

# Saint Joseph's University

## **OATCERT Student Teacher Handbook**



A Guide for OATCERT Students, Cooperating and Mentor Teachers and  
University Supervisors

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## INTRODUCTION

The importance of the student teaching experience cannot be understated. Practicing teachers often cite it as an essential component in their professional training. As a culminating experience, student teaching serves as the capstone of the teacher education program at Saint Joseph's University.

All involved in assisting student teachers to learn the craft of teaching recognize the power of the student teaching experience. The experience provides student teachers with an opportunity to try out the theories and methods they have learned in their coursework in actual classrooms while under the supervision of cooperating teachers and university supervisors. The experience will challenge student teachers' understanding of teaching and learning, but hopefully also confirm their commitment to the teaching profession.

Intern teachers, although they may have done some teaching prior to enrolling in this supervised teaching course, are for the most part still in the early stages of their careers. Intern teachers also benefit from the experience of working with a university supervisor and participating in a collaborative reflection of their teaching experience in the associated seminar class - EDU 691 Secondary Student Teaching (Fieldwork).

This handbook aims to assist student and intern teachers in their work. It also clarifies the roles and responsibilities of cooperating and mentor teachers, and university supervisors. The handbook outlines the expectations, guidelines and evaluation of the student and intern teaching experience and the associated seminar.

The expectations, guidelines and evaluation of the student and intern teaching experience reflect two interrelated sets of learning principles that mutually define the targeted outcomes and competencies of the teacher preparation program at Saint Joseph's University. The first set of learning principles are those promulgated by the Pennsylvania Department of Education in PA Title 22, Chapter 354.33. The second set of learning principles are those adopted by the Department of Education at Saint Joseph's University, that express the values and philosophy contained in the department's mission statement on preparing educators. Both sets of learning principles are listed below in the discussion on the program overview. The mission statement of the Department of Education at Saint Joseph's University can be found in Appendix F of this handbook.

Any questions that are not answered by the handbook can be addressed to the Assistant Director of Student Teaching and Field Experiences, Department of Education, Saint Joseph's University, 5600 City Ave. Philadelphia, PA 19131. Please call (610) 660-3438.

# **Overview of the Student/Intern Teaching Program**

## Student and Intern Teaching Placements

The student and intern teaching experience comprises a full-time, fourteen week placement in which the student or intern teacher gradually assumes responsibility for teaching the students of the cooperating or mentor teacher(s). Secondary education student teachers may work in one or more classrooms, and may have one or more cooperating teachers, but one cooperating teacher will be designated as the lead mentor and evaluator during the placement.

In all student and intern teaching placements, university supervisors regularly visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. University supervisors conduct at least four formal observations of secondary student and intern teachers. All student and intern teachers are required to participate in EDU 691 Secondary Student Teaching (Fieldwork), the seminar course linked to their student teaching.

## Description of Student and Intern Teaching Candidates

Student and intern teachers are post-baccalaureate or graduate students in an Education program at Saint Joseph's University. In some states, intern teachers are fully employed in a public school under emergency or intern certification, or are teaching in paid positions in private or parochial schools.

### ◆ Eligibility for Student/Intern Teaching

All OATCERT students intending to conduct student or intern teaching must submit a Student Teaching Application to the Education Department at Saint Joseph's. OATCERT students who live outside of the Philadelphia metro area must arrange their own placements. Applications must be submitted at least 6 months preceding their placement (By January 15 for a fall placement; by June 15 for a spring placement.)

All applicants for student or intern teaching must also successfully pass the Praxis I (PPST) Reading, Writing and Mathematics exams and acquire Pennsylvania State Criminal History Record Act 34, Pennsylvania Child Abuse History Clearance Act 151, **OR** the corresponding resident state/country/territory clearances for those that do not reside in Pennsylvania, and the Federal FBI Criminal History Report Act 115 prior to conducting student or intern teaching. Applicants must also undergo a tuberculin skin test prior to commencing with their placement. In addition, applicants for student and intern teaching meet certain GPA requirements.

Post-baccalaureate or graduate students must maintain a 3.0 GPA throughout their education program to be recommended for Pennsylvania certification. Post-baccalaureate or graduate students who cannot reasonably achieve this GPA by the completion of their program will be not be permitted to conduct student or intern teaching.

### ◆ OATCERT GPA – Student Teaching & Teacher Certification

Students whose OATCERT GPA is below a 3.0 at the time of application for student teaching may proceed with their applications if the attainment of a final grade of A in that 6 credit course (EDU 691 Secondary Student Teaching [ Fieldwork]) will result in a program GPA of 3.0.

Students whose final OATCERT GPA does not predict to be a 3.0 or higher as a result of student teaching may not participate in EDU 691 Secondary Student Teaching ( Fieldwork).

If a final OATCERT program grade of 3.0 or higher is not attained, candidates will not be endorsed for PA Teacher Certification.

## Goals of the Student/Intern Teaching Program

### ◆ For Student Teachers

- To provide a sequential, on-going classroom teaching experience, with the student gradually assuming complete teaching responsibility for the class(es).
- To provide experiences that will increase awareness of the relationship between practice and theory.
- To provide experiences that will increase the student teacher's understanding of practical instructional and management situations.
- To receive the support of a cooperating teacher and a University supervisor who will help the teacher candidate continually strengthen her or his teaching skills through analysis and feedback.
- To provide opportunities to apply best practice teaching strategies to educational settings.
- To provide opportunities to be involved in the daily life and activities of the cooperating school.

### ◆ For Intern Teachers

- With the help of the University supervisor and the seminar facilitator, to provide support and strategies for improving classroom practice through analysis and feedback.
- To increase the intern's awareness and application of current best practices in education.
- To encourage utilization by the intern of auxiliary services in the school and community and to provide service to the school outside of the classroom.

## **Learning Principles**

As mentioned previously, two sets of learning principles serve as program outcomes and competencies, and guide student and intern teachers, cooperating and mentor teachers, university supervisors, and seminar instructors in the pursuit and measure of the above listed goals. The first set of learning principles has been promulgated by the Pennsylvania Department of Education in PA Title 22, Chapter 354.33 (1) (i) (A) through (J). The Commonwealth of Pennsylvania, similarly to many other states, adopted these learning principles from the list of learner-centered competencies for novice teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The second set of learning principles has been developed by the Education Department at Saint Joseph's University, and reflects the department's core values and mission (Appendix F).

### ◆ Pennsylvania Professional Educator Learning Principles

#### **Learning Principle 1 – Knowledge of Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

#### **Learning Principle 2 – Knowledge of Human Development and Learning**

The teacher understand how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development.

#### **Learning Principle 3 – Adapting Instruction for Individual Needs**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

#### **Learning Principle 4 – Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#### **Learning Principle 5 – Classroom Motivation and Management Skills**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

#### **Learning Principle 6 – Communication Skills**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### **Learning Principle 7 – Instructional Planning Skills**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### **Learning Principle 8 – Assessment of Student Learning**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#### **Learning Principle 9 – Professional Commitment and Responsibility**

The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

### **Learning Principle 10 – Partnerships**

The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

- ◆ Saint Joseph’s University Education Department Learning Principles

### **SJU Learning Principle 1 – Faith Justice and Education**

Teaching from a faith-based perspective, the teacher gives priority to the development of social justice and equity in the classroom.

### **SJU Learning Principle 2 – Education in the Community Context**

The teacher fosters relationships between the school and the communities it serves, taking into consideration such issues as gender, race, and class, as well as promoting the sharing of resources and perspectives that enhance and enrich learning in a community of learners.

### **SJU Learning Principle 3 – Multiple Paradigms in American Education**

The teacher views education through the lenses of different paradigms that seek to describe the role of education in a democratic society. These include social, economic, cultural, critical, and constructivist paradigms.

### **SJU Principle 4 – The Role of the Scholar-Practitioner Model in Education**

The teacher is able to make connections between theory and practice and understands the role that scholarly research can play in guiding the work of the practitioner.

### **SJU Principle 5 – The Role of an Interdisciplinary Curriculum**

The teacher uses an interdisciplinary approach to teaching based on an understanding that learning is enhanced when students make connections among different subject areas.

## **The Professional Seminar – EDU 691 Secondary Student Teaching (Fieldwork)**

A major component enhancing the development of reflective practice is the professional seminar, which is an important part of EDU 691 Secondary Student Teaching (Fieldwork). The purpose of the seminar is to enrich and complement the field experience of student and intern teachers. Through readings, assignments, and discussions, students are able to reflect upon their classroom experience and link theories and models of teaching to the practical realities of their classrooms.

### **The Roles of the Major Participants in the Student/Intern Teaching Experience**

The Department of Education is very much aware of the significant contribution made by the schools that participate in our student/intern teaching program. The continued support and cooperation of these schools in sharing this joint responsibility of teacher preparation is most deeply appreciated.

A major purpose of the supervisory process is to provide student and intern teachers with regular feedback so that they may grow. Providing this supporting climate is a responsibility shared by several people:

- 1) The cooperating teacher or, for intern teachers, a school mentor;
- 2) The university supervisor, who makes at least four full observations of student teachers and four observations of intern teachers;
- 3) The seminar instructor, who facilitates the professional seminar for Student/Intern teachers;
- 4) The Assistant Director of Student Teaching and Field Experiences.

#### ◆ Student Teacher

The student teacher is a university student in good standing who has completed the necessary prerequisites of his/her teaching specialization and meets the selection criteria, including grade point average, which have been established in his/her area. A student teacher is not a teacher's aide; rather he or she is an inexperienced teacher candidate who is under the guidance of a certified teacher in a semester-long classroom experience.

#### ◆ Intern Teacher

The intern teacher is a full time faculty member of a local private or parochial school who is enrolled in the certification program and who does not, therefore, teach with a cooperating teacher, however works with a certified mentor teacher.

Both student and intern teachers complete Mid-term and Final self-evaluations of their teaching (Appendix E).

◆ Cooperating Teacher

Cooperating teachers should meet the educational and certification standards of the state in which they are teaching or, in the case of international placement, the state in which they were certified. The cooperating teacher should be a highly competent teacher, demonstrating expertise in the classroom, skilled in interpersonal relationships, and interested in guiding a student teacher. He or she is the student teacher's primary teaching resource and will work with the university supervisor to help the student become aware of his/her strengths and weaknesses. The cooperating teacher's assessment of the student's growth is of prime consideration in the overall evaluation of the student teacher. Student teachers should plan to meet with their cooperating teachers at least once a week for an hour to review their performance and to set up feasible plans for the following week. Short daily sessions either before or after school are also recommended since student teachers benefit from immediate feedback and support.

The cooperating teacher completes a Mid-Term and Final evaluation of the student teacher (Appendix E).

◆ School Principal

School principals work closely with the designated administrator of the school system and university personnel in placing student teachers with cooperating teachers under conditions most suitable and beneficial to the student teacher. The principal treats the student teachers as faculty members and interprets school policies for them as would be done for new faculty members.

◆ Mentor Teacher

A mentor teacher is an certified teacher who assists the intern teacher in whatever ways are most helpful, especially during the semester when the intern is observed by a university supervisor. Mentor teachers should be available to model best practices, to observe the intern teacher, to consult with the intern regarding teaching and management issues and, as necessary, to meet with the university supervisor regarding support they can provide to the intern based on the supervisor's evaluation of the intern's teaching.

Mentors are expected to complete a Mid-Term and Final Evaluation (Appendix E) of the intern teacher.

◆ University Supervisor

University supervisors work collaboratively with cooperating and mentor teachers in mentoring and evaluating student and intern teachers. Discussion of progress will center around these points: (a) Is there progress in the student teacher's work? (b) What are the student's strengths and weaknesses? (c) How can the student or intern teacher improve? (d) What are the reactions of school personnel to the student teaching program, particularly in regard to the overall preparation of the students? The supervisor will meet regularly in a conference with the student/intern teacher and the cooperating/mentor teacher for the purpose of exchanging information, extending guidance in order to further the professional growth of the student or intern teacher, and providing assistance and advisement in problem situations. The university supervisor completes an Evaluation Criteria Observation Report (see Appendix E) after every formal observation. The university supervisor also prepares a Mid-Term and Final Evaluation of the student or intern teacher's performance (Appendix E). The final evaluation, along with an evaluation for the professional seminar, are combined to produce a final grade for student/intern teaching. Evaluations are based on student/intern teaching growth and demonstration of the learning principles as a novice teacher during the semester.

At the conclusion of the student/intern teaching experience, the university supervisor also completes a Pennsylvania Evaluation of Student/Intern Teaching Report (Appendix E). This document serves as part of the basis for the student/intern teacher's recommendation for teaching certification to the Pennsylvania Department of Education.

◆ Student/Intern Teaching Seminar Facilitator

The seminar facilitators are university allied faculty who facilitate sections of the Professional Seminar to groups of secondary student/intern teachers each semester. They devise activities to assist student/intern teachers in planning instruction, managing classrooms, and evaluating student performance. As instructors of record for the Professional Seminar, they are ultimately responsible for the final grade received by the student intern teacher (see above).

◆ Assistant Director of Student Teaching and Field Experiences

The Assistant Director of Student Teaching and Field Experiences, along with the university supervisors, serve as primary liaisons between Saint Joseph's University and the cooperating schools. The former is responsible for directing the student/intern program. Both stand ready to answer questions, provide support, or consult regarding problems that may arise.

The Assistant Director receives applications for student/intern teaching and works with the Program Compliance Coordinator in the identification of cooperating teachers and the assignment of university supervisors directly responsible for student/intern teachers. His or her concern is the success of all student and intern teachers and is therefore available to students, interns, cooperating teachers, and school administrators when questions or problems arise.

◆ The Program Compliance Coordinator

The Program Compliance Coordinator works with candidates who are preparing for the student/intern teaching semester to insure that pre-certification requirements, such as missing prerequisite coursework and PRAXIS testing, are met. Additionally the Program Compliance Coordinator works with student/intern teaching candidates to identify potential University Supervisors from the Office of Field Experiences at universities local to the candidates' practice sites.

# **Student/Intern Teachers: The Semester Teaching Experience**

## **BEFORE THE SEMESTER BEGINS**

- 1) Please read the Student/Intern Teacher Handbook and print ONE additional copy for each cooperating teacher. Please provide your cooperating teacher(s) with a copy of the handbook on the first day of student teaching.
- 2) Complete and mail the Pennsylvania Child Abuse History Clearance Act 151 Form, which is available on line at <http://www.sju.edu/academics/cas/education/field/background.html>. The Pennsylvania State Police Request for Criminal Record Check Act 34 can be completed on line at <https://epatch.state.pa.us/Home.jsp>. Non-PA residents should submit their corresponding resident state/country/territory clearances.
- 3) Get a tuberculin skin test.
- 4) Complete the process of taking The Praxis Series exams. Students must have successfully passed the Reading, Mathematics and Writing Praxis I (PPST) exams to have received a placement, or in the case of intern teachers, to have been assigned a university supervisor. Student and intern teachers should also complete the appropriate Praxis II exam(s) prior to, or during their student/intern teaching placement. Applications for taking the exams can be found at [www.ets.org/praxis](http://www.ets.org/praxis).
- 5) Contact the cooperating teacher(s)/school to introduce yourself and to get information regarding starting times, procedures, and materials. Set up a meeting with your cooperating teacher if at all possible. Consult the "Student Teaching Orientation Guide" in Appendix G for advice on the kind of information you will need to be fully oriented to your host school and classroom(s).

## **DURING THE STUDENT/INTERN TEACHING SEMESTER**

### **Attendance**

Daily attendance for student teachers is required. In case of illness or accident, the school and/or the cooperating teacher as well as the university supervisor should be notified before the school day begins. The university supervisor should also be contacted when the school is closed because of an emergency and notified ahead of time of all planned school closings or schedule changes due to holidays, professional meetings or conferences. Student teachers who have more than three excused absences will be required to make their absences up by extending the placement for the number of missed days.

### **Calendar**

Student teachers will begin and end the student teaching semester in conjunction with the academic calendar of Saint Joseph's University. However, the calendar of the cooperating school (holidays, professional in service days) will be followed throughout the semester. Student teachers are expected to observe the hours of the cooperating school. They are expected to arrive at school well before the students and remain after school as long as necessary. Generally, conforming to the hours of the cooperating teacher is appropriate.

### **Dress**

Student teachers will be expected to dress professionally. Cues for appropriate dress may be taken from the cooperating teacher and other professionals in the school. Wear neat, conservative clothes. Your goal is to look, act, and feel like a mature, professional person. Clothes will help determine how others react to you. Be sensitive to the image that you project.

### **Classroom Responsibilities**

In addition to regular planning and teaching, student teachers will be expected to perform other tasks related to teaching and classroom management as agreed upon by their cooperating teacher. Generally, student teachers should assist wherever possible in the classroom.

## School Emergency and Safety Procedures

It is imperative that all student teachers familiarize themselves with school and district emergency/safety procedures upon arrival to their student teaching placement. Student teachers should discuss these policies with cooperating teachers and/or school administrators. Some of these may include, but are not limited to the following circumstances:

- Identify what to do in case of an accident on school grounds
- Locate the nurse's office and safety supplies
- Identify the policy regarding suspected child abuse
- Determine school procedures for emergencies (i.e. fire drills, snow drills, bomb threats) and locate where emergency exits are located
- Identify school procedures with regard to the dispensing of medication

## Professional Relationships

### ◆ School Administrators

Always report to the main office when first entering the cooperating school. If possible, meet with the Principal or Assistant Principal before or at the beginning of the placement who will explain:

- The organization and instructional program of the school;
- The responsibilities of the teachers (instructional and non-instructional);
- Transportation, lunchroom, study/recess, and attendance procedures;
- The relationship between the school and the community it serves.

Prior to completing the semester, invite the principal to observe your teaching. At a minimum, attempt to meet with the chief administrators before the end of the semester to hear their observations and to express your appreciation.

### ◆ School Faculty

Most teachers go out of their way to be friendly to student teachers. Since you are Saint Joseph's University in their eyes, your manners, appearance, attitude, use of English, respect and general cooperation become synonymous with that of all our students. Naturally, a friendly, professional attitude toward the staff is always appropriate.

### ◆ Students

The student teaching experience offers an opportunity to work with a wide range of individuals, observe the growth and development spectrum, and evaluate one's ability to handle the challenges of the teaching profession. Part of the development of a professional attitude toward students is the assumption of responsibility for their learning and the realization that their success or failure is also yours. The student teacher must be sympathetic, courteous and friendly, but should not become overly familiar with pupils.

### ◆ Parents and Families

Parental and family contact is usually limited, but always delicate. Therefore, communications with parents should be through the cooperating teacher and must be with his or her knowledge.

### ◆ Substitute Teaching

Saint Joseph's University does not permit the utilization of student teachers in a regular or substitute teaching capacity.

## Additional Student Procedures

1. SJU student teachers should NEVER be left alone in a classroom with a class of students without having a certified teacher in the room. If a student teacher is left alone with a class, that person should immediately notify the office and have another certified teacher or school/district employee join them in the room.
2. SJU student teachers should NEVER be left alone in a room with an individual student. If an SJU student teacher is asked to work one on one with a student (i.e. for tutoring, testing etc.), that assignment needs to take place in a room where another certified teacher or school/district employee is visible.
3. SJU student teachers SHOULD NOT have physical contact with students, regardless of the circumstances.

### **Change of Assignment**

On rare occasions, it may become necessary to change student teaching assignments when one of the following conditions is present:

- Extended illness or resignation of the cooperating teacher;
- Request by the cooperating teacher to be relieved of the responsibility of the student teacher;
- Report by the university supervisor that such a change is in the best interest of the student teacher; or
- As a result of an extended strike by teachers.

When any of these occurs, the Assistant Director of Student Teaching will arrange for the necessary changes and document them in writing for all concerned.

### **Lesson Plans**

Each student/intern teacher is to keep a comprehensive binder containing the lesson plans taught by the student/intern teacher (see Appendix A for the format). The lesson plans are to be checked frequently by the cooperating/mentor teacher and should always be available when the university supervisor visits the classroom. At mid-semester a decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations between university supervisor, cooperating or mentor teacher, and the student/intern teacher.

## **Evaluation of Student and Intern Teachers**

Evaluation of classroom performance is very important to the continued professional growth of the student/intern teacher. It is specific and on-going, informal and formal. Student/intern teachers receive feedback on their writing of daily lesson plans (see Appendix A) from the cooperating/mentor teacher and university supervisor. The university supervisor provides a formal written classroom observation after each classroom visit (Appendix E). In addition, he or she completes a Mid-Term and Final Evaluation (Appendix E). Student /intern teachers also complete written self -evaluations at both mid-semester and at the end of the semester (Appendix E). Cooperating and mentor teachers provide feedback on a regular basis and also complete Mid-term and Final Evaluations of the student/intern teacher assigned to them (Appendix E). Student/intern teachers are encouraged to seek other evaluations of their teaching from principals and other faculty members if possible.

## **AFTER THE SEMESTER ENDS**

### **Obtaining Teaching Certification in Pennsylvania**

Students seeking teaching certification in Pennsylvania should have taken the appropriate Praxis II exam(s) for their areas of certification prior to, or during their student/intern teaching, and have their scores forwarded to the Education Department at Saint Joseph's. In addition to successfully completing the Praxis II exam(s), student and intern teachers must also receive an adequate satisfaction on the Pennsylvania Student/Intern Teaching Evaluation Form (see Appendix E). University supervisors complete this form at the conclusion of the student/intern teaching experience and submit it to the Education Department at Saint Joseph's.

Upon completion of student/intern teaching, students submit an application for certification to the Education Department and official transcripts for their coursework at Saint Joseph's. Students can obtain application forms through the Education Department's home page on the SJU website. The Certification Officer of the Education Department at Saint Joseph's University reviews and signs all completed applications for certification. The Education Department submits these completed forms (which must also be signed by a physician), along with the appropriate fee (provided by students with a money order), official transcript, and verification of passing grades on all applicable Praxis I and II exams to the Pennsylvania Department of Education for Instructional I certification.

The Instructional I certificate is valid for a period of six years of teaching in Pennsylvania. The Instructional I Certificate must be made permanent after six years of teaching. The Instructional II certificate is issued after three years of satisfactory teaching and upon the completion of twenty-four (24) semester credit hours of post-baccalaureate study at a state approved baccalaureate degree granting institution. It is recommended that students complete an approved Master's Degree to satisfy this requirement.

# **Cooperating Teachers: Supporting and Mentoring**

## **THE COOPERATING/MENTOR TEACHER**

The development of competent teachers depends on cooperation between individuals in higher and basic education. During the student teaching semester this is brought about through a partnership of the university supervisor, the cooperating school's administration, and the cooperating teacher. Unquestionably, the cooperating teacher is the keystone of the bridge between theory and practice as well as between university preparation and the world in which the student will teach. As a seasoned professional, the cooperating teacher mentors the student teacher, providing models for the student to emulate, and shares knowledge and suggestions for continued improvement. She or he must have a willingness to allow the student teacher to take responsibility for teaching and managing their classes.

The cooperating teacher should be a mature person who is competent in the teaching field, committed to students, interested in the community, skilled in human relations, and willing to work collaboratively with the university supervisor. Cooperating teachers must be certified in the area in which they are teaching and supervising the student teacher. They must have a minimum of three years of teaching experience and have been in their current position for at least one full year. Cooperating teachers must be familiar with the policies and procedures relevant to Saint Joseph's University's teacher certification program.

### **Responsibilities of the Cooperating Teacher**

Responsibilities associated with being a cooperating teacher include:

- Providing a teaching model for the student teacher;
- Supervising the student teacher in meeting the specific university requirements;
- Familiarizing the student teacher with appropriate curricula and materials for the instruction of students;
- Defining for the student teacher methods of total classroom organization and management;
- Acting as a model professional;
- Giving feedback on lesson planning and performance to the student teacher;
- Discussing the student teacher's performance with the university supervisor during the supervisor's visits, by phone and/or by written communications;
- Completing a Mid-Term evaluation report and, at the end of the semester, a Final evaluation report regarding the student teacher's performance (Appendix E).

Since the cooperating teacher is legally responsible for the class, student teachers should not be asked to assume totally unsupervised responsibilities.

## **Integrating the Student Teacher into the Classroom Routine**

Saint Joseph's University recognizes the varied abilities and learning rates of individuals placed in student teaching. We rely on the expertise of cooperating teachers to assist the student teachers in their new classroom roles. With these ideas in mind, the following plan for a successful student teaching experience is provided. Some variations may occur. However, unless unusual circumstances require a different timetable, all student teachers should have full responsibility for the entire school day by week 7. Exceptions should be reviewed with the supervisor.

### ◆ Preparation

A number of simple preparations will demonstrate your willingness to assist in the orientation of the student teacher. Thus, if possible, prior to the student teacher's arrival you should:

- Prepare the class(es) by sharing the student teacher's name and background;
- Emphasize the co-teaching role with the class (doing so helps set a positive stage for the student teacher's work);
- Provide a workplace with a full size chair for the student teacher;
- Gather necessary materials that will be useful to the student teacher (texts, teacher's guides, school handbook, and similar materials);
- Develop a strategy for working with the student teacher, who will be a co-teacher in your room.

### ◆ The First Day

When the student teacher arrives at the school, she or he will rely upon the cooperating teacher to make introductions to the faculty, staff and the students. The student teacher will have questions regarding school policy, as well as regulations specific to the classroom, which the cooperating teacher can help answer.

*Some guidelines to follow on the first day are:*

- 1) Introduce the student teacher to school staff including, when possible, the Superintendent, Building Principal, Department Chairperson, Faculty, Classroom Aides, Support Personnel, Students, School Secretaries, and Custodial Staff members.
- 2) Orient the student teacher to the school and facilities, including the library, gymnasium, auditorium, media center, faculty room, cafeteria, and restrooms.
- 3) Familiarize the student teacher with school policies and provide him/her with a handbook or building manual.
- 4) Acquaint the student teacher with the daily and weekly schedules that will be followed in the classroom.
- 5) Share background information and class characteristics as they relate to performance and behavior.

◆ Other Important Initial Assistance for the Student Teacher

In aiding the student teacher to become involved in teaching and other responsibilities in the classroom, the cooperating teacher should:

- 1) Provide the student teacher with the feeling of intellectual collegiality.
- 2) Help the student teacher to develop a sense of responsible decision-making.
- 3) Allow the student teacher to think through issues for herself or himself with the understanding that the cooperating teacher is willing to provide support and feedback.
- 4) Define to what extent the student teacher should participate or act independently in disciplining children or in making class assignment, etc.
- 5) Discuss how closely the student teacher should follow the teacher's routine and methods of teaching, and/or to what extent the student teacher is permitted to introduce new patterns.

◆ Lesson Plans

One of the most challenging areas for student teachers is appropriate planning. (See Appendix A for the Education Department's lesson plan format.) The cooperating teacher can assist the student teacher in writing lesson plans by making his or her plans available to the student teacher, discussing plans prior to class, and giving feedback after the plans have been implemented. The university supervisor will ask for lesson plans to evaluate on visits to the classroom. Cooperating teachers should provide frequent feedback to the student teacher and the university supervisor regarding the student teacher's growth in planning.

## **Suggested Weekly Schedule for Fourteen-Week Student Teacher Placement**

### ◆ The First Week

During the first few days, the student teacher should become familiar with routine clerical duties such as attendance, roll book, seating charts, type of lesson planning, grading system, permanent records, scheduling of special equipment, and supply orders. Cooperating teachers can assign initial supporting teaching assignments, remembering to give the student teacher advance notice of such assignments during this “orientation” period.

### ◆ The Second Week - Initial Instructional Responsibilities

- 1) The student teacher begins teaching one class or lesson each day.
- 2) The student teacher continues to observe the cooperating teacher’s remaining classes and acts as an assistant to the cooperating teacher by working with an individual or small group, by grading student work, and by aiding in the management of classroom equipment, materials, and routines.
- 3) During this week, the student teacher should assist the cooperating teacher in some way, perhaps by planning and creating a bulletin board, classroom display or learning center. This should be planned and discussed with the cooperating teacher before the project is actually undertaken.

### ◆ The Third Week – Two Instructional Responsibilities Each Day

- 1) Each student teacher should assume responsibility for teaching at least two classes or lessons each day. More classes may be assumed if the cooperating teacher feels this is desirable.
- 2) Activities involving observing and assisting the cooperating teacher are continued by the student teacher. Other teachers may also be observed if arrangements can be made in advance.

### ◆ The Fourth, Fifth, and Sixth Weeks – Increased Instructional Responsibilities.

- 1) During these weeks, each student teacher should continue to assume additional teaching responsibilities under the guidance of the cooperating teacher. By the sixth week the student teacher should be sharing half of the cooperating teacher’s duties.
- 2) The opportunity to observe other classes and styles is strongly recommended during this period.

### ◆ The Seventh Through Thirteen Weeks – Full Teaching Assignment

- 1) The student teacher should now be teaching a full schedule of classes or lessons every day, including non-teaching duties.
- 2) A unit of instruction of no less than two weeks duration should be designed and taught by the student teacher with the approval of the cooperating teacher.

◆ The Fourteenth Week

The student teacher continues to teach throughout the 14<sup>th</sup> week, but will slowly begin to turn classroom responsibilities back to the cooperating teacher to facilitate a smooth transition. At this time more shared teaching, cooperative planning, sharing of long and short-range goals can be achieved. As time permits, some observation in alternate classroom/subject areas is recommended. The student teacher, cooperating teacher and university supervisor should meet for final formal evaluation session.

## **EVALUATION OF STUDENT/INTERN TEACHERS**

Learning principles and evaluative criteria (see Appendix C) are provided to help cooperating/mentor teachers understand the basis for evaluating student/intern teachers. It is important for the cooperating/mentor teacher to understand and use the learning principles and evaluative criteria used by the university supervisor.

When reviewing a student/intern teacher's performance, both strengths and areas for improvement should be mentioned. Feedback on a lesson taught by a student/intern teacher should be done privately; an individual meeting where there is little distraction would be most helpful. Suggestions for the next lesson should be concrete with specific actions planned. Along with lesson evaluations, cooperating and mentor teachers are asked to complete formal Mid-Term and Final Evaluations of the student or intern teacher's performance (see Appendix E). Cooperating and mentor teachers should refer to the learning principles and evaluative criteria where applicable in completing the Mid-Term and Final Evaluations.

### **A COOPERATING TEACHER'S PROGRESS CHECK**

How can anyone know when they have done a good job with a student teacher? Of course, we sometimes just feel it, and can tell from the activity, the enjoyment, the accomplishment, the professional tone of our relationship. The checklist below might help to remind you of some of the specific ways by which you can evaluate your efforts:

- Have I done what I can to see that the class(es) will accept my student teacher favorably?
- Did I explain the student teacher's role in the classroom?
- Have I avoided criticizing or interfering with my student teacher in the presence of pupils?
- Have I really become acquainted with the student teacher?
- Did I discuss his or her academic background with him or her?
- Have I helped orient the student to the school situation?
- Did I provide complete information on school policies, regulations, and practices?
- Did I show the student teacher the school's material resources?
- Did I arrange for the student teacher to get to know and work with other faculty members?
- Have I given the student teacher a gradual introduction to teaching responsibility?
- Did I give the student teacher time to observe my pupils, routines, and teaching methods?
- Did his or her participation begin with specific, short-term tasks?
- Did I give advance notice of the responsibilities to be assumed?
- Have I helped the student teacher develop sound educational values?
- Did I discuss and illustrate principles of effective teaching?
- Did I give reasons for my use of methods, materials, and activities?

- Have I helped the student teacher in making workable teaching plans?
- Did I encourage the student to include alternate plans in case the original plan wasn't successful?
- Did I look over and comment on the plans before they were put into use?
- Did I encourage the student to try some new ideas?
- Have I conferred effectively with the student teacher?
- Did we both feel free to request a conference with the other whenever it seemed desirable?
- Did we devote enough time to conference when the pupils were not present?
- Did we both discuss the questions and problems encountered in the classroom?
- Did the conference result in a better relationship between the student teacher and me?
- Have I thoughtfully evaluated the student teacher's performance?
- Did I help the student teacher evaluate his or her own performance?
- Did we continue evaluating throughout the student teaching experience?
- Did our evaluation deal with all phases of the teacher's job?
- Have I been a good partner in teacher education?
- Did I try to discover and understand my role in the partnership?
- Did I make the university supervisor feel welcome in my school?
- Did I cooperate fully in evaluating and guiding the student teacher?
- Have I profited from this experience?

**UNIVERSITY SUPERVISORS:  
OBSERVING, SUPPORTING,  
EDUCATING**

## THE UNIVERSITY SUPERVISOR

Throughout this handbook, the field preparation of teachers has been presented as a partnership. During the student/intern teaching semester, the university supervisor is the *principal* representative of the Saint Joseph's University Department of Education. The supervisor's primary goal is to help the student/intern teacher achieve to the best of her or his ability. The supervisor's broad background and experience as an educator provides a perspective which complements the in-depth observation of the cooperating teacher.

University supervisors will observe student teachers a minimum of four times during the semester and intern teachers a minimum of four times. Additional observations may be necessary. University supervisors will combine their observations with feedback from the cooperating teacher to fully assess the student or intern teacher.

### Evaluation

The purpose of supervision is to evaluate the student/intern teacher's attainment of professional skills. The learning principles and evaluative criteria used for evaluating are provided in Appendix C. Informal and formal evaluations conducted by university supervisors, cooperating teachers, seminar instructors, and student/mentor teachers are guided by these learning principles and evaluative criteria. Supervisors will discuss these learning principles and evaluative criteria with the student/intern teacher and cooperating teacher at the beginning of the semester.

Throughout the semester student/intern teachers are encouraged to discuss their progress with their cooperating or mentor teachers and with the university supervisors. It is to the advantage of all involved that whenever possible, there be a three-way discussion of the observed lesson, including the student/intern teacher, the cooperating/mentor teacher, and the university supervisor. This helps to minimize any misunderstandings and promotes strategies for future development.

University supervisors will provide a written assessment after each observation, using the Criteria Observation Form found in Appendix E. University supervisors complete a formal Mid-Term Evaluation form (Appendix E) and assign a mid-semester grade after consultation with the cooperating/mentor teacher during the 7<sup>th</sup> week of the semester. This grade represents the grade that the supervisor would give the student if the semester were over at that point. Obviously the grade may change by week 14. At the end of the semester, the university supervisor and cooperating/mentor teacher will each prepare a Final Evaluation of the student/intern teacher (Appendix E). The supervisor will then determine a grade for the student/intern teacher, which will be given to the EDU 691 Secondary Student Teaching (Fieldwork) seminar facilitator, who will assign the final course grade based on both the supervisor's grade and work done in seminar.

At both mid-semester and at the end of the semester, the student/intern teacher will complete a self-evaluation (using the forms in Appendix E), copies of which will be given to the supervisor and the seminar facilitator. The university supervisor also completes a Pennsylvania Evaluation form, PDE 430, (Appendix E) at the mid-semester and end of the semester for the student/intern teacher. Saint Joseph's University must retain a copy of these state forms on file as part of the certification eligibility requirements for student/intern cooperating teachers.

Grades for graduate students are A, A-, B+, B, C, and F. (See Guidelines for Grading in Appendix D.) In order to qualify for Pennsylvania certification, a student must earn a "C" or better in student/intern teaching, and receive a satisfactory rating on the final Pennsylvania Evaluation form. Students who receive a grade of "C" at mid-semester will design an improvement plan in cooperation with the university supervisor, the EDU 691 Secondary Student Teaching (Fieldwork) seminar facilitator, cooperating teacher and Assistant Director of Student Teaching.

### The Clinical Supervision Cycle

Below is an outline of the Clinical Supervision Cycle used by the university supervisors. Please note that no member of the University Supervisory Team follows every detail of the cycle in the manner outlined here. Each has developed an individual supervisory style, following the principles fundamental to good supervision.

## STAGE 1: Pre-observation Conference

Purposes:

- 1) To obtain information as to the student/intern teacher's intentions (objectives of the lessons, planned procedures, criteria of evaluation).
- 2) To establish a contract between the university supervisor and the cooperating teacher (issues on which the cooperating teacher desires feedback.)
- 3) To establish specific plans for carrying out the observation (use of tape recorders, checklists or narrative observations, time limits)

## STAGE 2: The Observation

Purposes: To view the lesson as planned.

## STAGE 3: Supervisory Analysis and Strategy

Purposes:

- 1) To reconstruct the observed events.
- 2) To assess the observed lesson in terms of:
  - ◆ pedagogical criteria, including the learning principles and evaluative criteria (see Appendix C)
  - ◆ the student/intern teacher's own intentions
  - ◆ the student/teacher's own pattern of teaching
- 3) To develop a plan for helping this student/intern teacher.

## STAGE 4: The Supervision Conference

Purposes:

- 1) To provide feedback for the improvement of the future teacher.
- 2) To offer specific suggestions and establish priorities for the future, including the next supervisory visit.

## STAGE 5: The Post-conference Analysis

Purposes:

- 1) To reconstruct the events of the conference.
- 2) To assess the conference in terms of the supervisor's intentions, the supervisory criteria, and the apparent value of the conference to the teacher, in order to better prepare for the next observation.

# **APPENDICES**

**Appendix A**

**DAILY LESSON PLAN**

Student \_\_\_\_\_ Subject \_\_\_\_\_

Date \_\_\_\_\_ Grade(s) \_\_\_\_\_ Cooperating Teacher's Initials \_\_\_\_\_

- I. Goals
  
- II. Instructional Objectives
  
- III. Content
  
- IV. Teaching Procedures
  - A. Introductory
  
  - B. Developmental Activities
  
  - C. Closure
  
- V. Materials
  
- VI. Accommodations and Modifications
  
- VII. Assessment Strategies
  
- VIII. Lesson Evaluation

The lesson plan form on the previous page is the official Education Department format that will be used for student teaching. Students will find that different K-12 schools use various types of lesson plans. However, student teachers should use this one; it addresses topics the Education Department believes are important for all student teachers to consider as they plan for instruction. Although the format has been placed on one page, it is not assumed that lesson plans will necessarily be only one page in length. More experienced teachers often internalize much of their planning and write fairly short plans. However, less experienced teachers will find that the process of writing out fully developed plans facilitates thinking about the many choices that confront them for each part of the lesson plan. The main sections of the SJU lesson plan form are as follows:

- *Goals* are more long-term than *objectives*, which refer to the outcomes for the particular lesson and which help student achieve the broader goals. For example, “demonstrates a greater interest in reading self-selected books” might be a year-long goal to which a given lesson contributes, while “makes connections between a character in a self-selected book and someone the student knows in real life” might be an objective for a particular reading lesson that supports this goal.
- *Content* consists of the specific concepts, skills, processes, and information that will be taught in the lesson and is often correlated to academic standards, such as Pennsylvania’s Chapter 4 standards for K-12 and those of the professional organizations (e.g., National Council of Teachers of Mathematics).
- *Teaching Procedures* comprise the methods or pedagogy used to assist students in attaining the lesson’s objectives. It is helpful to think of these procedures as consisting of three types – introductory, developmental, and concluding.
- *Materials* consist of texts, technology, handouts, art work, hands-on objects, and other items that the teacher uses as means for supporting the teaching procedures.
- *Accommodations and Modifications* describe the special adaptations the teacher makes in the lesson to meet the needs of students with exceptionalities and/or who represent diverse cultures. These may include different materials, special teaching methods and grouping arrangements, peer support, and other differentiated teaching plans.
- *Assessment Strategies* include the different means by which the teacher will determine whether or not the lesson’s objectives are being met. These include informal methods of checking for understanding during the lesson and at its end, as well as through any formal testing that might be appropriate. The teacher should be ready to make mid-course changes in the lesson plan if it is clear that additional teaching or a different approach is necessary.
- *Lesson Evaluation* is devoted to the student teacher reflecting upon the success of the lesson in relation to its goals and objectives. The student teacher evaluates the teaching procedures, accommodations and modifications, materials, and assessment strategies for their effectiveness. The objectives and goals themselves should also be evaluated for their appropriateness.

## **Appendix B**

### **Unit Plan**

Each student/intern teacher will plan, teach, and evaluate at least one unit of instruction. A unit is a series of lessons that is organized to teach particular concepts and skills. It has a definite beginning and end, although it may be closely tied to what precedes and follows it. Preparing a unit is an exercise in planning beyond the next day or week. The unit should provide measurable evidence of learner achievement of the unit's goals and objectives. The specific steps and requirements for the planning, teaching, and evaluating of the unit are outlined below.

#### I. Preparation of a Detailed Unit Plan Outline

Complete the following detailed unit plan outline:

##### 1. Teaching Context

Describe the grade level or course in which the unit will be taught and how the unit is related to what has preceded it and what will follow.

##### 2. Unit Goals and Rationale

List the student goals that you have for the unit. Goals describe the larger understandings, attitudes, and abilities, which the unit is striving to achieve and to which the specific objectives described below contribute. Then explain why these goals are important and how these goals connect to the on-going curriculum.

##### 3. Unit Objectives

List the specific student objectives to be achieved. These objectives should include what it is all students should know and be able to do by the end of the unit. They enable the student to achieve the broader goals that you have listed below.

##### 4. Unit Content

List the major concepts, information, and skills that you will teach. Many of these will be already embedded in the objectives that you have listed above, but this list will isolate and highlight the major content to be learners.

##### 5. Unit Schedule

Provide a weekly schedule of tentative lessons. Although undoubtedly you will have to make adjustments once you begin teaching the unit, the schedule should reflect considerations of pacing and the relative importance of different parts of the unit. The schedule need not be a detailed set of lesson plans at this stage; instead, it should be a preliminary listing by day of the week of the topics, skills, etc. that you will teach.

##### 6. Unit Resources and Materials

Describe the materials that you plan to use to teach the unit. Materials include texts, trade books, teacher prepared handouts or demonstrations, technology-based resources, outside presenters, field trips, library materials, etc.

## 7. Unit Assessment Plan

Describe how you intended to assess student achievement in relation to the objectives and goals you have for the unit. Will you give a pretest? What type of assessments will you use while the unit is in progress? What kinds at the end of the unit? Make certain that the types of assessments used are consistent with the stated unit goals and objectives.

### II. Schedule for Preparing the Outline, Lesson Plans, Assessments, and Unit Evaluation

1. Discuss the unit(s) with your cooperating teacher and University supervisor early in the semester. They may want to have some input into its content. By the sixth week of student teaching, submit the above *detailed unit plan outline* to your cooperating teacher, University supervisor, and seminar instructor.
2. As you would for any lesson, prepare *daily lesson plans* for the unit, making them available to the cooperating teacher, University supervisor, and the seminar instructor on a weekly basis.
3. Prepare the necessary *assessment materials* and make them available to the cooperating teacher, University supervisor, and the seminar instructor as you prepare them and use them. (For example, you may not want to prepare and submit the final assessment until close to the end of the unit when you have a better understanding of what you can reasonably expect students to have learned.)
4. At the completion of the unit, write a *1-2 page evaluation of the unit* in which you reflect upon what went well, what you would do differently if you were to teach it again, and why you would make the changes that you would. Make this evaluation available to your cooperating teacher, University supervisor, and seminar instructor.
5. All of the above should be completed no later than the week before the final week of student teaching.

## **Appendix C**

### **Learning Principles with Evaluative Criteria**

The evaluation criteria listed on the following pages are intended to guide the evaluation process. Of primary importance to the student/intern teacher, they are intended to inform and help direct the support provided by the cooperating or mentor teacher and the university supervisor.

No one expects teachers new to the profession to score at the high end of all of the teaching elements included here. This would be most unrealistic and would set the bar for success in the course much too high. More important is the growth that occurs during the semester, as the student or intern teacher becomes more competent with the different elements of teaching. There is no direct correlation between the four levels and a final grade for the course.

## Principle One

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.

<b>LEVEL OF PERFORMANCE</b>				
<i><b>Element</b></i>	<i><b>Level 1</b></i>	<i><b>Level 2</b></i>	<i><b>Level 3</b></i>	<i><b>Level 4</b></i>
<b>1</b> Knowledge of Content	Makes content errors, does not correct errors of students or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	Displays solid content knowledge and makes connections between the content and other disciplines.	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding the field.
<b>2</b> Representing Content	Represents content in a manner that consistently confuses and perplexes students.	Rarely represents content clearly with appropriate examples or in a manner that links well with students' knowledge and experiences.	Usually represents content clearly and appropriately, using appropriate examples and analogies and often linking it with students' knowledge and experience.	Consistently represents content clearly and appropriately, using apt examples and analogies, offering alternative representations when necessary, and regularly linking the content with students' knowledge and experience.
<b>3</b> Conveying Enthusiasm	Conveys a negative attitude toward the content, suggesting it is not important or is mandated by others.	Fails to convey the importance of the subject and the work to be done.	Communicates the importance of the subject and the work to be done.	Conveys genuine enthusiasm for the subject.

## Principle Two

The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

<b>LEVEL OF PERFORMANCE</b>				
<b><i>Element</i></b>	<b><i>Level 1</i></b>	<b><i>Level 2</i></b>	<b><i>Level 3</i></b>	<b><i>Level 4</i></b>
<b>1</b>  Developmental Characteristics of Students	Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical).	Learners are engaged in activities to stimulate their thinking, test ideas/materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/feelings, discussions, etc.).
<b>2</b>  Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate students' prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.	Consistently helps students make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the "big picture".

**Principle Three**

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

<b>LEVEL OF PERFORMANCE</b>				
<b>Element</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>1</b>  Teaching to Individual Learning Abilities	Is unaware of individual learning abilities as all students receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be changed.
<b>2</b>  Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.	Appropriately challenges students by presenting material at a qualitatively high level.	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.

## Principle Four

The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

<b>LEVEL OF PERFORMANCE</b>				
<b><i>Element</i></b>	<b><i>Level 1</i></b>	<b><i>Level 2</i></b>	<b><i>Level 3</i></b>	<b><i>Level 4</i></b>
<b>1</b>  Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy with a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling .	Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students. Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.
<b>2</b>  Student Teacher role in Instructional Process	Primarily serves as a "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates groups but steps in to problem solve for the students.	Role varies depending on student activities. Expects students to self-direct and problem solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.

## Principle Five

The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

LEVEL OF PERFORMANCE				
<i>Element</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<b>1</b> Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Transitions are seamless with students assuming some responsibility for efficient operation.
<b>2</b> Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.
<b>3</b> Directions and Procedures	Directions and procedures are confusing to the student.	Directions and procedures are clarified after initial student confusion or are excessively detailed.	Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.	Directions and procedures are clear to students. Anticipates possible student misunderstanding, plans, monitors for it.

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Pacing</p>	<p>The pacing is too slow or rushed.</p>	<p>Pacing is inconsistent.</p>	<p>Pacing is usually appropriate. Teacher adapts pace by monitoring students.</p>	<p>Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;">Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.</p>	<p>Performance of non-instructional duties is inefficient. May be inattentive to these duties.</p>	<p>Duties are handled fairly efficiently.</p>	<p>Duties are managed and completed in a clear, professional manner without loss of instructional time.</p>	<p>Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.</p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">Positive Climate for Intrinsic Motivation</p>	<p>Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.</p>	<p>Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.</p>	<p>Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.</p>	<p>Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.</p>

<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;">Establishing Expectations for Behavior</p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p>	<p>Standards of conduct appear to have been established for situations and most students seem to understand them.</p>	<p>Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.</p>	<p>Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.</p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;">Monitoring Student Behavior</p>	<p>Is unaware of what students are doing, and/or student behavior is not monitored.</p>	<p>Generally aware of student behavior but may miss the activities of some students. May neglect to use positive reinforcement.</p>	<p>Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.</p>	<p>Monitoring is subtle and preventive. Students monitor their own and their peers' behavior in appropriate ways.</p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;">Response to Student Misbehavior</p>	<p>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Attempts to respond to misbehavior but with uneven results.</p>	<p>Response to misbehavior is appropriate, successful, and respects the student's dignity.</p>	<p>Response to misbehavior is highly effective and sensitive to students' individual needs. Assists students in making appropriate behavior choices.</p>

### Principle Six

The teacher candidate uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

<b>LEVEL OF PERFORMANCE</b>				
<b>Element</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<p><b>1</b></p> <p>Oral and Written Language</p>	<p>Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.</p>	<p>Speech and written language are clear and correct, but limited or not appropriate to students' ages or backgrounds.</p>	<p>Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests.</p>	<p>Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.</p>
<p><b>2</b></p> <p>Quality of Questions</p>	<p>Questions are usually of poor quality: low level of thinking or one word responses are accepted.</p>	<p>Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.</p>	<p>Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping students articulate ideas. Consistently provides adequate wait time.</p>	<p>Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and curiosity. Students learn to question.</p>
<p><b>3</b></p> <p>Discussion Techniques with Student Participation</p>	<p>Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.</p>	<p>Makes some attempts to engage students in a true discussion but with only limited success.</p>	<p>True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion, supporting and expanding student responses.</p>	<p>Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.</p>

### Principle Seven

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

<b>LEVEL OF PERFORMANCE</b>				
<b>Element</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>1</b> Developing Different Types of Goals	Develops goals that reflect only one type of learning – frequently factual recall.	Usually does not include goals that reflect different types of learning.	Often develops and integrates goals that reflect different types of learning.	Regularly develops and integrates goals that reflect different types of learning, from factual knowledge to conceptual understanding, including reasoning, communication, and social skills.
<b>2</b> Short- and Long- Term Planning (including unit plans)	Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teachings.	Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching. Plans are linked to students' needs and performances.	Responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals. Has a clear understanding of the "big picture" for planning.
<b>3</b> Lesson Plans: Monitoring and Adjustment	Adheres rigidly to an instructional plan when a change will clearly improve the lesson.	Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs, interest, and motivation.
<b>4</b> Establishing Goals with High Expectations	Develops unit and lesson goals that trivialize learning and that do not define any learning expectations, or goals may be missing entirely.	Develops unit and lesson goals that expect too little and do not always relate to important learning standards.	Develops unit and lesson goals that usually reflect more than minimum expectations and relate to important curriculum content standards.	Develops unit and lesson goals that consistently reflect high expectations and relate to important curriculum content standards.

## Principle Eight

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social and physical development of the learner.

<b>LEVEL OF PERFORMANCE</b>				
<b>Element</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>1</b> Variety of Formal/Informal Assessment Strategies.	Uses minimal number of assessments or only commercially prepared tests. Methods of assessment not consistent with instructional goals.	Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning.
<b>2</b> Assessment Data Used in Lesson Planning/Adjustment	Assessment results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.
<b>3</b> Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for scoring and recording data is fully effective and up-to-date.	System is highly effective and students are involved in collection and summarizing of data.

## Principle Nine

The teacher candidate thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

LEVEL OF PERFORMANCE				
<i>Element</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<p><b>1</b></p> <p>Reflection on Teaching</p>	<p>Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.</p>	<p>Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.</p>	<p>Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.</p>	<p>Is able to critically analyze a lesson weighing the relative strength of the weak areas Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.</p>
<p><b>2</b></p> <p>Professional Growth</p>	<p>Makes no effort to share knowledge with others or assume professional responsibilities (attire, mannerisms, communications). Does not complete student teaching requirements.</p>	<p>Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately.</p>	<p>Consistently demonstrates professionalism in appearance/manners . Actively seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally. Student teaching requirements are completed with quality and depth.</p>	<p>Demonstrates leadership on a team or with the faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes.</p>

## Principle Ten

The teacher candidate contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

LEVEL OF PERFORMANCE				
<i>Element</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<b>1</b>  Sensitivity to Student Needs and Awareness of Community Resources	Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about students.	Identifies special needs of some students (vision, hearing, counseling, medical intervention, etc.) and communicates concerns with classroom teacher. Respects the privacy of students and confidentiality of information.	Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination of harassment among students.	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.
<b>2</b>  Establishing Professional Relationships	Has negative or self-serving relationships with his or her cooperating teacher and other colleagues; does not follow suggestions or directives.	Does not make the effort to develop a productive relationship with his or her cooperating teacher and other colleagues; withdraws and works alone, for the most part.	Maintains a satisfactory working relationship with his or her cooperating teacher and other colleagues to fulfill the duties that the school or district requires.	Works well with his or her cooperating teacher and other colleagues to assist in developing and maintaining an effective classroom and school learning environment.
<b>3</b>  Respectful and Productive Communication with Families (if given opportunity)	Provides minimal information to parents or is insensitive to parent concerns about students. Does not make an effort to get involved with parents	Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual student's parents.	Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled sensitively.	Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

## **Appendix D**

### **Guidelines for Grading**

Described below are each of the possible grades that can be earned in the course. While these descriptions speak to the student's teaching ability, the work done in the seminar class is also taken into consideration when the University instructor determines the final grade for the course. If work in the seminar is not completed, or if it is especially noteworthy, the supervisor's grade for teaching may be raised or lowered accordingly by the instructor. However, the primary emphasis in determining the final grade is the supervisor's appraisal of the student teaching, which takes into account the considered opinion of the cooperating or mentor teacher, as well as the student or intern teacher's self-appraisal.

Undergraduate or Graduate Grade A: Excellent; exceptional.  
Performance is exceptional in relation to the teaching competencies.

Undergraduate or Graduate Grade A-/B+: Very good; commendable.  
While performance is not consistently exceptional, it is commendable and earns a very good rating.

Undergraduate Grade B/B- or Graduate Grade B: Good; competent.  
Demonstrates a competent performance in executing all teaching tasks.

Undergraduate Grade C+/C or Graduate Grade C: Satisfactory; minimum passing level.  
While minimally satisfactory, has need for considerable improvement; performs at the lowest possible passing level.

Undergraduate or Graduate Grade Below C: Unsatisfactory; non-certification level.  
Performance is unsatisfactory in several different competencies; student cannot be certified.

## **Appendix E**

### **Evaluation Forms**

## Evaluation Criteria for Student/Intern Teachers

Student/Intern Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

University Supervisor \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Directions: For each of the outcomes, use one of the following marks: S-Satisfactory; NI-Needs Improvement; U- Unsatisfactory; NA- Not Applicable.

Principle 1: **The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all students. PA 354.33.(1)(i)(A)**

- \_\_\_ 1. demonstrating content knowledge.
- \_\_\_ 2. representing content.
- \_\_\_ 3. conveying enthusiasm.

Comments:

Principle 2: **The teacher candidate understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development. PA 354.33.(1)(i)(B)**

- \_\_\_ 1. demonstrating knowledge of developmental characteristics.
- \_\_\_ 2. activates prior knowledge and experience.

Comments:

Principle 3: **The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom. PA 354.33.(1)(i)(C)**

- \_\_\_ 1. teaching to individual learning abilities.
- \_\_\_ 2. expectations for learning and achievement.

Comments:

Principle 4: **The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. PA 354.33.(1)(i)(D)**

- \_\_\_ 1. multiple teaching strategies, active learning, modeling.
- \_\_\_ 2. student teacher role in instructional process.

Comments:

Principle 5: **The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. PA 354.33.(1)(i)(E)**

- \_\_\_ 1. management of transitions.
- \_\_\_ 2. management of time and materials.

- \_\_\_3. directions and procedures.
- \_\_\_4. pacing.
- \_\_\_5. performance of non-instructional duties.
- \_\_\_6. positive climate for intrinsic motivation.
- \_\_\_7. establishing expectations for behavior.
- \_\_\_8. monitoring student behavior.
- \_\_\_9. response to student misbehavior.

Comments:

**Principle 6: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom. PA 354.33.(1)(i)(F)**

- \_\_\_1. oral and written language.
- \_\_\_2. quality of questions.
- \_\_\_3. discussion techniques with student participation.
- \_\_\_4. use of media and technology.

Comments:

**Principle 7: The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. PA 354.33.(1)(i)(G)**

- \_\_\_1. developing different types of goals.
- \_\_\_2. short- and long-term planning (including unit plans).
- \_\_\_3. lesson plans: monitoring and adjustment.
- \_\_\_4. establishing goals with high expectations.

Comments:

**Principle 8: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learner. PA 354.33.(1)(i)(H)**

- \_\_\_1. using a variety of formal/informal assessment techniques.
- \_\_\_2. assessment data used in lesson planning/adjustment.
- \_\_\_3. recording and monitoring assessment data.

Comments:

**Principle 9: The teacher candidate thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally. PA 354.33.(1)(i)(I)**

- \_\_\_1. reflection on teaching.
- \_\_\_2. professional growth.

Comments:

**Principle 10: The teacher candidate contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning. PA 354.33.(1)(i)(J)**

- \_\_\_1. sensitivity to student needs and awareness of community resources.
- \_\_\_2. establishing professional relationships.
- \_\_\_3. respectful and productive communication with families.

Comments:

**Signature of Observer** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Student/Intern Teacher** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Saint Joseph's University  
Education Department**

**Student/Intern Teacher Supplemental Narrative Observation Report**

Student/Intern Teacher: \_\_\_\_\_

\_\_\_\_\_  
Name and title of evaluator (Please print or type)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SAINT JOSEPH'S UNIVERSITY**  
**Education Department**

**Student/Intern Teacher Mid-Term Evaluation**

*Directions: Cooperating Teachers-* Please describe the student/intern teacher's progress to date. Be as specific as possible, keeping in mind the competencies and outcomes in the Student/Intern Teacher Handbook.

*Student/Intern Teachers-* Please complete as a self-assessment of your progress to date. Be as specific as possible, keeping in mind the competencies and outcomes in the Student/Intern Teacher Handbook.

Student/Intern Teacher: \_\_\_\_\_

Strengths:

Areas for Improvement:

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SAINT JOSEPH'S UNIVERSITY**  
**Education Department**

**Student/Intern Teacher Final Evaluation**

*Directions: Cooperating Teachers:* Please evaluate the student/intern teacher's progress as of the end of the semester. Be as specific as possible, keeping in mind the competencies and outcomes in the Student/Intern Teacher Handbook.

*Student/Intern Teachers:* Please complete as a self-evaluation. Be as specific as possible, keeping in mind the competencies and outcomes in the Student/Intern Teacher Handbook.

Student/Intern Teacher: \_\_\_\_\_

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

Student/Candidate's Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
**Subject(s) Taught** **Grade Level**

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

PERFORMANCE EVALUATION

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

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

**Alignment: 354.33. (1)(j)(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"/> _____<br>Resources/Materials/Technology         | <input type="checkbox"/> _____<br>Classroom Observations |
| <input type="checkbox"/> _____<br>Assessment Materials                   | <input type="checkbox"/> _____<br>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 <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate √)				
<b>Justification for Evaluation</b>				

Student/Candidate's Last Name

First

Middle

Social Security Number

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

**Alignment: 354.33. (1)(j)(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<br>_____               | <input type="checkbox"/> Visual Technology<br>_____                    |
| <input type="checkbox"/> Informal Observations/Visits<br>_____         | <input type="checkbox"/> Resources/Materials/Technology/Space<br>_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews<br>_____ | <input type="checkbox"/> Other<br>_____                                |

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

**Justification for Evaluation**

Student/Candidate's Last Name

First

Middle

Social Security Number

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

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

Student Teacher/candidate's performance appropriately demonstrates:

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

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

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

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

**Justification for Evaluation**

Student/Candidate's Last Name

First

Middle

Social Security Number

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

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

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

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

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

**Justification for Evaluation**



## **Appendix F**

### **Department of Education Mission Statement**

The Saint Joseph's Education Department centers its philosophical and practical mission on preparing ethical educators for the 21<sup>st</sup> century. Committed to establishing a vibrant learning community between faculty and students, the Education Department holds the concepts of social justice and democracy as central to its mission. The Department is also committed to academic rigor and integrity, ranging from the undergraduate liberal arts and continuing education teacher preparation programs to the master's and doctoral level programs. In every instance, students are considered to be active learners who identify, analyze, and evaluate teaching as a social, psychological, cultural, and intellectual endeavor.

Central to social justice is the preparation of teachers and future educational leaders who are committed to an ethic of academic inclusiveness and interdisciplinary content, ranging from traditional to transformative knowledge. Therefore, learners across all educational programs will be intellectually responsible for developing the philosophical and paradigmatic bases for their own learning and teaching.

Our commitment to democracy includes a multicultural platform that incorporates race, class, gender, and historical and political understandings into our teaching and scholarship in order that we and our students may become effective agents of change. We also place special emphasis on preparing teachers for a variety of teaching environments, including urban, suburban, and rural, with a special outreach to those whose needs are greatest and from whom our support can be most helpful.

The Education Department is committed to creating a lifelong learning environment of critical, creative, and reflective thinking, including student involvement in faculty research, publications, and local and national presentations. Creating intellectual teachers prepares Saint Joseph's students to assume educational leadership positions. Scholarly publications and presentations support the relationship between theory and practice and characterize a department intent on creating a growing local, national, and international reputation.

Social justice and democratic ideals are premised on inclusive and interdisciplinary models of teaching and learning. These will be the ideals and models that will guide the Education Department's academic and professional endeavors and that will enable us to prepare our students to be effective educators in the diverse educational settings that are increasingly characteristic of our postmodern society.

## STUDENT TEACHER SCHOOL ORIENTATION GUIDE-GETTING STARTED

The following checklist will help you get organized in your student teaching and should be completed during the first few days of your placement. Try to find the information listed below as best you can without overly interrupting your cooperating teacher, school secretary, janitorial staff and principal. You'll need this information throughout your student teaching experience.

### I. PHYSICAL SURROUNDINGS

**Step 1:** Draw a quick map of the school building. Mark your classroom and the emergency exit route on this map.

**Step 2:** Note where the following places are located within your school building:

- boys' and girls' bathrooms
- teachers' restrooms
- teachers' lounges
- principal's office
- secretary's office
- nurse's room
- custodian's office
- guidance counselor's of
- bus loading area

**Step 3:** Check where the following special rooms are located within your school building:

- Cafeteria
- Library
- Gymnasium
- Auditorium
- All Purpose Room
- Music
- Science
- Speech
- Computer Lab

### II. SCHOOL PERSONNEL

**Suggestion:** Identify the names of the following people:

- your principal
- your assistant principal
- your department head
- the school secretaries
- the custodians
- the school nurse
- the guidance counselor
- the other teachers who teach your grade or area
- lunch room / recess monitors
- the art teacher
- the science teacher
  - the music teacher
- the gym teacher
- the librarian
- computer lab personnel
- cafeteria workers

### III. FACULTY GUIDELINES

**Suggestion:** Find out the answers to the following questions:

- Teachers must be in their classroom by \_\_\_ a.m.
- Teachers cannot leave school until \_\_\_ p.m.
- When and where are faculty meetings?
- Are there rules for parking?
- Is there a dress code for teachers?
- What is the lunch policy for teachers?
- What are the policies for leaving the building?

### IV. EMERGENCY PROCEDURES

**Suggestion:** Find out the proper procedures to the following situations:

- What do you do in an emergency drill?
- What are the rules and procedures in an emergency?

- How will you know when your school is canceled or delayed?
- Which students have special needs that may become an emergency?
  - Are any students on medication?
  - What do you do when a student is injured?

## V. STUDENTS

### Suggestions:

- Obtain a class roster and seating plan.
- Learn your students' names and nicknames.
- What grouping patterns and methods are in use?
- Who are the children with special needs, and what are those needs?

## VI. DAILY PROCEDURES

### Suggestions:

- Write down your cooperating teacher's class schedule and other responsibilities.
- Obtain a schedule for special classes (art, music, resource room, etc.)
- Learn which of your cooperating teacher's non-teaching duties you will participate in:  
 Recess\_\_\_ Restrooms\_\_\_ Halls\_\_\_ Assemblies\_\_\_\_\_  
 Study Halls\_\_\_\_\_ Cafeteria\_\_\_\_\_  
 Buses\_\_\_\_\_ Homeroom\_\_\_\_\_

### Suggestion: Find out the answers to the following questions:

- Students start to arrive at school at \_\_\_\_\_ a.m.
- Students leave school at \_\_\_\_\_ p.m.
- Will you take attendance? If so, how?
- What daily announcements will you be responsible for?
- What time is recess?
- Who walks the students to recess/classes/lunch/programs?
- Who returns the students?
- What time is lunch?
- For what reasons may students stay in for recess/lunch?
- How are students to be dismissed for recess, lunch, and other classes?
- How are students supposed to enter and exit the classroom?
- How are you supposed to distribute, collect, and store materials?
- What are the procedures for closing the school day?
- Where do parents wait for students?
- Are parents supposed to sign homework?
- What do you do when homework is not completed?

## VII. TEACHING INFORMATION

### **Suggestions:**

- Collect the curriculum guidelines
- Obtain copies of the textbooks
- What are the guidelines for homework?
- Where are homework assignments posted?
- When is homework collected and checked?
- Are parents supposed to sign homework?

## VIII. GENERAL AND INSTRUCTIONAL SUPPLIES

### **Suggestion:** Answer the following questions:

- Where are classroom supplies kept?
- What is the procedure to requisition supplies?
- What instructional materials are available?
- How do you obtain the instructional materials?

## IX. CLASSROOM FORMS AND RECORDS

**Step 1:** Answer the following questions:

- What is the school's policy concerning records kept on students?
- Where are student records kept?
- What is recorded in the grade book?
- How and when are grades recorded?
- How will you be involved in grading?

**Step 2:** Become familiar with the following forms and records:

- Attendance
- Hall/Lavatory Pass
- Excuse Notes
- Discipline Forms
- Permanent Record Forms
- Grading Forms and Systems
- Report Forms and Report Cards
- IEPs

## X. SCHOOL SERVICES

**Suggestion:** Answer the following questions:

- Where are the copiers, laminating machine, and computers for teachers?
  - What are the procedures and rules for using this equipment?
  - What audio-visual equipment and materials are available?
  - Where is the audio-visual equipment kept?
  - How do you reserve and acquire audio-visual materials and equipment?
  - What secretarial/clerical assistance is available?
  - What are the guidelines and protocol for getting this help?
- What is the procedure for getting janitorial help?

