



**PITT-GREENSBURG**

**TEACH**

**Pre-Student Teaching and  
Student Teaching Handbook**

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**2017-2018**



## **PREFACE**

The University of Pittsburgh at Greensburg Education Department considers the student teaching experience to be one of the most important components of the teacher preparation program. During the student teaching term, candidates for teaching certification have the opportunity to work under the guidance of experienced teachers and University supervisors toward integrating their understanding of the teaching/learning process and toward demonstrating proficiency in the competencies required to teach and manage a classroom of learners. The student teaching program provides a structure for future teachers to apply the learning they have acquired over several years of study and experience, and to further develop their abilities to become reflective and exemplary educators.

We believe that a successful student teaching program must have guidelines to provide organization and continuity for the individuals involved in the program. The purpose of this handbook is to serve as a guide and a source of information for all parties participating in the student teaching program at the University of Pittsburgh at Greensburg. The handbook is divided into six sections: (1) The Scope of the Program, (2) Policies and Procedures, (3) Student Teaching Expectations, Goals, and Outcomes, (4) The Cooperating Teacher, (5) The Administrative Personnel at the Student Teaching Site, and (6) University Supervisors. The Appendices contain copies of the various forms referred to in the handbook.

This handbook was written to be specific enough to provide practical guidance to all student teaching participants while being general enough to allow flexibility within the various programs. The handbook was designed to be used by persons in both the Early Childhood and Secondary student teaching programs.

### **PITT-GREENSBURG EDUCATION DEPARTMENT MISSION STATEMENT**

(Created and accepted June 2012)

The mission of the education program at Pitt-Greensburg is to prepare highly skilled and knowledgeable secondary and early childhood teachers capable of empowering their students to master the challenges of an increasingly technological and science-driven global society.

## TABLE OF CONTENTS

Quick Reference.....	5
I. THE SCOPE OF THE STUDENT TEACHING PROGRAM	
A. Academic Program and Field Experiences Leading to Student Teaching .....	6
B. Student Teaching Terminology.....	7
C. Student Teaching Calendar .....	8
II. POLICIES AND PROCEDURES	
A. Teaching Responsibilities.....	9
B. Professional Ethics for Student Teaching.....	9
C. Requirements for Admission to Student Teaching .....	9
D. Student Teaching Placement.....	10
E. Attendance and Transportation.....	10
F. Emergency Teaching.....	11
G. Professional Appearance.....	11
H. Students with Disabilities .....	12
I. Disciplinary Action .....	12
J. Planning.....	12
K. Evaluation of Teaching.....	13
L. Grading .....	14
M. Use of Teachers' Lounge and Other Facilities.....	14
N. State Laws Concerning Liability .....	14
O. Extra-Curricular Activities .....	15
P. Injuries Incurred While Student Teaching.....	15
Q. Right to Know Law.....	15
III. STUDENT TEACHING EXPECTATIONS, GOALS, AND OUTCOMES	
A. The Student Teaching Experience.....	16
B. Beginning the Student Teaching Term .....	17
C. Teaching Responsibilities.....	19
D. Communicating with University Supervisors .....	20
E. Interpersonal Relations .....	21
F. Student Teaching Abroad.....	21
IV. THE COOPERATING TEACHER	
A. The Role of the Cooperating Teacher.....	23
B. Honorarium for Cooperating Teachers .....	27
C. Recommendations and/or Reference Letters .....	27

V. OBSERVATION PROCESS	
Daily Lesson Plan .....	29
Lesson Observation Form.....	30
Lesson Reflection .....	33
VI. ADMINISTRATIVE PERSONNEL AT THE STUDENT TEACHING SITE	
A. Orientation of Student Teachers by Principals.....	34
B. Selection and Qualifications of Cooperating Teachers .....	34
C. Principals' Relationships with University Faculty .....	34
VII. UNIVERSITY SUPERVISORS	
A. The Role of the University Supervisors.....	35
Lesson Observation.....	38
Student Teacher Lesson Reflection.....	41
Student Teacher Lesson Reflection Rubric.....	42
APPENDICES	
A. Disposition Rubrics.....	53
B. Lesson and Unit Plan Formats.....	58
C. Pre-Student Teacher and Student Teacher Candidate Report Forms.....	63
D. Evaluation Forms.....	81
E. Checklists for Cooperating Teacher, University Supervisor, and Student Teacher Candidate.....	97
F. Act 48 Information.....	104

## QUICK REFERENCE

### WHAT TO DO IN CASE OF:

<b>SITUATION:</b>	Illness, family emergency, funeral, etc.
<b>TELEPHONE:</b>	Cooperating Teacher, University supervisor, School Office
<b>SITUATION:</b>	Change in daily school schedule (for example, special assemblies or standardized testing)
<b>TELEPHONE:</b>	University supervisor immediately
<b>SITUATION:</b>	In-Service Day, Back-to-School Night, Parent Conferences, Field Trips
<b>ACTION:</b>	Attend with cooperating teacher if school permits
<b>TELEPHONE:</b>	University supervisor
<b>SITUATION:</b>	Faculty strike
<b>TELEPHONE:</b>	University supervisor
<b>SITUATION:</b>	Inclement weather
<b>ACTION:</b>	Listen to designated radio or TV reports which announce whether the school is open, closed or delayed. Confirm with cooperating teacher.

### IMPORTANT TELEPHONE NUMBERS AND EMAILS:

Coordinator of Field Experiences: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Cooperating Teacher 1: \_\_\_\_\_

Cooperating Teacher 2: \_\_\_\_\_

School Office #1: \_\_\_\_\_

School Office #2: \_\_\_\_\_

**Note:** ALWAYS check with the cooperating teacher and university supervisor regarding proper procedure and whether they wish to have students telephone them at home.

## THE SCOPE OF THE STUDENT TEACHING PROGRAM

### A. ACADEMIC PROGRAM AND FIELD EXPERIENCES LEADING TO STUDENT TEACHING

#### 1. Introduction

The Education Department of the University of Pittsburgh at Greensburg has designed its programs to meet and exceed the standards for each certification specialty area as outlined by the Pennsylvania Department of Education and by appropriate professional associations. Prior to pre-student teaching and student teaching, a candidate completes a sequence of courses designed to prepare him/her for the intensive nature of the classroom experiences required during student teaching. Many of the preparatory courses include field experiences in area classrooms. Before beginning any field experiences, a candidate must submit criminal record, child abuse background, and FBI checks as well as a negative tuberculosis tests to the Education Department.

#### 2. Freshman and Sophomore Years

During the freshman and sophomore years, pre-education majors complete the following courses related to Education: Social Foundations of Education; Developmental Psychology; Educational Psychology; Strategies and Techniques of Instruction; and Early Field Experience. In Social Foundations of Education, students participate in a field experience that includes classroom observations and reflections on those observations. Strategies and Techniques of Instruction includes a field experience with either middle school or high school students (Secondary Education) or Kindergarten through grade 4 students (Early Childhood Education) in which the pre-education majors tutor or teach small groups of students under expert supervision within one of the programs offered in collaboration with area schools. In Early Field, pre-education majors are involved in two 15-hour placements; the placements are representative of two different age groups that the Pre-Education Majors may instruct (e.g., secondary pre-education majors would be placed in one middle school placement and one high school placement; early childhood pre-education students would be placed in one K-1 classroom and one 2-4 classroom). All Education majors also take Exceptional Learners in the Classroom I (I&L 1060) during the sophomore year, which includes a 10-hour practicum.

**Note:** *The Early Childhood majors take Early Field at the beginning of the junior year.*

#### 3. Junior and Senior Years

Sophomores who meet a number of specific requirements are admitted to the upper-level education program and complete a set of courses and sequential field practicum during their junior and senior years. Each practicum is linked with specific courses for which the student is registered that term. Each practicum also has scheduled class meetings designed to guide students toward achieving effective learning from their observations and active participation in the classroom.

Early Childhood majors complete four (4) practicum experiences in three successive semesters prior to student teaching. The first of these courses is an Early Field Experience during which ECE majors complete 30 hours completed between two different placements. The second practicum links Language Arts and Mathematics Methods courses with an in-the-field Pedagogy Lab. These courses are planned by a professor and a classroom teacher in tandem so that the most effective teaching techniques are observed and the greatest amount of transfer of learning occurs.

Concurrently, the ECE majors complete 30 hours in an early childhood setting as part of the Engaging Young Learners course. The fourth course, Pre-student Teaching, occurs in the classroom in which the teacher candidate will student teach. During this course, the teacher candidate will move from observing the class to assisting the teacher so that when student teaching begins, the transition is seamless.

Secondary Education majors complete two in-depth practicum experiences during the two terms prior to student teaching (Methods and Pre-Student Teaching). The first is a set of courses linking discipline specific methods (e.g., Social Studies Methods, Math Methods, etc.) with an in-the-field pedagogy lab. These courses are planned by a professor and a classroom teacher in tandem so that the most effective teaching techniques are observed and the greatest amount of transfer of learning occurs. The second course, pre-student teaching, occurs in the classroom in which the teacher candidate will student teach. During this second course, the teacher candidate will move from observing the class to assisting the teacher so that when student teaching begins, the transition is seamless.

4. Student Teaching Term

The culminating experience for each certification program is the student teaching term wherein students earn a total of 12 academic credits for full-time participation in area classrooms under the supervision of experienced teachers and university supervisors. Students also attend a one-credit "Student Teaching Seminar" designed to further develop the transition to professional teaching. The seminar is offered after 4:00 p.m. Student teachers need to be given sufficient time at the end of the appropriate day to attend the seminar class on campus.

B. STUDENT TEACHING TERMINOLOGY

The following terms and their definitions may provide clarification, as needed, for the professional vocabulary used for the student teaching experience:

Student Teacher Candidate: The University student who is enrolled for the professional term.

Pre-Student Teaching: 60 hours of observation and participation in the same classroom where student teacher candidates will student teach.

Student Teaching Experience: A full term of guided teaching during which the student teacher candidate takes increasing responsibility for classroom/school work with a given group of learners in a cooperating school district.

Student Teaching Abroad: Students may opt to complete 7 weeks of their student teaching experience abroad. However, pre-student teaching remains the same.

Cooperating Teacher: The certified, experienced teacher of students in grades K-12 who cooperates with the University in supervising student teaching, in communicating the student teacher candidate's progress to the candidate and to the University Supervisor throughout the term, and in providing a recommended grade and evaluation for the student teacher at mid-term and the conclusion of the term.

In the secondary academic program, cooperating teachers are also responsible for scheduling the distribution of their student teacher candidate's time between their own classroom and the classrooms of other cooperating teachers, and for arranging observation and/or participation in co-curricular activities.

Student Teaching Site: A school that is not controlled or supported by the University but that provides facilities for student teaching as an established center determined by University personnel and school district administrators.

University Supervisor: The University representative who is responsible for supervising a student teacher candidate or a group of student teacher candidates, for communicating with student teachers and their cooperating teachers about the candidates' progress throughout the term, and for determining the final grade for student teacher candidates.

Director of Field Placement and Teacher Certification: The University faculty member who is responsible for coordinating all field experience work, including arrangements for student teaching, and who ensures that students follow the mandates of the Pennsylvania Department of Education. The Director of Field Placement and Certification will also verify certification through the TIMS system.

C. **STUDENT TEACHING CALENDAR**

In both the fall and spring terms, the beginning of student teaching coincides with the beginning of the University term or when the school district term begins if that occurs after the University's opening date. Student teacher candidates who student teach in the fall term are strongly encouraged to begin student teaching on the first day of the placement school's term. Student teacher candidates have the responsibility of contacting the cooperating teachers for specific beginning dates.

Student teacher candidates follow the calendar of the student teaching site in which they are placed. They are expected to participate in all planned events during the term, including open house, in-service days, departmental meetings, parent conferences, IEP meetings, and similar activities unless explicitly told not to attend by the cooperating teacher or a school administrator.

## II. POLICIES AND PROCEDURES

### A. TEACHING RESPONSIBILITIES

The first obligation of the student teacher candidate is to fulfill as effectively as possible every role of the teacher. The student is urged to participate as fully as possible in the activities of the host school including after-school activities. Student teaching is the culminating activity of the Teacher Education Program and is a full-time responsibility. The student teacher candidate's actions impact, not only upon the candidate, but also upon the pupils, the cooperating teacher, the cooperating school, and Pitt-Greensburg. **Therefore, the student teaching experience must take precedence over all other commitments.**

### B. PROFESSIONAL ETHICS FOR STUDENT TEACHING

Student teachers serve as representatives of Pitt-Greensburg. The Education Department is committed to maintaining positive relationships with area school districts. Therefore, student teacher candidates are expected to act as ambassadors for Pitt-Greensburg and conduct and perform in a way that will not only demonstrate exemplary skills, but also attest to the quality of the University.

The following professional ethics policies apply to student teaching as well as to all types of pre-student teaching field experiences. Students who violate any of these policies may be asked to withdraw from student teaching, and they may be ineligible for application for certification.

- University students are eligible to participate in student teaching only after they have submitted updated copies of background clearances (Criminal, Child Abuse, FBI and TB) to the Education Department.
- Student teachers must maintain the confidentiality of any privileged, sensitive, and/or confidential information gained directly from a member of the school staff or indirectly through any other means.
- Student teachers may not make critical mention of the name of any student, teacher, administrator, or other staff member in class discussions or in any other venue.
- Student teachers may not use the name of any school student in any written assignment.
- Student teachers are required to follow the absence and punctuality policy included within this Student Teaching Handbook.
- Student teachers must promptly return any materials that belong to their cooperating teachers or to the school.
- Student teachers must follow the Department's "Recommendations for Professional Appearance for the Observation Experience, Directed Tutoring, Pre-Student Teaching Practicum, and Student Teaching," included within this Student Teaching Handbook.
- Students must be rated as proficient on the Pitt-Greensburg Disposition Rubric (see Appendix A)

### C. REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

As specified in more detail in the Education Department Handbook, Pitt-Greensburg students must meet the following requirements before being permitted to pre-student teach and student teach:

- (1) Submission of student teaching application by stated deadline
- (2) Successful completion of all selected courses with minimum B- grades
- (3) Successful completion of all required methods courses and field experience courses
- (4) Completion of 75% specialty area courses (Secondary Education only)
- (5) Completion of a minimum of 90 credits
- (6) Cumulative QPA of at least 3.000

- (7) QPA in the Major of at least 2.750
- (8) Submission of current PA Background Clearance, Child Abuse Clearance, Federal Criminal History Record(FBI), and Mandated Reporter Training and TB test results
- (9) Passing score on the Education Department oral language screening
- (10) Demonstration of positive performance in pre-student teaching academic and field experiences
- (11) Pass all three modules of the Basic Skills Assessment

#### D. STUDENT TEACHING PLACEMENT

Each term, the Director of Field Placement and Teacher Certification arranges for student teaching placements in area schools after consultation with University supervisors and/or other Education Department faculty.

In the initial contact, the schools receive information about the dates of the student teaching term and the number and types of placements desired in those schools. Cooperating teachers are selected within the schools based on the criteria outlined in Part V of this handbook. Careful professional judgment is exercised in the placement of student teachers.

Student teachers complete either one 15-week student teaching placement or two placements (7 and 8 weeks) if student teaching abroad. Students pursuing more than one area of certification may be placed in more than one classroom; they also may be required to extend the length of their student teaching term.

The Education Department determines all student teaching sites; students are not granted permission to student teach in a site that has not been established by the University. Student teachers generally are not assigned to the school district from which they graduated nor are they assigned to a district where they have relatives employed or children attending the school.

#### E. ATTENDANCE AND TRANSPORTATION ABSENCES

The student teacher candidate is responsible for the full teaching day. Each candidate reports to the school when the cooperating teacher is required to report and is to remain until the end of the scheduled day (the same schedule as the cooperating teacher). Because of the value of this professional experience, student teacher candidates are encouraged to attend parent-teacher conferences, workshops, faculty meetings, and other professional activities if permitted by the building administration. Any variation in the schedule must be agreed upon by the cooperating teacher, the school, and the university supervisor.

In addition, each candidate is required to attend a professional seminar which is conducted concurrently with pre-student teaching and student teaching. The seminar is conducted by a university professor or supervisor and is designed to consider practical problems encountered while teaching and to guide students through the process of gaining certification. Attendance and participation in the seminar is a factor in the candidate's final grade for student teaching. An absence from seminar not cleared previously with the University supervisor will be considered as one full-day of absence from the two days which the student teacher candidate is permitted to be absent during the student teaching experience.

Student teacher candidates are permitted two days of absence for the entire semester. These absences may be used for illness or emergencies. In the case of an absence, student teacher candidates must notify the cooperating teacher, the school office, and the university supervisor of the impending absence as soon as it becomes apparent that an absence will be necessary. The university supervisor and cooperating teacher will keep a record of the date and the reason for each absence.

Absence for reasons other than illness or emergencies must be approved in advance by the university supervisor in collaboration with the cooperating teacher. During the student teaching term, student teacher candidates are permitted up to two additional absences for professional purposes such as participation in job fairs, scheduled interviews, competency exams, and similar types of events without having those two days added to the student teaching term. It is not permitted, however, to take these two days' absence for personal reasons; missed days must be documented.

**ALL ABSENCES FROM STUDENT TEACHING IN EXCESS OF TWO DAYS (up to four if two additional days are used for professional purposes) MUST BE MADE-UP BY THE STUDENT TEACHER CANDIDATE AT THE END OF THE 15-WEEK UNIVERSITY TERM.** Arrangements for such make-up days must be made with the university supervisor and the cooperating teacher. Student teaching grades and credits will be withheld until the makeup arrangement is fulfilled.

#### PUNCTUALITY

Student teacher candidates are expected to observe the same rules regarding punctuality which apply to cooperating teachers. The cooperating teacher and university supervisor will keep a record of lateness. It is the responsibility of the student teacher candidate to report lateness to the university supervisor.

The cooperating teacher should report any lateness to the University Supervisor.

#### CALENDAR AND VACATIONS

Student teacher candidates follow the calendar of the host school to which they are assigned.

#### TRANSPORTATION

Student teacher candidates are responsible for arranging transportation to and from the assigned school.

Student teacher candidates must not transport school pupils in any vehicle for any reason. This stipulation includes field trips and other activities.

#### F. EMERGENCY TEACHING

In cases where cooperating teachers need to leave their classrooms for a brief period of time, student teachers may assume responsibility for continuing the pupils' educational program.

Nevertheless, student teachers may not be used as substitute teachers. The school district must provide approved substitute teachers in the event of cooperating teachers' absences from school. In situations where cooperating teachers receive a request to take charge of classroom due to an emergency, student teachers may only assume responsibility for the cooperating teachers' classrooms if supervised by another approved teacher or substitute teacher. Nevertheless, in all situations, professional teachers are responsible for students in the classrooms.

#### G. PROFESSIONAL APPEARANCE

The faculty members of the Education Department offer the recommendations for professional appearance listed below. Student teacher candidates need to be aware that clothing considered appropriate and "stylish" for social events may not always be appropriate in school settings where professional dress styles are expected. In the student teaching site, candidates are invited guests and representatives of the Education Department. Through their dress and behavior, they are expected to convey a sense of dignity and respect for themselves and for all others in the school.

1. Professional personnel are clean and well-groomed with hairstyles that do not cause a disruption to the educational process.
2. Appropriate dress may include the following: dress shirts, ties, clean dress shoes, sport jackets and blazers, dress pants, dresses, pant suits, skirts, blouses, and sweaters. Appropriate dress would **exclude** jeans, sweatshirts, sneakers, T-shirts, and tank tops.
3. For all schools, professional attire excludes clothing that is excessively tight or revealing, bare midriffs, yoga pants or excessively short skirts.
4. Some schools object to jewelry that is worn in excessive amounts, that impedes diction (e.g., tongue piercing), that distracts students by the noise that it makes or by its placement (e.g., eyebrow piercing), or that causes a disruption to the educational process in any other way.
5. Most schools object to visible tattoos. Student teacher candidates who have tattoos are advised to make them as unobtrusive as possible.

#### H. STUDENTS WITH DISABILITIES

Candidates with disabilities who require academic or environmental accommodations should notify both the Director of Learning Resources Center and the Director of Field Placement and Teacher Certification prior to or during the student teaching application period. Students will be expected to provide the Director of Learning Resources Center with appropriate documentation of their disabilities.

The Education Department will make every effort to provide reasonable and appropriate accommodations for students with disabilities during their student teaching experience. Whether the disability can be accommodated in a student teaching situation will depend on the nature of the disability, as inherent in the role of the teacher is the ability to adequately manage an entire classroom, to control off-task behavior, and to react quickly and appropriately to students' actions and questions. All student teacher candidates must demonstrate that they can perform acts of instruction and classroom management both reflectively and spontaneously in a satisfactory manner.

#### I. DISCIPLINARY ACTION

Cooperating teachers and principals who believe a student teacher candidate has behaved in an inappropriate manner should contact the university supervisor immediately. The University's Dispositions Policy will be utilized to address the concern. The supervisor in conjunction with the Director of Field Placement and Certification, will assist the cooperating teacher and principal in addressing the matter and will coordinate any disciplinary action which is taken against the student teacher candidate either by university or school district officials.

#### J. PLANNING

##### 1. Lesson Planning

Student teachers are required to write formal lesson plans throughout the entire student teaching experience unless otherwise directed by the university supervisor. Appendix B contains a sample lesson plan format to which students have been introduced. Cooperating teachers may prefer to have student teachers use the school district's format if it is comparable.

Student teacher candidates are expected to plan teaching assignments carefully and to submit those plans to their cooperating teacher *at least* 24 hours in advance for guidance and approval. If the cooperating teacher asks for the plans earlier, student teacher candidates are expected to honor that request. Student teacher candidates should not be permitted to assume responsibility for a class until their cooperating teachers have approved the student teacher's plans. Failure to comply may result in: (1) not teaching that lesson, (2) lower grade for student teaching, and (3) report to University Supervisor

## 2. Unit Planning

Depending on the expectations of the university supervisor and/or the cooperating teacher, student teachers may be expected to plan and implement at least one complete teaching unit. (See sample format in Appendix B) Prior to writing the full unit, student teachers are expected to submit a unit overview of their ideas for the approval of their cooperating teacher. The length of a unit may vary with the subject and grade level. Since unit planning involves a considerable level of responsibility, candidates are encouraged to seek and accept the guidance and supervision of their cooperating teacher so that the best interests of the students and the school's program can be served. The student teacher candidate will submit the CAMA chart to the University Supervisor.

## K. EVALUATION OF TEACHING

### 1. Evaluation by the Cooperating Teacher

#### (a) Formative Evaluation

A Cooperating Teacher should provide written feedback frequently for a student teacher candidate; for example, after significant teaching experiences or at the conclusion of other important assignments. Written feedback (1) allows a student teacher to reread the cooperating teacher's comments for further reflection, (2) assists university supervisors in assessing the progress made by a student teacher candidate between the supervisor's visits, and (3) provides documentation of the candidate's work. The comments can be used as the basis of daily or frequent conferences between a student teacher candidate and the cooperating teacher. Feedback generally includes areas of strength and suggestions for improvement. As the student teacher candidate progresses, reflective questions can replace more directive comments to help develop the important skill of self-evaluation.

There are several effective ways for a cooperating teacher to provide written evaluations of the student teacher candidate's instructional abilities. Many cooperating teachers prefer using an interactive journal wherein they comment on candidate's lessons and other topics needing discussion, and candidates respond to those comments. Some cooperating teachers use the forms found in Appendix C entitled "Student Teacher Analysis" and "Student Teacher Weekly Observation/Evaluation Checklist." Other teachers prefer attaching to the student teacher candidates' plans post-it notes or a sheet of paper with comments on the lesson.

In addition to ongoing types of formative evaluation, cooperating teachers are expected to complete the "Student Teaching Performance Rating Scale (STPRS)," found in Appendix D, at the midpoint (week 6-7) of the student teaching experience as well as at the end of the experience. Space has been provided on the back of the form for a descriptive analysis of the student teacher's performance. The results are to be used at the midpoint for an in-depth conference emphasizing areas of strength and those areas needing more improvement.

#### (b) Summative Evaluation

At the conclusion of the student teaching placement, cooperating teachers provide summative evaluations of overall performance using the same "Student Teaching Performance Rating Scale" (Appendix D) by which the candidate's midpoint and final progress is evaluated. As with the midpoint evaluation, a cooperating teacher is to write a descriptive analysis of a student teacher candidate's instructional and professional competencies on the back of the evaluation form or on a separate sheet of paper.

## 2. Evaluation by the University Supervisor

Throughout the student teaching term, a student teacher candidate will have lessons observed on four or more occasions by the university supervisors. Supervisors complete typed evaluations of the observed lessons using one of the forms in Appendix D or some adaptation of those forms. The evaluations are used as the basis for conferences held between university supervisors and student teachers. Copies of the typed evaluations are provided to student teachers, cooperating teachers, and Director of Field Placement and Certification. Additional evaluations required by the Pennsylvania Department of Education are completed by the university supervisors at the midpoint and the final point of the student teaching semester. A copy of the PDE evaluation form (PDE 430) is provided in Appendix D along with the university supervisors' formative evaluation forms.

### L. GRADING

A candidate's final student teaching grade is determined by his/her effectiveness in the classroom.

The final grade for student teaching is the responsibility of the university supervisor after consultation with the cooperating teacher. Grading decisions are based on supervisors' observations of students' work throughout the term, ongoing consultations with cooperating teachers, and written evaluations and grade recommendations submitted by cooperating teachers.

To be eligible for a Pennsylvania Teaching Certificate, the student teacher candidate must receive at least an academic grade of "C" for the student teaching assignment(s). Candidates are evaluated on the PDE430 by using the Student Teaching Performance Rating Scale (STPRS). See Appendix D.

The following rubric will be used for determining the final grade:

- A grade of "A" indicates that the candidate has consistently and thoroughly demonstrated the criteria shown in PDE430.
- A grade of "B" indicates that the candidate usually and extensively demonstrated the criteria shown in PDE430.
- A grade of "C" indicates that the candidate sometimes and adequately demonstrated the criteria shown in PDE430.
- A grade below "C" indicates that the candidate rarely or never and inappropriately or superficially demonstrated criteria shown in PDE430.

### M. USE OF TEACHERS' ROOMS AND OTHER FACILITIES

Student teacher candidates are advised to ask their cooperating teachers and/or principal about using the Teachers' Lounge and other facilities or equipment; for example, when it is appropriate to use the copy machine.

### N. STATE LAWS CONCERNING LIABILITY

Teachers and student teacher candidates have been held legally liable by the Pennsylvania courts for the behavior of pupils under their direction. If a pupil is injured because of the negligence of either a teacher or student teacher candidate, that person can be held legally responsible. For this reason, it is highly advisable for the student teacher candidate to be protected by liability insurance. Such insurance is highly recommended and available through membership in the Student Pennsylvania State Education Association (SPSEA)/National Education Association (NEA) or through an insurance company.

O. EXTRA-CURRICULAR ACTIVITIES

The extra-curricular program at each school site offers an excellent opportunity for a student teacher candidate to gain needed professional experience in planning and directing an educational program. Student teacher candidates are encouraged to assist with coaching, clubs, and other extra-curricular programs as long as the activities do not interfere with the student's teaching responsibilities. The student teacher candidate should discuss any question of compensation with the university supervisor. Student teacher candidates should not be assigned to lunch, hall or bus duty, study halls, or supervision of a field trip without the presence of the cooperating teacher.

P. INJURIES INCURRED WHILE STUDENT TEACHING

Student teacher candidates are encouraged to maintain a health insurance program in case of an injury suffered while participating in the student teaching experience. Student insurance plans are available through the University's Health Center. If a student teacher candidate incurs an injury while performing the duties of a student teacher, The University of Pittsburgh will not accept responsibility for the medical care required to treat the injury. The school district to which the student teacher candidate is assigned may or may not accept responsibility.

Q. RIGHT TO KNOW LAW

Public Law 93-380, also known as the "Students' Right to Know Law" and "Senator James Buckley's Amendment" gives students in post-high school institutions "the right to inspect and review any and all official records, files, and data directly related to them."

To comply with the federal law, each university supervisor will show and discuss with each student teacher candidate the student's completed PDE 430 evaluation instrument and the STPRS at midterm and endpoint. Each cooperating teacher should also show and discuss with each student teacher candidate the candidate's completed evaluation form at the end of each student teaching assignment.

### III. STUDENT TEACHING EXPECTATIONS, GOALS, AND OUTCOMES

#### A. THE STUDENT TEACHING EXPERIENCE

##### 1. The Scope of the Student Teaching Experience

The student teaching experience provides an opportunity for Education students to obtain practical experience with classrooms of learners under the guidance of experienced and competent school and university personnel. The student teacher candidate should assume a series of gradually more challenging tasks. The student teacher candidate should:

- Begin with observations. (Pre-Student Teaching)
- Continue with assisting the cooperating teacher or department/grade level members with small tasks such as tutoring or teaching small groups. (Pre-Student Teaching)
- Progress to responsibility for instructing one or more subjects/classes. (Student Teaching)
- Proceed to full responsibility for instructing the class/schedule (Student Teaching)

Progress in the assignment of new tasks will depend upon the readiness of the student teacher candidate and the needs of the pupils. The cooperating teacher should give consideration to the student teacher candidate's satisfactory completion of tasks at each stage. The student teacher candidate is expected to participate in all aspects of teaching, including but not limited to attending faculty meetings and parent conferences, reviewing homework, and administering assessments.

In addition to classroom and school building responsibilities, student teachers will be required to attend and successfully complete the Student Teaching Seminar, a one-credit course which convenes after 4:00 p.m.

##### 2. Employment / Extracurricular Activities During Student Teaching

Student teaching is a full-time, challenging responsibility. Students need to devote all of their energies to the student teaching duties. Candidates will be held accountable for demonstrating an exemplary level of performance for all instructional and other responsibilities to which they are assigned. Past experiences have indicated that employment and/or active participation in numerous extracurricular activities jeopardizes candidates' classroom performance. Student teacher candidates are strongly discouraged from maintaining part-time or full-time employment. Students also should limit their participation in extracurricular activities to those for which they have a serious obligation.

##### 3. Student Teaching Sites

All school districts utilized for student teaching experiences have been approved by The University of Pittsburgh at Greensburg. Each student teaching placement is continuously evaluated, and university faculty investigates new situations in order to provide optimum and diverse opportunities for each candidate. The successful outcome of the experience is dependent upon the positive relationships between the student teacher candidate, the cooperating teacher, and the university supervisor.

The basic roles and responsibilities are as follows:

#### COOPERATING TEACHER:

- Provides opportunities for the student to observe effective teaching styles, processes, and procedures through the use of current materials and strategies.

- Assists the student teacher candidate in assimilating experiences into appropriately structured teaching-learning strategies and procedures, i.e., long/short range planning and subsequent instruction.
- Evaluates student teaching experiences at the end of each day and provides feedback, promoting continuing improvement.
- Develops within the student teacher candidate an awareness of classroom management skills, professional responsibilities, and faculty/administration rapport.
- Completes a recommendation (STPRS) for each student teacher candidate to be submitted to the university supervisor two times during the Student Teaching semester.

#### UNIVERSITY SUPERVISOR:

- Observes each student teacher candidate a minimum of four times per semester.
- Evaluates each observation and confers with the student teacher candidate and the cooperating teacher.
- Assigns the final grade in consultation with the cooperating teacher.
- Completes a letter of recommendation for each student teacher candidate.
- Completes PDE430 for each student teacher candidate at midterm (week 6-7) and final. Discuss results with student teacher candidate and provide a copy to Director of Field Placement and Certification.

#### STUDENT TEACHER CANDIDATE:

- Observes classroom teaching strategies, techniques, procedures, student behaviors, and classroom management skills of the cooperating teacher and other faculty members within the school.
- Instructs assigned classes.
- Presents an appropriate lesson plan to the cooperating teacher for each assigned teaching situation 24 hours prior to the actual instructional period.
- Evaluates pupil responses to the above activities.
- Complies with the Acceptable Use of Technology Policy established by the school district.

#### DIRECTOR OF FIELD PLACEMENT AND CERTIFICATION

- Intercedes in conflicts among cooperating teachers, university supervisors, and teacher candidate.
- Collects and maintains records for the University
- Coordinates student teaching placements

### B. BEGINNING THE PRE-STUDENT TEACHING/STUDENT TEACHING TERM

#### 1. Initial Meeting with the Cooperating Teacher

After pre-student teaching/student teaching assignments have been made, a student teacher candidate is expected to contact and meet the cooperating teacher. This initial meeting at the student teaching site also provides an opportunity for a student teacher candidate to meet the principal of the school. A student teacher candidate is advised to dress appropriately for this occasion. Depending on availability of materials at this initial meeting, the student teacher candidate might obtain available copies of teachers' manuals and other materials that will be used on a regular basis during the student teaching experience. It is the responsibility of the student teacher to return all books and materials in satisfactory condition at the end of the student teaching placement in a given school.

In the initial meeting, a candidate generally is informed about the teaching duties and other responsibilities during the placement and is given relevant information about the school and the students. Students are advised to demonstrate initiative, enthusiasm, and willingness to learn, and to work diligently with the cooperating teacher and other personnel at the student teaching site.

2. Pre-Student Teaching

Each student teaching experience is unique. Pre-student teaching responsibilities will vary among student teachers depending upon instructional abilities and certification programs, cooperating teachers and student teaching sites, and university supervisors. The first weeks of the pre-student teaching experience will be primarily a period of orientation and observation; however, some class participation/assistance may occur at the discretion of the cooperating teacher. A list of suggested activities for the pre-student teaching period follows.

- (a) A student teaching candidate who teaches in the fall may be invited to participate in the in-service meetings that occur before the commencement of the school year.
- (b) A student teaching candidate should volunteer to do things and to make the commitment to perform those activities to the best of his/her ability. The pre-student teaching period is an important time for earning the trust of the cooperating teachers who will be turning over their classrooms to the student teacher.
- (c) A student teaching candidate should read the policy manual and other information about the student teaching site to become knowledgeable about the philosophy of the school, the general objectives of instruction for the district, and the community background of the pupils.
- (d) A student teaching candidate will benefit from establishing a good relationship with the cooperating teacher and discuss problems that arise during their pre-student teaching period in a professional and timely manner.
- (e) A student teaching candidate should meet other faculty and staff members at the school including the secretary, nurse, guidance counselor, maintenance staff, and others, as appropriate.
- (f) A student teaching candidate should observe the teaching techniques and classroom procedures of the cooperating teacher, paying particular attention to procedures for managing homework papers, tests, quizzes, and other student work.
- (g) A student teaching candidate will gain valuable information from observing teachers other than their cooperating teacher. These teachers may teach the same grade/subject as the cooperating teacher or they may teach subjects different from the student teacher candidate's area of certification.
- (h) A student teaching candidate should learn the names of all students by obtaining a copy of the classroom seating charts or by making a seating chart.
- (i) A student teaching candidate should learn the routines of record maintenance such as taking attendance, recording names of students who are tardy, keeping track of different time/bell schedules, and recording grades.

- (j) A student teaching candidate should learn about the school's emergency care procedures, fire drill procedures, and other procedures deemed relevant by the cooperating teacher and/or the university supervisor.
- (k) A student teaching candidate should discuss with the cooperating teacher pupils with Individualized Educational Programs (IEPs).
- (l) A student teaching candidate should become acquainted with the textbook(s), reference books, course outlines, and other instructional materials used by the cooperating teacher.
- (m) A student teaching candidate should become familiar with resources in the library, audio-visual department, and computer/technology resource room.
- (n) In many situations, pre-student teachers may begin assisting teachers by grading papers, creating bulletin boards, tutoring individuals/small groups, etc. early in pre-student teaching.

**NOTE:** *Student teaching candidate are still expected to meet their obligations for University coursework while pre-student teaching.*

#### C. TEACHING RESPONSIBILITIES

##### 1. Teaching Schedule

Soon after the student teaching period begins, cooperating teachers will give their student teachers regular teaching assignments. Policies for planning these assignments are explained in section II, "Policies and Procedures." Most cooperating teachers continue to add to these first assignments on a gradual basis leading to the student teacher candidates' assumption of full-time teaching and full-time management of other classroom responsibilities. It is important for student teaching candidates to know the tentative schedule that the cooperating teachers have planned for the student teacher candidate's assumption of all teaching responsibilities. The actual schedule of teaching assignments that is followed, however, will depend on a candidate's demonstration of the readiness to assume each new responsibility.

##### 2. Student Teaching Responsibilities

- Assuming full responsibility for the class/schedule for a period of time to which the cooperating teacher and university supervisor agree.
- Observing at least two other teachers during the semester. These teachers should represent a variety of curricular areas and styles of teaching. (Pre-Student Teaching)
- Writing daily lesson plans for all lessons taught.
- Attending all seminars required by the Director of Field Placement and Certification.
- Creating two visual displays (e.g., bulletin boards, showcases, or a learning center) in a classroom or elsewhere in the school. These displays should be instructional in nature/or a display of the pupils' projects, etc. and must be approved by the cooperating teacher. (Pre-Student Teaching)
- Using educational technology either alone or in conjunction with the cooperating teacher.

3. Varied Responsibilities

The student teaching experience introduces a student teacher candidate to the variety of tasks required of teachers. A candidate should use every opportunity to observe and participate in all the activities associated with teaching. In order to develop competency in all school tasks, a student teacher candidate ordinarily will be expected to become proficient at performing such activities as the following:

- (a) Taking attendance, collecting lunch money, recording and maintaining information on pupil records and report cards, and similar clerical duties.
- (b) Preparing tests, quizzes, rubrics, and other student assignments, and using these instruments to assess student development and report academic progress.
- (c) Working with pupils who need special attention.
- (d) Designing seating charts, organizing classroom seating arrangements, and managing other homeroom activities.
- (e) Accepting responsibility for bulletin boards and displays.
- (f) Preparing multimedia materials.
- (g) Arranging and chaperoning field trips.
- (h) Gathering materials for instructional purposes.
- (i) Using the library effectively.
- (j) Using community resources effectively.
- (k) Participating in the supervision of study halls, playgrounds, and cafeterias.

In addition to performing teaching activities, a student teacher candidate will want to become familiar with the total educational program of the school. A candidate will find it beneficial to participate in homeroom programs, co-curricular activities of various kinds, dances, assembly programs, opening exercises, PTA meetings, health services, and guidance services. Arrangements for observing and participating in these various educational experiences should be made with the cooperating teacher.

D. COMMUNICATION WITH UNIVERSITY SUPERVIORS

Communication with University Supervisor via Email

Weekly - Each week throughout the term, a student teacher candidate is expected to prepare the "Student Teacher's Time Report" (Appendix C) indicating activities of the week. An accurate and complete final report (15th weekly report), a compilation of all the former time reports, is to be submitted to the Director of Field Placement and Certification.

Monthly - Student teachers inform their university supervisors monthly and in advance about their teaching schedules and other events at the school so that supervisors know when it will be most beneficial to visit student teachers. The student teaching candidate must submit a copy of the form entitled "Student Teaching Prospective Schedule and Monthly Schedule" (Appendix C) as electronic mail attachments to the University Supervisor. Any changes to the schedule must be reported to the University Supervisor.

## E. INTERPERSONAL RELATIONS

### 1. Relationships with the Cooperating Teacher

It is necessary for student teacher candidates to work closely with cooperating teachers who wish to assist and guide student teaching candidates' preparation for teaching assignments. While class work during student teaching is a joint responsibility, cooperating teachers are the individuals who are ultimately responsible for the academic progress of the pupils. Close, professional collaboration between cooperating teachers and student teacher candidates is crucial to best serve the interests of the pupils in the classroom.

As guests in the cooperating teacher's classroom, a student teacher candidate needs to be consistent in upholding and maintaining the cooperating teacher and school policies. It is important for student teaching candidates to develop a style of teaching and managing a classroom, but the ideas and methods must be approved by the cooperating teacher before implementing.

### 2. Relationships with Pupils

A student teacher candidate will need to maintain a friendly, but objective attitude toward pupils. Interest in pupils and their problems and needs is an important mark of the effective teacher. The developing relationship between a student teacher candidate and pupils, however, should be professional, with a candidate remembering that he/she is responsible for everything that occurs in the classroom when in charge of the classroom.

### 3. Relationships with Faculty and Staff Members

A student teacher candidate needs to meet and interact with as many of the faculty and staff members as possible at the student teaching site. Professional acquaintances and contacts, as well as informal associations, are important as candidates make the transition from the role of student to the role of teacher.

## F. STUDENT TEACHING ABROAD

Student teacher candidates who are eligible for student teaching may opt to complete half of their student teaching abroad. In this case, the entire pre-student teaching and subsequent eight weeks of student teaching would be completed in the classroom of the US-based placement. The other seven weeks would occur abroad (e.g., New Zealand).

Corresponding to the Pennsylvania Department of Education's standards, all supervising teachers in the student teaching abroad program will be trained in their field, be certified in the area that the student teacher is pursuing, will have taught for a minimum of three years, and will be recommended as a highly qualified teacher. Pitt-Greensburg student teachers participating in this program will be assessed in the same manner as our current program. The *PDE 430 form* will be used to document all observations. In addition, the cooperating teacher will complete formative and summative evaluation forms provided in the Student Teaching Handbook. *All evaluation forms apply to both domestic student teaching and student teaching abroad.*

Likewise, all student teacher candidates will attend weekly seminar sessions to reflect on their teaching practices. To this end, candidates will attend the Professional Seminar class on the Pitt-Greensburg campus while student teaching in the US and will attend a similar seminar while student teaching abroad. Candidates are expected to compile a portfolio to present upon completion of the education program; one requirement is detailed reflection on all field experiences. Candidates participating in the student teaching abroad programs will also be required to keep a student teaching file, complete with reflections.

The cost for the student teaching abroad program is not included as part of the regular student teaching. The cost for student teaching abroad is slightly more than the traditional student teaching program. However, every effort has been made to keep the costs as low as possible. Please see Dr. Melissa Marks (FACH 232) for information regarding the costs and other specifics of this student teaching alternative.

## IV. THE COOPERATING TEACHER

**Note:** In addition to reading this section of the handbook, cooperating teachers will want to carefully read section II, "Policies and Procedures."

### A. THE ROLE OF THE COOPERATING TEACHER

Cooperating teachers are among the most influential persons in the student teaching program. Although university supervisors provide a link with the University for cooperating teachers and student teachers, cooperating teachers are in the unique situation of consistently observing student teachers in every aspect of their development as professional educators. The planning cooperating teachers do for student teachers' learning, and the guidance cooperating teachers offer on a daily basis are essential sources of development for student teachers throughout the term.

The following section includes effective practices for working with and evaluating student teachers as suggested by experienced cooperating teachers. Statements for educational practices will need to be considered in light of different school situations and modified as necessary. A basic assumption underlying the guidelines is that the welfare of individual pupils and the class as a whole is paramount. It is the responsibility of cooperating teachers to assess the appropriateness of various suggestions and to refuse permission for student teachers to engage in activities or practices that are judged as operating against the progress of an individual, a group, or a school's philosophy or objectives. Questions about any of the guidelines or policies can be directed to the university supervisors or to the Director of Field Placement and Teacher Certification.

### **SUGGESTIONS TO ASSIST IN PLANNING FOR THE STUDENT TEACHING EXPERIENCE AND FOR WORKING WITH A STUDENT TEACHER CANDIDATE**

Before the student teacher candidate arrives:

- Inform the students and parents and encourage pupils to look upon the student teacher candidate as a member of the teaching team.
- Collect materials and textbooks for the student teacher candidate to use. Please feel free to give the student teacher candidate materials to prepare for the assignment.
- Set aside and dedicate desk and work space for the student teacher candidate, if possible.
- Specify certain basic teaching responsibilities for the student teacher candidate.
- Make a copy of the class schedule for the student teacher candidate.
- Verify the candidate's arrival with the principal.
- Duplicate copies of class list, seating charts and the school calendar.

#### During the first week (Pre-Student Teaching):

- Orient the student teacher candidate to the school, appropriate school and district personnel, support services, students, and community.
- Share school rules, regulations, policies, the faculty handbook and calendar, including Emergency Plan of Operation.
- Discuss expectations for the student teacher candidate regarding:
  - confidentiality;
  - working hours;
  - reporting times;
  - procedures to follow in case of illness;
  - personal property;
  - procurement of supplies; and,
  - other general responsibilities.
- Explain your method of classroom or laboratory management and discipline.
- Review the school district's discipline policy.
- Assist in arranging opportunities for the student teacher candidate to observe other teachers.
- Give the student teacher candidate informal opportunities to adjust to being in front of the class.
- Explain your methods of assessment, record keeping, and communication to parents.
- Help the student teacher candidate become familiar with the location, operation, and procedure for using various pieces of instructional equipment.
- Provide opportunities for the student teacher candidate to work with individual students.
- Share curriculum and review future educational goals.
- Provide daily feedback regarding the student teacher candidate's performance.
- Confer with the pre-student teacher candidate on days of attendance daily.

#### During the second or third weeks to end of experience (Pre-Student Teaching):

- Discuss the developmental characteristics of the age group currently being served.
- Discuss unique characteristics of individual students that directly affect their learning.
- Permit the student teacher candidate to accept more teaching responsibilities (small group or individual).
- Check lesson plans prior to utilization the student teacher candidate is asked to present two lessons during pre-student teaching.
- Provide the student teacher candidate with opportunities to observe and to be involved in parent conferences.
- Alert the principal and the Director of Field Placement and Certification immediately if significant problem areas emerge.
- Provide frequent written and oral feedback to the student teacher candidate.
- Confer with the pre-student teacher candidate on days of attendance daily.
- Collect lesson plans at least 48-hours in advance and provide feedback at least 24 hours in advance prior to lesson being taught.

#### Student Teaching:

- Promote self-evaluation of lessons by the student teacher candidate thereby helping him/her to develop a perception of his/her strengths and weaknesses.
- Give the student teacher candidate an opportunity to accept full responsibility for the class/schedule.
- Encourage increasingly independent lesson plan development.
- Continue informal daily evaluations which commend strengths.

- Assist the student teacher candidate in developing the skills to analyze his/her own teaching.
- Permit the student teacher freedom to try his/her own ideas and techniques.
- Demonstrate techniques to help the student teacher candidate remediate weaknesses.
- Submit your midterm (week 6-7) and final evaluations (STPRS) to the University Supervisor.

## **GUIDELINES FOR COOPERATING TEACHERS**

### Qualifications:

A cooperating teacher must be an experienced teacher with the following specific qualifications:

- Be willing to serve as a cooperating teacher and to provide the necessary time to plan and evaluate the student teacher candidate's performance.
- Hold a Pennsylvania Instructional Certificate in the same field as the one for which the student teacher candidate is completing the requirements.
- Have a minimum of three years of successful teaching experience in the schools, with at least one year in the current school district.
- Have a regular, full time teaching schedule.
- Be recommended by the district/school administration.

### Role and Responsibilities

The role of cooperating teachers is critical in the professional growth of student teacher candidates. The cooperating teachers become mentors who guide the growth and transition of student teacher candidates from student to professional. As such, cooperating teachers act as a trusted guide, teacher, sponsor, host, counselor, supporter, advisor, coach, boss, confidant, encourager, and consultant.

### Participation by Student Teacher Candidates

Delegate certain routine but essential responsibilities to the student teacher candidate at the onset of the experience. Assign small group instruction or short teaching tasks such as opening exercises, parts of lessons, spelling tests, etc.

### Instructional Planning by Student Teacher Candidates

Collect student's lesson plan before it is taught. Provide feedback no less than 24 hours prior to lesson delivery. Effective teaching necessitates good planning. Pitt-Greensburg trains all candidates to create lesson plans utilizing a lesson plan form contained in this manual. Review the student teacher candidate's lesson plan for each lesson before it is taught so that suggestions may be made and incorporated. No lesson should be taught until a complete lesson plan is presented.

### Classroom Teaching by Student Teacher Candidates

- Assign a major responsibility for one or two lessons, for a unit or for a period of time. As the student teacher candidate demonstrates his/her readiness, you may assign additional lessons.
- Provide experiences with groups of students with varying abilities.
- Make clear to the student teacher candidate, and indirectly to the pupils, the level of authority and responsibility which is being assigned to the student teacher candidate.
- Provide the student teacher candidate experiences for measuring and evaluating pupil growth and development; the student teaching candidate should prepare a variety of tests, assessment tools, and evaluation situations.
- Inform your pupils that the student teacher candidate is "in charge" when teaching.

- Student teacher candidates should assume full responsibilities during student teaching in order to fully appreciate the mandates of teaching full-time.

### Welfare of Pupils

Cooperating teachers have the ultimate responsibility for the growth and development of the pupils in their classrooms; therefore, the cooperating teacher should:

- Intervene in the middle of a class period ONLY when he/she is certain of irreparable damage to the pupils. Like everyone else, student teacher candidates can learn from mistakes. If the cooperating teacher must take over, it should be done so with tact and finesse.
- Schedule a conference with the student teacher candidate, as soon as possible, to help him/her see why the situation developed and what measures could be taken to deal with a similar situation in the future.
- Confer with the university supervisor if the student teacher candidate cannot be permitted normal responsibility without jeopardizing the best interest of the pupils. If dispositional expectations are not met, placement cancellation or change may result.
- Along with the principal, address parental concerns regarding their son or daughter being taught by a student teacher candidate.

### Professional Growth and Development

The cooperating teacher should:

- Advise and guide the student teacher candidate in proper interpretation and involvement in faculty room experiences.
- Encourage planned professional reading.
- Promote development of a carefully planned library of teaching aids.
- Prepare the student teacher for interactions with parents or other teachers.

### Evaluation of Growth and Development

The evaluation of the cooperating teacher is of enormous importance to the growth of the student teacher candidate; therefore, the cooperating teacher should:

- Make evaluation a continuous process taking place before and after every lesson which is taught.
- Schedule conferences with the University Supervisor.

These conferences, as well as others, may be informal yet they will provide the University Supervisor with valuable input relative to the PDE 430 evaluation reports.

- Guide the student teacher candidate's self-evaluation at the midpoint and at the close of the assignment.
- Report the status of professional growth and development of the student teacher candidate to the university supervisor.

The evaluation should be done in such a way as to provide school officials with a thorough, reliable basis for selecting teachers. Your remarks on evaluation letters will provide school districts with valuable insights during the hiring process.

### Confidentiality Regarding the Progress of the Student Teacher

In a situation where a student teacher is not progressing or performing as expected, the cooperating teacher is expected to maintain the confidentiality of the relationship with the student teacher by refraining from engaging in conversations about this student teacher with anyone other than the particular student teacher, the University Supervisor, and the principal of the respective student teaching site. The cooperating teacher should not demean the student teacher or predispose the student to failure by discussing the student

teacher's progress with other faculty members, staff, paraprofessionals, parents or other persons inside or outside the school.

B. COOPERATING TEACHER HONORARIUM

An honorarium is provided to cooperating teachers by The University of Pittsburgh at Greensburg at the end of their service to the university (e.g., end of two terms). Teachers who have mentored The University of Pittsburgh at Greensburg student teacher candidate for two full semesters (Pre-student Teaching and Student Teaching) will receive full compensation as determined by the university.

- One-third compensation will be received for Pre-Student Teaching
- One-third compensation will be received for 7 – 8 weeks, or when a candidate studies abroad
- Two-thirds compensation will be received for the entire Student Teaching semester

Honorariums cannot be processed unless the appropriate forms are completed. Forms will be provided to you by the Education Department.

Cooperating teachers guide a student teacher for an entire term and receive an honorarium if they have attended the annual Pitt-Greensburg informational session and partial honorarium if they have not.

C. RECOMMENDATIONS AND/OR REFERENCE LETTERS

Student teachers generally request that cooperating teachers complete a recommendation for them using the form developed by the Education Department. That form can be found in Appendix C or from the Education Website:

<http://www.greensburg.pitt.edu/academics/majors/education/site>

The completed recommendation should be given to the candidates who have the option of maintaining their own credential file or of submitting the references to the Career Services Office for inclusion in a career placement packet. If cooperating teachers agree to write a recommendation, it is important that the recommendation form be completed promptly so that student teacher candidates can compile their professional documents in preparation for seeking a teaching position.

Letters of reference may address the cooperating teacher's evaluation of a student teacher's performance in the following areas or others that the cooperating teacher may wish to include:

1. Teaching effectiveness, which may include planning skills, using a variety of approaches to meet individual needs, assessing students' learning, and/or establishing an appropriate classroom atmosphere for learning
2. Management of students, materials, and time in a classroom setting
3. Communication skills and command of subject matter
4. Personal qualities relating to effective teaching including resourcefulness, initiative, openness to criticism, ability to implement suggestions, dedication, and self-reflection
5. Skill in establishing rapport with students, faculty members, administrators, staff members, and parents.

The University Career Services Office reminds those providing references that the letter of reference or recommendation form is "a personalized and thoughtful document" wherein writers offer a "professional opinion of the student's ability and potential within the field of education." Writers also are reminded that the letter of reference will affect the student teacher candidate's future.

The Career Services Office offers the following guidelines for making reference letters or recommendation forms more effective:

1. Before writing the letter, writers may ask students how they perceive their strengths and skills. If the writer concurs, those comments can be used to accent the letter.
2. Writers should be specific when discussing skills and qualities.
3. Comments are strengthened when actual examples are used for illustration. Action words aid in giving an example (e.g., assisted, supervised, created, developed).
4. The length of the letter may vary, but 150 words is a recommended length.

## V. Observation Process – Cooperating Teacher (minimum of 2 during Pre-Student Teaching and 2 during Student Teaching)

The student teacher completes a **DAILY LESSON PLAN** using the format provided by the program. He/she provides the Cooperating Teacher with a copy prior to the lesson/observation (hard copy or electronic) at least 48 hours prior to delivering the lessons to the students.

The Cooperating Teacher reviews the **DAILY LESSON PLAN** and, if time allows, conducts a pre-conference with the student teacher to discuss the lesson.

- During the lesson, the Cooperating Teacher completes the **Lesson Observation Form**. The Cooperating Teacher assigns a ranking and provides written comments or identifies evidence of indicators that have been observed in four categories:
  - Planning and Preparation
  - Classroom Environment
  - Instruction
  - Reflection and Professionalism
- After the observation, the Cooperating Teacher and student teacher meet to discuss the lesson, focusing on reflection and self-evaluation. The Cooperating Teacher documents student performance on the *Supportive Feedback* and *Areas for Growth* sections of the **Lesson Observation Form**.
- Using information from the reflective discussion, the student teacher completes the **LESSON REFLECTION FOLLOWING OBSERVATION BY THE COOPERATING TEACHER** form so that both Cooperating Teacher and student teacher agree on what was discussed and a goal is identified for the next observation.
- The student teacher and the Cooperating Teacher should each keep a copy of the completed **DAILY LESSON PLAN**, **Lesson Observation Form**, and **LESSON REFLECTION FOLLOWING OBSERVATION BY THE COOPERATING TEACHER** forms for each lesson observed. A Lesson Observation Packet, including each of the above-mentioned forms, should also be submitted to the university with a **Lesson Observation Packet Cover Sheet**.
- **It is the student teacher's responsibility to submit the packet of forms completed for each observation conducted by the Cooperating Teacher to the University Supervisor within one week of each observation.**

**Lesson Observation Packet** (for observations completed by the Cooperating Teacher)

- *Lesson Observation Packet Cover Sheet*
- *DAILY LESSON PLAN*
- *Lesson Observation Form*
- *LESSON REFLECTION FOLLOWING OBSERVATION BY THE COOPERATING TEACHER*
- Any additional forms used



### Lesson Observation Form for Cooperating Teacher

**Name of Student:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Observation #**    **1**    **2**    **3**    **4**    **5**    **6**    **7**                    **Student Teaching**

Step 1: PRIOR TO THE LESSON:

Add comments after the lesson

Assign rating following the lesson

Indicate targeted areas for improvement from previous observation	Comments	I	L	NL	U	NA
1.						
2.						
3.						

STEP 1. PRIOR TO THE LESSON: PLANNING AND PREPARATION	I	L	NL	U	NA
Objectives of lesson are clearly stated, specifying: what the learner will do conditions for performance, and criteria for success.					
Lesson plan reflects solid knowledge of content/concepts to be taught, as well as prerequisite relationships/skills.					
Teaching methods, learning activities, and instructional materials are appropriate for achievement of lesson goals/objectives.					
Lesson plan shows a coherent sequence.					
Plan for monitoring/documenting student performance relates directly to lesson objective.					
Adaptations and/or accommodations identified for individual students are based on individual student strengths, needs, or IEP goals.					

**COMMENTS**

STEP 2. DURING THE LESSON: CLASSROOM ENVIRONMENT	I	L	NL	U	NA
Student Teacher establishes and maintains rapport with students.					
Student Teacher effectively organizes materials and instructional environment.					
Student Teacher effectively maintains student engagement throughout the lesson.					
Student Teacher demonstrates effective use of classroom routines and transitions with little or no loss or instructional time.					
Student Teacher establishes and maintains appropriate standards of classroom behavior.					
<b>INSTRUCTION</b>					

**COMMENTS**

Lesson objectives, expectations, procedures, and explanation of content are clearly communicated to the student(s).					
Opening provides relevance for student(s) in terms of previous learning, relationship to broader context, and/or motivation.					
Student Teacher's knowledge of content/skill being taught is accurate and extensive.					
Content/skill is presented in orderly, detailed fashion (so it is comprehensible to student(s)).					
Student Teacher consistently monitors students' understanding throughout lesson.					
Student Teacher provides timely and appropriate feedback, reinforcement, and error correction.					
Student Teacher uses prompting and questioning strategies that encourage student participation at multiple stages and levels.					
Student Teacher demonstrates flexibility and responsiveness in meeting the learning needs of students.					
Lesson closing provides relevance to (prior, current, or future) learning and students' lives.					
Student Teaching effectively monitors and records student progress.					
<b>STEP 3. FOLLOWING THE LESSON: REFLECTION AND PROFESSIONALISM</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
Student Teacher can identify strengths/weaknesses in instructional delivery and management of the instructional environment.					
Student Teacher can articulate if and to what degree objective(s) was/were achieved for each student.					
Student Teacher can articulate next steps in terms of student needs and instructional objectives, methods, and modifications.					
Student Teacher has shown and can articulate areas of growth and improvement since previous observation.					
Student Teacher communicates effectively, both orally and in writing, prior to, during, and following lesson with cooperating teacher, student(s), paraprofessional(s), and related service personnel.					

**COMMENTS**

Step 2: FOLLOWING THE LESSON: WITH THE STUDENT TEACHER FOLLOWING THE LESSON.

<b>Supportive Feedback</b>	<b>Targeted Area(s) for Improvement</b>

**Student: Submit completed original form with attached Lesson Plan and Reflection to Dr. Burth within one week of the observation.**

## Student Teaching Rating Scale

- I**     **Independent:** The teacher has shown a level of consistent and effective skill in the classroom relevant to the time spent student teaching. This student is capable of working independently with success.
  
- L**     **Learning:** The student teacher has performed at a satisfactory level in the classroom under the direct guidance and supervision of the cooperating teacher. The student has shown growth and performs well with support at this time. This student has completed assignments adequately.
  
- NL**   **Needs to Learn:** The student teacher has performed with intermittent success. The student requires significant support or assistance to accomplish the task. Additional reading, observation, and practice are needed for the student teacher to become proficient in this area.
  
- U**     **Unsatisfactory:** The student teacher has not performed with success. The student has significant difficulties with preparation/implementation or has shown minimal effort or a lack of willingness to make improvements.

**Teacher Preparation**

**LESSON REFLECTION FOLLOWING OBSERVATION BY THE  
COOPERATING TEACHER**

*To be completed by the Student Teacher candidate following an observation conducted by the Cooperating Teacher. Include a copy of the Cooperating Teacher Observation Packet that you submit to the University Supervisor.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_ Observer: \_\_\_\_\_

Supportive Feedback Provided:

Corrective Feedback Provided:

Goal(s) Set:

## **VI. ADMINISTRATIVE PERSONNEL OF THE STUDENT TEACHING SITE**

### **A. ORIENTATION OF STUDENT TEACHERS BY PRINCIPALS**

Without the cooperation of principals and other administrative personnel, it would be impossible to develop excellent student teaching sites in which student teacher candidates could complete professional preparation. Principals hold a strategic position in the induction of student teacher candidates into the field of education. The following topics are suggested as ones that principals might include in their introductory meeting with student teacher candidates:

1. The philosophy, objectives, and overall organization of the school
2. The community and its significance to the program of instruction
3. The wide range of responsibilities that student teachers must accept in the school
4. The procedures and ethics in such matters as handling discipline and confidential records
5. The availability of facilities for teachers in the school
6. School district policies and state laws regarding student teachers

### **B. SELECTION AND QUALIFICATIONS OF COOPERATING TEACHERS**

Principals of schools used as student teaching sites are responsible for selecting those individuals who will serve as cooperating teachers, subject to approval by school district superintendents or their designee. Many principals will make their choices after collaboration with the Director of Field Placements and Teacher Certification and/or the university supervisors assigned to the district. Among the criteria to consider in the selection process are the following requirements stipulated by the state: (a) cooperating teachers must have taught a minimum of three years, with at least one year's service in the building where they will be supervising student teachers; and (b) cooperating teachers must be certified in the area that the student teacher is pursuing.

The following additional criteria have been found to be valuable in the choice of an effective cooperating teacher:

1. Commitment to the student teaching program at the University of Pittsburgh at Greensburg
2. Evidence of superior teaching skills and abilities
3. Flexibility and adaptability in the use and acceptance of various instructional approaches
4. Ability to relate well to and communicate effectively with student teacher candidates
5. Commitment to continuing professional development
6. Willingness to attend the University's annual information session

### **C. PRINCIPAL'S COMMUNICATION WITH UNIVERSITY FACULTY**

Open communication needs to be maintained among principals, the Director of Field Placement and Teacher Certification, and university supervisors assigned to the buildings for which those principals are responsible. University Supervisors and the Director of Field Placements and Teacher Certification welcome comments and suggestions about the University of Pittsburgh at Greensburg's student teaching program. Feedback from principals is beneficial to the University's commitment to preparing exemplary teachers for the schools. Likewise, the Director of Field Placement and Teacher Certification and the University Supervisors appreciate the invitation offered by many principals to assist in the selection of cooperating teachers. Principals and other school district personnel are welcome to contact the Director of Field Experiences and/or the university supervisors at any time regarding concerns that have arisen with student teacher candidates or ideas for improving student teaching arrangements between the districts and the University.

## VII. UNIVERSITY SUPERVISORS

***Coordinate each phase of the student teaching experience through the Director of Field Placements and Teacher Certification by maintaining and filing accurate and correct materials for:***

- Individual student records
- Travel forms (completed monthly)
- Observation forms
- PDE 430 evaluation forms
- Assigning academic grades

***Develop and maintain a working relationship between cooperating teachers, school administrators, and student teacher candidate as follows:***

- Schedule a mid-assignment conference with the cooperating teacher and student teacher candidate to discuss the progress of the student and to complete the PDE 430
- Conduct an end-of-assignment conference with the cooperating teacher and the student teacher candidate for the purpose of completing the overall evaluation of the student teacher candidate and completing the PDE 430.
- Confer with school administrators to discuss issues concerning the student teaching program and/or particular students.
- Serve as a liaison between the student teaching candidate and the school personnel.
- Serve as a liaison between the schools and the Director of Field Placement and Teacher Certification.
- Commenting on reflections and offering some suggestions.

***Work with cooperating teachers in the planning of observations, participation, and evaluation of student teacher candidates as follows:***

- Review the manner and logistics of observations and conferences.
- Review the type, level, and intensity of experiences which contribute to the growth of student teacher candidates.
- Provide guidance and information to aid the cooperating teacher in preparing an evaluation of the student teacher candidate's performance.
- Observe the student teacher candidate's teaching and provide guidance to make his/her teaching more effective and efficient.

***Observe and provide feedback about performance:***

- Four on-site visits are **required**. (First visit due week 2-3, second visit by week 6-7, third visit by week 9-10 and fourth and final visit by week by 11-15.) If the student teacher candidate has two placements, two site visits are **required for each assignment**.
- An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the student teacher candidate's lesson plan as well as the implementation of the plan should be considered by the supervisor.
- Each observation should be immediately followed by a conference with the student teacher candidate.
- The observation must be recorded on an approved observation form.
- Data gathered from observations will be utilized in the preparation of performance ratings for the student teacher candidate.
- Determination of the student teacher candidate's grade should be made by the University Supervisor after conferring with the cooperating teacher and reviewing the STPRS which is completed by the cooperating teacher. The University Supervisor

completes the final PDE 430 evaluation. The STPRS (from both the cooperative teacher and the student teacher candidate) and PDE 430 must be delivered to Director of Field Placement and Teacher Certification.

- Assign final academic grades for student teaching and submit the grades to the Office of the Registrar and Director of Field Placement and Teacher Certification.

**Conference with student teacher candidate:**

A conference should have four student teacher candidate components:

1. The candidate's self-evaluation
2. A review of the candidate's performance
3. A statement of the areas, instructional strategies, and/or activities which were effective
4. A statement of goal areas for improvement
5. Specific recommendations regarding how to improve

**Assist student teacher candidates with problems which may arise during the student teaching experience:**

- The university supervisor should serve as a liaison between the student teacher candidate and the school, making every reasonable effort to assist the student teacher candidate in making the adjustment to the professional world. This may entail more than the minimum number of observations, more frequent conferences, three-way conferences, etc. The university supervisor is also responsible to enlist the aid of the Director of Field Placements and Teacher Certification to utilize other university services, including the University's *dispositional expectations*.

**OBSERVATIONS BY UNIVERSITY SUPERVISOR (minimum of four observations) DURING STUDENT TEACHING**

- The student teacher completes a **DAILY LESSON PLAN** using the format provided by the program. He/she provides the University Supervisor with a copy prior to the lesson/observation (hard copy or on-line), within the timeframe designated by the University Supervisor. The lesson plan must be available to the observer prior to the observation (at least two days prior to the observation).
- The University Supervisor reviews the **DAILY LESSON PLAN** form and if time allows, conducts a pre-conference with the student teacher to discuss the lesson.
- During the lesson, the University Supervisor completes the **Lesson Observation Form**. The University Supervisor provides written evidence of criteria that have been observed. The University Supervisor assigns a ranking and provides written comments or identifies evidence of indicators that have been observed in four categories:
  - i. Planning and Preparation
  - ii. Classroom Environment
  - iii. Instruction
  - iv. Reflection and Professionalism
- After the observation, the University Supervisor and student teacher meet to discuss the lesson, focusing on reflection and self-evaluation.
- Using information from the reflective discussion, the student teacher completes the **Lesson Reflection Following Observation by the University Supervisor** form and submits it to the University Supervisor (hard copy or electronic) within 2 days of the lesson.

- Within two days of receipt of the ***Lesson Reflection Following Observation by the University Supervisor***, the University Supervisor will provide feedback to the student regarding the written reflection.
- The student teacher and the University Supervisor should each keep a copy of the completed ***DAILY LESSON PLAN, Lesson Observation Form***, and finalized ***Lesson Reflection Following Observation by the University Supervisor*** forms for each lesson observed. A Lesson Observation Packet, containing each of the above-mentioned forms, should also be submitted to Dr. Burth with a ***Lesson Observation Packet Cover Sheet***.
- **It is the student teacher's responsibility to submit the packet of forms to Dr. Burth completed for each observation conducted by either the Cooperating Teacher or the University Supervisor within one week of each observation.**

**Lesson Observation Packet** (for observations completed by the University Supervisor)

- *Lesson Observation Packet Cover Sheet*
- *DAILY LESSON PLAN*
- *Lesson Observation Form*
- *LESSON REFLECTION FOLLOWING OBSERVATION BY THE UNIVERSITY SUPERVISOR*
- Any additional forms used

**Teacher Preparation  
Lesson Observation Form for University Supervisor**

**Name of Student:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Observation #**    **1**    **2**    **3**    **4**    **5**    **6**    **7**                      **Student Teaching**

Step 1: PRIOR TO THE LESSON:

Add comments after the lesson

Assign rating following the lesson

Indicate targeted areas for improvement from previous observation	Comments	I	L	NL	U	NA
1.						
2.						
3.						

STEP 1. PRIOR TO THE LESSON: PLANNING AND PREPARATION	I	L	NL	U	NA
Objectives of lesson are clearly stated, specifying: what the learner will do conditions for performance, and criteria for success.					
Lesson plan reflects solid knowledge of content/concepts to be taught, as well as prerequisite relationships/skills.					
Teaching methods, learning activities, and instructional materials are appropriate for achievement of lesson goals/objectives.					
Lesson plan shows a coherent sequence.					
Plan for monitoring/documenting student performance relates directly to lesson objective.					
Adaptations and/or accommodations identified for individual students are based on individual student strengths, needs, or IEP goals.					

**COMMENTS**

STEP 2. DURING THE LESSON: CLASSROOM ENVIRONMENT	I	L	NL	U	NA
Student Teacher establishes and maintains rapport with students.					
Student Teacher effectively organizes materials and instructional environment.					
Student Teacher effectively maintains student engagement throughout the lesson.					
Student Teacher demonstrates effective use of classroom routines and transitions with little or no loss or instructional time.					
Student Teacher establishes and maintains appropriate standards of classroom behavior.					

**COMMENTS**

<b>INSTRUCTION</b>					
Lesson objectives, expectations, procedures, and explanation of content are clearly communicated to the student(s).					
Opening provides relevance for student(s) in terms of previous learning, relationship to broader context, and/or motivation.					
Student Teacher's knowledge of content/skill being taught is accurate and extensive.					
Content/skill is presented in orderly, detailed fashion (so it is comprehensible to student(s)).					
Student Teacher consistently monitors students' understanding throughout lesson.					
Student Teacher provides timely and appropriate feedback, reinforcement, and error correction.					
Student Teacher uses prompting and questioning strategies that encourage student participation at multiple stages and levels.					
Student Teacher demonstrates flexibility and responsiveness in meeting the learning needs of students.					
Lesson closing provides relevance to (prior, current, or future) learning and students' lives.					
Student Teaching effectively monitors and records student progress.					
<b>STEP 3. FOLLOWING THE LESSON: REFLECTION AND PROFESSIONALISM</b>	<b>I</b>	<b>L</b>	<b>NL</b>	<b>U</b>	<b>NA</b>
Student Teacher can identify strengths/weaknesses in instructional delivery and management of the instructional environment.					
Student Teacher can articulate if and to what degree objective(s) was/were achieved for each student.					
Student Teacher can articulate next steps in terms of student needs and instructional objectives, methods, and modifications.					
Student Teacher has shown and can articulate areas of growth and improvement since previous observation.					
Student Teacher communicates effectively, both orally and in writing, prior to, during, and following lesson with cooperating teacher, student(s), paraprofessional(s), and related service personnel.					

**COMMENTS**

Step 2: FOLLOWING THE LESSON: WITH THE STUDENT TEACHER FOLLOWING THE LESSON.

<b>Supportive Feedback</b>	<b>Targeted Area(s) for Improvement</b>

**Student: Submit completed original form with attached Lesson Plan and Reflection to Dr. Burth within one week of the observation.**

## Student Teaching Rating Scale

- I**     **Independent:** The teacher has shown a level of consistent and effective skill in the classroom relevant to the time spent student teaching. This student is capable of working independently with success.
  
- L**     **Learning:** The student teacher has performed at a satisfactory level in the classroom under the direct guidance and supervision of the cooperating teacher. The student has shown growth and performs well with support at this time. This student has completed assignments adequately.
  
- NL**   **Needs to Learn:** The student teacher has performed with intermittent success. The student requires significant support or assistance to accomplish the task. Additional reading, observation, and practice are needed for the student teacher to become proficient in this area.
  
- U**     **Unsatisfactory:** The student teacher has not performed with success. The student has significant difficulties with preparation/implementation or has shown minimal effort or a lack of willingness to make improvements.

## STUDENT TEACHER CANDIDATE LESSON REFLECTION AND RUBRIC FOR OBSERVATION

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

To be completed by the student teacher and turned into the University Supervisor. The University Supervisor should give feedback to the student teacher. This reflection is part of the completed packet to be turned into the University Supervisor who will then turn the packet into Dr. Moore.

Packet: Lesson Plan, University Supervisor Observation, Student Reflection and Rubric, Feedback from University Supervisor on Student's Reflection

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Consider different aspects of your planning and execution of the lesson in light of the domains and components on the following pages. Determine evidence, if any, for each of the components, and what that evidence demonstrates about your level of performance.

## STUDENT TEACHER CANDIDATE LESSON REFLECTION AND RUBRIC FOR OBSERVATION

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a</b> <b>Demonstrating Knowledge of Content and Pedagogy</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b</b> <b>Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				

**Continued Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1c Setting Instructional Outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1d Demonstrating Knowledge of Resources</b>	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				

**Continued Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>1e</b> <b>Designing Coherent Instruction</b></p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</p>
<p>Evidence</p>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>1f</b> <b>Designing Student Assessments</b></p>	<p>The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p>Evidence</p>				

**Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>2a</b>  <b>Creating an Environment of Respect and Rapport</b></p>	<p>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</p>
<p>Evidence</p>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>2b</b>  <b>Establishing a Culture for Learning</b></p>	<p>The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."</p>	<p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</p>	<p>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.</p>
<p>Evidence</p>				

**Continued Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c Managing Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Evidence				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d Managing Student Behavior</b>	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

**Continued Domain 2: The Classroom Environment**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2e Organizing Physical Space</b>	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

**Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3a Communicating with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
Evidence				

**Continued Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3b Using Questioning and Discussion Techniques</b>	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3c Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

**Continued Domain 3: Instruction**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3d Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
Evidence				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3e Demonstrating Flexibility and Responsiveness</b>	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

***DIRECTOR OF FIELD PLACEMENT AND TEACHER CERTIFICATION***

***Conduct student teaching seminar:***

- Seminars shall be held on campus unless other arrangements have been made. Student teacher candidates may leave their schools before the end of the school day in order to arrive at the seminar in a timely fashion.
- Director of Field Placement should submit students a syllabus of course topics and assignments that include the core requirement and additional assignments that contribute to the development of the student teacher candidate.
- The course topics will be designed to help student teacher candidates interpret their experiences more fully and promote professional growth.

***Has sole responsibility over changing student teaching placements including any mid experience changes.***

## **APPENDICES**

**Appendix A: Disposition Rubric Form**

**Appendix B: Lesson and Unit Plan Formats**

**Appendix C: Pre-Student Teacher and Student Teacher Candidate Report Forms**

**Appendix D: Evaluation Forms**

**Appendix E: Checklists for Student Teacher Candidates, Cooperative Teacher, and University Supervisor**

**Appendix F: General Application for Pennsylvania Certificate - Form PDE 338 G**

## **Appendix A: Disposition Rubric**

## Teacher Education Dispositions Assessment Categories and Examples

The following categories of dispositions will be assessed. Examples of behaviors that might be consistent with positive and negative dispositions are given. This list is meant to be illustrative of possible dispositions, but is neither intended to be exhaustive nor prescriptive.

### Legal/Ethical Conduct

#### Positive Examples:

- Knows and adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws
- Adheres to Professional Codes of Ethics of Pennsylvania, Pitt-Greensburg and specific Professional Organization(s) of the program
- Is honest
- Demonstrates ethical behaviors

#### Negative Examples:

- Engages in illegal or unethical conduct involving minor children or which would be grounds for dismissal from a teaching position
- Fails to maintain privacy and confidentiality of student information
- Violates the University Code of Student Conduct

### Attendance/Punctuality

#### Positive Examples:

- Meets professional expectations through punctuality and preparation
- Calls/Emails *in advance* when absent or running late

#### Negative Examples:

- Is frequently late or absent except when excused in advance
- Gives excuses rather than taking responsibility for attendance

### Professional Appearance and Demeanor

#### Positive Examples:

- Meets professional expectations through appropriate dress
- Maintains professional appearance
- Demonstrates enjoyment in the content of the discipline
- Is personable
- Is energetic
- Is confident

#### Negative Examples:

- Fails to act or dress according to the standards of the school where the candidate is placed
- Fails to maintain composure in the classroom

### Reliability/Dependability

#### Positive Examples:

- Demonstrates the value of preparation through the planning of meaningful lessons/units
- Is responsible
- Demonstrates dedication

#### Negative Examples:

- Frequently fails to complete assignments, duties, or tasks on time
- Gives excuses rather than taking responsibility for actions

## **Interactions with Others**

### Positive Examples:

- Is respectful during interactions with school students, educational personnel & families
- Works collaboratively with others (colleagues, supervisors, cooperating teachers)
- Meets professional expectations through language and interpersonal skills
- Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued

### Negative Examples:

- Fails to interact in a positive and professional manner with students, peers, teachers, university personnel, and others

## **Fairness/Lack of Bias**

### Positive Examples:

- Treats individuals equal
- Collaborates with all appropriate individuals in planning for the success of students with exceptional needs
- Exhibits an understanding & acceptance of diversity

### Negative Examples:

- Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people

## **Safety/Responsible Conduct**

### Positive Examples:

- Cares for the students' well being
- Displays positive relationships with children

### Negative Examples:

- Acts in a dangerous or irresponsible manner that might put students at risk

## **Flexibility/Adaptability/Openness to Feedback**

### Positive Examples:

- Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers
- Is flexible

### Negative Examples:

- Is unable to adapt teaching to changing classroom circumstances
- Reacts defensively or antagonistically to feedback about performance

## **Communicative Effectiveness**

### Positive Examples:

- Displays an appropriate sense of humor
- Writes & speaks clearly
- Is professional during educational interactions
- Is easily understood
- Conveys an appropriate tone
- Listens carefully and actively
- Communicates clearly and appropriately with students, families, supervisor, cooperating teacher and other school personnel
- Follows appropriate channels of communication

### Negative Examples:

- Makes frequent errors in oral and/or written communications with students, peers, teachers, university personnel, and others

## **Commitment to Student Learning**

### Positive Examples:

- Demonstrates a belief that all students (including students with

- disabilities/linguistic/cultural diversity) can learn at high levels
- Abides by FERPA (Federal Educational Rights and Privacy Act)
- Presents information in a positive manner

Negative Examples:

- Makes negative comments about students' abilities to learn
- Unable to adapt instruction to meet varying needs and abilities

**Commitment to Improving Teaching Performance**

Positive Examples:

- Self-regulates & modifies professional behavior based upon feedback
- Seeks & accepts critical feedback from peers, supervisors, faculty, students & students' families

Negative Examples:

- Makes no effort to improve instructional practices and teaching activities

**Commitment to Profession**

Positive Examples:

- Demonstrates enjoyment of the profession of educator
- Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities
- Is aware of & involved with professional organizations, publications & activities
- Exhibits curiosity about the profession
- Cares for the profession

Negative Examples:

- Exhibits poor attitude toward the discipline and/or teaching profession

1=DOES NOT MEET PROFICIENCY	Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=PARTIALLY PROFICIENT	Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate.
3=PROFICIENT	Candidate consistently and effectively displays appropriate dispositions as defined by the program.
4=EXEMPLARY	Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

*Adapted from: The Disposition Rubrics/Expectations of Purdue University and Millersville University of PA*

University of Pittsburgh at Greensburg – Teacher Education Program

**Disposition Deficiency Protocol**

1. Upon receiving a written report of disposition deficiency, a meeting is arranged between the student and the Director of the program in which the student is enrolled.
2. At meeting the following actions are to be carried out:
  - a. Discuss report filed and the nature of disposition deficiency
  - b. Ask student if they understand the severity of the offense
  - c. Have student explain in their own words what occurred
  - d. Within one week, have student submit in writing a description of what occurred and a personal plan for how they will remedy the deficiency
  - e. Discuss the disciplinary action to be taken
3. The Director of the program in which student is enrolled will prepare a written report of the meeting's outcome and subsequent disciplinary action taken. The written report will be filed in the student personal record folder maintained by the Education Office.
4. Students have the right to appeal to Dr. Jamison and the Academic Standards Committee.

## **Appendix B: Lesson and Unit Plan Formats**



## Writing a Unit

### Secondary Education

- I. Title page with author's name
- II. Entry Behavior
  - a. Description of the Instructional Site (rural/urban, private/public, etc.)
  - b. Age and/or grade level and subject(s)
  - c. Ability Levels
  - d. Number of students by gender
  - e. Dates & Time period of the unit
  - f. Background skills & Knowledge assumed for students
- III. Rationale for unit
  - a. Description of why/how you chose this unit (or your coop did)
  - b. Explanation of how it fits into the curriculum
  - c. Projection of student interest in the unit and topic relevance to the students
- IV. Unit Goals
  - a. Reflect application of state curriculum standards
  - b. Describe "adequate" level of content, skills, attitudes
- V. Content Knowledge (concepts, generalizations, attitudes, skills)
- VI. Content outline (Topic, Activities, Materials, Assessment)
- VII. Lesson Plans based on Lesson Plan Components Detailed form. Attach any relevant handouts, transparencies (paper copies), and instructional aides to each plan. Plans should reflect beginning, middle and ending phases of the unit.
- VIII. Summative Assessment
  - a. Should depict a variety (at least two) types of responses from students (e.g., performance, inquiry, essay, short answer)
  - b. Should be coded to unit goals
- IX. Bibliography of Resources – should include a minimum of 5 sources
- X. Appendix (optional) – can include bulletin board, displays, etc.

**Lesson Plan Format  
Early Childhood Education**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Subject: \_\_\_\_\_

Lesson Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Time: \_\_\_\_\_

**Content to be covered:** (Be Specific)

**Materials/Equipment:**

**Rationale:**

**Standards:**

**Objectives:** ABCD format

**Instructional phase- Detailed Activities/Procedures** (Include time allotment):

Introductory Activities:

Developmental Activities:

Concluding Activities:

**Alternative activities – emergency fillers:**

**Formative Assessment:**

**Adaptations and Accommodations:**

(Special Needs and ELL)

**Reflection:** (Self-evaluation)

## **Unit Plan Format Early Childhood Education**

### **Preliminary Information**

- Name
- Description of Instructional Site (rural/urban, private/public, etc.)
- Ages/Grade Levels
- Ability Levels
- Number of students by gender
- Dates & Time period of unit
- Background skills & Knowledge assumed for students

### **General Goal/s of Unit**

Summary of general purpose of unit

### **Rationale for unit**

- Description of why/how you chose this unit
- Explanation of how it fits into the curriculum
- Projection of student interest in the unit and topic relevance to students

### **Unit Objectives**

- Reflects application of state curriculum standards
- Describes level of skills/concepts, attitudes to be achieved

### **Content to be covered:** (Be Specific)

Identifies and organizes topics to be included in unit (list an outline of content to be covered each day)

### **Materials/Equipment:**

Specific listing of everything needed is included (list all materials and supplies that will be used to teach content each day)

### **Activities:**

Specific listing of activities to support teaching and learning of content (activities should be varied, explained with adequate detail, and must match Unit objectives)

### **Assessment:**

- Identifies specific ways learning will be assessed throughout Unit
- Depicts a variety (at least two) types of responses from students
- Each evaluation is aligned and coded to standards
- Must include Summative Assessment to measure overall progress/achievement in Unit

### **Adaptations and Accommodations:**

(Special Needs and ELL)

## **Appendix C: Pre-Student Teacher and Student Teacher Candidate Report Forms**

- Application for Pre-Student Teaching and Student Teaching
- Student Candidate Biography
- Observation Forms (Pre-student teaching)
- Time Logs (Pre-student teaching)
- Weekly Report Forms (Pre-student teaching and student teaching)
- Student Teaching Prospective Schedule
- Recommendation for Student Teacher Candidate in Educational Program

**University of Pittsburgh at Greensburg**  
**Department of Education -- SECONDARY**  
**Application for Pre-Student Teaching and Student Teaching**

Dear Teacher Candidate: This application must be fully completed in order for you to be placed in pre-student teaching and student teaching. If any of the benchmarks have not been completed or are left blank, you are at risk for not having your application accepted.

Please follow all directions and return this form by the deadline January 15<sup>th</sup> (for pre-student teaching in the fall) or September 15<sup>th</sup> (for pre-student teaching in the spring) Education Department Office, 211 Cassell Hall, 150 Finoli Drive, Greensburg, PA 15601

---

Name \_\_\_\_\_ PeopleSoft # \_\_\_\_\_

Current Address \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_ Secondary: *Discipline:* \_\_\_\_\_ Dual Major: Yes No

Current GPA: \_\_\_\_\_ Current GPA in Major: \_\_\_\_\_

I plan to begin my Pre-Student Teaching during the \_\_\_\_\_ (Fall/Spring) of \_\_\_\_\_ (year) with the expectation that I will begin Student Teaching the following semester.

---

I plan to teach abroad \_\_\_\_\_ Yes \_\_\_\_\_ No

Please complete the following:

\_\_\_\_ Completion of a minimum of 84 credits (including \_\_ in major)

\_\_\_\_ 3.0 minimum overall QPA

\_\_\_\_ 2.75 minimum QPA in Secondary Content Area Courses

\_\_\_\_ Basic Skills Assessment

\_\_\_\_\_ Math \_\_\_\_\_ Reading \_\_\_\_\_ Writing

\_\_\_\_ Required hours in the field (100 hours minimum)

\_\_\_\_ Achievement of acceptable dispositions (see Disposition Rubric)

*\* Needs to be taken or completed prior to entering student teaching*

Updated Clearances Needed:

- To be submitted to Education Department by July 1 for the Fall semester
- To be submitted to Education Department by October 1 for the Spring semester

- \_\_\_\_ PA Criminal background check
- \_\_\_\_ Child Abuse background check
- \_\_\_\_ Federal Background Check (with fingerprints)
- \_\_\_\_ Mandated Reporter Training
- \_\_\_\_ TB Test

School District from which you graduated: \_\_\_\_\_

School Districts in which you have relatives or children: *(Check all that apply.)*

- |                        |                       |                   |                    |
|------------------------|-----------------------|-------------------|--------------------|
| ____ Belle Vernon      | ____ Gateway          | ____ Kiski        | ____ Penn Trafford |
| ____ Connellsville     | ____ Greensburg Salem | ____ Latrobe      | ____ Plum          |
| ____ Derry             | ____ Hempfield        | ____ Mt. Pleasant | ____ Southmoreland |
| ____ Franklin Regional | ____ Jeannette        | ____ Norwin       | ____ Yough         |

Requested School District in which to pre-student teach and student teach:

*(Choose 5 and rank in order of preference with 1 being the most desired.)*

- |                        |                       |                   |                    |
|------------------------|-----------------------|-------------------|--------------------|
| ____ Belle Vernon      | ____ Gateway          | ____ Kiski        | ____ Penn Trafford |
| ____ Connellsville     | ____ Greensburg Salem | ____ Latrobe      | ____ Plum          |
| ____ Derry             | ____ Hempfield        | ____ Mt. Pleasant | ____ Southmoreland |
| ____ Franklin Regional | ____ Jeannette        | ____ Norwin       | ____ Yough         |

Specify the grade level most desired:

*(Choose 2, and rank in order of preference with 1 being the most desired.)*

- |                                |                 |
|--------------------------------|-----------------|
| Secondary: _____ Middle School | PK-4: _____ K-1 |
| _____ High School              | _____ 2-4       |

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Students will be notified of their placement or rejection. Students are NOT to contact schools or teachers for placements. Do NOT request to be in the district from which you graduated. Placement requests will be attempted, but not guaranteed.**

**University of Pittsburgh at Greensburg**  
**Department of Education -- EARLY CHILDHOOD**  
**Application for Pre-Student Teaching and Student Teaching**

Dear Teacher Candidate: This application must be fully completed in order for you to be placed in pre-student teaching and student teaching. If any of the benchmarks have not been completed or are left blank, you are at risk for not having your application accepted.

Please follow all directions and return this form by the deadline January 15<sup>th</sup> (for pre-student teaching in the fall) or September 15<sup>th</sup> (for pre-student teaching in the spring) Education Department Office, 211 Cassell Hall, 150 Finoli Drive, Greensburg, PA 15601

---

Name \_\_\_\_\_ PeopleSoft # \_\_\_\_\_

Current Address \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_ Early Childhood: *Minor (if applicable)* \_\_\_\_\_

Current GPA: \_\_\_\_\_ Current GPA in Major : \_\_\_\_\_

I plan to begin my Pre-Student Teaching during the \_\_\_\_\_ (Fall/Spring) of  
\_\_\_\_\_ (year) with the expectation that I will begin Student Teaching the following semester.

---

I plan to teach abroad \_\_\_\_ Yes \_\_\_\_ No

Please complete the following:

\_\_\_\_ Completion of a minimum of 84 credits (including \_\_\_\_ in major)

\_\_\_\_ 3.0 minimum overall QPA

\_\_\_\_ 2.75 minimum QPA in Early Childhood Education Courses

\_\_\_\_ Basic Skills Assessment

\_\_\_\_ Math \_\_\_\_ Reading \_\_\_\_ Writing

\_\_\_\_ Required hours in the field (130 hours minimum)

\_\_\_\_ Achievement of acceptable dispositions (see Disposition Rubric)

*\*Needs to be taken or completed prior to entering student teaching*

Updated Clearances Needed:

- To be submitted to Education Department by July 1 for the Fall semester
- To be submitted to Education Department by October 1 for the Spring semester

- \_\_\_\_ PA Criminal background check
- \_\_\_\_ Child abuse background check
- \_\_\_\_ Federal Background check (with fingerprints)
- \_\_\_\_ Mandated Reporter Training
- \_\_\_\_ TB Test

School District from which you graduated: \_\_\_\_\_

School Districts in which you have relatives or children: *(Check all that apply.)*

- |                       |                      |                  |                   |
|-----------------------|----------------------|------------------|-------------------|
| ___ Belle Vernon      | ___ Gateway          | ___ Kiski        | ___ Penn Trafford |
| ___ Connellsville     | ___ Greensburg Salem | ___ Latrobe      | ___ Plum          |
| ___ Derry             | ___ Hempfield        | ___ Mt. Pleasant | ___ Southmoreland |
| ___ Franklin Regional | ___ Jeannette        | ___ Norwin       | ___ Yough         |

Requested School District in which to pre-student teach and student teach:

*(Choose 5 and rank in order of preference with 1 being the most desired.)*

- |                       |                      |                  |                   |
|-----------------------|----------------------|------------------|-------------------|
| ___ Belle Vernon      | ___ Gateway          | ___ Kiski        | ___ Penn Trafford |
| ___ Connellsville     | ___ Greensburg Salem | ___ Latrobe      | ___ Plum          |
| ___ Derry             | ___ Hempfield        | ___ Mt. Pleasant | ___ Southmoreland |
| ___ Franklin Regional | ___ Jeannette        | ___ Norwin       | ___ Yough         |

Specify the grade level most desired:

*(Choose 2, and rank in order of preference with 1 being the most desired.)*

- |                              |               |
|------------------------------|---------------|
| Secondary: ___ Middle School | PK-4: ___ K-1 |
| ___ High School              | ___ 2-4       |

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Students will be notified of their placement or rejection. Students are NOT to contact schools or teachers for placements. Do NOT request to be in the district from which you graduated. Placement requests will be attempted, but not guaranteed.**

### Classroom Observation Form

Date: \_\_\_\_\_ Grade Level and Subject: \_\_\_\_\_

A. How did the teacher begin the lesson?

1. Arouse the student's interest?

\_\_\_\_\_

2. Relate to previous learning?

\_\_\_\_\_

B. How did the teacher make the purpose and relevance of the lesson apparent?

\_\_\_\_\_

C. What procedures were incorporated into the body of the lesson? Describe.

1. Lecture?

\_\_\_\_\_

2. Discussion?

\_\_\_\_\_

3. Audiovisual presentation?

\_\_\_\_\_

4. Demonstration?

\_\_\_\_\_

5. Student research?

\_\_\_\_\_

6. Small group work?

D. What materials were used in the course of the lesson? Describe.

1. Textbooks?

\_\_\_\_\_

2. Supplementary books?

\_\_\_\_\_

3. Audio tapes?

\_\_\_\_\_

4. Videotapes/Films/Filmstrips?

\_\_\_\_\_

5. Television?

\_\_\_\_\_

6. Concrete objects?

\_\_\_\_\_

7. Illustrations?

\_\_\_\_\_

8. Models?

\_\_\_\_\_

9. Computers/Software?

\_\_\_\_\_

10. Other? (Specify)

\_\_\_\_\_

E. On what was the lesson based?

- 
1. Did the teacher show a broad knowledge of the subject area? Describe.
  2. Were resources beyond the textbook used? Describe.
  3. Did he/she relate the subject matter to other content the students had studied, to current events, or to student's personal needs? Explain.

F. What provisions and/or accommodations were made for individual differences? Describe.

1. Student/teacher conferences?
2. Small group work?
3. Individualized assignments?
4. Differentiated reading materials?
5. Other? (Specify)

G. What classroom management techniques did the teacher use? Describe.

1. Cooperative Learning Strategies?
2. Penalty System?
3. Student self-management?
4. Other? (Specify)

H. How did the teacher's personal qualities help advance the lesson? Describe.

1. Dressed appropriately, so that appearance did not distract from the subject matter?
2. Displayed no distracting mannerisms?
3. Used correct grammar, spelling, and content knowledge?
4. Evidence of enthusiasm of content and interest in students?

I. How did the teacher end the lesson? Describe.

1. Summarized the day's learning?
2. Assigned homework? If so, specify the kind of assignment.
3. Was any work collected at the end of the period?
4. Other? (Specify)

- J. What assessment techniques did the teacher use in the course of the lesson? Describe.
1. Oral questions? Describe the level of questioning.  
\_\_\_\_\_
  2. Written questions?  
\_\_\_\_\_
  3. Observations of students' application skills?  
\_\_\_\_\_
  4. Formative Assessments?  
\_\_\_\_\_
  5. Quiz or Test?  
\_\_\_\_\_
  6. Recording results of conferences with the students?  
\_\_\_\_\_
  7. Written work?  
\_\_\_\_\_
  8. Other? (Specify)  
\_\_\_\_\_

K. In a summary paragraph specify five techniques that were modeled that you plan to incorporate in your teaching. Indicate the value of each technique for enhancing learning?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**Weekly Time Report Form**

**To be completed by the Student Teacher Candidate and to be given to Dr. Burth at seminars.**

Fall Term: \_\_\_\_\_ Spring Term: \_\_\_\_\_

Week # \_\_\_\_\_

Student Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Content Area (Secondary): \_\_\_\_\_

CLOCK HOURS (nearest ½ hour)	PREVIOUS WEEK'S TOTAL	MON	TUES	WED	THURS	FRI	CUMULATIVE TOTAL
Observation							
Direct Teaching and Instruction							
Planning & Preparation (including lesson plans)							
Assisting Students							
Evaluating Students							
Supervising Students							
Conferencing with Cooperating Teacher							
Clerical Functions							
Classroom Routines and Procedures							
Staff Development and Meetings							
Extra-Curricular Activities							
Other							

Number of Days Absent \_\_\_\_\_

Number of Days Total: \_\_\_\_\_

Grand Total: \_\_\_\_\_

Cooperating Teacher(s) Signature: \_\_\_\_\_

University Supervisor(s) Signature: \_\_\_\_\_

**Answer at least two of the following questions each week.**

How did your experience this week prepare you for your teaching in terms of content and pedagogy?

What educational moment has impacted you the most so this week?

Has the content instruction that you observed or that you taught increased your depth of understanding of standards? How?

In what ways will you be able to demonstrate your understanding of the standards to your students through your classroom instruction?

Was there anything that you did not understand that occurred this week?

## Category Definitions for Student Teaching Weekly Time Report Form:

- **Observation** – observing the cooperating teacher, other teachers, related service personnel, and/or paraprofessionals working directly with student(s)
- **Direct Teaching and Instruction** – Conducting and managing any component of an individual, group, or whole class instructional lesson/activity.
- **Planning and Preparation** – Gathering materials, creating materials, writing lesson plans, setting up for lessons
- **Assisting Students** – Under the direction of the cooperating teacher or other personnel, providing some form of assistance to student(s) in skills/tasks/activities related to academic, communication, social, behavior, or daily living areas
- **Evaluating Student(s)** – Progress monitoring; grading; conducting any assessments or evaluations (academic, behavioral, developmental, etc)
- **Supervising Student(s)** – Watching/observing student(s) as they participate in an individual or group activity/routine to ensure safety or adherence to rules and procedures (e.g., free-time computer use, recess, hall monitoring, bus duty)
- **Conferencing with Cooperating Teacher** – meeting with the cooperating teacher for discussion and planning directly related to the classroom or field placement experience
- **Clerical Functions** – Completing routine clerical tasks such as duplicating materials, grading homework, taking attendance, or data entry
- **Classroom Routines and Procedures** – Assisting in or managing the performance of non-instructional routines/procedures such as collection of homework or preparation for dismissal
- **Staff Development and Meetings** – Attending meetings, such as instructional-team meetings, IEP conferences, or in-service and professional development training sessions
- **Extra-curricular Activities** – Chaperoning field trips, school assemblies, or similar extra-curricular activities.
- **Other** – Any activity that is not described in the above categories.

## Student Teaching Prospective Schedule

*(to be turned in to University Supervisor)*

Teacher Candidate: \_\_\_\_\_ Term & Year \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

\_\_\_\_\_ Pre-student teaching

\_\_\_\_\_ Student Teaching

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom or Duty: Times and Location					
Period 1 Times, Subject, Room Number					
Period 2 Times, Subject, Room Number					
Period 3 Times, Subject, Room Number					
Period 4 Times, Subject, Room Number					
Period 5 Times, Subject, Room Number					
Period 6 Times, Subject, Room Number					
Period 7 Times, Subject, Room Number					
Period 8 Times, Subject, Room Number					
Homeroom or Duty Times and Location					

To be completed by the student teaching candidate

**Alternative Student Teaching Prospective Schedule**  
*(to be turned in to University Supervisor)*

Teacher Candidate: \_\_\_\_\_ Term & Year \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

\_\_\_\_\_ Pre-student teaching                      \_\_\_\_\_ Student Teaching

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Homeroom or Duty: Times and Location						
Period 1 Times, Subject, Room Number						
Period 2 Times, Subject, Room Number						
Period 3 Times, Subject, Room Number						
Period 4 Times, Subject, Room Number						
Period 5 Times, Subject, Room Number						
Period 6 Times, Subject, Room Number						
Period 7 Times, Subject, Room Number						
Period 8 Times, Subject, Room Number						
Homeroom or Duty Times and Location						

**Student Teaching Prospective Schedule**  
**Monthly Calendar of Events**  
*(to be turned in to University Supervisor)*

Teacher Candidate: \_\_\_\_\_ Term & Year \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

\_\_\_\_\_ Pre-student teaching \_\_\_\_\_ Student Teaching

*Record all school holidays (closings), in-service, workshop, or conference days, special programs, and the like. Record the times of day and if there is an adjustment to the schedule for the day. Submit one week prior to the month to the University Supervisor.*

Month: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

**University of Pittsburgh at Greensburg**

Recommendation for Student Teaching Candidate in Education Program

Applicant's Name: \_\_\_\_\_ PeopleSoft ID Number: \_\_\_\_\_

Certification Area: Early Childhood: \_\_\_\_\_ Secondary: \_\_\_\_\_ List Discipline: \_\_\_\_\_

Criteria	Excellent	Good	Average	Marginal	N/A
Breadth/Depth of Knowledge					
Reliability/Dependability					
Work Ethic					
Creativity					
Interpersonal Skills					
Punctuality					
Leadership Skills					
Dependability					
Fulfills Commitments					
Attendance					
Verbal expression skills					
Written expression skills					
Perseverance					
Flexibility					
Assertiveness					
Organizational Skills					
Self-Confidence					
Maturity					
Response to Criticism					
Probable Success as a Teacher					

**Recommended Grade for Student Teaching Experience:** \_\_\_\_\_

**Comments:** Please use additional pages for specific comments.

**NOTE TO RECOMMENDER:** PLEASE SUBMIT YOUR RECOMMENDATION IN A SEALED DIRECTLY TO THE UNIVERSITY SUPERVISOR AT THE FOLLOWING ADDRESS: **University of Pittsburgh at Greensburg Education Department, FACH-211; 150 Finoli Drive; Greensburg, PA 15601**

**Recommender's Information:**

Full Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature of recommender: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email address: \_\_\_\_\_

In what capacity have you known the applicant? \_\_\_\_\_

How long have you known the applicant? \_\_\_\_\_

## **Appendix D: Evaluation Forms**

## STUDENT TEACHING PERFORMANCE RATING SCALE

Name of Candidate: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Select your role in the evaluation process:  Candidate  Cooperating Teacher  
 Mid Term Review  Final Review

Directions: Rate the Student's level of progress on each area using the scale below. As you carefully consider each item, please select the box next to the level of performance that you think the Student has demonstrated. FOR THE RELEVANT HALF OF THE STUDENT TEACHING INTERNSHIP, PLEASE SELECT ONLY ONE OPTION FOR EACH SECTION. The Student will evaluate himself/herself on each area prior to the Cooperating Teacher and University Supervisor's evaluations.

3-Exemplary Student performance at a level well beyond the expected of a novice. (This rating should be reserved to highlight exceptional strengths.)  
 2-Superior Student performance commendably; reflective of successful efforts.  
 1-Satisfactory Student performance adequately with few exceptions; reflective of satisfactory efforts.  
 0-Unsatisfactory Student performance at a level less than satisfactory; reflective of the need to strengthen and/or develop.  
 N/A-Not applicable Insufficient basis for judgment.

I. <b>CONTENT AND PEDAGOGY</b> – Knows learners, subject matter, pedagogy, and curriculum				
<b>1. Displays knowledge of scope and sequence of curriculum.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently display knowledge and score of sequence of curriculum-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively displays knowledge of scope and sequence of curriculum.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately displays knowledge of scope and sequence of curriculum.	<input type="checkbox"/> 0 – Unsatisfactory Needs to display knowledge of scope and sequence of curriculum.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>2. Displays knowledge of the characteristics of learners</b>				
<input type="checkbox"/> 3 – Exemplary Consistently display knowledge of the characteristics of learners-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively displays knowledge of the characteristics of learners.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately displays knowledge of the characteristics of learners.	<input type="checkbox"/> 0 – Unsatisfactory	<input type="checkbox"/> N/A – Not Applicable
<b>3. Evidence solid base of pedagogical content knowledge.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently evidences solid base of pedagogical content knowledge-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively evidences solid base of pedagogical content knowledge.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately evidences solid base of pedagogical content knowledge.	<input type="checkbox"/> 0 – Unsatisfactory Needs to display evidences solid base of pedagogical content knowledge.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>4. Displays knowledge of scope and sequence of curriculum.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently promotes constructive, collaborative, and cooperative learning opportunities-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively promotes constructive, collaborative, and cooperative learning opportunities.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately promotes constructive collaborative, and cooperative learning opportunities.	<input type="checkbox"/> 0 – Unsatisfactory Needs to promote constructive, collaborative, and cooperative learning opportunities.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.

## II. INSTRUCTION AND ASSESSMENT

Construct and implements effective learning experiences/outcome assessment, and assesses continuously

<b>1. Incorporates a variety of research-based instructional/educational strategies.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently incorporates a variety of research-based instructional/educational strategies-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively incorporates a variety of research-based instructions/educational strategies.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately incorporates a variety of research based instructional/educational strategies.	<input type="checkbox"/> 0 – Unsatisfactory Needs to incorporate a variety of research-based instructional/educational strategies.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>2. Promotes problem-solving, critical thinking, and creative thinking.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently promotes problem solving, critical thinking, and creative thinking-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively promotes problem solving, critical thinking, and creating thinking.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately promotes problem solving, critical thinking, and creative thinking.	<input type="checkbox"/> 0 – Unsatisfactory Needs to promote problem solving, critical thinking, and creative thinking.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>3. Promotes constructive, collaborative, and cooperative learning opportunities.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently promotes constructive, collaborative, and cooperating learning opportunities-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively promotes constructive, collaborative, and cooperative learning opportunities.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately promotes constructive, collaborative, and cooperative learning opportunities.	<input type="checkbox"/> 0 – Unsatisfactory Needs to promote problem solving, critical thinking, and creative thinking.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>4. Integrates technology appropriately to promote learning.</b>				
Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital computers, assistive technology).				
<input type="checkbox"/> 3 – Exemplary Consistently integrates technology appropriately to promote learning-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively integrates technology appropriately to promote learning.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately integrates technology appropriately to promote learning.	<input type="checkbox"/> 0 – Unsatisfactory Needs to integrate appropriately to promote learning.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>5. Employs authentic assessment appropriately.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently employs authentic assessment appropriately-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively employs authentic assessment appropriately.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately employs authentic assessment appropriately.	<input type="checkbox"/> 0 – Unsatisfactory Needs to employ authentic assessment appropriately.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>6. Monitors and reports student progress effectively.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently monitors and reports student progress effectively-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively monitors and reports student progress effectively.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately monitors and reports student progress effectively.	<input type="checkbox"/> 0 – Unsatisfactory Needs to monitors and reports student progress effectively.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>7. Uses assessment data to design instruction and improve student learning.</b>				

<input type="checkbox"/> 3 – Exemplary Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively uses assessment data to design instruction and improve student learning.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately uses assessment data to design instruction and improve student learning.	<input type="checkbox"/> 0 – Unsatisfactory Needs to use assessment data to design instruction and improve student learning.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>8. Aligns assessments to local, state, or national standards.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently aligns assessments to local, state, or national standards or best practice-well beyond what would be expected for a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively aligns assessments to local, state, or national standards, or best practice.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately aligns assessments to local, state, or national standards for best practice.	<input type="checkbox"/> 0 – Unsatisfactory Needs to align assessments to local, state, or national standards or best practices.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>9. Employs various assessment strategies and measures to accommodate individual and diverse learners.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively uses assessment data to design instruction and improve student learning.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately uses assessment data to design instruction and improve student learning.	<input type="checkbox"/> 0 – Unsatisfactory Needs to use assessment data to design instruction and improve student learning.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY</b> Fosters community, creates a safe space for all learners, and reaches the value of diversity.				
<b>1. Communicate high expectations for students.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently communicates high expectations-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively communicates high expectations.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately communicates high expectations.	<input type="checkbox"/> 0 – Unsatisfactory Needs to communicate high expectations.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>2. Manages student behavior to enhance learning.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently manages student behavior to enhance learning-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively manages student behavior to enhance learning.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately manages student behavior to enhance learning.	<input type="checkbox"/> 0 – Unsatisfactory Needs to manage student behavior to enhance learning.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>3. Accommodates for a range of differences in culture, development levels, and learning styles.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently accommodates for a range of differences in culture, developmental levels, and learning styles-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively accommodates for a range of differences in culture, developmental levels, and learning styles.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately accommodates for a range of differences in culture, developmental levels, and learning styles.	<input type="checkbox"/> 0 – Unsatisfactory Needs to accommodate for a range of differences in culture, developmental levels, and learning styles.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>4. Promotes active learning.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently promotes active learning-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively promotes active learning.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately promotes active learning.	<input type="checkbox"/> 0 – Unsatisfactory Needs to promote active learning.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>IV. SCHOOL AND COMMUNITY PROFESSIONAL</b> Applies knowledge of the context of education and engages in collaborative activities, partnership, service, and advocacy.				

<b>1. Links subject matter within and across disciplines and grade levels.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently links subject matter within and across disciplines and grade levels-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively links subject matter within and across disciplines and grade levels.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately links subject matter within and across disciplines and grade levels.	<input type="checkbox"/> 0 – Unsatisfactory Needs to link subject matter within and across disciplines and grade levels.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).</b>				
<input type="checkbox"/> 3 – Exemplary Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	<input type="checkbox"/> 0 – Unsatisfactory Needs to demonstrate professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.
<b>3. Adheres to professional codes of ethics and school laws.</b>				
<input type="checkbox"/> 3 – Exemplary Consistently adheres to professional codes of ethics and school laws-well beyond what would be expected of a novice teacher.	<input type="checkbox"/> 2 – Superior Usually and extensively adheres to professional codes of ethics and school laws.	<input type="checkbox"/> 1 – Satisfactory Sometimes and adequately adheres to professional codes of ethics and school laws.	<input type="checkbox"/> 0 – Unsatisfactory Needs to adhere to professional codes of ethics and school laws.	<input type="checkbox"/> N/A – Not Applicable Insufficient basis for judgment.

## UNIVERSITY OF PITTSBURGH-GREENSBURG STUDENT TEACHING PERFORMANCE RATING SCALE SUMMARY FORM

Candidate's Name: \_\_\_\_\_

Directions: This form can be used by the Faculty Member to compile all of the evaluation results of a Candidate's Student Teaching Performance Rating Scale.

- |  |   |
|--|---|
| 3 – Exemplary:<br>2 – Superior:<br>1 – Satisfactory:<br>0 – Unsatisfactory:<br>N/A – Not Applicable: | Candidate performed at a level well beyond that expected of a novice (This rating should be reserved to highlight exceptional strengths).<br>Candidate performed commendably; reflective of successful efforts.<br>Candidate performed adequately with few exceptions; reflective of satisfactory efforts.<br>Candidate performed at a level less than satisfactory; reflective of the need to strengthen and/or develop.<br>Insufficient basis for judgment. |
|--|---|

Unit Outcomes	First Half		Second Half		First Half	Second Half
	Candidate	Cooperating	Candidate	Cooperating Teacher	PDE430	PDE430
I. CONTENT AND PEDAGOGY					CATEGORY	CATEGORY
1. Displays knowledge of scope and sequence of curriculum.					I.	I.
2. Displays knowledge of the characteristics of learners.						
3. Evidences solid base of pedagogical content knowledge.						
4. Evidences solid base of subject content knowledge.						
II. INSTRUCTION AND ASSESSMENT						
1. Incorporates a variety of research-based instructional/educational strategies.					II.	II.
2. Promotes problem-solving, critical thinking, and creative thinking.						
3. Promotes constructive, collaborative, and cooperative learning opportunities.						
4. Integrates technology appropriately to promote learning.						
5. Employs authentic assessment appropriately.						



6. Monitors and reports student progress effectively.						
7. Uses assessment data to design instruction and improve student learning.						
8. Aligns assessments to local, state, or national standards.						
9. Employs various assessment strategies and measures to accommodate individual and diverse learners.						
<b>III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY</b>						
1. Communicates high expectations for students.					III.	III.
2. Manages student behavior to enhance learning.						
3. Accommodates for a range of differences in culture, developmental levels, and learning styles.						
4. Promotes active learning.						
<b>IV. SCHOOL AND COMMUNITY PROFESSIONAL</b>						
1. Links subject matter within and across disciplines and grade levels.					IV.	IV.
2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).						
3. Adheres to professional codes of ethics and school laws.						

To be completed by the student teacher candidate and  
to be given to Dr. Burth at the end of an assignment.

**Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice**

PDE Form 430 Attachment A

**Category I: Planning and Preparation**

Lesson Unit Plans: Types Titles Numbers:
Resources/Materials/Technology:
Assessment Material:
Information about Students:
Teacher Conference Interviews:
Classroom Observations:
Teacher Resource Documents:

**Category II: Classroom Environment**

Classroom Observations:

Informal Observations/Visits:

Teacher Conferences/Interviews

Visual Technology:

Resources/Materials/Technology/Space:

Other:

**Category III: Instructional Delivery**

Classroom Observations:

Informal Observations/Visits:

Assessment Material:

Teacher Conferences/Interviews:

Student Assignment Sheets:

Student Work:

Instructional Resources/Materials/Technology:

Other:

**Category IV: Professionalism**

Teacher Classroom Observations:

Informal Observations/Visits:

Assessment Material:

Student Teacher Interviews:

Written Documentation:

Student Assignment Sheets:

Student Work:

Other:

# Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Name (Last, Middle, First)

SSN

Subject(s) Taught

Grade Level

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

## PERFORMANCE EVALUATION

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

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

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

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

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

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

**Justification for Evaluation**

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

**Student Teacher/Candidate’s performance appropriately demonstrates:**

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

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

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

<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and thoroughly demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance
<b>Rating (Indicate √)</b>				
<b>Justification for Evaluation</b>				
<p><b>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.</b>  <b>Alignment: 354.33. (1)(i)(D),(F),(G)</b></p>				
<p><b>Student Teacher/Candidate’s performance appropriately demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Use of knowledge of content and pedagogical theory through his/her instructional delivery</li> <li>• Instructional goals reflecting Pennsylvania K-12 standards</li> <li>• Communication of procedures and clear explanations of content</li> <li>• Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs</li> <li>• Use of questioning and discussion strategies that encourage many students to participate</li> <li>• Engagement of students in learning and adequate pacing of instruction</li> <li>• Feedback to students on their learning</li> <li>• Use of informal and formal assessments to meet learning goals and to monitor student learning</li> <li>• Flexibility and responsiveness in meeting the learning needs of students</li> <li>• Integration of disciplines within the educational curriculum</li> </ul>				

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points										
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and thoroughly demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance										
<b>Rating (Indicate √)</b>														
<b>Justification for Evaluation</b>														
<p><b>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.</b>  <b>Alignment: 354.33. (1)(i)(I),(J)</b></p>														
<p><b>Student Teacher/Candidate’s performance appropriately demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</li> <li>• Knowledge of school or district requirements for maintaining accurate records and communicating with families</li> <li>• Knowledge of school and/or district events</li> <li>• Knowledge of district or college’s professional growth and development opportunities</li> <li>• Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal, laws and regulations</li> <li>• Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators</li> <li>• Ability to cultivate professional relationships with school colleagues</li> <li>• Knowledge of Commonwealth requirements for continuing professional development and licensure</li> </ul>														
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, or number)</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Classroom Observations _____</td> <td><input type="checkbox"/> Student Assignment Sheets _____</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits _____</td> <td><input type="checkbox"/> Student Work _____</td> </tr> <tr> <td><input type="checkbox"/> Assessment Materials _____</td> <td><input type="checkbox"/> Instructional Resources/ Materials/Technology _____</td> </tr> <tr> <td><input type="checkbox"/> Student Teacher Interviews _____</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Written Documentation _____</td> <td></td> </tr> </table>					<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____	<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____	<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/ Materials/Technology _____	<input type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Written Documentation _____	
<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____													
<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____													
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/ Materials/Technology _____													
<input type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____													
<input type="checkbox"/> Written Documentation _____														
<b>Overall Rating</b>														
<b>Category</b>	<b>Exemplary (Minimum of 12 Points)</b>	<b>Superior (Minimum of 8 Points)</b>	<b>Satisfactory (Minimum of 4 Points)</b>	<b>Unsatisfactory 0 Points</b>										

<b>Criteria for Rating</b>	The candidate <i>consistently</i> and thoroughly demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance
<b>Rating (Indicate √)</b>				
<p>Note: This assessment instrument must be used a minimum of two times. <b>A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the <u>final summative rating</u> to favorably complete this assessment.</b></p>				
<p><b>Justification for Overall Rating</b></p>				

\_\_\_\_\_  
Student Teacher/Candidate's Name (Last, First, Middle)

\_\_\_\_\_  
Social Security #

**District/IU School Year:**

**School Term:**

**Interview/Conference Date:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REQUIRED SIGNATURES:**

\_\_\_\_\_  
Supervisor/Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student/Teacher Candidate

\_\_\_\_\_  
Date

**Appendix E: Checklists for Student Teacher Candidates, Cooperative Teacher,  
and University Supervisor**

## CHECKLIST FOR STUDENT TEACHER CANDIDATES

### Learn daily Procedures

1. Time teachers enter \_\_\_\_ AM and leave \_\_\_\_ PM the school.

2. Learn teacher's supervisory duties:

- Recess
- Restrooms
- Halls
- Assemblies
- Study halls
- Cafeteria duties
- Buses
- Before school supervision
- Other duties

3. Homeroom procedures

- Attendance
- Daily announcements
- Opening exercises
- Schedule for special classes
- Speech
- Music lessons
- Resource room
- Tutors
- Itinerants

4. Classroom forms and records

- Attendance
- Excuse notes
- Lunch count forms
- Hall pass forms/lavatory passes
- Health pass forms
- Grading forms and system
- Report forms and report cards
- Discipline forms
- Health records
- Permanent record forms
- SAP, IEP, ER
- Other special forms

5. Learn about pupils

- Names
- Ability levels
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (Consult District Confidentiality Policy)
- Appropriate home and family information (Consult District Confidentiality Policy)

- \_\_\_ Procedures for involving counselors and/or parents in helping pupils
- \_\_\_ Learn about classroom and laboratory procedures:
- \_\_\_ How pupils are expected to enter and exit the classroom or laboratory
- \_\_\_ Method used to take and record attendance
- \_\_\_ Method used to take and record lunch count
- \_\_\_ Procedure to send and receive messages
- \_\_\_ System used to dismiss pupils to other classes, recess, lunch, and fire drills
- \_\_\_ Method used to distribute, collect, and store materials
- \_\_\_ Procedures for pupils who finish in class work early
- \_\_\_ Procedure to close the school day

6. Learn about general supplies:

- \_\_\_ Procedure to requisition supplies
- \_\_\_ Location of supplies
- \_\_\_ Supplies with free access and those which require special permission

7. Learn about curriculum, instruction, materials

- \_\_\_ Review the course of study and units for the semester
- \_\_\_ Obtain textbooks, reference materials, supplies, tools, and equipment
- \_\_\_ Learn the location of these materials
- \_\_\_ Learn which materials the pupils supply
- \_\_\_ Learn the materials the student teacher will need to supply

8. Learn about Library/Media Center:

- \_\_\_ Checkout and return procedures
- \_\_\_ Location of card catalogue, special reference materials, videos, computer software, and curriculum materials
- \_\_\_ Become familiar with additional policies and procedures
- \_\_\_ Allow time to preview materials which you plan to use
- \_\_\_ Learn about location of resources to develop instructional materials e.g., school production center (Intermediate Unit Teacher Center)
- \_\_\_ Become familiar with the available professional journals and publications

9. Learn to obtain and use audio-visual equipment:

- \_\_\_ Copy machine
- \_\_\_ Whiteboards
- \_\_\_ Smart boards
- \_\_\_ Overhead projector
- \_\_\_ LCD projector
- \_\_\_ Computer
- \_\_\_ TV-DVR
- \_\_\_ Listening stations with headsets
- \_\_\_ Tape recorder
- \_\_\_ Laminating machine

- \_\_\_ Procedure to obtain equipment and supplies for audio-visual equipment
- \_\_\_ Procedure to order and return materials from the Intermediate Unit

10. Keep the university supervisor informed:

- \_\_\_ Provide school and classroom schedules
- \_\_\_ Share whatever paperwork the university supervisor needs about the school (e.g., school rules, regulations, policies)
- \_\_\_ Communicate regularly

## CHECKLIST FOR COOPERATING TEACHERS

The following checklist provides suggestions for use by cooperating teachers.

### Before the student teacher candidate arrives:

- \_\_\_\_\_ Inform the pupils and parents, when possible
- \_\_\_\_\_ Collect materials for the student teacher candidate to use
- \_\_\_\_\_ Set aside desk and workspace for the student teacher candidate
- \_\_\_\_\_ Outline basic teaching responsibilities for the student teacher candidate
- \_\_\_\_\_ Have a copy of the class schedule for the student teacher candidate
- \_\_\_\_\_ Review student teacher candidate's background information
- \_\_\_\_\_ Verify student teacher candidate's arrival with principal
- \_\_\_\_\_ Duplicate class lists and seating charts
- \_\_\_\_\_ List days of special schedules and days on which school will be closed

### During the first week:

- \_\_\_\_\_ Orient the student teacher candidate to the school, school personnel, support services, pupils, and community
- \_\_\_\_\_ Arrange a meeting with the principal and the student teacher candidate
- \_\_\_\_\_ Share school rules, regulations, policies (give handbook and calendar)
- \_\_\_\_\_ Discuss expectations for student teacher candidate with respect to:
  - \_\_\_\_\_ Confidentiality
  - \_\_\_\_\_ Working hours
  - \_\_\_\_\_ Procedures to follow in case of illness
  - \_\_\_\_\_ Personal property
  - \_\_\_\_\_ Procurement of supplies
  - \_\_\_\_\_ Other general responsibilities

- \_\_\_\_\_ Explain your method of classroom or laboratory management and discipline, and review the district's policy and philosophy about these items
- \_\_\_\_\_ Assist in arranging observations of other teachers
- \_\_\_\_\_ Give the student teacher candidate informal opportunities to adjust to being in front of the class
- \_\_\_\_\_ Explain your methods of testing and grading, of recordkeeping and reporting to parents
- \_\_\_\_\_ Help the student teacher candidate become familiar with the location and the operation of equipment
- \_\_\_\_\_ Provide the opportunity for the student teacher candidate to work with individual pupils
- \_\_\_\_\_ Share curriculum and review future educational goals
- \_\_\_\_\_ Confer with the student teacher candidate daily
- \_\_\_\_\_ Provide daily feedback on the student teacher candidate's performance
- \_\_\_\_\_ Check and initial the student teacher candidate's lesson plans at least one week in advance of their use

### During the second week:

- \_\_\_\_\_ Explain developmental characteristics of the age group
- \_\_\_\_\_ Explain unique characteristics of individual pupils that directly affect their learning
- \_\_\_\_\_ Permit the student teacher candidate to accept more and more teaching responsibilities

- \_\_\_\_\_ Check and initial the student teacher candidate's plans before the lessons are presented
- \_\_\_\_\_ Provide the student teacher candidate with opportunities to observe and assist in parent conferences
- \_\_\_\_\_ Demonstrate a variety of teaching techniques
- \_\_\_\_\_ Alert the principal and the university supervisor of significant problem areas which the student teacher candidate is experiencing
- \_\_\_\_\_ Provide both written and oral feedback to the student teacher candidate frequently
- \_\_\_\_\_ Confer with the student teacher candidate daily
- \_\_\_\_\_ Assist the student teacher candidate in fulfilling the practicum requirement

During the remainder of the experience:

- \_\_\_\_\_ Demonstrate a variety of teaching techniques
- \_\_\_\_\_ Promote self-evaluation of lessons by the student teacher candidate (This reflection will help him/her to develop a perception of his/her strengths and weaknesses)

- \_\_\_\_\_ Give the student teacher candidate an opportunity to accept full responsibility for the class/schedule
- \_\_\_\_\_ Encourage increasingly independent lesson plan development by the student teacher candidate
- \_\_\_\_\_ Continue informal daily evaluations noting the student teacher candidate's strengths and weaknesses
- \_\_\_\_\_ Assist the student teacher candidate in developing skills to analyze his/her teaching performance and techniques/strategies
- \_\_\_\_\_ Commend the student teacher candidate for his/her strengths
- \_\_\_\_\_ Permit the student teacher freedom to try his/her own ideas and techniques; reassure the student teacher candidate that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique
- \_\_\_\_\_ Demonstrate techniques which will help the student teacher candidate remediate weaknesses
- \_\_\_\_\_ Confer with University supervisor throughout the term and in preparing the final student teacher evaluation
- \_\_\_\_\_ Complete and share your mid-term and final evaluation with student teacher candidate and university supervisor

## CHECKLIST FOR UNIVERSITY SUPERVISORS

The university supervisor serves as a liaison between The University of Pittsburgh at Greensburg and the cooperating teacher participating in the student teaching program. The supervisor's responsibilities include:

### Information and orientation

- \_\_\_\_\_ Explaining the goals, philosophy, and organization of the teacher preparation program
- \_\_\_\_\_ Conferring about the experiences and responsibilities the student teacher candidate should have under the direction of the cooperating teacher
- \_\_\_\_\_ Explaining procedures used to evaluate the student teacher candidate
- \_\_\_\_\_ Serving as a resource person for the cooperating teacher and school district
- \_\_\_\_\_ Assisting the cooperating teacher in completing the official paper work required for the program
- \_\_\_\_\_ Identifying potential cooperating teachers in the school district

### Observations, classroom visits, and Practicum

- \_\_\_\_\_ Contacting the cooperating teacher and student teacher candidate within the first week
- \_\_\_\_\_ Observing the student teacher candidate for a full period during each of required FOUR visits

- \_\_\_\_\_ Consulting regularly with the cooperating teacher on the performance of the student teacher candidate
- \_\_\_\_\_ Discussing with the cooperating teacher possible techniques and methods for use by the student teacher candidate
- \_\_\_\_\_ Inviting the cooperating teacher's suggestions and recommendations for enhancing the student teacher candidate's experience

### Evaluations

- \_\_\_\_\_ Evaluating in written and oral form the performance of the student teacher candidate in the classroom or laboratory
- \_\_\_\_\_ Conferring with the cooperating teacher following each classroom or laboratory observation
- \_\_\_\_\_ Discussing the final evaluation of the student teacher candidate with the cooperating teacher prior to awarding the final grade(s)
- \_\_\_\_\_ Retaining all written evaluations and observations for one year after the assignment is completed.
- \_\_\_\_\_ Share and discuss midterm and final PDE 430 with students.

**Appendix F: ACT 48: IMPORTANT INFORMATION ABOUT YOUR CERTIFICATION FROM  
THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

## **ACT 48: IMPORTANT INFORMATION ABOUT YOUR CERTIFICATION FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION**

Beginning July 1, 2000 Act 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. **Please read carefully the information provided below.**

**Note:** *in order for us to notify you regarding the status of your certificate, you must keep us apprised (in writing) of any changes to your mailing address.*

- A. Who is affected by the requirements of Act 48?** All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates.
- B. When does Act 48 go into effect?** The effective date is July 1, 2000.
- C. What does "active certification" and "inactive certification" mean?** Active certification indicates compliance with the provisions of Act 48, while inactive certification will prevent an educator from serving in a professional position in the public school entities of the Commonwealth. Additionally, inactive certification may impact an individual's ability to use a certificate outside of the public schools.
- D. When does the five-year period begin?** The five-year period begins on July 1, 2000 for all educators issued certificates prior to and including July 2000. For those issued certificates August 2000 and thereafter, the five year period begins with the effective date of issuance of the **initial** certificate
- E. Can credits earned prior to July 1, 2000 be accepted to comply with Act 48 provisions?** Collegiate credits and PDE-approved in-service credits earned after January 1, 2000 may be accepted.
- F. May credits earned in excess of those required by Act 48 be used in the next five-year period?** There is no provision in the Act to carry credits over into the next compliance period.
- G. What are considered "public school entities"?** They include school districts, intermediate units, joint school districts, area vocational-technical schools, charter schools, the Scotland School for Veterans Children and the Scranton School for the Deaf, or any of these acting jointly.
- H. What can educators do if they are not employed by public school entities or move out of Pennsylvania?**

They can either maintain their certificates as active by meeting the continuing education requirements or they may request voluntary inactive status from the PA Department of Education. If a certificate holder does nothing, the certificate will become inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school entity as a professional (tenured) or temporary professional (prior to gaining tenure status) employee.
- I. Who can request voluntary inactive certificate status?** Only those educators who are not employed as professional or temporary professional staff in public school entities may apply.
- J. How can educators request voluntary inactive certificate status?** They must complete form PDE-338R available at [www.pde.state.pa.us](http://www.pde.state.pa.us)
- K. Will an individual who has inactive status be permitted to teach at all in public schools?**

With an inactive certification, an educator may be employed as a substitute teacher for us to ninety (90) days during a school year.

- L. Is there still a requirement to convert a Level I certificate to Level II after 6-years of service?** Yes, the regulations of Chapter 49 related to Level I and Level II certification remain in force.
- M. Do the provisions of Act 48 apply to educators who have not yet converted their Level I certificate to Level II status?** Yes, the provisions apply to **all** educators holding a Pennsylvania public school certificate.
- N. Can the credits earned for Level II certification or a Letter of Master's/Bachelor's Equivalency be applied toward the requirements of Act 48?** Collegiate credits and PDE approved in-service credits may be applied to the continuing education requirements if earned after January 1, 2000 and related to the educator's area of assignment or certification or within a program leading to administrative certification.
- O. Can continuing education activities be applied toward a Level II certificate of Letter of Master's/Bachelor's Equivalency?** Only the collegiate credits and PDE approved in-service credits as specified by the regulations of Chapter 49 may be accepted.
- P. Must educators who hold public school certification but are serving in private or nonpublic (religious) schools comply with the provisions of Act 48?** Yes, the provisions of Act 48 apply to **all** educators holding Pennsylvania public school certificates. Those educators may maintain their certificates as active or they may request voluntary inactive status of their certificates. However, it is important to note that private and nonpublic schools may, at their discretion, require their professional staff to maintain their certificates as active by completing continuing education credits or activities. Employment by the public school entities will necessitate the completion of the Act 48 requirements.
- Q. How will educators who are not employed by public school entities be made aware of the requirements of Act 48?** The Department will make every effort to disseminate information regarding the requirements of Act 48 through the media, school districts, colleges and universities, private and nonpublic schools, as well as the Department's Web page at [www.pde.psu.edu](http://www.pde.psu.edu).
- R. How can educators and school entities access the continuing education records?** Information regarding the credits/hours earned and the continuing education status may be accessed through the Voice Response Unit at the Bureau of Teacher Certification and Preparation at 717-787-2967 or by going to the Bureau's Web pages. This information will be accessible after July 1, 2000.
- S. How will educators and school entities know when the five-year period is over?** At least 12 months prior to the end of the five-year period, the Department will notify both the educators and the public school entities regarding the continuing education status and remaining credit/hours, if any, to be completed. Again, it is important that educators inform the Department of any change of address.
- T. What if circumstances prevent an educator from completing the requirements of Act 48?** There is a provision for granting an extension of the five-year period due to extenuating circumstances. The Act also provides for an educator's right to appeal a notice of inactive certification. Procedural guidelines for the above provisions will be developed by the Department.
- U. What must be done to reactivate an inactive certificate?** A person who requests voluntary inactive status will have the requirements of Act 48 suspended until he/she applies for removal of inactive status. When applying for removal of inactive status, educators must present evidence of having completed 30 hours of continuing education within the 12 months preceding their application to the Bureau. They must then complete the same number of credits/hours within the same amount of time as existed at the time inactive

certification was granted. Those credit/hour and time requirements will be provided when the notice of active certification is sent to the applicant. The reference for questions concerning professional education plans, approved providers, and submission of credits/hours may be found on the PDE Home Page at [www.pde.state.pa.us](http://www.pde.state.pa.us) under Professional Development Guidelines.

For information about your certificate, you may contact the Bureau of Teacher Certification and Preparation at 717-787-3356. Certification information is also available on the Department's Website. Notification of a change of address should be forwarded to:

**Bureau of Teacher Certification and Preparation**

**Pennsylvania Department of Education**

**333 Market St.**

**Harrisburg, PA 17126-0333**

**Adapted from the Following Resources:**

Pennsylvania Department of Education.

Secondary Education Student Teaching Handbook (Fall 2010 Spring 2011). West Chester University. Retrieved from  
<http://www.wcupa.edu/academics/coed/studentinfo/documents/SecondaryEducationStudentTeachingHandbookFall-Spring2011-2012.pdf>

Handbook on Clinical Practice for Student Teachers (2011), Saint Xavier University. Retrieved from  
<http://www.sxu.edu/Academic/Education/Documents/HandbookClinicalPracticeStudentTeachers.pdf>

Student Teaching Handbook (2011). College of Education and Behavioral Sciences. Western Kentucky University. Retrieved from  
[http://www.wku.edu/teacherservices/student\\_teaching/documents/st\\_handbook.pdf](http://www.wku.edu/teacherservices/student_teaching/documents/st_handbook.pdf)