Student Teaching Handbook

Information intended for:
Student Teachers
Cooperating Teachers
College Supervisors

Revised: February 10, 2020
The Education Department believes the challenge in education is the quality preparation of candidates for the profession. To achieve this goal, we help our students to develop as critical thinkers and decision makers who are skilled in the principles of human growth and development, receptive to change and innovation, and who have had a chance to practice their classroom skills in the real world. We work to develop strategy-based educators who empower their students with knowledge, skills, and attitudes to become lifelong learners. Just as importantly, we educate future teachers and practitioners who are committed to their own lifelong learning and best practices.
THE PURPOSE OF STUDENT TEACHING

Each York College student has had a varied program in the humanities, the physical and biological sciences, the social sciences, and a field of specialization. The student will now enter a significant part of his/her professional sequence known as the Professional Semester or Student Teaching. The Student Teaching experience helps education majors see how all the parts of their college education fall into place. It also enables them to utilize much of the college course work that has been completed during the preceding years.

Student Teachers have an opportunity to see theory and practice working side by side as the prospective educators study the teaching-learning situation to which they are exposed. The Cooperating Teacher will introduce the Student Teacher to the profession in a gradual and realistic way. Every possible responsibility of a teacher will be shared with the Student Teacher as he/she gains a true perspective of the expectations of this role.

As our Student Teachers participate in this exciting experience, we hope they each will examine their individual assets and liabilities, and where necessary, make the needed adjustments. Growth and reflection are key aspects of student teaching. Each individual involved in this vital learning process will do his/her utmost to insure these desired goals.

REQUIREMENTS FOR STUDENT TEACHING

York College has adopted an on-site, full-time Student Teaching experience as part of the Professional Semester in Teacher Education. York College students possess vast Field Experience prior to student teaching, thus should be initiated early into carefully chosen teaching tasks. The Cooperating Teacher is the person most qualified to determine exactly what the scope, sequence, and progressive intensity of the Student Teacher's involvement should be in terms of the Student Teacher's apparent strengths and needs.

In addition to required coursework for each Education Major, students must have the following requirements in place by the last day of the semester preceding the Student Teaching Semester:
- TB Test, signed by health professional*
- 3 Clearances, noting no record or arrests*

*Student Teachers are responsible for providing these documents to their placement district as well as the College.

GOALS & OBJECTIVES OF STUDENT TEACHING

The Student Teacher will:
- Participate in the daily activities and classroom routines where he/she can develop his/her teaching skills, thus preparing him/her to undertake a full-time position.
- Practice the tasks of the classroom teacher by integrating a workable balance between educational theory and practice.
- Recognize and cultivate the qualities and characteristics of a good teacher: enthusiasm for teaching and the profession, ability to cooperate with the entire school community, dependability, flexibility, consistency, correct English usage, sense of humor, emotional
stability, depth of knowledge in selected disciplines, appropriate professional conduct, proper professional appearance and good physical health.

- Develop skill and judgment in selecting teaching objectives at the appropriate level, teaching to those objectives, monitoring and adjusting those objectives, and evaluation whether objectives have been attained.
- Create, develop, and implement instructional devices in the context of a functioning classroom.
- Understand and implement individualized teaching in all areas of the curriculum and recognize the value of diagnostic and remedial work and utilize it effectively.
- Develop desirable and effective techniques of individual and group guidance and control.
- Develop the ability for self-evaluation in order to continue professional and personal growth.
- Demonstrate student teaching competencies as developed by Pennsylvania Department of Education found in the Supporting Documents section of this Handbook.

THE ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher serves an important role in the Student Teaching experience by providing crucial professional advice and encouragement in the field. The Cooperating Teacher should feel free to make suggestions to the Student Teacher at any time. This input is needed, expected, and deemed necessary.

As the semester progresses the Student Teacher should be delegated greater responsibility culminating in the total assumption of classroom activities. The Student Teacher should be allowed to make decisions, try some strategies, deal with risks incumbent in introducing new activities. Mistakes, failures, and misjudgments are part of implementation of the Student Teacher’s personal teaching techniques.

The Student Teacher should be permitted to be “the teacher” with all the inherent responsibilities. Usually, this necessitates the Cooperating Teacher’s leaving the classroom with increasing frequency as the Student Teacher demonstrates the ability to handle classroom interaction. Additionally, the Cooperating Teacher must approve all parent communication. Student Teachers should not meet or conference with parents without the Cooperating Teacher being present.

Co-teaching between the Student Teacher and the Cooperating Teacher is encouraged throughout the experience. The Cooperating Teacher may determine the extent of co-teaching strategies and methods utilized in order to best meet the needs of the learners in the classroom.

The Cooperating Teacher is responsible for providing guidance throughout the experience. The Cooperating Teacher does not assign a “grade” to the Student Teacher; however, he/she consults regularly with the College Supervisor and Student Teacher on strengths and growth areas of the Student Teacher. In addition to verbal feedback, the Cooperating Teacher completes a mid-semester and end-of-semester evaluation of student professional knowledge and practice. This evaluation is not the Student Teacher’s grade, but is used to provide the College Supervisor with input. The Cooperating Teacher also provides a letter of reference for the Student Teacher at the end of the semester.
York College of Pennsylvania values the expertise of professionals in the field. We appreciate the efforts the Cooperating Teacher puts forth to mentor their Student Teacher.

**THE ROLE OF THE COLLEGE SUPERVISOR**

The College Supervisor acts as a coordinator and liaison to ensure that the Student Teaching experience is positive and productive. Responsibility for the final determination of the Student Teacher’s grade rests with the College Supervisor, and the College Supervisor may request the Cooperating Teacher’s candid and useful observations and recommendations in respect to the Student Teacher’s performance.

**Qualifications**

- Minimum of a Master’s degree in an educational field
- Minimum of 5 years teaching experience in elementary or secondary education, public or private school settings
- Certification/experience teaching in supervision content area or certification/experience in an administrative/supervisory capacity. (i.e. – Superintendent, Program Supervisor, Principal, Head Teacher, Department Chair, etc.) or employment as a faculty member of the college.
- Previous experience in leadership positions

**Specific Duties and Functions of the Supervisor**

- Act as a liaison on behalf of the College.
- Maintain communication with the Director of Field Services via YCP email account.
- Hold an initial meeting with the Student Teacher and the Cooperating Teacher near the beginning of the semester (the College Supervisor must schedule this meeting utilizing contact information provided by the Director of Field Services in the assignment email). Expectations and evaluation documentation are introduced and explained during these initial meetings.
- Develop and maintain a working relationship between Cooperating Teachers, School Administrators, and the Student Teacher.
- Work with the Cooperating Teacher in the planning, observations, participation, and evaluation of the Student Teacher.
- Visit the site 8-10 times per semester (dual special education Student Teachers receive at least 4 visits per placement). These visits include informal visits, evaluation conferences, student teacher lesson observations, etc.
- Of the 8-10 visits, the College Supervisor should observe the Student Teacher teaching lessons approximately 6 times (or more if needed) and provide feedback to the Student Teacher.
- Use the *York College of Pennsylvania Visitation Form* for all written comments of the observation(s) and/or visit(s). The commentary should include a description of what was observed, positive comments, ideas, and suggestions for improvements for the student. The College Supervisor retains each original signed *Visitation Form*, and a copy is provided to the Student Teacher and Cooperating Teacher.
- Conference in private with the Student Teacher following each visit.
- Check the Student Teacher Notebook during each visit for required components.
- Assign the final grade for Student Teaching.
- Participate in at least two three-way feedback conferences with the Student Teacher and Cooperating Teacher as follows:
- Mid-semester: utilizing the *York College Evaluation for Student Professional Knowledge and Practice* form (Student Teacher, Cooperating Teacher, and College Supervisor complete), and then the *PDE 430* form (only College Supervisor completes)
- End of semester: utilizing the *York College Evaluation for Student Professional Knowledge and Practice* form (Student Teacher, Cooperating Teacher, and College Supervisor complete), and then the *PDE 430* form (only College Supervisor completes), and the final evaluation (completed by the College Supervisor on York College of Pennsylvania letterhead and by the Cooperating Teacher utilizing school or teacher letterhead)

Regarding mileage: Each College Supervisor is required to use the digital travel/expense form of the York College of Pennsylvania for recording miles traveled to visit Student Teachers in their host schools. This form should be downloaded from the College Supervisor website each semester, to be certain the correct mileage reimbursement is utilized. Directions are also found on the website and should be referred to as the expense form is completed. A travel log should accompany the submitted mileage/expense statement. Miles traveled may be recorded according to either of the following examples:
- from home to school to home
- from York College to school to York College

College Supervisors submit a travel expense form to the College at the end of each semester, along with all other required paperwork.

Regarding payment: The Provost of Academic Affairs determines compensation for the College Supervisors each fiscal year. This payment is a stipend equal to pay for one credit hour per student teacher.

**STUDENT TEACHING REQUIREMENTS & CONDUCT**

- Student Teachers must contact the Cooperating Teacher and College Supervisor to introduce him/herself and arrange an initial meeting prior to the start of the semester.
- Student Teachers will conform to the policies, philosophies, hours, calendars, and routines of the school and the Cooperating Teacher (this includes holidays and professional development days).
- Extra-curricular activities (including work, clubs, and sports) should be limited.
- Student Teachers are not to be absent from Student Teaching, unless:
  - personal illness (doctor’s note may be required)
  - death of an immediate family member
  - job interview or job fair
  - state certification exams (if there are no weekend exam options)
- The Student Teacher should not contact parents or schedule parent conferences without the approval of the Cooperating Teacher. All meetings with parents should include the Cooperating Teacher. The Cooperating Teacher should approve all written correspondence.
- Student Teacher *Professional and Personal Dispositions* must be followed during the experience. These behaviors include the following:
  - Competence in written and oral expression
  - Professional attitude
  - Personal enthusiasm
  - Ethical, moral character
  - Personal organization
- Ability to meet deadlines
- Good interpersonal skills
- Ability to accept and profit from constructive criticism
- Personal maturity
- Use of prudent judgment
- Class attendance
- Demonstrated professional growth in planning, lesson execution, and reflection at a level expected for the identified stage of field experience

- Students should use caution with regards to social media.
- The College discourages non-educational relationships with students and their families.
- Inappropriate behavior, actions, or decisions by Student Teachers may result in an immediate removal from Student Teaching.

**STUDENT TEACHER NOTEBOOK**

Each Student Teacher is required to keep a Student Teaching Notebook. This notebook should be established prior to the first day of Student Teaching. The College Supervisor and Student Teacher must agree upon the format for the notebook (either hard copy or digital format). The notebook must be divided into nine sections. Each section must be labeled as follows:

- **Student Teacher Handbook**
  - A copy of this *Student Teaching Handbook* should be placed in the notebook, for reference throughout the semester.

- **Reflection / Weekly Log**
  - This begins right away. There is to be an entry for each week.
  - At minimum, students are to provide at least two quality paragraphs on a weekly basis. One paragraph will include a summary of the week’s activities. The second paragraph will consist of reflecting upon teaching, activities, interactions, etc.
  - The log may be neatly handwritten or typed. The Student Teacher will have this available for the College Supervisor to peruse upon each visit.

- **Lesson Planning**
  - Students should begin by using the York College of Pennsylvania lesson plan format found in the *Supporting Documents* section of this *Handbook*, or the more detailed template provided in York College of Pennsylvania coursework.
  - Plans should include the following:
    - Behavioral Objectives (or Lesson Essential Questions)
    - State Standards
    - Materials and Resources
    - Procedures
      - Set/ Introduction/ Motivation
      - Development of Lesson
      - Closure
      - Evaluation Method
  - Transition to the school’s format may eventually occur with the permission of the Cooperating Teacher and College Supervisor.
  - The Cooperating Teacher should initial all lesson plans denoting approval prior to the teaching of the lesson. It is vital that the Student Teacher submit plans to the Cooperating Teacher in ample time for Cooperating Teacher feedback (suggestions, criticisms, etc.). This timeframe should be established by the Cooperating Teacher
and shared with the Student Teacher (usually a minimum of two days prior to the
scheduled teaching of the lesson).

- Lesson plans are to be legible (handwritten or typed), thorough, developed in logical
progressive order, and written with correct spelling and grammar.

- **Observations of Other Teachers**
  - The Student Teacher will conduct, at minimum, five observations of five other
teachers/lessons. Each observation should be at least one subject/period. This could
involve seeing more than one subject/lesson. The student is to include the following
in his/her observation report:
    - Narrative of what was observed
    - Strategies/Techniques observed
    - Instructional activities (presentations, data collection, groupings, etc.)
    - Management (organization of classroom, discipline plan, how specific
      situations are addressed, transitions between activities, maintaining active
      engagement, etc.)
    - Reflections (What are some strategies observed that will be incorporated into
      one’s own teaching? What are some goals to establish, based upon what was
      observed?)
  - The student will plan these with the assistance of the Cooperating Teacher and may
occur in other schools within the placement district.

- **Collection of Teaching Ideas**
  - Bulletin board sketches, learning center ideas, keeping track documents, valuable
  parent/teacher communication forms (newsletters, etc.), websites, etc.

- **Evaluation Copies**
  - Mid-term
  - Final
  - PDE 430

- **Student Teaching Visitation Forms**
  - The College Supervisor will utilize a Visitation Form at each meeting and/or
observation.
  - The Visitation Form requires both the Student Teacher’s signature and the College
Supervisor’s signature.
  - The Student Teacher must share a copy of each Visitation Form with his/her
  Cooperating Teacher.

- **Checklist of Student Teaching Responsibilities**
  - This can be found in the Student Teaching and Cooperating Teacher Handbook (see
  Supporting Documents section of this Handbook).
  - The checklist will be submitted to the College Supervisor when completed. The
  Student teacher and Cooperating Teacher are both required to sign the checklist prior
to submission.

- **Miscellaneous**
  - Educational Philosophy (written by the Student Teacher).
    - This philosophy is written by the Student Teacher. The student will
summarize his/her views, ideas, and theories of how students learn and the
subsequent role of the teacher. The report should be no longer than one or
two pages.
  - Student Growth Project
    - This project includes a report that summarizes a lesson or topic taught where
a pre- and post-test were utilized. Growth of students as a result of instruction
should be reflected upon (see Supporting Documents section of this Handbook).

The Student Teacher Notebook must be made available during each College Supervisor Visit. The College Supervisor may take the notebook for further reading near the end of the semester (to use when formulating the final evaluation). The Student Teacher will keep his/her Notebook at the conclusion of the Student Teaching Semester.

**SUGGESTED STUDENT TEACHING PROGRESSION**

The following progression is suggested and should remain flexible. The Cooperating Teacher and College Supervisor may consult to deviate from the schedule outlined below. Co-teaching strategies between the Student Teacher and Cooperating Teacher may be utilized during any of the stages.

York College offers students the opportunity to complete field experience the semester prior to student teaching in the same classroom where they will be placed for student teaching. If students have chosen this option, the following progression is often times accelerated because students have a familiarity with the classroom procedures and district policies.

**Early Elementary, Middle Level, Secondary, Music, and Spanish Education Majors:**

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<thead>
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<th>Stage</th>
<th>Suggested Timeframe</th>
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<tbody>
<tr>
<td>Orientation &amp; Adjustment</td>
<td>Week 1</td>
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<td>Observation &amp; Demonstration</td>
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<td>Increasing Responsibility</td>
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<td>Full Load</td>
<td>Weeks 9-12</td>
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<tr>
<td>Culmination &amp; Evaluation</td>
<td>Weeks 13-15</td>
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</tbody>
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**Early Elementary/Special Education and Middle Level/ Special Education Dual Majors:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Regular Education Suggested Timeframe</th>
<th>Special Education Suggested Timeframe</th>
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<tr>
<td>Orientation &amp; Adjustment</td>
<td>Week 1</td>
<td>Week 8</td>
</tr>
<tr>
<td>Observation &amp; Demonstration</td>
<td>Week 2</td>
<td>Week 9</td>
</tr>
<tr>
<td>Increasing Responsibility</td>
<td>Weeks 3-4</td>
<td>Week 10</td>
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<tr>
<td>Full Load</td>
<td>Weeks 5-6</td>
<td>Weeks 11-14</td>
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<tr>
<td>Culmination &amp; Evaluation</td>
<td>Week 7</td>
<td>Week 15</td>
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**Stage of Orientation and Adjustment**

Suggested Activities for Cooperating Teachers:
- Cooperating Teachers gather materials for the Student Teacher to use (class schedules, class lists, seating charts, manuals, curriculum guides, etc.).
- Familiarize the Student Teacher with the school neighborhood, socio-economic conditions and resources of the community.
- Inform parents of the Student Teacher's arrival and period of internship. Additionally be sure to provide introductions as the occasion arises.
- Set aside a desk and workspace for the Student Teacher. Provide for as "equal"
accommodations as are available.

- Familiarize the Student Teacher with the school building, personnel and support services.
- Introduce the Building Principal to the Student Teacher.
- Share school rules, regulations, policies, and calendar.
- Relay specific expectations such as working hours, procurement of supplies, student record confidentiality, et al.
- Discuss methods for discipline, classroom management, homework, tardiness, absences, and standards of quality expected from students.
- Inform students of the role of the College Supervisor from York College as it relates to their class. Introduce the College Supervisor to the class during the first week's informal visit.
- Explain methods of testing, grading, keeping records, and reporting to parents and the administration.
- Discuss developmental characteristics of this particular age group.
- Explain any unique characteristics of individual students that directly affect their learning.

Suggested Activities for the Student Teacher:
- Take attendance.
- Conduct daily opening exercises, calendar work, etc.
- Distribute and collect class work and supplies.
- Correct student work.
- Conduct songs, poems, shared reading, read aloud, and small group work.
- Monitor group discussions or independent work.
- Work in a tutorial capacity with individual students.
- Observe other teachers.

Stage of Observation and Demonstration

Suggested Activities and Discussion Points for Cooperating Teachers and College Supervisors:
- methods, philosophy, and strategies of the profession
- questions about planning - long and short range
- pacing
- focusing
- motivation
- closure
- class involvement / student response
- behavior objectives or lesson essential questions
- self-evaluation
- student evaluation
- elements of successful lesson plans
- his/her perceived strengths and weakness

Suggested Activities for the Student Teacher:
- Continue with suggestions from Orientation and Adjustment Period, but in greater quantity, and possibly with the addition of:
  - one subject (elementary level) or period (secondary level) of instruction may be acquired by the Student Teacher.
  - observations of other teachers

Stage of Increasing Responsibility
At this time, the Student Teacher and Cooperating Teacher should consult as to which class or subject he/she will begin “teaching.” As the next four through eight weeks progress, additional responsibilities at the rate of approximately one new subject or class per week should be placed upon the Student Teacher. This “gradual release of responsibility” is flexible. Depending on the Cooperating Teacher’s judgment as to the success of this undertaking, it usually will culminate about the seventh or eighth week with the responsibility for the full day.

During this time period, the Cooperating Teacher and the Student Teacher should:
- Confer orally and/or in written form daily.
- Work as a team. This may include co-teaching.
- Consult on all lesson plans. The Cooperating Teacher must approve and initial all Student Teacher lesson plans.
- Maintain communication with the College Supervisor.
- Cooperating Teacher should help the Student Teacher to gain skills in self-evaluation.
- Coopering Teacher may allow the Student Teacher freedom to try his/her own ideas and techniques; reassure him/her that as much can be learned from failure as from success.
- Cooperating Teacher could model techniques to help the student teacher succeed.
- Cooperating Teacher could provide student teacher with opportunities to observe and assist in parent conferences.
- Cooperating Teacher should begin to leave the room for short periods of time (gradually increase the length of time as the experience progresses).

Around week 7 or 8, a Mid-Term Evaluation will be held to discuss growth during the first half of the semester. Goals will be established for the last half of the semester. The Cooperating Teacher and Student Teacher will each complete an Evaluation for Student Professional Knowledge and Practice. The Student Teacher, Cooperating Teacher, and College Supervisor will have a mid-term three-way conference. The College Supervisor will complete a state evaluation (PDE430) to share with the Student Teacher only.

“Full Load” Student Teaching

The activities for this period should be similar to the previous one, with the exception that the Cooperating Teacher will be spending more of his/her time out of the classroom, while keeping in touch with the learning climate in the classroom. During this time, co-teaching strategies may still be utilized in efforts to meet the needs of all learners.

Stage of Culmination and Evaluation

The Cooperating Teacher is gradually re-assuming class responsibilities in the final weeks. The Cooperating Teacher will complete a typed final evaluation/letter of reference one or two weeks prior to the end of Student Teaching. In addition, the Cooperating Teacher and Student Teacher will each complete an Evaluation for Student Professional Knowledge and Practice. The Student Teacher, Cooperating Teacher, and College Supervisor will have a final three-way conference to discuss the growth that occurred throughout the semester. The College Supervisor will complete a state evaluation (PDE430) and assign a final grade for the Student Teacher.

CONFERENCING
The conference is a vital communication tool by which the Cooperating Teacher and College Supervisor can provide coaching and feedback to the Student Teacher. Topics of conferencing may focus on the areas of the Framework for Teaching: The Four Domains (found in the “Supporting Documents” section of this Handbook”).

- **Types of conferences**
  - Two-Way Conferences
    - Student Teacher & Cooperating Teacher
    - Student Teacher & College Supervisor
    - College Supervisor & Cooperating Teacher
  - Three-Way Conferences
    - Student Teacher & Cooperating Teacher & College Supervisor

- **Possible Conference Topics**
  - Danielson’s Framework for Teaching (found in Supporting Documents)
  - Preparation for instruction
  - Management of the classroom setting
  - Interaction with students
  - Professionalism
  - School policies and procedures, including security issues
  - Parent/community interaction (Please be part of all parent communication)

- **Conferencing Tips**
  - Discuss some targeted areas to look for or goals to conference about later.
  - Be specific in feedback.
  - Don’t be afraid to give suggestions.
  - Establish an atmosphere of growth.
  - Provide “2 Praises and a Push” (share two positives and one area to work on).
  - Develop specific, observable action plans.
  - Consider using a dialogue journal.
  - Remember: this is a learning and growing experience!

**EVALUATION**

The College Supervisor is responsible for the Student Teacher’s final grade. The grade is based upon consultations with the Cooperating Teacher and Student Teacher, as well as the College Supervisor’s visits and Student Teacher’s submitted work.

**Mid-Term**

- The Mid-Term Evaluation occurs around the 7th or 8th week of the semester.
- The Student Teacher and Cooperating Teacher independently complete the York College of Pennsylvania Evaluation for Student Professional Knowledge and Practice.
- The College Supervisor will schedule a 3-way conference to discuss the York College of Pennsylvania Evaluation for Student Professional Knowledge and Practice completed by the Student Teacher and Cooperating Teacher.
- After the meeting, the College Supervisor will complete the mid-term PDE 430 form, as required by the Pennsylvania Department of Education.
The College Supervisor will subsequently schedule a meeting with the Student Teacher to review the PDE 430 form and have the Student Teacher sign this form. This meeting should only include the Student Teacher and College Supervisor. The PDE 430 is a confidential document and may only be shared with the Cooperating Teacher if the Student Teacher chooses to do so.

The two York College of Pennsylvania *Evaluation for Student Professional Knowledge and Practice* forms and the PDE 430 (mid-term) form are to be retained by the College Supervisor to be submitted at the end of the semester to the College. The College Supervisor may provide the Student Teacher with copies of the mid-term forms.

**End of Semester**

The College Supervisor will schedule and lead a 3-way conference to discuss the Final Evaluation of Student Teaching. The 3-way meeting should consist of:
- A review of the Cooperating Teacher and Student Teacher’s York College *Evaluation for Student Professional Knowledge and Practice* completed forms.
- Cooperating Teacher’s typewritten Final Evaluation/Recommendation letter*
  - Original copy goes to Student Teacher
  - Second original copy given to College Supervisor
- College Supervisor is to indicate that the York College stipend check will be mailed to the Cooperating Teacher shortly after graduation.
- College Supervisor collects “Checklist of Student Teaching Responsibilities” from Student Teacher (this must be signed by the Student Teacher and Cooperating Teacher).
- The College Supervisor may choose to require that the Student Teacher Notebook be submitted to him/her. The Notebook may be utilized by the College Supervisor to determine a final grade. The Notebook must be returned to the Student Teacher, as the Student ultimately retains the Notebook.

The College Supervisor will schedule a 2-way Final Evaluation Conference with the Student Teacher. The Final Conference should consist of:
- College Supervisor’s typewritten Final Evaluation/Recommendation letter*
  - Original copy goes to Student Teacher
  - Second original copy is to be retained by College Supervisor
- Final PDE 430 form is to be discussed with Student Teacher
  - After signatures are affixed, a copy is given to Student Teacher.
  - College Supervisor may not give copies to any other person, including district officials.
  - The original is to be retained by the College Supervisor.
- Final Grade for Student Teaching is to be given verbally by the College Supervisor to the Student Teacher.

A “Letter of Completion”, signed by the College’s Certification Officer, will be available for each Student Teacher on the last day of Student Teaching, if the following requirements are met:
- The Student is on track to pass Student Teaching and any required, accompanying coursework.
- The Student passed all required Pennsylvania state testing, with scores on file in the Education Programs Office at the College.
- The Student is certified for graduation or program completion by the Records Office (including paying the graduation fee in the Business Office).
Letters of Completion may be retrieved no earlier than the last day of student teaching in the Education Programs Office, LS134. This letter may serve as a temporary teaching license, until the student applies for and receives his certificate from the Pennsylvania Department of Education.

*Instructions for Final Evaluation/Letter of Recommendation*

All Cooperating Teachers and College Supervisors should create a final evaluation/recommendation letter. This letter should be typed on letterhead. For Cooperating Teachers this would be either School letterhead or School District letterhead. For College Supervisors, this would be York College letterhead. The Final Evaluations need to contain standard header and footer information items. An example of such a letter can be found in the Supporting Documents section of this Handbook. The following information should be included in the letter:

**Header:**
- The Student Teacher’s Full Name
- The semester and year of the Student Teaching experience
- The Cooperating Teacher’s Full Name
- The elementary grade or secondary subject area

**Footer:**
- The full name of the evaluator
- The title of the evaluator
- The signature of the evaluator
- The current date

**Body of Letter:**
- Comments of an evaluative nature, on areas such as:
  - Professionalism
  - Ability to create a positive classroom environment
  - Instructional strategies utilized
  - Planning and preparation abilities
- Degree to which the author recommends the student teacher for future employment, such as:
  - Unconditionally recommend
  - Very highly recommend
  - Highly recommend
  - Recommend
  - Recommend with reservations

**Determination of Final Grade**

The College Supervisor is responsible for the Student Teacher’s final grade. The grade will be based on the final evaluation PDE 430 form. The chart below indicates the PDE 430 final evaluation total points scored with the corresponding York College of Pennsylvania grade. All College Supervisors will utilize this chart when assigning a grade.

<table>
<thead>
<tr>
<th>PDE 430 Total Points Scored</th>
<th>YCP Final ST Grade</th>
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<tr>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>3.5</td>
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The following is a guideline each College Supervisor utilizes in evaluating the Student Teacher’s progress and delineating the difference between the grades:

**GRADE of “4” Exemplary:**
The Student Teacher has consistently demonstrated:
- a very high degree of responsibility, initiative, creativity, and industry
- a comprehensive understanding of subject matter
- superior skill in planning meaningful and creative lessons
- an ability to teach subject matter to all students
- superior skill in evaluating both students’ progress and his/her own progress
- an outstanding rapport with students and school staff
- an outstanding classroom atmosphere most conducive to learning - including an in-depth understanding of discipline and classroom management techniques

**GRADE of “3.5” Superior:**
The Student Teacher has frequently demonstrated:
- a high degree of responsibility, initiative, creativity, and industry
- an in-depth understanding of subject matter
- great skill in planning meaningful and creative lessons
- an ability to teach subject matter to most students
- great skill in evaluating both students’ progress and his/her own progress
- an excellent rapport with students and school staff
- a classroom atmosphere highly conducive to learning - including a good understanding of discipline and classroom management techniques

**GRADE of “3” Proficient:**
The Student Teacher has demonstrated:
- a degree of responsibility, initiative, creativity, and industry
- a good understanding of subject matter
- above average skill in planning meaningful and creative lessons
- ability to teach subject matter to many students
- above average skill in evaluating both students’ progress and his/her own progress
- an appropriate rapport with students and school staff
- a classroom atmosphere very conducive to learning - including a definite understanding of discipline and classroom management techniques

**GRADE of “2.5” Satisfactory:**
The Student Teacher has occasionally demonstrated:
o a small degree of responsibility, initiative, creativity, and industry
o a basic understanding of subject matter
o average skill in planning meaningful and creative lessons
o ability to teach subject matter to more than half of the students
o average skill in evaluating both students’ progress and his/her own progress
o an adequate rapport with students and school staff
o a classroom atmosphere conducive to learning - including a basic understanding of discipline and classroom management techniques

GRADE of “2” Adequate:
The Student Teacher has infrequently demonstrated:
o a very small degree of responsibility, initiative, creativity, and industry
o a basic understanding of most subject matter
o sufficient skill in planning meaningful and creative lessons
o ability to teach subject matter to some of the students
o sufficient skill in evaluating both students’ progress and his/her own progress
o an acceptable rapport with students and school staff
o a classroom atmosphere conducive to learning - including an understanding of some discipline and classroom management techniques

GRADE of “1” or “0” Unsatisfactory:
The Student Teacher’s performance and attitude are both unacceptable; the Student Teacher must be considered a poor risk for the teaching profession. The Student Teacher cannot be recommended for certification in Pennsylvania.

POSSIBLE SITUATIONS ENCOUNTERED DURING STUDENT TEACHING

o In the event of a prolonged disruptive situation in a Student Teacher’s host school, such as strikes by professional employees or a threat to the safety of the Student Teacher, the College Supervisor should contact the Director of Field Services as soon as possible for guidance.

o If a Student Teacher’s performance is below average (the grade of “2”), the Supervisor should report to the Director of Field Services as soon as possible for guidance. If it is decided that an improvement plan is needed, the College Supervisor will create an improvement plan to outline measurable steps for improvement. The College Supervisor will report the progress of this plan to the Director of Field Services periodically. If measurable progress is not made and the grade drops below a “2,” the College strongly suggests that the student be withdrawn from, rather than fail the Student Teaching Experience.

o Student Teachers are considered for withdrawal from the Student Teaching assignment for a variety of reasons, including problems that may be personal, interpersonal and/or related to competency or skills. If a Student Teacher requests withdrawal or the College Supervisor determines the necessity of withdrawing a student from the Student Teaching experience, the College Supervisor will consult with the Director of Field Services. Decision to withdraw the student should be a mutual agreement of the College Supervisor, the Cooperating Teacher, the Director of Field Services, and the Chair of the Department of
Education. The case will be reviewed with the Department of Education Chair, and a meeting with the student will be scheduled. Ultimately, the decision to remove a Student Teacher lies with the Chairperson. A future additional Student Teaching assignment for a withdrawn student is made at the discretion of the York College of Pennsylvania Department of Education, based upon further requirements that are established for the individual student by the Department of Education. Students are required to wait a minimum of two full semesters after the original placement before re-applying for student teaching.

- Students who are withdrawn from Student Teaching are required to complete credits for a grade through *Focused Studies in Education*, if they wish to graduate. The grade from Student Teaching at the time of withdrawal is carried over to Focused Studies and factored into the grade received from the focused study. The College Supervisor continues to work with the student, overseeing and guiding the focused study. Completion of Focused Studies provides the student the opportunity to graduate as an Education major, but without certification. More information can be found in the *Focused Studies Handbook*.

### SUBMISSION OF REQUIRED PAPERWORK

The College Supervisor will collect and organize the following paperwork to be submitted on a specified date to the Department of Education Office, LS134, in the following order:

- Completed *College Supervisor Checklist* (one for each student teacher) provided by the Director of Field Services each semester
- Student Teacher’s grade and *PDE 430* data entered online at the link provided on the Checklist
- *YCP Employee’s Expense Form & Log* (Mileage form and log; download form and instructions on the YCP College Supervisor Webpage: [http://www.ycp.edu/field-services](http://www.ycp.edu/field-services) (in the *College Supervisors* portion of the site)
- College Supervisor’s *Final Evaluation letter* – typed on YCP letterhead
- Cooperating Teacher’s *Final Evaluation letter* – typed on school or school district letterhead
- *PDE430* – Final Evaluation
- *PDE430* – Mid-Term Evaluation
- *YCP Student Professional Knowledge & Practice* forms (all Mid-Term and Final forms, signed by Cooperating Teacher and Student Teacher)
- All *YCP Student Teaching Visitation Forms*
- *YCP Checklist of Student Teaching Responsibilities*– signed by the Student Teacher and the Cooperating Teacher
Fillable electronic documents can be found on
York College of Pennsylvania's
Field Services webpage
http://www.ycp.edu/field-services
### Student Teaching Competencies

**All Instructional Certificates** Pre-K-4; 4-8; Special Education Pre-K-8; Special Education 7-12; K-12, Secondary 7-12; Teacher Intern; and Endorsements.

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Requirement is Met When:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Planning and Preparation</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.</td>
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<tr>
<td></td>
<td>2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards.</td>
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<td></td>
<td>3. Plans instruction that is responsive to the age and/or related characteristics of their students.</td>
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<td>4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs.</td>
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<td>5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals.</td>
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<td></td>
<td>6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility.</td>
</tr>
<tr>
<td><strong>B. Classroom Environment</strong></td>
<td>The candidate:</td>
</tr>
<tr>
<td></td>
<td>1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.</td>
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<td></td>
<td>2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities.</td>
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<td></td>
<td>3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate.</td>
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<td></td>
<td>4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.</td>
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<td>5. Engages in proactive communication with families and community contacts.</td>
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<td></td>
<td>6. Develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.</td>
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<tr>
<td>C. Instructional Delivery</td>
<td>The candidate:</td>
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<td>---------------------------</td>
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<tr>
<td>1. Uses effective verbal and non-verbal communication techniques.</td>
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<tr>
<td>2. Uses effective questioning and discussion techniques.</td>
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<tr>
<td>3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment.</td>
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<tr>
<td>4. Uses instructional technology and assesses its impact on student learning.</td>
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<tr>
<td>5. Provides appropriate progress feedback to students in a timely manner.</td>
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<tr>
<td>6. Uses active student engagement during instructional delivery.</td>
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<tr>
<td>7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction.</td>
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<tr>
<td>8. Constructs a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.</td>
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<tr>
<td>9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor.</td>
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<tr>
<td>10. Clearly communicates instructional goals, procedures and content.</td>
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<tr>
<td>11. Accesses communication technologies to communicate with families regarding student progress.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>D. Professional Conduct</th>
<th>The candidate:</th>
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<tbody>
<tr>
<td>1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted.</td>
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<tr>
<td>2. Participates in district, college, regional, state and/or national professional development growth and development opportunities.</td>
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<tr>
<td>3. Exhibits integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice &amp; Conduct for Educators,” as well as local, state and federal laws and regulations.</td>
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<tr>
<td>4. Avoids inappropriate relationships, conduct and contact with students.</td>
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<tr>
<td>5. Applies safety precautions and procedures.</td>
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<tr>
<td>6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.</td>
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<tr>
<td>7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community.</td>
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</tbody>
</table>
### E. Assessment

The candidate:

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor.


3. Applies interpretations to inform planning and instruction for groups and individual students.

4. Applies interpretations of status (PSSA) and growth (PVAAS) assessment models to inform planning and instruction for groups and individual students.

5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals.

6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).

7. Assesses their own professional growth through focused self-reflection.

### F. Knowledge of Diverse Learners

The candidate:

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom.

2. Promotes a positive learning environment that values and fosters respect for all students.

3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.

4. Supports the growth and development of all students, particularly those traditionally underserved.

5. Communicates with and engages families, caregivers and the broader community.

*February 2012*
Checklist of Student Teaching Responsibilities

Instructions: Listed below are additional responsibilities to be completed during student teaching. After you complete each responsibility, place a check mark in the box in front of the item. When all responsibilities have been completed, request that the Cooperating Teacher (CT) sign the form. Submit the form to your College Supervisor upon completion (by the end of the semester or earlier).

PLANNING & PREPARATION:
- Maintain timely lesson plans aligned to standards and signed by CT
- Examine district curriculum maps and/or scope and sequence guides
- Develop a flexible plan for the progression of student teaching with CT

CLASSROOM ENVIRONMENT:
- Create CT-approved letter of introduction and send to parents and/or guardians
- Discuss classroom and district behavior management policies and systems with CT

INSTRUCTIONAL DELIVERY:
- Use district-approved instructional technology resources
- Consult with CT to gain constructive feedback
- Craft weekly reflections and furnish to College Supervisor

PROFESSIONAL CONDUCT:
- Comply with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology
- Communicate with CT regarding instructional and non-instructional procedures and routines, including but not limited to the following: record keeping, grading, attendance, parent communication, confidentiality policy, safety drills, and crisis plan
- Cultivate professional relationships with school colleagues
- Participate in professional development growth opportunities, including but not limited to the following: faculty meetings, in-services, grade-level/department meetings, etc.
- Attend school sponsored events such as musicals, sporting events, and/or PTO Meetings
- Complete 5 observations with written reflections of professionals and submit to your College Supervisor
- Hold discussions with the CT regarding the collaboration with other professionals, including but not limited to the following: reading specialist, counselor, social worker, nurse, para-professional, special education teachers, school volunteers, administration, and itinerant staff.

ASSESSMENT:
- Complete a Student Growth Project to apply interpretations to inform planning and instruction for students. The report should include a summary and analysis of a lesson or topic taught where a pre- and post-test were utilized. Growth of students as a result of instruction should be reflected upon. (See Handbook for instructions)
- Discuss district benchmark and state-required assessments (PSSA’s, PVAAS, Keystones)

KNOWLEDGE OF DIVERSE LEARNERS:
- Confer with the CT regarding strategies to communicate with and engage families and the community
- Join the CT in meetings involving parents and/or guardians, including but not limited to the following: IST, IEP, parent teacher conferences, open houses, back to school night

_________________________________________  ____________________________  
Student Teacher’s Signature                        Cooperating Teacher’s Signature

_________________________________________  ____________________________
Date                                              Date

Rev. 2019

22
LESSON PLAN

Class / Subject ___________________________ Date _____________

Period _________________________________ Time ______________

Essential Questions or Objectives:

PA Standards:

Materials / Equipment:

Procedures:

1) Motivational Technique / Opening:

2) Development of Lesson:

3) Closure:

Evaluation:
Student Growth Project

This project includes a report that summarizes a lesson or topic taught where a pre- and post- assessment are utilized. Growth of students as a result of instruction should be reflected upon.

Steps:
1. Plan a lesson/unit/activity that uses a pre- and post- assessment. Consult with your Cooperating Teacher as you plan this.
2. Administer the pre-assessment.
3. Deliver the lesson/unit/activity to the students.
4. Administer the post-assessment.
5. Collect data from the pre- and post- assessment.
6. Analyze the data to determine the findings.
7. Write a reflection on the data findings. [What do the data tell you about the assessment performance of the students? How does this knowledge impact your future teaching/planning/reteaching?]
8. Share your findings and written reflections with your College Supervisor.
## Framework for Teaching: The Four Domains

### Domain 1: Planning and Preparation

#### a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

#### b. Demonstrating Knowledge of Students
- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students’ Skills, Knowledge, and Language Proficiency
- Knowledge of Students’ Interests and Cultural Heritage
- Knowledge of Students’ Special Needs

#### c. Selecting Instructional Outcomes
- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

#### d. Demonstrating Knowledge of Resources
- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

#### e. Designing Coherent Instruction
- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

#### f. Designing Student Assessment
- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments

### Domain 2: The Classroom Environment

#### a. Creating an Environment of Respect and Rapport
- Teacher Interaction with Students
- Student Interactions with One Another

#### b. Establishing a Culture for Learning
- Importance of the Content
- Expectations for Learning and Achievement
- Student Pride in Work

#### c. Managing Classroom Procedures
- Management of Instructional Groups
- Management of Transitions
- Management of Materials And Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers And Paraprofessionals

#### d. Managing Student Behavior
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

#### e. Organizing Physical Space
- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

### Domain 3: Instruction

#### a. Communicating with Students
- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

#### b. Using Questioning and Discussion Techniques
- Quality of Questions
- Discussion Techniques
- Student Participation

#### c. Engaging Students in Learning
- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

#### d. Using Assessment in Instruction
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

#### e. Demonstrating Flexibility and Responsiveness
- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

### Domain 4: Professional Responsibilities

#### a. Reflecting on Teaching
- Accuracy
- Use in Future Teaching

#### b. Maintaining Accurate Records
- Student Completion of Assignments
- Student Progress in Learning
- Non-instructional Records

#### c. Communicating with Families
- Information About the Instructional Program
- Information About Individual Students
- Engagement of Families in the Instructional Program

#### d. Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

#### e. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

#### f. Demonstrating Professionalism
- Integrity And Ethical Conduct
- Service To Students
- Advocacy
- Decision Making
York College of Pennsylvania  
Department of Education  

STUDENT TEACHING VISITATION FORM  

Name: ____________________________________ Date: ____________________________  

Subject(s)/Grade: ___________________________ Time: __________________________  

Conference with Student Teacher: _______ Conference with Cooperating Teacher: _______  

<table>
<thead>
<tr>
<th>Category I – Planning and Preparation</th>
<th>E</th>
<th>P</th>
<th>S</th>
<th>U</th>
<th>NO</th>
<th>E=Exemplary</th>
<th>P=Superior</th>
<th>S=Satisfactory</th>
<th>U=Unsatisfactory</th>
<th>NO=Not Yet Observed</th>
</tr>
</thead>
</table>

**Planning and Preparation** – (PA standards, Objectives, Knowledge of content, Lesson plans, Differentiation, Resources, Technology, Assessment of learning, Level of instruction)

**Classroom Management** – (Physical environment, Behavior management, Interactions, Routines and procedures, Rapport, Focus, Engagement rate)

**Instructional Delivery** – (Congruence, Communication, Strategies & Techniques, Content, Engagement, Transitions, Questioning, Pacing, Feedback, Assessment, Integration, Reinforcement, Higher order thinking)

**Professional** – (Integrity, Judgment, Respect, Peer interaction & communication, Journaling & reflectivity, Procedures, Participation, Student Records, Relationships, Awareness of Act 48, Commitment)
College Supervisor’s Reaction and Suggestions

Student Teacher’s Signature: ________________________________________________

College Supervisor’s Signature: ____________________________________________

Date: ________________________________
<table>
<thead>
<tr>
<th>Goals</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge of Pennsylvania K-12 Academic Standards</td>
<td></td>
</tr>
<tr>
<td>1.2 Use of learning objectives that are:</td>
<td></td>
</tr>
<tr>
<td>Clearly stated</td>
<td></td>
</tr>
<tr>
<td>Appropriately challenging</td>
<td></td>
</tr>
<tr>
<td>Accompanied by strategies, methods and techniques that will achieve these objectives</td>
<td></td>
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<tr>
<td>1.3 Knowledge of the content matter being taught</td>
<td></td>
</tr>
<tr>
<td>Knowledge of the appropriate sequencing of that content</td>
<td></td>
</tr>
<tr>
<td>1.4 Lesson planning that:</td>
<td></td>
</tr>
<tr>
<td>Contains the essential instructional elements</td>
<td></td>
</tr>
<tr>
<td>Includes a variety of instructional and grouping patterns</td>
<td></td>
</tr>
<tr>
<td>Provides for visual, auditory, and kinesthetic modes of learning</td>
<td></td>
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<tr>
<td>Provides for different modes of intelligence</td>
<td></td>
</tr>
<tr>
<td>1.5 Recognition of students’ differing needs, interests, experiences, and attitudes</td>
<td></td>
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<tr>
<td>1.6 Use of available resources, materials, and technology</td>
<td></td>
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<tr>
<td>1.7 Materials that are:</td>
<td></td>
</tr>
<tr>
<td>Neat, accurate, and attractive</td>
<td></td>
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<tr>
<td>Suitable for the grade level</td>
<td></td>
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<tr>
<td>Functional and meaningful</td>
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<tr>
<td>1.8 Assessment of student learning that is:</td>
<td></td>
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<tr>
<td>Aligned to instructional goals</td>
<td></td>
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<tr>
<td>Adapted to the needs of the students</td>
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<tr>
<td>Evaluating the full range of thinking and reasoning skills in addition to recall and rote memory</td>
<td></td>
</tr>
<tr>
<td>1.9 Continuity of learning through unit and long range planning</td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Management reflects:

<table>
<thead>
<tr>
<th>Component</th>
<th>M</th>
<th>P</th>
<th>B</th>
<th>U</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Safe, polite, orderly, and businesslike environment that maximizes on-task behavior and learning</td>
<td></td>
<td></td>
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<tr>
<td>2.2 Clear standards of conduct:</td>
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<tr>
<td>- Designed to promote responsible, self-regulated student behavior</td>
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<tr>
<td>- Providing clearly communicated classroom procedures that maximize instructional time</td>
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<tr>
<td>- Differentiating between minor and major types of misconduct</td>
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<tr>
<td>- Dealing appropriately with off-task behavior, distractions and major disruptions</td>
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<tr>
<td>2.3 Appropriate interactions based on:</td>
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<tr>
<td>- Mutual respect between teacher and students</td>
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<td></td>
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<tr>
<td>- Mutual respect among students</td>
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<tr>
<td>- Respect for the Cooperating Teacher</td>
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<tr>
<td>2.4 Equitable learning opportunities for all students</td>
<td></td>
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<tr>
<td>2.5 High expectations for student achievement and quality work</td>
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</tbody>
</table>

## Goals

# Instructional Delivery demonstrates:

<table>
<thead>
<tr>
<th>Component</th>
<th>M</th>
<th>P</th>
<th>B</th>
<th>U</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Congruence with the Pennsylvania K-12 Academic Standards as planned</td>
<td></td>
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<tr>
<td>3.2 Communication of the purpose and objectives of the lesson and related activities</td>
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<tr>
<td>3.3 Use of methods, strategies and techniques that are congruent with the stated learning objectives</td>
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<tr>
<td>3.4 Decisions about instruction and learning that are based on sound principles and classroom data</td>
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<tr>
<td>3.5 Thorough knowledge of the content being taught</td>
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<td>3.6 An ability to model and communicate:</td>
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<tr>
<td>- Clear, specific, meaningful, and relevant information</td>
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<tr>
<td>- Effectively using voice (volume and inflection), gestures, and body language</td>
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<tr>
<td>3.7 Active student engagement in the learning process and related activities</td>
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<tr>
<td>3.8 Use of a variety of question and discussion techniques and strategies</td>
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<td>3.9 Appropriate pacing and the maximum use of instructional time with the ability to adjust to:</td>
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<tr>
<td>- Class progress</td>
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<tr>
<td>- Individual student needs</td>
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<tr>
<td>3.10 Clear, specific and timely feedback to students concerning their learning and behavior</td>
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<tr>
<td>3.11 Ability to construct and administer formal and informal assessments related to instructional objectives and state standards</td>
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<tr>
<td>3.12 Integration of various disciplines within the educational curriculum</td>
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</table>

## Goals
Professionalism reflects:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Personal integrity and ethical behavior</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.2</td>
<td>Prudent judgment, fairness, caution, sensitivity and tact</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.3</td>
<td>Respect for administrative policy and building rules</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.4</td>
<td>Ability to model and express correct communications skills</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.5</td>
<td>Decision-making skills based on research and developing personal educational philosophy</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.6</td>
<td>Commitment to find the best and/or alternative practices</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.7</td>
<td>Competence in self-evaluation</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.8</td>
<td>Compliance with school and district procedures related to:</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance, punctuality, dress, etc.</td>
<td>M</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prompt, consistent, thorough, and cooperative fulfillment of duties and responsibilities</td>
<td>M</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flexibility in dealing with various school situations and conditions</td>
<td>M</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>4.9</td>
<td>Knowledge of and participation in school and/or district events</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.10</td>
<td>Ethical and professional standards regarding student records and evaluative data</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.11</td>
<td>Positive professional relationships</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.12</td>
<td>Awareness of the Commonwealth’s requirements for continued professional development and certification</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
<tr>
<td>4.13</td>
<td>Commitment to the teaching profession</td>
<td>M</td>
<td>P</td>
<td>B</td>
<td>U</td>
</tr>
</tbody>
</table>

Goals

The signatures below indicate that the Evaluation for Student Professional Knowledge and Practice has been discussed between the persons whose signatures are affixed:

Evaluator’s Signature ___________ Date ___________ Student Teacher’s Signature ___________ Date ___________

Evaluator’s Name - Printed ___________ Student Teacher’s Name - Printed ___________
### Planning and Preparation shows evidence of:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>M</th>
<th>P</th>
<th>B</th>
<th>U</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Knowledge of Pennsylvania K-12 Academic Standards</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Included in all plans</td>
</tr>
<tr>
<td>1.2 Use of learning objectives that are:</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Continue to be concise</td>
</tr>
<tr>
<td>1.2.1 Clearly stated</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Curriculum related</td>
</tr>
<tr>
<td>1.2.2 Appropriately challenging</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Curriculum related</td>
</tr>
<tr>
<td>1.2.3 Accompanied by strategies, methods and techniques that will achieve these objectives</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Continue to expand</td>
</tr>
<tr>
<td>1.3 Knowledge of the content matter being taught</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Plans/observations</td>
</tr>
<tr>
<td>1.3.1 Knowledge of the appropriate sequencing of that content</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Logical sequence of activities</td>
</tr>
<tr>
<td>1.4 Lesson planning that:</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Key components included</td>
</tr>
<tr>
<td>1.4.1 Contains the essential instructional elements</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Guided reading groups/WIN</td>
</tr>
<tr>
<td>1.4.2 Includes a variety of instructional and grouping patterns</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Visual/auditory strong</td>
</tr>
<tr>
<td>1.4.3 Provides for visual, auditory, and kinesthetic modes of learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Will share ideas with you</td>
</tr>
<tr>
<td>1.4.4 Provides for different modes of intelligence</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Knows her students</td>
</tr>
<tr>
<td>1.5 Recognition of students' differing needs, interests, experiences, and attitudes</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Ipad, document camera</td>
</tr>
<tr>
<td>1.6 Use of available resources, materials, and technology</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Related to objectives</td>
</tr>
<tr>
<td>1.7 Materials that are:</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Professional looking</td>
</tr>
<tr>
<td>1.7.1 Neat, accurate, and attractive</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Observations</td>
</tr>
<tr>
<td>1.7.2 Suitable for the grade level</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Related to objectives</td>
</tr>
<tr>
<td>1.7.3 Functional and meaningful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Related to objectives</td>
</tr>
<tr>
<td>1.8 Assessment of student learning that is:</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Closure matches objectives</td>
</tr>
<tr>
<td>1.8.1 Aligned to instructional goals</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Linked to groupings</td>
</tr>
<tr>
<td>1.8.2 Adapted to the needs of the students</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Strive for more higher order</td>
</tr>
<tr>
<td>1.8.3 Evaluating the full range of thinking and reasoning skills in addition to recall and rote memory</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Unit completed/excellent</td>
</tr>
<tr>
<td>1.9 Continuity of learning through unit and long range planning</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Unit completed/excellent</td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>While planning skills are strong, strive to increase rigor through more high-order questioning and activities to differentiate instruction.</td>
</tr>
</tbody>
</table>
### Classroom Management reflects:

<table>
<thead>
<tr>
<th></th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Safe, polite, orderly, and businesslike environment that maximizes on-task behavior and learning</td>
</tr>
<tr>
<td>2.2</td>
<td>Clear standards of conduct:</td>
</tr>
<tr>
<td></td>
<td>Designed to promote responsible, self-regulated student behavior</td>
</tr>
<tr>
<td></td>
<td>Providing clearly communicated classroom procedures that maximize instructional time</td>
</tr>
<tr>
<td></td>
<td>Differentiating between minor and major types of misconduct</td>
</tr>
<tr>
<td></td>
<td>Dealing appropriately with off-task behavior, distractions and major disruptions</td>
</tr>
<tr>
<td>2.3</td>
<td>Appropriate interactions based on:</td>
</tr>
<tr>
<td></td>
<td>Mutual respect between teacher and students</td>
</tr>
<tr>
<td></td>
<td>Mutual respect among students</td>
</tr>
<tr>
<td></td>
<td>Respect for the Cooperating Teacher</td>
</tr>
<tr>
<td>2.4</td>
<td>Equitable learning opportunities for all students</td>
</tr>
<tr>
<td>2.5</td>
<td>High expectations for student achievement and quality work</td>
</tr>
</tbody>
</table>

**Goals**

State your expectations and objectives prior to starting lessons, then follow through on your established classroom management plan.

### Instructional Delivery demonstrates:

<table>
<thead>
<tr>
<th></th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Congruence with the Pennsylvania K-12 Academic Standards as planned</td>
</tr>
<tr>
<td>3.2</td>
<td>Communication of the purpose and objectives of the lesson and related activities</td>
</tr>
<tr>
<td>3.3</td>
<td>Use of methods, strategies and techniques that are congruent with the stated learning objectives</td>
</tr>
<tr>
<td>3.4</td>
<td>Decisions about instruction and learning that are based on sound principles and classroom data</td>
</tr>
<tr>
<td>3.5</td>
<td>Thorough knowledge of the content being taught</td>
</tr>
<tr>
<td>3.6</td>
<td>An ability to model and communicate:</td>
</tr>
<tr>
<td></td>
<td>Clear, specific, meaningful, and relevant information</td>
</tr>
<tr>
<td></td>
<td>Effectively using voice (volume and inflection), gestures, and body language</td>
</tr>
<tr>
<td>3.7</td>
<td>Active student engagement in the learning process and related activities</td>
</tr>
<tr>
<td>3.8</td>
<td>Use of a variety of question and discussion techniques and strategies</td>
</tr>
<tr>
<td>3.9</td>
<td>Appropriate pacing and the maximum use of instructional time with the ability to adjust to:</td>
</tr>
<tr>
<td></td>
<td>Class progress</td>
</tr>
<tr>
<td></td>
<td>Individual student needs</td>
</tr>
<tr>
<td>3.10</td>
<td>Clear, specific and timely feedback to students concerning their learning and behavior</td>
</tr>
<tr>
<td>3.11</td>
<td>Ability to construct and administer formal and informal assessments related to instructional objectives and state standards</td>
</tr>
<tr>
<td>3.12</td>
<td>Integration of various disciplines within the educational curriculum</td>
</tr>
</tbody>
</table>

**Goals**

Through increased engagement activities and higher order questioning/activities, you will be able to enhance and differentiate your instructional skills.
**Professionalism reflects:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Personal integrity and ethical behavior</td>
<td>□</td>
<td>Interviews</td>
</tr>
<tr>
<td>4.2</td>
<td>Prudent judgment, fairness, caution, sensitivity and tact</td>
<td>□</td>
<td>Interviews and log</td>
</tr>
<tr>
<td>4.3</td>
<td>Respect for administrative policy and building rules</td>
<td>□</td>
<td>Interviews</td>
</tr>
<tr>
<td>4.4</td>
<td>Ability to model and express correct communication skills</td>
<td>□</td>
<td>Strong written and oral communication</td>
</tr>
<tr>
<td>4.5</td>
<td>Decision-making skills based on research and developing personal educational philosophy</td>
<td>□</td>
<td>Strong educational foundation</td>
</tr>
<tr>
<td>4.6</td>
<td>Commitment to find the best and/or alternative practices</td>
<td>□</td>
<td>Committed to do her best</td>
</tr>
<tr>
<td>4.7</td>
<td>Competence in self-evaluation</td>
<td>□</td>
<td>Reflects on instruction/log</td>
</tr>
<tr>
<td>4.8</td>
<td>Compliance with school and district procedures related to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance, punctuality, dress, etc.</td>
<td>□</td>
<td>Interviews/Log</td>
</tr>
<tr>
<td></td>
<td>Prompt, consistent, thorough, and cooperative fulfillment of duties and responsibilities</td>
<td>□</td>
<td>Conscientious/professional</td>
</tr>
<tr>
<td></td>
<td>Flexibility in dealing with various school situations and conditions</td>
<td>□</td>
<td>Not easily flustered</td>
</tr>
<tr>
<td>4.9</td>
<td>Knowledge of and participation in school and/or district events</td>
<td>□</td>
<td>Interviews</td>
</tr>
<tr>
<td>4.10</td>
<td>Ethical and professional standards regarding student records and evaluative data</td>
<td>□</td>
<td>Interviews</td>
</tr>
<tr>
<td>4.11</td>
<td>Positive professional relationships</td>
<td>□</td>
<td>Interviews</td>
</tr>
<tr>
<td>4.12</td>
<td>Awareness of the Commonwealth’s requirements for continued professional development and certification</td>
<td>□</td>
<td>YCP classes</td>
</tr>
<tr>
<td>4.13</td>
<td>Commitment to the teaching profession</td>
<td>□</td>
<td>Absolutely!</td>
</tr>
</tbody>
</table>

**Goals**

You demonstrate the professional and personal traits associated with effective teachers. Continue to learn and grow professionally.

---

The signatures below indicate that the Evaluation for Student Professional Knowledge and Practice has been discussed between the persons whose signatures are affixed:

Evaluator's Signature: [Signature]
Date: [Date]

Evaluator's Name - Printed: [Name]

Student Teacher's Signature: [Signature]
Date: [Date]

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

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

Justification for Evaluation
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)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

Criteria for Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
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<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating

(Indicate ✓)

Justification for Evaluation
C**ommonwealth of Pennsylvania  DEPARTMENT OF EDUCATION  333 Market St., Harrisburg, PA  17126-0333**

---

**Student/Candidate’s Last Name**

**First**  **Middle**  **Social Security Number**

---

**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)/(2)/(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)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

---

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance</td>
<td>The candidate usually and extensively demonstrates indicators of performance</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance</td>
</tr>
</tbody>
</table>

---

**Rating**

(Indicate √)

---

**Justification for Evaluation**
**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)

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

**Category**

<table>
<thead>
<tr>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>Rating (Indicate ✓)</td>
<td>Justification for Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Justification for Evaluation**
Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating</td>
<td>(Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name

First

Middle

Social Security Number

Fourth

Grade Level

Subject(s) Taught

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 (I)(9)(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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Un satisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Unit Plans 10/28,11/3,11/11/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/Materials/Technology 10/28,11/3,11/11/24</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Classroom Observations 10/28,11/3,11/11,11/18,11/24</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Resource Documents Standards, YCP format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Materials Informal/teacher made</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information About Students 10/28,11/3,11/11,11/8,11/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common core, Teacher made unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Including IEP's)</td>
<td></td>
<td></td>
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</tbody>
</table>

Criteria for Rating

<table>
<thead>
<tr>
<th>Rating (Indicate ?)</th>
<th>Exemplary Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Un satisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Justification for Evaluation

Consistently demonstrated strong lesson planning skills. Both her detailed and block plans included the key components of lesson design. Standards were referenced and clearly aligned with her behavioral objectives. Her natural sense of organization was apparent in her ability to develop lesson plans which presented the concept in a logical sequence. She was able to incorporate higher order thinking skills and activities to effectively differentiate instruction. She utilized a variety of engagement strategies to maintain focus and enhance participation in learning. Her unit on Main Idea was exceptionally well written and developed.

PDE-430 1
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)(h)(5)(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)

- Informal Observations/Visits: 10/21, 12/4, 12/9
- Student Teacher/Candidate Interviews: 10/21, 10/28, 11/11, 11/18, 11/24
- Visual Technology
- Resources/Materials/Technology/Space
- Other Classroom Management Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate generally and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating (indicate x) | x |

Justification for Evaluation

provided a variety of activities to keep students focused, engaged, and on-task. Her directions and explanations were clear and concise. She set reasonable expectations for learning and behavior, then consistently followed through on those expectations. Routines and procedures were clearly established and practiced to allow effective transitions, minimizing interruptions to the instructional day. The learning environment was comfortable, with students who were happy and thriving in the learning environment.
Student/Candidate’s Last Name | First | Middle | Social Security Number
--- | --- | --- | ---

**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)(6)(D)(P)(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)**
- Classroom Observations10/28,11/3,11/11,11/18,11/24
- Informal Observations/Visits10/21,12/4,12/9
- Assessment Materials formal, informal, district
- Student Teacher/Candidate Interviews10/21,11/3,11/11,11/18,11/24,12/4,12/9
- Student Assignment Sheets
- Student Work10/28,11/3,11/11,11/18,11/24
- Instructional Resources/Materials/Technology
- Other (Please list books, computers, Nooks, Document proj.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>X</td>
<td></td>
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<td></td>
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</tbody>
</table>

**Justification for Evaluation**

...strong planning skills, and good approach to instruction resulted in students who were engaged and participating in meaningful activities that promoted instructional objectives. The Essential Questions were posted and referenced for the students. All activities were clearly aligned to the instructional objectives. Pacing was strong, and lessons “flowed” to facilitate student understanding. She frequently used technology to enhance learning opportunities. Her Guided Reading groups were effectively differentiated to meet the individual needs of her students. As student teaching progressed Allison continued to enhance her questioning skills and activities to engage the depth of knowledge for her fourth graders. was always prepared for instruction.
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)(6)(C)

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)

- Classroom
- Informal Observations/Visits 10/21, 12/4, 12/9
- Assessment Materials Observations, plans, mid-term, final
- Student Teacher Interviews, weekly
- Written Documentation, observations, log.

<table>
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<td>The candidate never and/or superficially demonstrates indicators of performance.</td>
<td></td>
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</tbody>
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Justification for Evaluation

Student was highly professional throughout student teaching. She was always prepared for instruction, asked in-depth questions, and took the initiative to develop strategies and materials to enhance her instructional program. When given constructive feedback, she was able to effectively translate these ideas into her teaching. She enjoyed her students, her cooperating teacher, and the school setting. She was always positive, focused, and conscientious in the performance of her professional responsibilities. She possesses the personal and professional traits associated with highly effective educators.
<table>
<thead>
<tr>
<th>Category IV - Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.</th>
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<tbody>
<tr>
<td>Alignments: 354.33. (1)(i)(I)(J)</td>
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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
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- Ability to cultivate professional relationships with school colleagues
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Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- Classroom
- Informal Observations/Visits 10/21, 12/4, 12/9
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Justification for Evaluation:

The candidate was highly professional throughout student teaching. She was always prepared for instruction, asked in-depth questions, and took the initiative to develop strategies and materials to enhance her instructional program. When given constructive feedback, she was able to effectively translate the ideas into her teaching. She enjoyed her students, her cooperating teacher, and the school setting. She was always positive, focused, and conscientious in the performance of her professional responsibilities.

Possesses the personal and professional traits associated with highly effective educators.
To Whom It May Concern,

It was my pleasure to have [Name] as my student teacher from [Date 1] to [Date 2]. She was an asset to my classroom and will be greatly missed. This classroom is a bit nontraditional in that we teach reading, Guided Reading, and three sections of math. She adapted quickly and taught with the skills of a seasoned teacher.

[Name] mature, professional nature was evident right away. She was eager to jump right in to helping students. She asked questions and worked to understand how our classroom worked. She was committed to getting to know the students. She worked to form relationships with both students, staff, and parents. She worked as a contributing part of our teaching team. She attended and shared in IST meetings, grade level meetings, parent meetings, and participated in faculty spirit days.

[Name] used the district’s curriculum maps to plan and prepare lessons that fit with our district’s specific model for teaching. She used a variety of resources such as local libraries, technology, and manipulatives in the classroom to facilitate student learning. She was also able to look at curriculum materials to plan for her daily teaching, but she was also very good at looking ahead to see where the class was going to be in the near future. This helped her to make good decisions about what to teach and when to assess.

[Name] did an excellent job using classroom management strategies to promote positive student behavior. She was able to implement the school-wide Effect Behavior plan as well as the plans for our classroom and team. She used many effective management strategies and gave appropriate consequences when necessary. She clearly stated her expectations for student work and behavior which helped the students rise to the expectations.

[Name]’s ability to instruct the students was outstanding. She was very comfortable in front of the classes from the very beginning. She used a variety of resources and teaching strategies to meet the needs of the diverse learners. She has a talent for using information about students from assessments and observation to form small groups to enrich and reteach. She used student IEPs and modified lessons to support the learning needs of those students.

[Name] presents as an experienced teacher who truly cares for the students she teaches. Your school district would be lucky to have her on staff.

Sincerely,

[Teacher’s Name]

[Teacher’s Signature], Grade [Grade], [School Name], Elementary
Student Teacher's Name:  
Semester and Year:  
Cooperating Teachers' Names:  
Grades, Schools:  

Student Teaching Evaluation Statement:

enthusiastically participated in every aspect of this student teaching semester. In her first assignment she met the challenges and demands of a second grade nontraditional classroom. She quickly adapted to this unique schedule. She taught three sessions of math daily and reading to her homeroom. She planned meaningful and appropriate activities that recognized the academic needs of her students while following the guidelines for the district's curriculum maps and their specific model for teaching. She incorporated many modes of learning into her lessons to keep students actively engaged in the learning process. The added creative elements enhanced the supplemental curriculum. During her deliveries she included effective questioning techniques to clarify student responses or key information. She provided positive and appropriate feedback that kept students engaged and motivated. After assessing the needs and abilities of her students she implemented a series of instructional strategies. She regularly collaborated with her second grade team and was accepted as a contributing member.

proved to be exceptional in a multiple Disabilities Support classroom. She included a variety of multi-sensory and hands-on activities to address the specific student needs that were related to IEP goals. She provided adaptations and accommodations so that all students were able to be successful. She was not intimidated by her students' unique qualities and enthusiastically accepted them in this nurturing environment. Her weekly units integrated a variety of disciplines into the lessons that motivated students and made learning meaningful and fun. She made an effort to incorporate current therapy goals into the daily routine. She regularly participated in data collection used for progress monitoring. During this experience she quickly learned the key words and phrases used to communicate with the non-verbal students. She was an integral member of the large classroom team and collaborated with the multiple members who provided support.

In both settings she is to be commended for her calm and patient style. Her professionalism with staff and students fostered a mutual respect that contributed to a comfortable and productive learning environment. Her self-motivation for professional growth is evidenced by her willingness not only to accept suggestions, but also in her eagerness to incorporate them into her lessons and daily routine.

would be an asset to any teaching staff. It was gratifying to observe her grow and mature into a superior student teacher. Through hard work and determination she achieved the high standards that she set for herself. She is a dedicated educator who is committed to the teaching profession. I enthusiastically recommend her for a teaching position.

Name of Evaluator:  
Title of Evaluator:  
Signature of Evaluator:  
Date:  

Student Teacher Supervisor