student teachers.

Standards for a "C" Grade

A "C" in student teaching means that the student teacher has demonstrated minimal levels of acceptable achievement. All competencies and expectancies must have been achieved at a minimally acceptable level to qualify for a "C" grade. Achievement below this level, because of its impact on school students in the field setting, may result in removal from the student teaching program.

A "D" in student teaching means that the student teacher has not demonstrated acceptable achievement. Students will not be recommended to the Commonwealth of Pennsylvania to receive certification to teach.

The following global scale may offer additional help in differentiating between the letter grades:

- A Student teacher has done such an outstanding job that I believe right now he/she could step into any elementary/secondary school in this area and be considered an outstanding teacher.

- A- Student teacher has done an unusually good job; with a little more opportunity for professional growth that will come from having a job of his/her own, he/she is almost certain to become an outstanding teacher.
- A-/B+ Student teacher has done a very good job. I am convinced he/she will be an asset to whatever school system may hire him/her, and he/she may even become outstanding in time.
- B Student teacher has done a reasonably good job, and I feel he/she is now competent to handle a classroom of his/her own satisfactorily.
- B-/C+ Student teacher is making progress and shows promise; for his/her own good, however, it would probably be best if in his/her first position he/she could continue to receive close supervision and support for a while longer.
- C Student teacher still falls short of being ready to take on a regular teaching position; needs further improvement before I could honestly predict his/her success in the teaching profession.

The final grade for EDUC 490 Student Teaching is determined by the University supervisor on the basis of the supervisor's direct observations, the content area specialist supervisor's direct observations (for secondary candidates), consultation with the cooperating teacher and other school personnel (if appropriate), and the information appearing on the PDE-430 Form.

Evaluation Forms

Progress Report Form

This form will be completed weekly by both the cooperating teacher and university supervisor. It should include both strengths and weaknesses for the student teacher. By diagnosing areas of deficiency early in the semester, student teachers have sufficient time to correct them. Forms will be collected by the university supervisor and filed in the office of the Coordinator of Student Teaching. The three-part form shall be distributed as follows: white copy - student teacher; yellow copy – supervisor; and pink copy - cooperating teacher.

Content-Specific Evaluation Forms, Secondary

This form will be completed one time during the twelve weeks by the University supervisor or, in some cases, the English, Mathematics, and Social Studies content area specialist supervisors. The purpose of these evaluations will be to diagnose and correct any content-specific deficiencies. Data from this observation will be considered by the generalist supervisor in completion of the summative PDE-430 report. Should a deficiency be noted during the first observation, a follow-up content-specific observation will be completed.

Professional Dispositions Form

This form will be completed at least once during the twelve week student teaching period by the university supervisor. The purpose of the instrument is to assist in identifying any weaknesses in those personal attributes that are essential to successful work in the school setting.

Pennsylvania Statewide Evaluation Form for Student Professional Practice/Performance (PDE-430)

This form will be completed for both the mid-semester and final conferences. After checking and listing the “Sources of Evidence,” checking the “Rating,” and completing the “Justification for Evaluation” for each of the four categories, the University supervisor indicates the overall rating on Page 5 of the form. Both the student teacher and the university receive copies of the PDE-430. The student teacher should receive the yellow copy. (Note that the University copy of both mid-term and final evaluations should be turned in to the Coordinator of Student Teaching at the end of the semester, along with other required documentation.) The University copy of the PDE-430 is kept in the student teacher’s college file and is subject to review during state major program reviews. **For the final rating**, the candidate must achieve a satisfactory rating of one (1) point in each of the four categories, resulting in a minimum total of at least four (4) points. To facilitate rating consistency for grading purposes, University supervisors have established a point range to correspond with letter grades which they apply to the final rating. The range is: 11 to 12 points, A; 10 points, A-; 9 points, B+; 8 points, B; 7 points, B-; 6 points, C+; 4 to 5 points, C. In order for a candidate to be recommended to the state for certification, a minimum grade of C is required.

Guidelines for Writing the Letter of Reference

1. Evaluate the student teacher in relation to other beginning teachers. Review all weekly Progress Report Forms and the mid-semester and final PDE-430 (University supervisors, only). Recognize growth and potential in performance of the student teacher.
2. Decide on the format for your letter. Include at least four or five paragraphs. One paragraph should describe the setting of the assignment--grade, subject, uniqueness of classroom, etc. Other paragraphs may describe personal attributes, background of knowledge, planning and instruction, creativity, professional demeanor, or any competency that needs further explanation.
3. Be certain that all of the statements agree with the numerical evaluations on the final PDE-430 (University supervisors). As often as possible, give descriptive examples to explain general statements (Cooperating teachers and University supervisors).
4. Give both strengths and weaknesses. Be careful not to over-emphasize the weaknesses. Including weaknesses in the middle of your letter moderates the remarks.
5. Assess the student teacher's current performance and a reasonable prediction of probable future development. It is important to be fair to both the student teacher and future employers.
6. Identify the type of situation in which you think the student has the maximum potential for success.
7. Recall the student's most outstanding achievement and try to make brief reference to it.
8. Proofread your letter for spelling, grammar, and punctuation errors. Ask the principal, University supervisor, or other cooperating teachers to review your letter if you have any concerns about its content or structure.
9. Type the letter on school or school district university letterhead.
10. Retain a copy of the letter for your files, provide an original to the student teacher and to the University supervisor. Future employers may contact you if they have any questions. The letter will help to refresh your memory.

Suggested Phrases in the Letter of Reference

General Statements

The learning activities that this student teacher seemed to direct most effectively were...

The students' responses to this student teacher were...

The student teacher's ability to maintain effective classroom behavior was...

This student teacher was particularly strong in his/her ability to...

This student teacher could improve by strengthening competence in...

Some activities this student teacher participated in other than student teaching were...

This student teacher's ability to work effectively with the professional staff was...

Appendices

Appendix A

HEA II – INSTITUTIONAL PASS-RATE

For HEA II institutional pass-rate information for Penn State Harrisburg and other institutions, refer to this link on the PDE web site:

[http://www.teaching.state.pa.us/teaching/cwp/view.asp?
a=302&q=122566&teachingNav=1931871&teachingNav=119041](http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=302&q=122566&teachingNav=1931871&teachingNav=119041)

The web site of the Pennsylvania Department of Education indicates that “users can search the above web site by college/university or by the program area in which a candidate seeks certification. This type of searching will identify a specific college/university’s candidate performance on the tests required for a specific subject area. It is important to note that the test data provided on this website was not collected nor is it intended to be used for the purpose of evaluating individual teacher preparation programs, as there are many factors that affect test score data.”

Appendix B
Record of Student Teacher Absences
School of Behavioral Sciences and Education

Record of Student Teacher Absences

Note to the Cooperating Teacher:

Please read the policies governing student teacher attendance in the Student Teaching Handbook. Please record all tardiness and absences of the student teacher below. A copy of this report should be given to the supervisor both at the mid-term conference and the final conference.

Name of Student Teacher _____

Inclusive Date of this report: From _____ To _____

Month	Day	Reason for Absence	Excused
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Please note: When deemed necessary or appropriate, written excuses from the doctor, the nurse (or others) should be shown to the cooperating teacher or principal and then filed with this report.

Signed ----- Date -----
Cooperating Teacher

Appendix C

Action Verbs for Use in Formulating Goals and Objectives

add	criticize	generate	operate	show
advance	dance	give	perform	sift
alter	deduce	hold	pick	sketch
analyze	define	identify	plan	solve
annotate	demonstrate	illustrate	point	sort
apply	derive	include	predict	speak
appraise	design	integrate	produce	specify
arrange	determine	interpolate	project	spell
assign	differentiate	interpret	propose	state
assay	discriminate	judge	qualify	strike
assess	dissect	justify	quantify	subtract
calculate	distinguish	label	quote	summarize
canvass	divide	list	rate	support
change	draw	locate	read	synthesize
check	earn	make	recite	take
choose	employ	manipulate	referee	teach
classify	estimate	match	repeat	tell
collect	evaluate	mobilize	reproduce	test
combine	exercise	modify	restate	touch
compare	exert	multiply	reveal	transfer
compose	expand	name	revise	transform
contrast	extrapolate	negotiate	section	translate
convert	find	offer	select	use
create	form	omit	separate	weigh
				write

Appendix E

School of Behavioral Sciences and Education

Cooperating Teacher's Evaluation of BSED Student Teaching Program

Please give your comments and suggestions regarding the following components of the student teaching program at Penn State Harrisburg.

1. University supervisor/cooperating teacher relationship -
2. Cooperating teacher's guidelines –
3. Usefulness of handbook –
4. Student Teacher Progress Report Form
5. Desire to serve as a cooperating teacher in the future –
6. Suggestions for improvements in our program –

Other comments

Signature

Date

School/District

Return to: Dr. Sandra Reed, Coordinator of Student Teaching, Penn State Harrisburg,
Olmsted 314W, 777 West Harrisburg Pike, Middletown, PA 17057-4898

Appendix F

Pennsylvania's Code of Professional Practice and Conduct for Educators

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.

§ 235.2. 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.

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.

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.

Legal obligations.

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

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

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

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

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

Certification.

The professional educator may not:

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

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

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

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.

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 Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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

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

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

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

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

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students

and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

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

(9) Professional educators shall keep 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.

Improper personal or financial gain.

The professional educator may not:

(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.

Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

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 employe.

(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.

Appendix G

Student Teacher Progress Report Form
Pennsylvania State University

Student Teacher _____ Observation Date _____
Grade/Subject _____ School District _____
School _____ Cooperating Teacher _____
University Supervisor _____

Directions to Observer - During the observation, describe below the evidences of the student teacher's progress in the four performance categories: I. Planning and Preparation; II. Classroom Environment; III. Instructional Delivery; and, IV. Professionalism. Specific competencies within each category are listed on the reverse side of this form.

Teaching Competencies

Category I: Planning and Preparation

- 1) Knowledge of content
- 2) Knowledge of pedagogy
- 3) Knowledge of Pennsylvania's K-12 Academic Standards
- 4) Knowledge of students and how to use this knowledge to impart instruction
- 5) Use of resources, materials, or technology available through the school or district
- 6) Instructional goals that show a recognizable sequence with adaptations for individual student needs
- 7) Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- 8) Use of educational psychological principals/theories in the construction of lesson plans and setting instructional goals

Category II: Classroom environment

- 1) Expectations for student achievement with value placed on the quality of student work
- 2) Attention to equitable learning opportunities for students
- 3) Appropriate interactions between teacher and students and among students
- 4) Effective classroom routines and procedures resulting in little or no loss of instructional time
- 5) Clear standards of conduct and effective management of student behavior
- 6) Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- 7) Ability to establish and maintain rapport with students

Category III: Instructional Delivery

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

Category IV: Professionalism

- 1) Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
- 2) Knowledge of school or district requirements for maintaining accurate records and communicating with families
- 3) Knowledge of school and/or district events
- 4) Knowledge of district or college's professional growth and development opportunities
- 5) Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations
- 6) Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel and administrators
- 7) Ability to cultivate professional relationships with school colleagues
- 8) Knowledge of Commonwealth requirements for continuing professional development and licensure

Appendix H
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

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

Subject(s) Taught

Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

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

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

- | | |
|--------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Lesson/Unit Plans | <input type="checkbox"/> Student Teacher Interviews |
| <input type="checkbox"/> Resources/Materials/Technology | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Assessment Materials | <input type="checkbox"/> Resource Documents |
| <input type="checkbox"/> Information About Students
(Including IEP's) | <input type="checkbox"/> Other |

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

Justification for Evaluation

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

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

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

- | | |
|---------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Classroom Observations | <input type="checkbox"/> Visual Technology |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Resources/Materials/Technology/Space |
| <input type="checkbox"/> Student Teacher/Candidate Interviews | <input type="checkbox"/> Other |

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

Justification for Evaluation

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

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

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

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

Justification for Evaluation

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

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

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

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.
Rating (Indicate ✓)				

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

Justification for Overall Rating:

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

District/IU School Interview/Conference
Date

School Year: _____ Term: _____

Required Signatures:
Supervisor/Evaluator: _____

Date:

Student/Teacher
Candidate: _____

Date:

(Confidential Document)

Appendix I

Penn State Harrisburg
School of Behavioral Sciences and Education

Professional Dispositions for Teacher Education Programs

Teacher/Candidate

All persons enrolled in Teacher Education Programs at Penn State Harrisburg are expected to demonstrate the professional dispositions that are aligned with the unit's vision statement. Elementary and Secondary Education candidates must be endorsed by the Education faculty prior to their involvement in the student teaching program. The faculty shall evaluate the following dispositions demonstrated by the candidates in classes and during field experiences. Candidates may be rated as **exemplary (E)**, **acceptable (A)**, or **unacceptable (U)**. The comment area below each of the principles may be used to substantiate the overall rating or to identify specific rubric items as strengths or weaknesses. Space on the last page is allocated for signatures and the candidate's response. Please refer to the Professional Dispositions for Teacher Education Programs Rubric for more complete descriptions of each of the dispositions.

Principle #1. The teacher/candidate values a democratic view of the schools and society.

1.1	The teacher/candidate believes that all children can learn at high levels and is persistent in helping all children achieve success.	U A E
1.2	The teacher/candidate takes responsibility for establishing a positive climate in the classroom and school as a whole.	U A E

Principle #2. The teacher/candidate values critical, creative, and reflective thinking.

2.1	The teacher/candidate is willing to engage in higher order thinking and promote it in students.	U A E
2.2	The teacher/candidate is committed to reflective thinking and to continually refining practices that address the individual needs of students.	U A E

Principle #3. The teacher/candidate understands and appreciates diverse cultures.

3.1	The teacher/candidate respects, appreciates, and values all learners, their experiences, families, cultural values, practices, and beliefs.	U A E
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3.2	The teacher/candidate is sensitive to the cultural dimensions of communication and encourages it among all students in the class.	U A E
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Principle #4. The teacher/candidate is sensitive and caring.

4.1	The teacher/candidate is empathetic, caring, and supportive toward all students.	U A E
-----	----------------------------------------------------------------------------------	-------

Principle #5. The teacher/candidate is committed to extending one's content knowledge and pedagogical competencies.

5.1	The teacher/candidate is enthusiastic about learning and teaching.	U A E
5.2	The teacher/candidate values long term and short term planning both individually and with colleagues.	U A E
5.3	The teacher/candidate values a variety of methods of instruction for increasing learning and motivating all students.	U A E
5.4	The teacher/candidate values ongoing, varied assessment as essential to the instructional process.	U A E

Principle #6. The teacher/candidate is committed to scholarship and professionalism.

6.1	The teacher/candidate is committed to ethical behavior and professional conduct.	U A E
6.2	The teacher/candidate values the use of precise, descriptive, and coherent oral and written expression.	U A E
6.3	The teacher/candidate is willing to work with parents and professionals in a collaborative manner for the well-being of students.	U A E
6.4	The teacher/candidate is committed to continuous learning, serious scholarly pursuits, and participation in professional communities.	U A E

Conference Notes:

I have reviewed this document and have been given an opportunity to respond to all that is contained herein. My signature does not necessarily imply concurrence or agreement but rather indicates that this report was shared with me and that I was given the opportunity to respond to the contents of the report. My response is attached.

Teacher/Candidate

Date

Faculty Member

Date

**Penn State Harrisburg
School of Behavioral Sciences and Education**

Professional Dispositions for Teacher Education Programs

All persons enrolled in Teacher Education Programs at Penn State Harrisburg are expected to demonstrate the professional dispositions that are aligned with the unit’s vision statement. Elementary and Secondary Education candidates must be endorsed by the Education faculty prior to their involvement in the student teaching program. The faculty shall evaluate the following dispositions demonstrated by the candidates in class and during field placements. Candidates may be rated as **exemplary, acceptable, or unacceptable**. The following rubric, which has been aligned with the INTASC principles, will be used to identify specific areas as strengths or weaknesses. Candidates are expected to attain acceptable or exemplary ratings in order to be admitted to student teaching.

Principle #1. The teacher/candidate values a democratic view of the schools and society.

1.1	The teacher/candidate believes that all children can learn at high levels and is persistent in helping all children achieve success	INTASC 3
	Unacceptable	Acceptable
	<ul style="list-style-type: none"> -Blames students and others for learning difficulties -Provides no differentiated instruction -Gives up easily when students have difficulty learning 	<ul style="list-style-type: none"> -Usually accepts responsibility for most students’ learning -Often provides differentiated instruction -Persists in searching for solutions to most students’ learning problems
	Exemplary	<ul style="list-style-type: none"> -Accepts full responsibility for all students’ learning -Consistently provides differentiated instruction -Persists in searching for solutions to students’ learning problems
1.2	The teacher/candidate takes responsibility for establishing a positive climate in the classroom and school as a whole.	INTASC 5
	Unacceptable	Acceptable
		Exemplary

<ul style="list-style-type: none"> -Uses harsh language in speaking to students -Lacks awareness of student behavior -Calls on one group of students more than others -Does not establish guidelines and procedures -Uses sarcasm and put downs -Ignores students' concerns -Makes decisions for the classroom unilaterally -Does not welcome parents in the classroom nor offer them opportunities to assist -Does not contact some parents about their children's progress 	<ul style="list-style-type: none"> -Speaks kindly to all students in most situations -Usually demonstrates "with-it-ness" -Usually calls on students equitably -Establishes but does not always apply guidelines and procedures -Usually offers encouragement -Usually listens to students -Sometimes invites students to make classroom decisions -Welcomes all parents and gives most of them opportunities to assist in the classroom -Eventually contacts all parents about their children's progress 	<ul style="list-style-type: none"> -Speaks kindly to all students in all situations -Consistently demonstrates "with-it-ness" -Calls on students equitably -Consistently applies established guidelines and procedures -Consistently offers encouragement -Involves all students in learning activities -Listens empathetically to students -Invites students to help make classroom decisions -Welcomes all parents and gives same opportunities for assisting in the classroom -Contacts all parents about their children's progress in a timely manner
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Principle #2. The teacher/candidate values critical, creative, and reflective thinking.

2.1	The teacher/candidate is willing to engage in higher order thinking and promote it in students.	INTASC 4	
	Unacceptable	Acceptable	Exemplary
	<ul style="list-style-type: none"> -Asks all lower level questions -Gives assignments that are trivial and superficial in nature -Responds to others with judgmental comments -Demonstrates lack of interest in problem solving -Does not model higher order thinking -Submits assignments that are incomplete, unclear, and/or inaccurate -Discourages innovative thinking 	<ul style="list-style-type: none"> - Occasionally asks higher-level questions -Gives some assignments that focus on significant issues and requires some deep processing -Usually responds to others in a non-judgmental manner -Demonstrates an interest in problem solving -Sometimes models higher order thinking in the classroom -Submits assignments that are usually clear, accurate, and thorough -Sometimes encourages innovative thinking 	<ul style="list-style-type: none"> -Consistently asks higher-level questions -Frequently gives assignments that focus on significant issues and requires deep processing -Consistently responds to others in a non-judgmental manner -Demonstrates enjoyment of problem solving -Consistently models higher order thinking in the classroom -Consistently submits assignments that are clear, accurate, and thorough -Consistently encourages innovative thinking

2.2	The teacher/candidate is committed to reflective thinking and to continually refining practices that address the individual needs of students.	INTASC 9						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="142 233 565 275" style="text-align: center;">Unacceptable</th> <th data-bbox="565 233 993 275" style="text-align: center;">Acceptable</th> <th data-bbox="993 233 1468 275" style="text-align: center;">Exemplary</th> </tr> </thead> <tbody> <tr> <td data-bbox="142 275 565 569"> <ul style="list-style-type: none"> -Rarely analyzes lessons for strengths and weaknesses -Does not revise or modify lessons -Does not process in a deep and thoughtful manner </td> <td data-bbox="565 275 993 569"> <ul style="list-style-type: none"> -Analyzes most lessons for strengths and weaknesses -Occasionally modifies lessons to address needs of students -Occasionally processes in a deep and thoughtful manner </td> <td data-bbox="993 275 1468 569"> <ul style="list-style-type: none"> -Analyzes every lesson for strengths and weaknesses -Consistently modifies lessons to address needs of students -Consistently processes in a deep and thoughtful manner </td> </tr> </tbody> </table>			Unacceptable	Acceptable	Exemplary	<ul style="list-style-type: none"> -Rarely analyzes lessons for strengths and weaknesses -Does not revise or modify lessons -Does not process in a deep and thoughtful manner 	<ul style="list-style-type: none"> -Analyzes most lessons for strengths and weaknesses -Occasionally modifies lessons to address needs of students -Occasionally processes in a deep and thoughtful manner 	<ul style="list-style-type: none"> -Analyzes every lesson for strengths and weaknesses -Consistently modifies lessons to address needs of students -Consistently processes in a deep and thoughtful manner
Unacceptable	Acceptable	Exemplary						
<ul style="list-style-type: none"> -Rarely analyzes lessons for strengths and weaknesses -Does not revise or modify lessons -Does not process in a deep and thoughtful manner 	<ul style="list-style-type: none"> -Analyzes most lessons for strengths and weaknesses -Occasionally modifies lessons to address needs of students -Occasionally processes in a deep and thoughtful manner 	<ul style="list-style-type: none"> -Analyzes every lesson for strengths and weaknesses -Consistently modifies lessons to address needs of students -Consistently processes in a deep and thoughtful manner 						

Principle #3. The teacher/candidate understands and appreciates diverse cultures.

3.1	The teacher/candidate respects, appreciates, and values all learners, their experiences, families, cultural values, practices, and beliefs.	INTASC 2	
	Unacceptable	Acceptable	Exemplary
	-Does not consider students' personal and academic needs -Ignores or denigrates contributions of students -Allows students to be disrespectful of their peers - Does not show sensitivity to or awareness of students' lived experiences	-Accommodates for students' personal situations and academic progress in the classroom context -Usually models respect toward contributions of all students -Provides some inclusion of all students' lived experiences	-Reaches out to students beyond classroom context -Consistently models respect toward contributions of all students -Provides consistent and thorough inclusion of all students' lived experiences
3.2	The teacher/candidate is sensitive to the cultural dimensions of communication and encourages it among all students in the class.	INTASC 6	
	Unacceptable	Acceptable	Exemplary
	-Limits materials to Western/Eurocentric approaches to communication -Does not infuse diverse models of communication into content areas -Does not allow students to use languages other than English	-Usually uses culturally relevant materials for instruction/assessment -Usually infuses diverse models/modalities of communication into content areas -Tolerates multiple representations of students' communication skills	-Consistently uses culturally relevant materials for instruction/assessment -Consistently infuses diverse models/modalities of communication into content areas -Respects the multiple representations of students' communication skills

Principle #4. The teacher/candidate is sensitive and caring.

4.1	The teacher/candidate is empathetic, caring, and supportive toward all students.	INTASC 2	
	Unacceptable	Acceptable	Exemplary
	-Does not listen attentively and responsively to all students and their parents -Shows little sensitivity to the physical, emotional, social and cultural needs of the students -Does not advocate on the students' behalf	-Listens attentively and responsively to all students and their parents at critical times -Often exhibits sensitivity to the physical, emotional, social and cultural needs of all students -Occasionally advocates on students' behalf	-Consistently listens attentively and responsively to all students and their parents -Consistently exhibits sensitivity to the physical, emotional, social and cultural needs of all students -Advocates tirelessly on students' behalf

Principle #5. The teacher/candidate is committed to extending one's content knowledge and pedagogical competencies.

5.1	The teacher/candidate is enthusiastic about learning and teaching.	INTASC 1	
	Unacceptable	Acceptable	Exemplary
	-Does not use nonverbal expressions and gestures -Speaks in a monotone voice -Demonstrates a lack of confidence -Exhibits little initiative or effort -Does not initiate own learning opportunities -Does not conduct research on subject matter to be taught	-Uses some variety in nonverbal expressions and gestures indicating enthusiasm for the content -Sometimes speaks with an inflected voice -Sometimes demonstrates confidence -Usually exhibits initiative and effort in the classroom -Occasionally initiates own learning opportunities -Conducts limited research on subject matter to be taught	-Uses a wide variety of nonverbal expressions and gestures indicating enthusiasm for the content -Consistently speaks with an inflected voice -Consistently demonstrates confidence -Consistently exhibits initiative and maximum effort in the classroom -Often initiates own learning opportunities -Extensively researches subject matter to be taught
5.2	The teacher/candidate values long-term and short-term planning both individually and with colleagues	INTASC 7	
	Unacceptable	Acceptable	Exemplary
	-Never plans beyond what is required -Submits work after the due dates -Begrudgingly participates in group projects and/or makes no contributions	-Sometimes plans and organizes materials beyond the requirements -Completes work by due dates -Willingly participates in groups projects and makes contributions	-Consistently plans and organizes materials beyond the requirements -Completes quality work ahead of due dates -Enthusiastically participates in group projects and makes valuable contributions
5.3	The teacher/candidate values a variety of methods of instruction for increasing learning and motivating all students.	INTASC 4	
	Unacceptable	Acceptable	Exemplary
	-Does not search for a variety of methods and materials -Does not consider students' interests for motivation -Does not use novelty -Does not use technology -Does not integrate culturally responsive practices	-Searches for a variety of methods and materials for teaching some disciplines -Occasionally uses students' interest to help motivate -Occasionally uses novelty during lessons -Occasionally incorporates technology -Occasionally implements culturally responsive instructional strategies	-Consistently searches for a variety of methods and materials for teaching each discipline -Consistently uses students' interests to help motivate -Often uses novelty during delivery of lessons -Frequently incorporates technology -Consistently implements culturally responsive instructional strategies

5.4	The teacher/candidate values ongoing, varied assessment as essential to the instructional process.	INTASC 8						
<table border="1"> <thead> <tr> <th>Unacceptable</th> <th>Acceptable</th> <th>Exemplary</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> -Does not tend to align assessment of learning to instructional goals -Seldom adapts assessment to students' needs -Does not pursue a variety of assessments -Does not use formative assessment </td> <td> <ul style="list-style-type: none"> -Usually aligns assessment of learning to instructional goals -Often adapts assessment to students' needs -Pursues some variety of formal and informal assessment -Sometimes uses formative assessment to monitor student achievement and plan instruction </td> <td> <ul style="list-style-type: none"> -Always aligns assessment of learning to instructional goals -Consistently adapts assessment to students' needs -Pursues a wide variety of formal and informal assessment -Consistently uses formative assessment to monitor student achievement and plan instruction </td> </tr> </tbody> </table>			Unacceptable	Acceptable	Exemplary	<ul style="list-style-type: none"> -Does not tend to align assessment of learning to instructional goals -Seldom adapts assessment to students' needs -Does not pursue a variety of assessments -Does not use formative assessment 	<ul style="list-style-type: none"> -Usually aligns assessment of learning to instructional goals -Often adapts assessment to students' needs -Pursues some variety of formal and informal assessment -Sometimes uses formative assessment to monitor student achievement and plan instruction 	<ul style="list-style-type: none"> -Always aligns assessment of learning to instructional goals -Consistently adapts assessment to students' needs -Pursues a wide variety of formal and informal assessment -Consistently uses formative assessment to monitor student achievement and plan instruction
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Principle #6. The teacher/candidate is committed to scholarship and professionalism.

6.1	The teacher/candidate is committed to ethical behavior and professional conduct.	INTASC 9						
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6.2	The teacher/candidate values the use of precise, descriptive, and coherent oral and written expression.	INTASC 6						
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6.3	The teacher/candidate is willing to work with parents and professionals in a collaborative manner for the well-being of students.	INTASC 10						
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6.4	The teacher/candidate is committed to continuous learning, serious scholarly pursuits, and participation in professional communities.	INTASC 1
	Unacceptable	Acceptable
<ul style="list-style-type: none"> -Does not attend professional development opportunities -Does not engage in action research -Does not apply current educational reforms to classroom practices -Does not read educational books or journals -Does not hold a membership in a professional organization -Does not participate in study groups -Does not discuss significant educational issues 	<ul style="list-style-type: none"> -Attends suggested professional development opportunities -Occasionally engages in action research -Sometimes applies current educational reforms to classroom practices -Consistently reads one educational journal -Maintains a membership in one professional organization -Participates occasionally in study groups -Sometimes discusses significant educational issues 	<ul style="list-style-type: none"> -Actively seeks and attends professional development opportunities -Consistently engages in action research -Consistently applies current educational reforms to classroom practices -Consistently reads a variety of educational books and journals -Actively participates in several professional organizations -Participates regularly in study groups -Often initiates discussions on significant educational issues

Appendix J

Social Studies Supplemental Student Teacher Performance Evaluation *Using the National Council for the Social Studies (NCSS) Content Standards*

This form is to be completed by the university supervisor and/or the cooperating teacher at least three times for each student teacher during the student teacher's fifteen-week placement and five times for each intern during the full-year internship.

Student Teacher/Intern _____ Date _____

Supervisor/Cooperating Teacher _____

School _____ Subject _____ Grade _____

DIRECTIONS: Please evaluate the student teacher in terms of each **NCSS theme** below. Use the description under each NCSS theme to guide you. Rate the student teacher **on a scale of 0-3 points** in terms of **planning, teaching, and effectiveness in producing the desired student learning outcome.**

NCSS Theme I

Culture and Cultural Diversity

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

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

NCSS Theme II

Time, Continuity and Change

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity and change**.*

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

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

NCSS Theme III

People, Places and Environments

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are: What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

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

NCSS Theme IV

Individual Human Development and Identity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

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

NCSS Theme V

Individuals, Groups and Institutions

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions**.

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
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Rating: Planning	↑	↑	↑	↑
Rating: Teaching	↑	↑	↑	↑
Rating: Impact on Student Learning	↑	↑	↑	↑

NCSS Theme VI

Power, Authority and Governance

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority, and governance.***

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
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Rating: Planning	↑	↑	↑	↑
Rating: Teaching	↑	↑	↑	↑
Rating: Impact on Student Learning	↑	↑	↑	↑

NCSS Theme VII

Production, Distribution, Consumption

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how **people organize for the production, distribution, and consumption of goods and services.***

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
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Rating: Planning	↑	↑	↑	↑
Rating: Teaching	↑	↑	↑	↑
Rating: Impact on Student Learning	↑	↑	↑	↑

**NCSS Theme VIII
Science, Technology, Society**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science** and **technology**.*

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

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

**NCSS Theme IX
Global Connections and Interdependence**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections** and **interdependence**.*

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
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Rating: Planning	↑	↑	↑	↑
Rating: Teaching	↑	↑	↑	↑
Rating: Impact on Student Learning	↑	↑	↑	↑

NCSS Theme X

Civic Ideals and Practices

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals** and **practices**.*

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

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

Appendix K

Penn State Harrisburg
 Secondary English Student Teaching Evaluation
 NCTE Standards 2, 3, and 4
 Revised 8/07

Student Name _____

Midterm Evaluation Date _____

Final Evaluation Date _____

DIRECTIONS TO UNIVERSITY SUPERVISOR: The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings.

Evaluate the candidate in each standard, placing the number score in the box provided. Use the following data sources: lesson and unit plans, observations, interviews with candidate and cooperating teacher, class activities, and assignments. If a standard is not observed through any of the data sources throughout the course of the 12-week assignment, place a check mark in the “not observed” box.

This assessment instrument must be used a minimum of two times.

2.0 Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, the candidate adopts and strengthens professional attitudes needed by English language arts teachers. As a result the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
2.1 creates an inclusive, supportive learning environment in which all students can engage in learning.	Shows little evidence of creating an inclusive and supportive environment in which all students can engage in learning	Creates an inclusive and supportive environment in which all students can engage in learning	Creates and sustains an inclusive and supportive environment in which all students can engage in learning	
2.2. uses ELA to help their students become familiar with their own and others' cultures.	Shows little evidence in using ELA for helping their students to become familiar with their own culture and others' cultures	Uses ELA to help students become familiar with their own and others' cultures	Uses ELA extensively and creatively to help students become more familiar with their own and others' cultures	

2.3 demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Demonstrates inconsistency in reflective practice and seldom pursues professional growth and collaboration with colleagues and involvement with appropriate professional organizations	Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates	Uses the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations and others	
2.4 uses practices designed to assist students in developing habits of critical thinking and judgment.	Engages in a few practices designed to assist students in developing habits of critical thinking and judgment	Uses practice designed to assist students in developing habits of mind of critical thinking and judgment	Designs and implements instruction and assessment that assist students in developing habits of critical thinking	
2.5 makes meaningful connections between ELA curriculum and developments in culture, society, and education.	Shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues	Makes meaningful connections between the ELA curriculum and developments in culture, society, and education	Makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education	
2.6 engages students in activities that demonstrate the role of arts and humanities in learning	Demonstrates little evidence of promoting the arts and humanities in the learning of their students	Engages students in activities that demonstrate the role of arts and humanities in learning	Plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students	

3.0 ELA Candidate Knowledge

The candidates is knowledgeable about language; literature; oral, visual, and written literacy; print and non-print media; technology; and research theory and findings.

3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.1.1 shows an understanding of language acquisition and development	Demonstrates a limited knowledge of students' language acquisition and development processes	Uses knowledge of students' language development as a basis for designing appropriate learning activities that promote student learning	Integrates knowledge of students' language acquisition and development into assessment designed to enhance student learning	

3.1.2 demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated	Demonstrates little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of ELA experiences	Demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated in own and students' learning of ELA	Designs, implements, and assesses instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA	
3.1.3 recognizes the impact of cultural, economic, political, and social environments upon language	Demonstrates little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language	Demonstrates an awareness in their teaching of the impact of cultural, economic, political, and social environments on language	Uses both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language	
3.1.4 shows a respect for and understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles	Shows a lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles	Knows and respects diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles and shows attention to accommodating such diversity in their teaching	Shows extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporates that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity	
3.1.5 shows an understanding of the evolution of the English language and the historical influences on the various forms	Demonstrates little knowledge of the evolution of the English language and the historical influences on its various forms	Demonstrates knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in teaching	Demonstrates in-depth knowledge of the evolution of the English language and the historical influences on its forms and how to integrate this knowledge into student learning	
3.1.6 demonstrates an understanding of English grammar	Exhibits a lack of knowledge of English grammars and their application to teaching	Uses knowledge of English grammars in teaching students both oral and written forms of the language	Incorporates an in-depth knowledge of English grammars into teaching skills that empower students to compose and respond to written, oral, and other texts	
3.1.7 demonstrates an understanding of semantics, syntax, morphology, and phonology	Shows little knowledge of semantics, syntax, morphology, and phonology or their applications to teaching	Uses knowledge of semantics, syntax, morphology, and phonology in teaching students how to use oral and written language	Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology in effective use of language and integrates that knowledge into teaching students to use oral and written language effectively	

3.2 The candidate demonstrates knowledge of the practices of oral, visual, and written literacy. As a result, the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.2.1 demonstrates the influence of language and visual images on thinking and composing	Demonstrates a lack of understanding of the influence that language and visual images have on thinking and composing	Uses understanding of the influence of language and visual images on thinking and composing in own work and in teaching	Creates opportunities and develops strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing	
3.2.2 uses writing, speaking, and observing as major forms of inquiry, reflection, and expression	Shows infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression	Uses writing, speaking, and observing as major forms of inquiry, reflection, and expression in coursework and teaching	Creates opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning process	
3.2.3 uses the processes of composing to create various forms of oral, visual, and written literacy	Exhibits frequent use of the processes of composing to create various forms of oral, visual, and written literacy	Uses composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes	Demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy	
3.2.4 uses writing, visual images, and speaking for a variety of purposes and audiences	Uses writing, visual images, and speaking for a variety of audiences and purposes	Demonstrates, through their own leaning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes	Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes	
3.2.5 applies knowledge of language structure and conventions to creating and critiquing print and non-print texts	Shows little knowledge of language structure and conventions in creating and critiquing print and nonprint texts	Demonstrates knowledge of language structure and conventions by creating and critiquing own print and nonprint texts and by assisting students in such activities	Uses a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning	

3.3 The candidate demonstrates knowledge of reading processes. As a result, the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.3.1 demonstrates how to respond to and interpret what is read in different ways	Shows limited ability to respond to and interpret what is read	Responds to and interpret, in varied ways, what is read, teaching their students how to do this as well	Integrates into teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty	
3.3.2 demonstrates how to discover and create meaning from texts	Show a lack of knowledge of ways to discover and create meaning from texts	Discovers and creates meaning from texts and guide students in the same processes	Uses a wide range of approaches for helping students to draw upon their past experiences, socio-cultural backgrounds, interests, capabilities, and understandings to make meaning of texts	
3.3.3 uses a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts	Uses few strategies to comprehend, interpret, evaluate, and appreciate texts	Uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students	Integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning	

3.4 The candidate demonstrates knowledge of different composing processes. As a result, the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.4.1 develops in students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding	Uses a limited number of writing strategies to generate meaning and clarify understanding	Uses a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching	Develops in students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding	
3.4.2 teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action	Produces a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action	Produces different forms of written discourse and understand how written discourse can influence thought	Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.	

3.5 The candidate demonstrates knowledge of, and uses for, an extensive range of literature. As a result, the candidate shows knowledge of and use of a variety of teaching applications for:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.5.1 a broad historical and contemporary spectrum of United States, British, and world literatures	Shows little knowledge of, or use of, a variety of teaching applications for Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature	Knows and uses a variety of teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature	Demonstrates an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature	
3.5.2 works from a wide variety of genres and cultures, works by female authors, and works by authors of color	Shows little knowledge of, or use of, a variety of teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color	Knows and uses a variety of teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color	Demonstrates an in-depth knowledge of, and an ability to use, varied teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color	
3.5.3 works written specifically for older children and young adults	Shows little knowledge of, or use of, a variety of teaching applications for numerous works specifically written for older children and younger adults	Knows and uses a variety of teaching applications for numerous works specifically written for older children and younger adults	Demonstrates an in-depth knowledge of, and an ability to use, varied teaching applications for numerous works specifically written for older children and younger adults	
3.5.4 a range of works of literary theory and criticism	Shows little knowledge of, or use of, a variety of teaching applications for a range of works of literary theory and criticism	Knows and uses a variety of teaching applications for a range of works of literary theory and criticism	Demonstrates an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism	

3.6 The candidate demonstrates knowledge of the range and influence of print and non-print media and technology in contemporary culture. As a result the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.6.1 recognizes the influence of media culture and on people's actions and communication	Exhibits a lack of understanding of the influence of media on culture and on people's actions and communication	Understands how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning	Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in own work but also in teaching	
3.6.2. constructs meaning from media and non-print texts	Shows little understanding of how to construct meaning from media and non-print texts	Shows an ability to construct meaning from media and non-print texts, and to assist students in learning these processes	Uses a variety of approaches for teaching students how to construct meaning from media and non-print texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts	
3.6.3. displays an understanding of how to incorporate technology and print/non-print media into instruction.	Demonstrates limited knowledge of how to incorporate technology and print/non-print media into instruction	Incorporates technology and print/non-print media into their own work and instruction	Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning	

3.7 The candidate demonstrates knowledge of research theory and findings in English language arts. As a result the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
3.7.1 uses major sources of research theory (i.e. books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice	Shows a lack of knowledge of the major sources of research and theory related to English language arts	Uses major sources of research and theory related to English language arts to support their teaching decisions	Reflects on own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate	

3.7.2. uses teacher-researcher models of classroom inquiry	Shows little evidence of using teacher-researcher models of classroom inquiry in their preparation program	Uses teacher-researcher models of classroom inquiry to inform their own study and teaching	Uses teacher-researcher models of classroom inquiry to analyze own teaching practices to better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations	
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4.0 The candidate acquires and demonstrates the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. As a result the candidate:

Standard	Not Acceptable 2	Acceptable 3	Target 4	Score
4.1 examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	Shows limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts	Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts	Understands the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA	
4.2 aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small group, and individual work.	Demonstrates limited ability to design instruction to meet the needs of all students and provide for students' progress and success	Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work	Creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection	
4.3 integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.	Uses few interdisciplinary teaching strategies and materials	Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students	Works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines	

4.4 creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Shows limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability	Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability	Creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability	
4.5 engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Demonstrates limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms	Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms	Helps students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms	
4.6 engages students in critical analysis of different media and communications technologies.	Shows limited ability to enable students to respond critically to different media and communications technologies	Engages students in critical analysis of different media and communications technologies	Engages students in critical analysis of different media and communications technologies and the effect on students' learning	
4.7 engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	Demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication	Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication	Integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication	
4.8 engages students in making meaning of texts through personal response.	Demonstrates limited ability to engage students in making meaning of texts through personal response	Engages students in making meaning of texts through personal response;	Engages students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances	

4.9 demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print text.	Demonstrates limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and non-print texts	Demonstrates that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts	Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teach a wide variety of such strategies to all students	
4.10 Integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Uses assessment in instruction by failing to use formal and informal assessment activities and instruments to evaluate student work	Integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products	Integrates assessment consistently into instruction by establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences	

Overall Evaluation Comments:

Required Signatures:

Supervisor/Evaluator: _____ Date _____

Student Teacher Candidate: _____

1.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Solve problems that arise in mathematics and those involving mathematics in other contexts.	Solves problems that arise in mathematics and in other contexts Encourages and expects students to solve problems that arise in mathematics and in other contexts through instruction and classroom assignments and activities	Solves problems that arise in mathematics and in other contexts Encourages and expects students to solve problems that arise in mathematics and in other contexts through instruction and classroom assignments and activities	Solves problems that arise in mathematics and in other contexts Encourages and expects students to solve problems that arise in mathematics and in other contexts through instruction and classroom assignments and activities	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
1.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Build new mathematical knowledge through problem solving	Builds new mathematical knowledge through problem solving Encourages and expects students to build new mathematical knowledge through problem solving	Builds new mathematical knowledge through problem solving Encourages and expects students to build new mathematical knowledge through problem solving	Builds new mathematical knowledge through problem solving Encourages and expects students to build new mathematical knowledge through problem solving	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

1.4 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Monitor and reflect on the process of mathematical problem solving Encourages and expects students to monitor and reflect on the process of mathematical problem solving	Monitor and reflect on the process of mathematical problem solving Encourages and expects students to monitor and reflect on the process of mathematical problem solving	Monitor and reflect on the process of mathematical problem solving Encourages and expects students to monitor and reflect on the process of mathematical problem solving	Monitor and reflect on the process of mathematical problem solving Encourages and expects students to monitor and reflect on the process of mathematical problem solving	
Data	Comments				

Standard 2: Knowledge of Reasoning and Proof

Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
2.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Recognize reasoning and proof as fundamental aspects of mathematics	Recognize reasoning and proof as fundamental aspects of mathematics	Recognize reasoning and proof as fundamental aspects of mathematics	Recognize reasoning and proof as fundamental aspects of mathematics	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i>	Acceptable (4) Candidate	Exemplary (5) Candidate	Score

		<i>or inappropriately</i>	<i>sometimes and adequately</i>	<i>effectively and consistently</i>	
2.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Make and investigate conjectures	Makes and investigates conjectures Encourages and expects students to make and investigate conjectures	Makes and investigates conjectures Encourages and expects students to make and investigate conjectures	Makes and investigates conjectures Encourages and expects students to make and investigate conjectures	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
2.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Develop and evaluate mathematical arguments and proofs	Develops and evaluates mathematical arguments and proofs Encourages and expects students to develop and evaluate mathematical arguments and proofs	Develops and evaluates mathematical arguments and proofs Encourages and expects students to develop and evaluate mathematical arguments and proofs	Develops and evaluates mathematical arguments and proofs Encourages and expects students to develop and evaluate mathematical arguments and proofs	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

2.4 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Select and use various types of reasoning and methods of proof	Selects and uses various types of reasoning and methods of proof Encourages and expects students to select and use various types of reasoning and methods of proof	Selects and uses various types of reasoning and methods of proof Encourages and expects students to select and use various types of reasoning and methods of proof	Selects and uses various types of reasoning and methods of proof Encourages and expects students to select and use various types of reasoning and methods of proof	
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Standard 3: Knowledge of Mathematical Communication

Candidates communicate their mathematical thinking orally and in writing to peers, faculty, others.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
3.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Communicate their mathematical thinking coherently and clearly to peers, faculty, and others	Communicates their mathematical thinking coherently and clearly to peers, faculty, and others Encourages and expects students to communicate their mathematical thinking coherently and clearly to peers, faculty, and others	Communicates their mathematical thinking coherently and clearly to peers, faculty, and others Encourages and expects students to communicate their mathematical thinking coherently and clearly to peers, faculty, and others	Communicate s their mathematical thinking coherently and clearly to peers, faculty, and others Encourages and expects students to communicate their mathematical thinking coherently and clearly to peers, faculty, and others	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

3.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use the language of mathematics to express ideas precisely	Uses the language of mathematics to express ideas precisely Encourages and expects students to use the language of mathematics to express ideas precisely	Uses the language of mathematics to express ideas precisely Encourages and expects students to use the language of mathematics to express ideas precisely	Uses the language of mathematics to express ideas precisely Encourages and expects students to use the language of mathematics to express ideas precisely	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
3.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Organize mathematical thinking through communication	Organizes mathematical thinking through communication Encourages and expects students to organize mathematical thinking through communication	Organizes mathematical thinking through communication Encourages and expects students to organize mathematical thinking through communication	Organizes mathematical thinking through communication Encourages and expects students to organize mathematical thinking through communication	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

3.4 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Analyze and evaluate the mathematical thinking and strategies of others	Analyzes and evaluates the mathematical thinking and strategies of others Encourages and expects students to analyze and evaluate the mathematical thinking and strategies of others	Analyzes and evaluates the mathematical thinking and strategies of others Encourages and expects students to analyze and evaluate the mathematical thinking and strategies of others	Analyzes and evaluates the mathematical thinking and strategies of others Encourages and expects students to analyze and evaluate the mathematical thinking and strategies of others	
Data	Comments				

Standard 4: Knowledge of Mathematical Connections

Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
4.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Recognize and use connections among mathematical ideas	Recognizes and uses connections among mathematical ideas Encourages and expects students to recognize and use connections among mathematical ideas	Recognizes and uses connections among mathematical ideas Encourages and expects students to recognize and use connections among mathematical ideas	Recognizes and uses connections among mathematical ideas Encourages and expects students to recognize and use connections among mathematical ideas	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
4.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Recognize and apply mathematics in contexts outside of mathematics	Recognizes and applies mathematics in contexts outside of mathematics Encourages and expects students to recognize and apply mathematics in contexts outside of mathematics	Recognizes and applies mathematics in contexts outside of mathematics Encourages and expects students to recognize and apply mathematics in contexts outside of mathematics	Recognizes and applies mathematics in contexts outside of mathematics Encourages and expects students to recognize and apply mathematics in contexts outside of mathematics	
Data	Comments				

Standard 5: Knowledge of Mathematical Representation

Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
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5.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use representations to model and interpret physical, social, and mathematical problems	Uses representations to model and interpret physical, social, and mathematical problems Encourages and expects students to use representations to model and interpret physical, social, and mathematical problems	Uses representations to model and interpret physical, social, and mathematical problems Encourages and expects students to use representations to model and interpret physical, social, and mathematical problems	Use representations to model and interpret physical, social, and mathematical Encourages and expects students to use representations to model and interpret physical, social, and mathematical problems	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
5.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Create and use representations to organize, record, and communicate mathematical ideas	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to create and use representations to organize, record, and communicate mathematical ideas	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to create and use representations to organize, record, and communicate mathematical ideas	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to create and use representations to organize, record, and communicate mathematical ideas	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
5.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Select, apply, and translate among mathematical representations to solve problems	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to select, apply, and translate among mathematical representations to solve problems	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to select, apply, and translate among mathematical representations to solve problems	Creates and uses representations to organize, record, and communicate mathematical ideas Encourages and expects students to select, apply, and translate among mathematical representations to solve problems	
Data	Comments				

Standard 6: Knowledge of Technology

Candidates embrace technology as an essential tool for teaching and learning mathematics.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
<p>6.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities</p>	<p>Use knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p>	<p>Uses knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p> <p>Encourages and expects students to use knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p>	<p>Uses knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p> <p>Encourages and expects students to use knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p>	<p>Uses knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p> <p>Encourages and expects students to use knowledge of mathematics to select and use appropriate technological tools, such as spreadsheets, dynamic statistical packages, graphing calculators, data-collection devices, and software</p>	
<p>Data</p>	<p>Comments</p>				

Standard 7: Dispositions

Candidates support a positive disposition toward mathematical processes and mathematical learning.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
7.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Attention to equity	Demonstrates attention and commitment to equity in the classroom Is able to effectively meet the diverse needs of learners through culturally relevant teaching practices Supports a positive disposition towards all students' learning	Demonstrates attention and commitment to equity in the classroom Is able to effectively meet the diverse needs of learners through culturally relevant teaching practices Supports a positive disposition towards all students' learning	Demonstrates attention and commitment to equity in the classroom Is able to effectively meet the diverse needs of learners through culturally relevant teaching practices Supports a positive disposition towards all students' learning	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

<p>7.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities</p>	<p>Use of stimulating curricula</p>	<p>Teaches mathematics lessons that stimulate students' thinking</p> <p>Incorporates stimulating curricula that engages students in constructing their knowledge and understanding of mathematics</p>	<p>Teaches mathematics lessons that stimulate students' thinking</p> <p>Incorporates stimulating curricula that engages students in constructing their knowledge and understanding of mathematics</p>	<p>Teaches mathematics lessons that stimulate students' thinking</p> <p>Incorporates stimulating curricula that engages students in constructing their knowledge and understanding of mathematics</p>	
<p>Data</p>	<p>Comments</p>				
<p>NCTM Indicator</p>	<p>Student Teaching Competency</p>	<p>Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i></p>	<p>Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i></p>	<p>Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i></p>	<p>Score</p>
<p>7.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities</p>	<p>Effective teaching</p>	<p>Effectively teaches mathematics to their students</p> <p>Implements effective mathematics teaching practices including lesson introductions and closures</p> <p>Supports a positive disposition towards feedback to improve instruction or fails to implement suggested teaching practices</p>	<p>Effectively teaches mathematics to their students</p> <p>Implements effective mathematics teaching practices including lesson introductions and closures</p> <p>Supports a positive disposition towards feedback to improve instruction and attempts to implement suggested teaching practices</p>	<p>Effectively teaches mathematics to their students</p> <p>Implements effective mathematics teaching practices including lesson introductions and closures</p> <p>Supports a positive disposition towards feedback to improve instruction and implement suggested teaching practices</p>	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

<p>7.4 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities</p>	<p>Commitment to learning with understanding</p>	<p>Designs and implements lessons requiring students to construct and apply their knowledge of mathematics</p> <p>Encourages and expects their students to communicate their understanding of the mathematics</p> <p>Frequently poses questions to monitor students' level of understanding and adapts instruction as needed</p> <p>Implements frequent assessments to monitor students' understanding of the mathematics and adapts instruction as needed</p> <p>Supports a positive disposition towards helping students learn with understanding</p>	<p>Designs and implements lessons requiring students to construct and apply their knowledge of mathematics</p> <p>Encourages and expects their students to communicate their understanding of the mathematics</p> <p>Frequently poses questions to monitor students' level of understanding and adapts instruction as needed</p> <p>Implements frequent assessments to monitor students' understanding of the mathematics and adapts instruction as needed</p> <p>Supports a positive disposition towards helping students learn with understanding</p>	<p>Designs and implements lessons requiring students to construct and apply their knowledge of mathematics</p> <p>Encourages and expects their students to communicate their understanding of the mathematics</p> <p>Frequently poses questions to monitor students' level of understanding and adapts instruction as needed</p> <p>Implements frequent assessments to monitor students' understanding of the mathematics and adapts instruction as needed</p> <p>Supports a positive disposition towards helping students learn with understanding</p>	
<p>Data</p>	<p>Comments</p>				

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
7.5 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use of various assessments	Implements both formative and summative assessments to determine the learning needs of each student Poses various types of questions to monitor students' learning Supports a positive disposition towards the use of various assessments	Implements both formative and summative assessments to determine the learning needs of each student Poses various types of questions to monitor students' learning Supports a positive disposition towards the use of various assessments	Implements both formative and summative assessments to determine the learning needs of each student Poses various types of questions to monitor students' learning Supports a positive disposition towards the use of various assessments	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score

7.6 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use of various teaching tools including technology	Uses various and appropriate teaching tools and technology to facilitate learning among students Supports a positive disposition toward using various teaching tools	Uses various and appropriate teaching tools and technology to facilitate learning among students Supports a positive disposition toward using various teaching tools	Uses various and appropriate teaching tools and technology to facilitate learning among students Supports a positive disposition toward using various teaching tools	
Data	Comments				

Standard 8: Knowledge of Mathematics Pedagogy

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.1 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Select, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages	Selects, uses, and determines the suitability of the wide variety of available mathematics curricula, NCTM resources, and teaching materials for all students	Selects, uses, and determines the suitability of the wide variety of available mathematics curricula, NCTM resources, and teaching materials for all students	Selects, uses, and determines the suitability of the wide variety of available mathematics curricula, NCTM resources, and teaching materials for all students	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.2 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Select and use appropriate concrete materials for learning mathematics	Selects and uses appropriate concrete materials (and manipulatives) to help students learn and understand mathematic	Selects and uses appropriate concrete materials (and manipulatives) to help students learn and understand mathematic	Selects and uses appropriate concrete materials (and manipulatives) to help students learn and understand mathematic	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.3 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge	Uses multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge	Uses multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge	Uses multiple strategies, including listening to and understanding the ways students think about mathematics to assess students' mathematical knowledge	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.4 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Plan lessons, units, and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates	Plans lessons, units, and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates	Plans lessons, units, and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates	Plans lessons, units, and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.5 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Participate in professional mathematics organizations and use their print and online resources	Participates in professional mathematics organization Uses NCTM and other professional mathematics organizations' print and online resources to plan and implement lessons	Participates in professional mathematics organization Uses NCTM and other professional mathematics organizations' print and online resources to plan and implement lessons	Participates in professional mathematics organization Uses NCTM and other professional mathematics organizations' print and online resources to plan and implement lessons	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.6 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Demonstrate knowledge of research results in the teaching and learning of mathematics	Demonstrates knowledge of research results in the teaching and learning of mathematics	Demonstrates knowledge of research results in the teaching and learning of mathematics	Demonstrates knowledge of research results in the teaching and learning of mathematics	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.7 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Use knowledge of different types of instructional strategies in planning mathematics' lessons	Uses knowledge of different types of instructional strategies in planning mathematics' lessons	Uses knowledge of different types of instructional strategies in planning mathematics' lessons	Uses knowledge of different types of instructional strategies in planning mathematics' lessons	

Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.8 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Demonstrate the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations	Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations	Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations	Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations	
Data	Comments				
NCTM Indicator	Student Teaching Competency	Unacceptable (3) Candidate <i>never</i> or <i>inappropriately</i>	Acceptable (4) Candidate <i>sometimes</i> and <i>adequately</i>	Exemplary (5) Candidate <i>effectively</i> and <i>consistently</i>	Score
8.9 Data Sources Lesson/Unit Plan Observations Interview with candidate & cooperating teacher Class assessments Class activities	Develop lessons that use technology's potential for building understanding of mathematical concepts and developing mathematical areas	Develop lessons that use technology's potential for building understanding of mathematical concepts and developing mathematical areas	Develop lessons that use technology's potential for building understanding of mathematical concepts and developing mathematical areas	Develop lessons that use technology's potential for building understanding of mathematical concepts and developing mathematical areas	

Data	Comments
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Overall Rating for Student Teaching:

$(3 \times \text{____}) + (4 \times \text{____}) + (5 \times \text{____}) = \text{_____}$ **TOTAL POINTS**

[Multiply rating by number of times it was assigned to rubric items.]

NCTM Indicator	Unacceptable (92-111)	Acceptable (112-150)	Exemplary (151-170)
16.2 Experienced full-time student teaching in a secondary mathematics classroom that is supervised by a highly qualified teacher and a university supervisor with secondary mathematics certification.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance during student teaching.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance during student teaching.	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance during student teaching.
(Indicate ✓ for overall rating)			

Note: This assessment instrument must be used a minimum of two times. Data will be collected for the final evaluation of each undergraduate and post-baccalaureate candidate completing student teaching. A minimum of **112 points** must be achieved on the overall rating to favorably pass this assessment and student teaching.

Overall Evaluation Comments

Candidate Name:

Required Signatures:

Supervisor/Evaluator: _____ Date:

Student Teacher Candidate: _____

Date: _____

Directions for “Impact on Student Learning Project” Student Teaching Assignment

Part 1: General Information

Purpose

This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students’ learning (NCATE Standards 1, 3, 4)
- guide decisions about future instruction and plans to improve upon every student’s performance (NCATE Standards 1, 3, 4)
- communicate performance results to others (NCATE 2)
- reflect on your performance as a teacher

Method

- **Please note that you should use pseudonyms to maintain confidentiality.**
- Secondary students: select a section of students whom you are teaching and a unit of study on which to evaluate your impact on student learning.
- Elementary and early childhood students: select a subject area and a unit of study on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

Part 2: Major Components of the Assignment

Design for Instruction and Assessment

(NCATE 1.1, 1.3, 1.7, 3.3, 4.1 and NCTE 2.1, 4.1, 4.2, 4.4, 4.10)

- Describe a variety of community and classroom factors that may impact on your students’ learning. These could include geographic location, district demographics, socio-economic profile, physical features of classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.
- After administering the *pre-assessment*, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or

- chart. Describe the pattern you found that will guide your instruction or modification of learning goals.
- Briefly describe in chart or block plan format the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity (i.e. *formative assessment*)

Analysis of Student Learning

(NCATE 1.3, 1.7, 3.2 and NCTE 4.10)

- Conduct a *summative assessment* which is correlated with the pre-assessment.
- Summarize the whole class data with descriptive statistics (e.g., gain scores, class means pre and post, composite records of observations) in the form of a graph, chart, or table.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of **one of your objectives**. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole class and for the subgroups.

Reflection and Self-Evaluation

(NCATE 1.4, 1.7, 3.2 and NCTE 2.3, 3.1)

- Discuss the implications of your analysis for instruction of students at the whole class, subgroup and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

Part 2: Organization of the Project for Submission

This should be included in your portfolio. You may either include it in Domain 3 or as a separate section.

1. Design for Instruction. Include the following sections:
 - Brief description of school and community factors
 - Brief description of student characteristics
 - Learning objectives keyed to standards
 - Description of assessments to be done before, during and after instruction
 - Chart of teaching activities and assessments for each teaching session
2. Analysis of Student Learning. Include the following sections:
 - Table, graph or chart of whole class data
 - Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
 - Narrative interpretation of the data

3. Reflection and Self-Evaluation. Include the following sections:
- Implications for instruction at whole class, subgroup and individual levels
 - Further teacher actions
 - Strengths, weaknesses, and areas for professional development

NOTE: Please refer to the rubric for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features.

Appendix P

Exit Criteria for Initial Teacher Preparation Programs

Candidates seeking initial certification in Elementary, early Childhood, English, Mathematics, or Social studies Education shall:

- Attain a final cumulative grade point average of 3.0 or higher;
- Complete the specified number of credits and courses identified in the University catalog;
- Earn no grade lower than “C” in any required course;
- Meet or exceed qualifying scores for Praxis I tests;
- Receive the recommendation of the program faculty;
- Complete student teaching with a final rating of at least one (1) in each of the four categories identified on form PDE 430;
- Demonstrate appropriate levels of understanding of academic content and pedagogical course work during the suburban and urban field experiences, student teaching, and through artifacts such as portfolios, reflective journals, or other similar agreed upon artifacts;
- Meet the *Criteria for Continuation in Teacher Education* Program as established for the Teacher Education Program at Penn State Harrisburg.

In addition to meeting the above criteria, English Education certification students must also pass the writing portfolio review.

All secondary education certification students must:

- Complete the presentation portfolio and participate in a portfolio sharing session as designated by the Program Coordinator of Secondary Education

Appendix Q

Instructions for Completing Pennsylvania's Application for Teaching Certification

*Penn State Harrisburg
School of Behavioral Sciences and Education
Instructions for Completing Pennsylvania's Application for Teaching Certification*

The application for a Level I Pennsylvania teaching certificate was revised during June and July, 2010; therefore, this version of the application is the only one that will be processed by the Pennsylvania Department of Education. Instructions that follow pertain to the current version of the application. The application is in two parts: Form PDE 338 G and form PDE 338 C. It is recommended that when candidates are ready to complete the application, they access both the PDE 338G form and the PDE 338C form directly from the certifications section of the PDE web site which can be found at : <http://www.teaching.state.pa.us>.

Following are instructions for completing the PDE 338 G and PDE 338 C forms. For your reference, copies of these forms begin on page 121. Although applications do not need to be typed, be sure to print all information in capital letters and to use either black or dark blue ink.

Instructions for Completing PDE 338 G

- 1) Complete Sections I and II. The subject areas and area codes that are called for in Section II are listed on page 5 of the PDE 338 G form that follows, but to assist, here are the only ones that apply to Penn State Harrisburg candidates:

Elementary K-6: 2810
Early Childhood N-3: 2840
English 7-12: 3230
Mathematics 7-12: 6800
Social Studies 7-12: 8875

Wherever the type code is requested, use "61."

- 2) Section III can be completed by the college physician, provided that your Mantoux test was administered by either him or the college nurse. If your own physician administered the TB test, then it is he/she who must complete Section III. Although a physical is not required, only a licensed physician's signature is acceptable.
- 3) Complete Sections IV and V. Remember to write your social security number at the top of page 2. Sign and date Section VI.
- 4) Pages 3 and 4 of PDE 338 G provide both specific instructions for each question on the application and a checklist to double check your completion of the form. Be sure to consult the instructions if you are not sure what information is being requested. And, complete the checklist on page 4 prior to submitting your application for the certification officer's signature.
- 5) Proceed to form PDE 338 C.

Instructions for Completing PDE 338 C

- 6) On page 1, complete Section I. Also, in Section II, Item 4, fill in your subject area/field and its type code along with the date of your initial conferred Bachelor's Degree. Dr. Patricia Ahrens, certification officer, will complete the remaining sections of Page 1.
- 7) On Page 2, print your name and your social security number. Dr. Ahrens will complete Sections III and IV of Page 2.
- 8) Page 3 provides instructions for the completion of Form 338 C.

As indicated on the PDE web site, the cost for processing the completed application is \$100.00. Secure a U.S. Money Order made payable to the **Commonwealth of Pennsylvania**. Be sure that your money order is completely filled out and filled out properly. Personal checks are not an acceptable form of payment. Paperclip your money order to your completed application. If you have passed the Praxis II for Early Childhood and are applying for that certificate as well, the cost is \$200.00.

For certification only applicants, completed applications can be sent on to the PDE for processing as soon as student teaching is completed, providing passing Praxis II scores are on file in the Office of Teacher Education and Certification. For bachelor's degree candidates, applications can be forwarded to the PDE after degrees are posted on official transcripts by University Park following graduation. **Please note that no applications can be forwarded until the Office of Teacher Education and Certification has passing Praxis II scores on file. Secondary candidates for certification must also supply photocopies of the Praxis II sub-test scores (pages 2 and 3 of the student copy of the scores) to Dr. Denise Meister, Coordinator of Teacher Education.**

As a convenience to you, the coordinator of student teaching will collect completed applications at the final student teaching seminar of the semester. For those candidates who received their TB test on campus, she will secure the physician's signature for them. However, candidates may choose to submit or mail their completed application and money order on their own to Janet Althouse, W-331 Olmsted, toward the end of student teaching or after student teaching has been completed. Ms. Althouse's mailing address is: **Penn State Harrisburg, W-331 Olmsted Bldg., 777 W. Harrisburg Pk., Middletown, PA 17057.**

Special Note: Until the Office of Teacher Education and Certification (OTEC) has documentation from ETS that a candidate has passed Praxis II tests, the candidate's application for certification will be held in the OTEC office. Once ETS documentation has been received, the application will be forwarded to the PDE for processing. If you know that you have passed all Praxis examinations that are required for your certification area, contact Janet Althouse either by calling 948-6213 or by e-mailing her at jla25@psu.edu just to make certain that your scores are on file in the certification office.

Appendix R

SUGGESTIONS FOR GETTING A TEACHING POSITION

Most student teachers have a goal of obtaining a teaching position in the public schools upon completion of the student teaching experience. Research completed in various teacher education/certification offices has illustrated that completing the following items by the conclusion of the student teaching experience made a difference in the job search process.

1. Complete your credential file, and utilize the resources available in Penn State Harrisburg Career Services, **located in the Susquehanna building**.
2. Interviews
 - A. Research and anticipate typical questions asked at interviews.
 - B. Conduct mock interviews with your cooperating teacher and university supervisor, if possible. One of the resources offered by Career Services is a web-based mock interview program – InterviewStream. The program is available on the Penn State Harrisburg Career Services website at <http://www.hbg.psu.edu/careers> Users log-on using their PSU id and password, and can participate in a videotaped mock interview. The taped interview is then critiqued by the Career Services staff and others designated by the interviewee.
 - C. Plan to attend the many Teacher Job Fairs that are held throughout the region – the Cumberland Valley Teacher Fair, November 19, 2011 at York College, York, PA; Education Career Day, Monday, March 26, 2012, at the Penn Stater Conference Center Hotel in State College; and the Teacher Recruitment Day Job Fair, scheduled for Thursday, March 29, 2012, at Millersville University.
 - D. Call/write various school districts to arrange interviews or to find out their policy about hiring.
 - E. Penn State Harrisburg Career Services hosts a web-based job posting system with opportunities from around the U.S. – the Nittany Lion Career Network. To register and access the job postings go to: <http://www.hbg.psu.edu> and click on the lion logo.
 - F. The Pennsylvania Department of Education maintains a Web-based job search service called [TIPS \(Teaching in Pennsylvania Schools\)](#) to assist candidates seeking teaching positions and to assist administrators in filling vacant positions in the schools of the Commonwealth. ([TIPS](#)) is a secure program available at no cost to the users. School staffing is the responsibility of the administrators in each school district and applicants seeking positions in Pennsylvania schools must correspond directly to the district administrators or human resources directors in the district(s) where employment is desired. Additionally, the Department of Education maintains a site entitled [Job Vacancies in Pennsylvania](#) which lists both professional and non-professional positions in the school districts.

4. Portfolios

Portfolios are for the applicants' benefit, especially as an interview tool. A portfolio is an individualized portrait of educational, professional and relevant personal achievements. Presentation portfolios are compiled for the purpose of giving prospective employers and others an easy-to-read picture of your professional knowledge, skills, and competencies. The portfolio must have a well-organized framework generally built on goals or standards identified by an organization that has a solid reputation in the education field. It should be noted that this is not a collection of everything in the life of a student, just the pertinent professional material. The principles in marketing strategy are: 1) know what you have to sell and 2) advertise it in an appealing way. The student teacher should know what he/she has to sell, use the verification of teaching competency skills and other related experiences with children, and advertise these knowledge/skills in a professional portfolio.

For a comprehensive list of items to include in your presentation portfolio consult the Teacher Education Program's "Presentation Portfolio Handbook" provided to you at your Student Teaching Orientation.



COVER LETTER OUTLINE

Your present address
City, State, Zip Code
Date of writing
(or include address after
Your typed name below)

Mr/s,Dr. Any Person
Title
School District/School
Street/Mailing Address
City, State, Zip Code

Dear Mr/s,Dr. Person:

Opening paragraph: Tell why you are writing; name the position, field, or general career area about which you are asking. Tell how you heard of the opening or school district.

The “body”: Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to the employer’s point of view. Note the completion of your education degree/certification, and your student teaching experience. If you have additional related experiences, or specialized training, be sure to point it out, but do not repeat your resume. Tell why you are particularly interested in the district/school, location, type of work, etc. (A word of caution here: avoid generalities like “because of your outstanding reputation...” tie your reasons to pertinent information learned from your research. Refer the reader to the enclosed resume.

Closing paragraph: Request an interview at the convenience of the school district. Put yourself in control; say you will be in the area, or you will call. Don’t just leave yourself sitting by the phone waiting for some action from the employer. (If you are really interested in the district --- and why else would you go to this trouble? --- you should be willing to take follow-up actions to improve your chances of getting a personal interview). Suggest they contact you at their earliest convenience.

Sincerely,

(Your signature)
Type your name below signature

Enclosures

SAMPLE COVER LETTER

Dr. Jennifer Smith
Superintendent
Sequin School District
Sequin, Texas 78155
May 10, 2XXX

Dear Dr. Smith:

Please accept the enclosed resume as an expression of my interest in being considered for a teaching position in your district.

As you will note, my enclosed resume clearly shows a successful Student Teaching history at the elementary level. This experience included an emphasis in assertive discipline, positive reinforcement techniques, curriculum development, devising sequential skill building activities, and student performance evaluation. I am confident I can meet the requirements of a demanding teaching position and contribute in a positive manner to your scholastic objectives.

I would appreciate the opportunity for a personal interview at your convenience. You may contact me at the address and telephone number listed below, or by email at <it701@psu.edu>. If you desire further information at this time, I will gladly respond on request.

Thank you for your time and attention. I look forward to hearing from you in the near future!

Sincerely,

Ima good Teacher

Imagood Teacher
119 Claire Drive
Harrisburg, PA 17610
717-893-4528

Enclosure

GUIDE FOR RESUME WRITING

PERSONAL & IDENTIFYING INFO

- Generally your name should appear first (in caps and bold). Avoid labels such as “resume of,” “vita,” or “personal data sheet”.
- Include home address, area code and telephone number, and email address. Use only one email address -- making sure it is the one you check frequently (or set it to forward to the one you check). If you are living on campus consider using only your college address, and then follow-up with a revised resume once you graduate and return home to your permanent address.
- With few exceptions do not include personal details such as height, weight, age, marital status, race, religion, or health. These often are illegal or irrelevant as selection criteria.

OBJECTIVE

- Usually a brief statement, i.e. one-two phrases (avoid jargon or cliches such as “challenging rewarding career”).
- It is better to address your objective in your cover letter where you can tailor it to the specific school district(s) and position(s).
- Include information such as a type of function desired, nature of the organization in which you are interested and/or example of skill or background used.

EDUCATION

- List in reverse chronological order -- most recent first.
- Grade point average is optional (excellent GPA should be shown while average or below average would not be included. It is commonly suggested if you have a GPA of 3.0 or greater you should include it.
- Include degree awarded, date received, major, name of University/College, location, GPA
Ex. BACHELOR OF ELEMENTARY EDUCATION, May, 2XXX,
The Pennsylvania State University, Capital College, Middletown, PA 17057-4898
GPA 3.6/4.0
- Use the correct name of your degree, and write it out. If your major is not Education, but you have "Certification," say so.
- If your previous education did not include an associate degree, it may be listed as "Transfer Curriculum" or "General Education courses," and the dates of attendance (month/year - month/year).

TEACHING EXPERIENCE

- List those directly related to what you want to pursue including Student Teaching, Field Experience/Practicum/Observation.
- List in reverse chronological order (most recent first).
- Include the function (position title), dates, school, cooperating teacher, grade level, city/state,

and description of responsibilities.

- When describing your responsibilities give specific examples, rather than generic (catch-all) phrases. What are the skills and accomplishments you can showcase? What makes you a unique candidate or sets you apart from the other applicants.
- Include any experience working with individuals in an instructional setting, even outside of the formal classroom setting (ex. coaching, tutoring, etc.).

OTHER EXPERIENCE

- Those places of employment not related to teaching/education.
- Descriptions need not be full sentences.
- Descriptions can be in paragraph format or outlined in short phrases --
Ex. Clerk, Jan 2XXX-May 2XXX, Sears Roebuck, Harrisburg, PA 17109.

SKILLS

- It is a good idea to include a “skills section” identifying the skills you possess that qualify you
- List skills most directly related first, then additional or supporting skills -- foreign languages, computer skills, etc.
- Use professional jargon/vocabulary in describing skills

MISCELLANEOUS

- Might consider utilizing a “MISCELLANEOUS” category, "HONORS/AWARDS," "COMMUNITY INVOLVEMENT," and "ACTIVITIES/INTERESTS."

REFERENCES

- Typically the end of the resume will indicate that
“REFERENCES AND CREDENTIALS FILE ARE AVAILABLE UPON REQUEST”

GENERAL COMMENTS

- Name and headings in caps and bold
- Avoid using pronouns such as "I" or "MY"
- Consider the reader
- Your document should be pleasing to the eye -- fonts, paper choice, layout, etc.
- Duplication of resume is best done using a Laser printer, a commercial printer or reproduction service
- 8 ½ x 11 white or light colored paper (20 lb bond or greater)
- Proofread your resume, and consider having others proofread before you have reproduced -- do not rely solely on "spell check"!

**ACCURACY IS A MUST -- ERRORS APPEAR EXAGGERATED
TYPE QUALITY IS IMPORTANT; IT MUST BE CLEAN, NEAT, AND EASY TO READ**

IMAGOOD TEACHER

119 Claire Drive
Harrisburg, PA 17610
717-893-4528
igt701@psu.edu

TEACHING EXPERIENCE

STUDENT TEACHER, September 2XXX to December 2XXX
Mechanicsburg Area Intermediate School, Mechanicsburg, PA 17055
Marcie Whiteside, Cooperating Teacher

Assumed and executed responsibilities of full-time teacher for 6th grade classroom of mixed ability level students. Developed lesson plans/curriculum and implemented appropriate teaching strategies, utilized portfolios, assessed student performance, worked with students individually and in groups, and conducted parent/teacher meetings.

STUDENT FIELD PLACEMENT, March, 2XXX
Upper Allen Elementary School, Mechanicsburg, PA 17055
Linda Thrush, Cooperating Teacher

Assisted teacher in daily activities for Kindergarten class of thirty-two students. Planned and taught lessons in reading, and number recognition, developed and implemented a classroom management system, and created a bulletin board to display class projects.

STUDENT FIELD PLACEMENT, October, 2XXX
Downey Elementary School, Harrisburg, PA 17103
Margaret Hope, Cooperating Teacher

Assisted 6th grade teacher in daily activities and lessons. Planned and taught lessons in whole language skills, completed a case study of an individual student, planned and coordinated a field trip to a local museum.

VOLUNTEER TUTOR, November 2XXX to May 2XXX
Foose Elementary School, Harrisburg, PA 17101
John Smith, Cooperating Teacher

Assisted teacher in a 3rd grade class tutoring students requiring assistance in math and reading.

CANOE/KAYAK INSTRUCTOR, June 2XXX to Present
Wildware Backcountry, Harrisburg PA 17109

Design courses for fundamentals of canoeing and kayaking. Instruct in the basics of canoeing and kayaking on flat water and moving water, cartopping, trip planning, equipment, strokes, safety, self-rescue, and rescuing others.

EDUCATION

The Pennsylvania State University, Capital College, Middletown, PA 17057
Bachelor of Elementary Education Degree, December 2XXX GPA 3.95

Harrisburg Area Community College, Harrisburg, PA 17101
Associates Degree in General Studies, May 2XXX GPA 3.52

OTHER EXPERIENCE

- October 2XXX- December 2XXX, Administrative Aide, The Boardroom, New Cumberland, PA 17011

SKILLS

- Fluent in Spanish and German
- Computer -- MS Office, Adobe Photoshop, HTML, Java, and web design
- Excellent oral and written communications skills

PROFESSIONAL DEVELOPMENT

- Completed CPR, Leave No Trace, and Wilderness First Aid Training, Summer, 2XXX
- Attended seminars on portfolios and alternative assessments, March and April 2XXX Instructional Strategies Inc., Pittsburgh, PA
- Attended PA Department of Education workshop on Alternative Programs, June 2XXX

CERTIFICATIONS

- Pennsylvania Dept. Of Education Instructional I Certificate -- Pending
- First Aid, Wilderness First Aid, CPR and Leave No Trace, Current
- Certified Instructor/Trainer in Small Craft Safety, Fundamentals of Canoeing/Kayaking, and Leave No Trace

HONORS

- Dean's List, Penn State Harrisburg
- Kappa Delta Pi, Education Honor Society
- Who's Who Among College and University Students, 2XXX
- University Scholar

INTERESTS

Photography, canoeing/kayaking, camping, hiking, coaching youth sports

REFERENCES AND CREDENTIALS FILE
AVAILABLE UPON REQUEST

EDUCATIONAL CREDENTIAL FILE/JOB SEARCH

GENERAL CONSIDERATIONS

To how many schools should you apply? This depends on you and how badly you want to teach. It also depends on how much time you are willing to devote to the project. If you really want to teach, your minimum number of applications should probably be 25, and your maximum 100. In order to make all of this possible in terms of your time, you need to set specific goals for yourself -- such as completing 5 or 10 applications each week. Finding the right teaching position is hard work! Make your plans and follow through.

Perhaps you have asked the question, "**Where do I stand the best chance of being hired?**" Or, perhaps you have a limited amount of time to devote to the project. Large school systems seem to have more turnover or openings than smaller systems. Therefore, your odds might be better if you apply to large systems only.

Mobility is definitely an asset. The person who is free to go where the jobs are has an advantage over the person who is confined to a given geographic area. Most school systems prefer to have teachers who have graduated from a variety of colleges/universities. It follows then that if you apply for positions far afield you might stand a better chance than the applicants who are from that immediate area. In this case, you will need to identify which sections of the country have teacher vacancies.

IDENTIFYING POSSIBILITIES

The first step is identification of the school system to which you wish to apply. Career Services can help you in the following ways:

1. Two directories are available in the Career Library:
 - a. Directory of Public School Systems in the United States
(The ASCUS Directory)
 - b. Pennsylvania Education Directory
2. Career Services is notified about specific openings. These positions are posted on our website at <http://www.hbg.psu.edu/careers>. To access these postings you must be registered in the Nittany Career Network, and can do so from our website -- <http://www.hbg.psu.edu/careers>, and click on the Lion logo. Please note that Nittany Lion Career Network provides access all employment opportunities posted to any/all Penn State Campuses. Additional web sites that you might find helpful are: www.edjob.com , www.teachers-teachers.com and www.pde.psu.edu
3. You will have the opportunity to attend **Education Career Days** (Teaching Job Fairs) held between October and June. There will be several: suburban Philadelphia, Kutztown, etc. Penn State Harrisburg is a co-sponsor of two such events; the Cumberland Valley Consortium Teacher Fair, and Teacher Recruitment Day (TRD). In 2009 approximately 300 school systems conducted interviews at Teacher Recruitment Day.

APPLICATIONS

Once you have identified the school system to which you wish to apply, you should request an

application either in writing or in person. If you are writing a letter to request an application, it should be addressed to a person. An application will be mailed to you, or you will be informed that the school system is not accepting applications.

Applications vary as much as school openings. Regardless of the type of application, you need to fill it in as neatly as possible. Make sure there are no misspellings. Type if possible. The appearance of your finished product may determine whether or not you get a response.

If you are applying to schools located in the state of Pennsylvania please note that Act 107 of 1996 requires that all school districts use the PA STANDARD APPLICATION for teaching positions in Pennsylvania school districts. School districts, however, are permitted to supplement the application with other application requirements. You can obtain an application from any Pennsylvania school district. Students attending any approved Pennsylvania college or university of teacher education can obtain a copy from their school. The Department of Education does not have copies of the application available; however, you can obtain a copy by downloading it directly at:

<http://www.dcts.org/PDF/pastandardteachingapp.pdf>

May I photocopy the PA Standard Application and send it to a number of school districts?

Yes, the main reason for having a standard application is to make it easier for applicants to apply to a number of school districts. However, if you complete the application and make copies please remember to do the following:

- a. Page 5. You must place the name of the school district that you are applying to after the words "officials of" in the Certification and Release Authorization.
- b. You must complete the date and sign the application. Your signature must be an original signed in ink.

Somewhere on every application is a statement about a credential file. One may read, "Where can we obtain your credential file?" Another, "please have a copy of your credential file mailed to us." For this reason, it is important that you **do a thorough job assembling your credential file and mail with your applications when requested.**

YOUR CREDENTIAL FILE

To assemble/create a file, you should:

1. **INCLUDE A RESUME.** There are general resume books in the PSH Career Services Library, as well as resume materials that are specific to Education majors; one such book is Customizing Your Resume For Teaching Positions.
2. **INCLUDE COPIES OF YOUR TRANSCRIPTS** including transcripts from colleges and universities you attended prior to coming to Penn State Harrisburg.
3. **INCLUDE YOUR CHILD ABUSE AND CRIMINAL BACKGROUND CLEARANCES.**

4. **INCLUDE A COPY OF YOUR TEACHING CERTIFICATE**
5. **INCLUDE YOUR PRAXIS SCORES**

If you plan to teach, the establishment of a credential file is an important piece of business to complete before leaving Penn State Harrisburg. Even if you do not intend to apply for a teaching position in the near future, you should assemble your credential file while you are on campus. It is a rare situation, indeed, when a school system hires someone without having seen that person's credential file.

TRANSCRIPTS

In the preceding section it was stated that transcripts are a part of your file. A transcript from each school that you attended should be provided by you. During your senior year, while you are applying for positions and still taking courses, you may use a copy of your **current** transcript (available on eLion at <http://eLion.psu.edu>).

Be sure to have a final transcript in your file upon graduation! You can accomplish this by completing a form available in the **Records Office** and mailing it to Office Of the University Registrar, Transcript Dept., 112 Shields Bldg., University Park. PA 16802-1271 with the \$8.00 fee. You may also order your transcript on-line at <<http://www.psu.edu/registrar>>. Make sure the transcript you are requesting has "Degree Conferred" posted to it, as well as your final grades.

The transcripts that are sent with your credential file are always unofficial copies. At some juncture, you may have to produce official transcripts. That is why it is important to have an official copy in your possession.

TIMING

The question of when to apply depends somewhat on you and your graduation date. You can actually apply at any time during the year; however, the vast majority of school systems will not consider your application until you have completed student teaching. If you are student teaching during the spring semester, you may choose to fill out applications before and return them to the various systems the minute you finish.

Most school systems make their decision on hiring during the summer. Obviously, if your application is not there, you will not be considered. Of course, some openings do occur during the school year.

Good luck with your job search!

Penn State Harrisburg Career Services
777 West Harrisburg Pike, Susquehanna Building
Middletown, PA 17057-4898
717-948-6260
Ask4CareerAdvice@psu.edu
<http://www.hbg.psu.edu/careers>

Penn State Career Service's eCredentials Services -

A service designed for students/alumni in the field of education, their reference writers and potential employers.

Why use eCredentials?

- Access to your credentials from any computer
- Create requests for eCredentials staff to send your credentials to prospective employers on your behalf
- Store, manage, and send credentials to prospective employers at your convenience
- View, print, or save recommendation letters (only recommendation letters you did not mark as confidential)
- Request individuals to upload recommendation letters directly to your eCredentials account
- Add the following to your Nittany Lion Career Network/Alumni Recruiting account to send with recommendation letters:
 - Transcript
 - Teaching Certificates
 - Clearances
 - Exam scores
 - SRTEs
 - Resume/CV
 - Cover Letter

eCredentials on Nittany Lion Career Network Instructions for Students

STEP #1 – Accessing the system

- A. Login to **Nittany Lion Career Network**
<https://psu-harrisburg-csm.symphlicity.com/students/>
- B. Select “eCredentials” in the menu bar
- C. Read eCredentials Account Disclaimer and select “I Agree”

Things to remember:

- You will receive an email when your eCredentials account is approved

- Add psu-csm.symplicity.com to your email safe senders list!
- To view Expiration Date, select “Account Info” tab
- You will receive an email upon expiration date
- When you graduate, your Nittany Lion Career Network account will transfer to a Nittany Lion Alumni Recruiting account. Keep your email address up to date!

STEP #2 – Personal Data Form

Complete Personal Data form upon eCredentials account approval

Things to remember:

- Only Pre K—12th Grade Educators and Administrators should enter Certification Area(s)
- List all certification areas, completed or in progress
- Update Personal Data form as necessary—this information will appear in your Orders

STEP #3 – Requesting a Recommender

- A. View Recommendation Requests tab
- B. Select [Add New] at bottom of page
- C. Provide required information and [Submit Request]
- D. An email using the information you provide will be sent to the recommender

Things to remember:

- If you accidentally request a recommender, email ECS@sa.psu.edu to remove the request
- Only one document can be uploaded per request to a recommender
- Make sure you have the recommenders correct email address
- When selecting Confidential Letter as the request type, you will be asked to waive your right. By waiving your right, you will NOT be allowed to view documents uploaded to your file.
- Recommenders have the ability to reject requests

STEP #4 – Viewing Uploaded Recommendations

- A. View Complete Recommendations tab
- B. Select Review to see recommenders information and document uploaded
- C. or Select PDF or document icon in the “view” column

Thing to remember:

- You will receive an email when recommendation is uploaded
- If the recommendation was uploaded as a Confidential Letter, you will be asked to waive your right. By waiving your right. You will NOT be allowed to view documents uploaded to your file.
- Deleting Uploaded Recommendations: send email to ECS@sa.psu.edu listing the name of the recommender and date requested

STEP #5 – Adding Additional Documents to your Account

- A. Select “documents” in menu main
- B. Select [Add New]
- C. Select the type of document and upload

Thing to remember:

- Additional documents can include:
 - Official or unofficial transcripts
 - Resumes
 - Cover letters
 - SRTE
 - Teaching certifications
 - Clearances
- Transcripts are not automatically sent to ECS. You must request them from the [Registrar’s Office](#).

STEP #6 – Creating Orders

- A. View “Orders” tab
- B. Select [Add New]
- C. Select Recommendations and additional documents you want to include in your order

OR

- A. View “Complete Recommendations” tab
- B. Check each recommendation you wish to include in your order
- C. Select [Create Order]
- D. Select Additional Documents you wish to include in your order
- E. Select Delivery Method
- F. Provide required information
- G. Submit Order for ECS to send

Things to remember:

- You cannot select recommendations/documents that are not uploaded to your account
- Each Delivery Method has a cost

- Regular deliveries will take 3-5 business days where as Rush deliveries will be sent that day
- Electronic Submission includes email or uploading documents to an external site
- If the order is returned to us because the address is incorrect, you will have to create another request

STEP #7 – Reviewing Orders

- A. View “Orders” tab
- B. “Status” column will update from Pending to Complete upon completion
- C. Select [Review] to view order request

Things to remember:

- You will receive an email once your order is complete
- You will receive an invoice attached to a payment instructions email

eCredentials on Nittany Lion Career Network FAQs for Students

When I log in to Nittany Lion Career Network, it takes me to a different campus’s Nittany Lion Career Network.

Please email ECS@sa.psu.edu if you feel you were directed to the wrong campus Nittany Lion Career Network.

How will I know when my file goes inactive/about to expire?

You will receive an email. You can also view your “Account Info” tab for the expiration date.

When I graduate can I still use eCredentials?

Yes. After graduation you will have to login using a Nittany Lion Alumni Recruiting login page.

My account expired, what happens?

- You will receive an email with payment instructions and an invoice for \$20 annual fee
- You will have to agree to the eCredential Account terms again
- When your account is approved for renewal, you will be issued a new expiration date

What happens if I don’t want to renew my account?

- You will not have access to uploaded recommendations in your account
- You will not be able to create requests through eCredentials
- If you do not access your account for 10 years, it will be terminated

Do you add my transcript after I graduate?

No, you must request the Registrar to send your transcript via email to ECS@sa.psu.edu. You can contact the Registrar by visiting: <http://www.registrar.psu.edu/> or going to their

office in Shields Building.

Are my praxis scores and teaching certificate automatically uploaded to my account?

No. You are responsible for uploading the documents.

What can be uploaded to my eCredentials account?

Letters of recommendations and student teaching evaluations from your supervisor and mentor.

Can transcripts from other colleges be added to my NLAR account?

Yes. They can be mailed to Education Credentials Services, 105 Bank of America Career Services Center, University Park, PA, 16802 or emailed to ECS@sa.psu.edu.

Is there anything I CANNOT include in my file?

Yes, writing samples, lesson plans, course syllabi, awards, and artifacts of students' work, are part of a professional portfolio (not a credentials file). For information on how to establish an electronic portfolio, please go to Penn State's ePortfolio at www.portfolio.psu.edu.

What does "waive your right" mean?

You are giving up the right to view the letter that you are requesting. You will NOT be able to view Confidential letters in your eCredentials file.

What if I accidentally waive my right of access?

Email ECS@sa.psu.edu to cancel the request. You will then have to re-request your recommender.

My recommender hasn't uploaded my letter yet. What should I do?

Send a reminder! Select the "Re-Send Request" button in the Options column. This will send your requested recommender a reminder email.

How can I upload documents to eCredentials account?

Select the "documents" tab in the main menu bar.

What documents can I upload?

- transcript(s)
- clearances
- PRAXIS scores
- teaching certificates
- Resume/CV
- Cover Letter

How long does it take to process my request?

- Electronic Submission (email or uploading): 3-5 Business Days
- Rush Electronic Submission (email or uploading): if requested before 2pm, processed that business day
- Regular Mail: 3-5 Business Days

- Rush Mail: if requested before 11am, processed that business day
- Rush Overnight Express: if requested before 11am, processed that business day
- Regular Fax: 3-5 Business Days
- Rush Fax: if requested before 11am, processed that business day

Can I update my information?

Yes! You can update your Nittany Lion Career Network Profile information AND your Personal Data Form at any time.

How do I pay for my requests?

You will receive an email with an invoice attached explaining how to pay.

How do I delete a recommendation in my account?

Email ECS@sa.psu.edu with the Recommenders name and the date you requested the recommender

Can I make requests through email or phone?

No, you must put all requests through your eCredentials account.

Do you wait until you get my payment before you process my requests?

No but we will put your account on hold if it exceeds \$100.

Can I get a personal copy of my file?

You can view and print Open Recommendation Letters.

Do I need to ask people myself to write letters of reference for me?

Yes, you should contact each person you would like to have write a letter for you BEFORE you list them as a recommender.

Is it necessary to have my student teaching evaluations as a part of my file?

Yes. School districts will request this as part of your application process.

Questions: Contact Michelle Burns
Educational Credentials Services
105 Bank of America Career Services Center
University Park, PA 16802
ecs@sa.psu.edu
or call 814-865-5131