Early and Middle Grades Education Teacher Candidate Handbook

A Guide for

- **Mentor Teachers**
- **Teacher Candidates**
- **University Supervisors**

WCU
WEST CHESTER UNIVERSITY

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THE STUDENT TEACHING EXPERIENCE

Dear WCU Teacher Candidate:

You are about to begin an exciting phase of your teacher preparation, student teaching. During this experience, you will continue to gain additional practical knowledge as well as an understanding of how educational theory connects to instruction in the classroom. You will plan and teach a variety of lessons and encounter the everyday and sometimes not so everyday problems related to education. It is a time to try your ideas and to listen and learn from your mentor teacher and the students. You will have an opportunity to grow both personally and professionally. Savor this time, enjoy each day's challenges and rewards, and reflect on all that occurs.

An invitation has been sent to your mentor teacher via e-mail inviting your mentor teacher to attend a workshop. These workshop sessions are designed to provide important information concerning the role of the mentor teacher and an opportunity to gain additional insight and experience in the supervision of teacher candidates. Your mentor teacher will receive a separate e-mail regarding the honorarium. The honorarium form will be contained in the e-mail as an attachment. This form must be completed and returned in order that we may process the mentor teacher's stipend.

Remember, you are an ambassador from West Chester University. Your conduct and performance will not only demonstrate your skills, but also attest to the quality of the University which you represent.

Best regards,

John Carr, Ed.D.
Associate Director
Office of Clinical Experiences
West Chester University

James B. Price, Ph.D.
Director
Office of Clinical Experiences and
Candidate Services
West Chester University

QUICK REFERENCE
WHAT TO DO IN CASE OF:

SITUATION - Illness, family emergency, funeral, etc.
ACTION - Telephone your Mentor Teacher, and University Supervisor

SITUATION - Change in daily school schedule (for example, special assemblies or standardized testing)
ACTION - Telephone your University Supervisor immediately

SITUATION - In-service day, Back To School Night, parent conferences, field trips
ACTION - Attend with mentor teacher if the principal permits
Telephone your University Supervisor

SITUATION - Faculty strike
ACTION - Telephone your University Supervisor

SITUATION - Inclement weather
ACTION - Listen to designated radio or television reports which announce whether the school is open, closed or delayed.

IMPORTANT TELEPHONE NUMBERS

Coordinator of Field Experiences _____

University Career Development Center _____

University Certification Office _____

University Supervisor #1 _____

University Supervisor #2 _____

Mentor Teacher #1 _____

Mentor Teacher #2 _____

School Office #1 _____

School Office #2 _____

Note: ALWAYS check with the Mentor Teacher and University Supervisor regarding proper procedure and whether they wish to have you telephone them at home.

PROGRAM DESCRIPTION

Commonwealth of Pennsylvania Regulations
Rules and regulations set forth by the Commonwealth of Pennsylvania establish the framework for West Chester University's Teacher Education Program. The University has been given program approval by the Commonwealth for the certification of teachers. Through periodic review by the Pennsylvania Department of Education, the University maintains program approval leading to certification of teachers.

Preparation and Assignment of Student Teacher Candidates
Normally, student teaching occurs during a student's eighth semester or for a post-baccalaureate student, after completion of a prescribed course of study. For most students, the specific semester is determined by the number of credits completed and Formal Admission to the Teacher Education Program. The primary purpose of the student teaching experience is to provide an opportunity for the acquisition and demonstration of instructional competence by the teacher candidate. Mentor teacher assignments for student teaching are made by the Director of the Office of Clinical Experiences and Candidate Services for the **Early Grades Preparation Program**, **Middle Grades Preparation Program**, **dual Early Grades Preparation and Special Education**, **dual Middle Grades Preparation and Special Education**, **Special Education (with content area), Secondary Education (content area), Health and Physical Education and Music Education**. Teacher candidates are assigned to specific mentor teachers, not to a school or school district. All student teaching assignments are full-day, full-time experiences for which students receive 12 semester hours of credit.

GENERAL RULES AND POLICIES FOR TEACHER CANDIDATES

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

ATTENDANCE
The teacher candidate is responsible for the full teaching day. The teacher candidate reports to his or her school at the same time that the mentor teacher is required to report and is to remain until the end of the scheduled day (following the same schedule as the mentor teacher). In addition, each teacher candidate is required to attend a professional practicum or seminar which is conducted concurrently with student teaching. The practicum is conducted by the university supervisor and is designed to consider practical problems encountered while teaching and to develop a functional understanding of Pennsylvania School Law. Attendance and participation in the practicum is factored into the teacher candidate 's final grade for student teaching.

Because of the value of this professional experience, teacher candidates are encouraged to attend parent-teacher conferences, workshops, faculty meetings, and other professional activities if permitted by the building administration.

An absence from practicum which is not cleared previously with the university supervisor will be considered as **one full-day of absence** and will be deducted from the five days which the teacher candidate is permitted to be absent during the student teaching experience.

ABSENCES
Teacher candidates are permitted five days of absence for the entire semester. These absences may be used for illness, emergencies, conferences, or interviews. Absences for conferences and interviews must be first cleared with the mentor teacher and the university supervisor. ***In the case of an absence, teacher candidates must notify their mentor teacher and the university supervisor of the impending absence as soon as it becomes apparent that an absence will be necessary.*** The university supervisor and mentor teacher will keep a record of the date and the reason for each absence.

ALL ABSENCES FROM STUDENT TEACHING IN EXCESS OF FIVE DAYS MUST BE MADE-UP BY THE TEACHER CANDIDATE.
Arrangements for such make-up days must be made with the university supervisor and the mentor teacher. Student teaching grades and credits will be withheld until the make-up arrangement is fulfilled.

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

CALENDAR AND VACATIONS
Teacher candidates follow the calendar of the host school to which they are assigned.

TRANSPORTATION
TEACHER CANDIDATES ARE RESPONSIBLE FOR ARRANGING THEIR OWN TRANSPORTATION TO AND FROM THEIR ASSIGNED SCHOOL.

TEACHER CANDIDATES MUST NOT TRANSPORT SCHOOL PUPILS IN ANY VEHICLE. THIS STIPULATION INCLUDES FIELD TRIPS AND OTHER ACTIVITIES.

FINAL GRADE
The final grade for student teaching is the **responsibility of the university supervisor** after consultation with the mentor teacher. To be eligible for a Pennsylvania Teaching Certificate, the teacher candidate must receive at least an academic grade of "*C*" for both assignments. Candidates are evaluated on the Danielson (which includes the PDE 430) and the SLO

DISCIPLINARY ACTION

Mentor teachers and principals who believe a teacher candidate has behaved in an inappropriate manner should contact the university supervisor immediately. The Unit Dispositions Policy will be utilized to address the concern. The supervisor will assist the mentor teacher and principal in addressing the matter and will coordinate any disciplinary action which is taken against the teacher candidate either by university or school district officials.

USE OF TEACHERS' ROOMS AND OTHER FACILITIES

Each principal and/or mentor teacher is requested to instruct teacher candidates regarding the use of teachers' lounges and other facilities.

STATE LAWS CONCERNING LIABILITY

TEACHERS AND TEACHER CANDIDATES HAVE BEEN HELD LEGALLY LIABLE BY THE PENNSYLVANIA COURTS FOR THE BEHAVIOR OF PUPILS UNDER THEIR DIRECTION. IF A PUPIL IS INJURED BECAUSE OF THE NEGLIGENCE OF EITHER A TEACHER OR TEACHER CANDIDATE, BOTH THE TEACHER AND THE TEACHER CANDIDATE CAN BE HELD LEGALLY RESPONSIBLE. FOR THIS REASON, IT IS HIGHLY ADVISABLE FOR THE TEACHER CANDIDATE TO BE PROTECTED BY LIABILITY INSURANCE. SUCH INSURANCE IS HIGHLY RECOMMENDED AND TYPICALLY AVAILABLE THROUGH MEMBERSHIP IN THE STUDENT PENNSYLVANIA STATE EDUCATION ASSOCIATION (PSEA)/NATIONAL EDUCATION ASSOCIATION (NEA) OR THROUGH AN INSURANCE COMPANY.

EXTRA-CURRICULAR ACTIVITIES

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

INJURIES INCURRED WHILE STUDENT TEACHING

Teacher candidates are encouraged to maintain a health insurance program in case of an injury suffered while participating in the student teaching experience. Student insurance plans are available through the Student Health Services. Information regarding the insurance program may be obtained from the Student Health Services, Ground Floor, Commonwealth Hall, telephone: (610) 436-2509.

If a teacher candidate incurs an injury while performing the duties of a teacher candidate, West Chester University will not accept responsibility for the medical care required to treat the injury. The school district to which the teacher candidate is assigned may or may not accept responsibility.

RIGHT TO KNOW LAW

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

To comply with the federal law, each university supervisor will show and discuss with each teacher candidate the student's completed Danielson evaluation at the end of the first and second student teaching assignments.

Each mentor teacher should also show and discuss with each teacher candidate the completed evaluation form at the end of each student teaching assignment.

TWARDOWSKI CAREER DEVELOPMENT CENTER

The Twardowski Career Development Center is located on the second floor of the Lawrence Center, room 225. The career center assists West Chester University students and alumni in locating and applying for teaching positions, as well as other employment opportunities. The Career Development Center has resources that will assist in creating resumes and other employment documents, getting prepared for interviews, as well as connecting with online applications.

Students are encouraged to visit the career center to learn about job search strategies and ways to interact with recruiters. The career center uses a resource called **Ram Career Network (RCN)** https://wcu-csm.symplicity.com/students to manage position openings and career related events. You are encouraged to log-in and upload a resume for review. You may, also, prepare for interviews by using the Mock Interview module. Current information and electronic resources are readily available on the homepage: www.wcupa.edu/cdc.

Telephone: 610-436-2501
E-mail: cdc@wcupa.edu

HOURS

Fall and Spring Semesters

Monday – Friday 8:00am to 4:30pm

Summer

Monday – Friday - 8:00am to 4:00pm

JOB FAIR INFORMATION

Job Fairs are a great way to interact with recruiters face-to-face during your job search process. Many fairs are held during the Spring semester; however, there are some in the Fall semester. One of the largest job fairs on the east coast is the Delaware Valley Education Consortium's annual Teacher Job Fair held on April 4, 2018 at the Greater Philadelphia Expo Center in Oaks, PA (five minutes from the King of Prussia Mall). As a member of the Consortium, the Career Development Center coordinates registration for this event. View the Greater Philadelphia Teacher Job Fair website at www.dvec.net. The Career Development Center posts other relevant events through the calendar which is directly visible from the homepage http://www.wcupa.edu/_services/stu.car/calendar.aspx Additionally, Chester County Intermediate Unit (CCIU) holds an Interview Day twice a year in December and May.

EXPECTED PROFESSIONAL ATTRIBUTES FOR WCU CANDIDATES

ATTITUDE – Open-mindedness and sensitivity to the needs of the pupils, acceptance of pupils' diverse talents and abilities, recognition and acceptance of the rigors of the profession, respect for various teaching styles, and a positive view of life, pupils and parents.

DEPENDABILITY – Trustworthiness, fulfillment of obligations, and a commitment to meet responsibilities.

PUNCTUALITY – Reporting to the assigned site at the appropriate time, completing assigned tasks such as preparing lessons, submitting lesson plans, etc. in a timely manner and attending meetings including in-service sessions and seminars at the assigned time.

RESPONSIBILITY – Accepting the accountability for one's own behavior and modeling responsibility including acting within acceptable societal norms of the district and the community.

ENTHUSIASM – Demonstrating an inquiring interest in the profession by seeking input from colleagues, searching for ideas and information, and implementing strategies to enhance the learning/classroom environment.

INITIATIVE – Recognizing a need, circumstance, or situation and selecting a solution or developing strategies to meet that need or resolve the issue.

COOPERATION – Working in harmony with the mentor teacher, university supervisor, and other school personnel; respecting the ideas of others; accepting input; and working within the parameters of the school culture.

JUDGMENT – Using common sense, weighing alternatives, and choosing appropriate action.

CREATIVITY – Seeing and/or demonstrating new ways of presenting material and making connections among several curricular areas.

APPEARANCE – Personal grooming, neatness, appropriate style, professional attire.

VOICE – Modulating one's voice, using appropriate tone, projecting one's voice to reach all students, and adjusting volume to meet varying circumstances.

POISE – Projecting a convincing presence by appearing comfortable in the classroom, being in control of the situation regardless of the circumstance, and exhibiting self-confidence.

FLEXIBILITY – Adapting to unexpected changes in routines or plans.

REFLECTION – Careful consideration, analysis, and synthesis of one's teaching practice.

STUDENT TEACHING EXPECTATIONS, GOALS, AND OUTCOMES

All public school districts utilized for student teaching experiences have been approved by West Chester University. Each department continuously evaluates each student teaching assignment and investigates new situations in order to provide optimum and diverse opportunities for each teacher candidate.

The successful outcome of the experience is dependent upon the positive relationships between the teacher candidate, the mentor teacher, and the university supervisor.

The basic roles and responsibilities are as follows:

MENTOR TEACHER:

- Provides opportunities for the student to observe effective teaching styles, processes, and procedures through the use of current materials and strategies.
- Assists the teacher candidate in assimilating experiences into appropriately structured teaching/learning strategies and procedures, i.e., long/short range planning and subsequent instruction.
- Evaluates student teaching experiences at the end of each day and provides pertinent feedback which will promote continuing improvement.
- Develops within the teacher candidate an awareness of classroom management skills, professional responsibilities, and faculty/administration rapport.
- Completes a recommendation for each teacher candidate to be submitted to the university supervisor within one week after the close of each assignment.
- Evaluates the teacher candidate on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.

UNIVERSITY SUPERVISOR:

- Observes each teacher candidate a minimum of six times per semester or three times per 7.5 week assignment.
- Evaluates each observation and confers with the teacher candidate and the mentor teacher.
- Evaluates the teacher candidate on the four domains of Danielson, including the sub-domains, and provides written feedback related to the candidate's progress in each domain.
- Assigns the final grade in consultation with the mentor teacher.
- Completes a recommendation for each teacher candidate.
- Schedules, plans, and conducts seminars for teacher candidates.

TEACHER CANDIDATE:

- Observes classroom teaching strategies, techniques, procedures, student behavior, and classroom management techniques of the mentor teacher and other faculty members within the school.
- Replicates or "models" the above while instructing assigned classes.
- Presents an appropriate lesson plan for each assigned teaching situation **AT LEAST two days prior to the actual instructional period, or more than two days according to district policy.**.
- Evaluates himself/herself on the four domains of Danielson, including each sub-domain.
- Evaluates pupil responses to the above activities.
- Complies with the Acceptable Use of Technology Policy established by the school district.

REQUIREMENTS FOR THE TEACHER CANDIDATE

The mentor teacher and university supervisor should plan together to establish specific requirements for the teacher candidate. Teacher candidates should be responsible for the following:

- Assuming full responsibility for the class/schedule for a period of time to which the mentor teacher and university supervisor agree; the decision concerning how and when to increase a teacher candidate's classroom responsibilities should be a joint decision, involving all three key participants – the mentor teacher, the teacher candidate, and the university supervisor.
- Observing at least four other teachers during the semester; these teachers should represent a variety of curricular areas and styles of teaching.
- Writing daily lesson plans for all lessons taught.
- Attending all seminars required by the university supervisors.
- Maintaining a three-ringed notebook or electronic file for organizational purposes; this file should include lesson plans and other student materials; the notebook or e-file should also contain teaching ideas and materials accumulated during student teaching.
- Developing and implementing an SLO including five days of lessons during the first half student teaching semester.
- Uploading self-reflection and evidence for domain four of the Danielson evaluation.
- Creating two visual displays (e.g., bulletin boards, showcases, and learning center) in a classroom or elsewhere in the school; these displays should be instructional in nature or a display of the pupils' projects, etc., and must be approved by the mentor teacher.
- Using educational technology either alone or in conjunction with the mentor teacher.
- Creating and critiquing a video of a lesson taught by the teacher candidate (the video must comply with the school district's privacy policy).

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ASSUMPTION OF TEACHING RESPONSIBILITIES BY THE TEACHER CANDIDATE

The teacher candidate should assume a series of gradually more challenging tasks. The teacher candidate should:

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

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

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

Before the teacher candidate arrives:

- Inform the students and parents.
- Introduce the teacher candidate as a member of the teaching team/faculty.
- Collect materials and textbooks for the teacher candidate to use; please feel free to give the teacher candidate materials to prepare for the assignment.
- Set aside and dedicate desk and work space for the teacher candidate.
- Specify certain basic teaching responsibilities for the teacher candidate.
- Make a copy of the class schedule for the teacher candidate.
- Verify the candidate's arrival with the principal.
- Duplicate copies of class lists, seating charts, and the school calendar.

During the first week:

- Orient the teacher candidate to the school, appropriate school and district personnel, support services, students, and community.
- Arrange a meeting with the principal and the teacher candidate.
- Share school rules, regulations, policies, the faculty handbook, and calendar.
- Discuss expectations for the teacher candidate regarding:
    - confidentiality
    - working hours
    - reporting times
    - procedures to follow in case of illness
    - personal property
    - procurement of supplies
    - other general responsibilities
- Explain your method of classroom or laboratory management and discipline.
- Review the school district's discipline policy.
- Assist the teacher candidate in preparing and distributing a letter of introduction.
- Assist in arranging opportunities for the teacher candidate to observe other teachers.
- Give the teacher candidate informal opportunities to adjust to being in front of the class.
- Explain your methods of assessment, record keeping, and communication with parents.
- Help the teacher candidate become familiar with the location, operation, and procedure for using various pieces of instructional equipment.
- Provide opportunities for the teacher candidate to work with individual students.
- Share curriculum and review future educational goals.
- Provide daily feedback regarding the teacher candidate's performance.
- Check lesson plans at least one week in advance of the teacher candidate teaching the lesson. (Initial them to show your approval).
- Confer with the teacher candidate daily.

During the second week:

- Discuss the developmental characteristics of the age group currently being served.
- Discuss unique individual student characteristics which directly affect student learning.
- Permit the teacher candidate to accept more teaching responsibilities.
- Check lesson plans prior to utilization.
- Provide the teacher candidate with opportunities to observe and to be involved in parent conferences.
- Alert the principal and the university supervisor immediately if significant problem areas emerge.
- Provide frequent written and oral feedback to the teacher candidate.
- Confer with the teacher candidate daily.

Beginning the third week to end of experience

- Promote self-evaluation of lessons by the teacher candidate thereby helping him/her to develop a perception of his/her own strengths and weaknesses.
- Give the teacher candidate an opportunity to accept full responsibility for the class/schedule.
- Encourage increasingly independent lesson plan development.
- Continue informal daily evaluations which commend strengths.
- Assist the teacher candidate in developing the skills to analyze his/her own teaching.
- Permit the teacher candidate the freedom to try his/her own ideas and techniques; reassure the teacher candidate that if a technique fails, it is not necessarily due to poor judgment or the appropriateness of the strategy.
- Demonstrate techniques to help the teacher candidate remediate weaknesses.
- Confer with the teacher candidate daily.
- Submit a final evaluation to the university supervisor.
- Schedule and hold a mid and end of semester joint conference with the teacher candidate and the university supervisor for the purpose of completing the Danielson evaluation.

GUIDELINES FOR UNIVERSITY SUPERVISORS

Coordinate each phase of the student teaching experience through the department coordinator of student teaching by maintaining and filing accurate and correct materials for:

- Student teaching placements (including any mid experience changes)
- Individual student records
- Travel forms (completed monthly)
- Observation forms
- Danielson evaluation at the end of each half of student teaching
- Assignment of academic grades

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

- Schedule an initial conference with each mentor teacher to discuss the expectations of the student teaching experience.
- Schedule a mid-assignment conference with the mentor teacher and teacher candidate to discuss the progress of the teacher candidate and to complete the Danielson evaluation.
- Conduct an end-of-assignment conference with the mentor teacher and the teacher candidate for the purpose of completing the overall evaluation of the teacher candidate and completing the Danielson evaluation.
- Confer with school administrators to discuss issues concerning the student teaching program and/or particular teacher candidates.
- Serve as a liaison between teacher candidates and the school personnel.

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

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

Perform Observations and Critique Performance

- **Six on-site observations are required. If the teacher candidate has two assignments, three are required for each assignment.**
- An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the teacher candidate's lesson plan as well as the implementation of the plan should be considered by the supervisor.
- Each observation should be immediately followed by a conference with the teacher candidate.
- The observation must be recorded on an approved observation form.
- Data gathered from observations will be utilized in the preparation of performance ratings for the teacher candidate.
- Determination of the teacher candidate's grade should be made by the university supervisor after conferring with the mentor teacher and completing the Danielson evaluation.
- Final academic grades for teacher candidates must be assigned and submitted to the Office of the Registrar.

Conduct Conferences

- A conference should have five components:
    1. The student's self-evaluation.
    2. A review of the student's performance
    3. A statement of the areas, instructional strategies, and/or activities which were effective
    4. A statement of areas for improvement
    5. Specific recommendations regarding how to improve, particularly related to the domains of Danielson

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

- The university supervisor should serve as a liaison between the teacher candidate and the school. The university supervisor should make every reasonable effort to assist the teacher candidate in making the adjustment to the professional world. This may entail more than the minimum number of observations, more frequent conferences, three-way conferences, etc. The university supervisor is also responsible for enlisting the aid of the department coordinator to utilize other university services including the College of Education's **dispositional expectations** for candidates**.**

Conduct a professional practicum course (seminar)

- Seminars shall be held on campus unless other arrangements have been made with the department coordinator. Teacher candidates may leave their schools before the end of the school day in order to arrive at the seminar in a timely fashion.
- Each university supervisor shall submit to the department and to the students a syllabus of course topics and assignments that include the core requirements and additional assignments that contribute to the development of the teacher candidate.
- The course topics will be designed to help teacher candidates interpret their experience more fully and promote professional growth.

GUIDELINES FOR MENTOR TEACHERS

The student teaching experience is the most strategic and important aspect of the teacher candidate's education program. Mentor teachers determine the direction and outcome of each student's experience as a teacher candidate.

Qualifications

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

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

Role and Responsibilities

- The role of mentor teachers is critical in the professional growth of teacher candidates. The mentor teachers become mentors who guide the growth and transition of teacher candidates from student to professional. As such, mentor teachers act as a trusted guide, teacher, sponsor, host, counselor, supporter, advisor, coach, supervisor confidant, encourager, and consultant. The roles and responsibilities are discussed as part of the mentor teacher workshop held each semester. An invitation to attend the workshop will be distributed by e-mail. Your participation in this workshop will be valuable in your role and carries with it ACT 48 hours.

Assigned Duties of the Teacher Candidates

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

Instructional Planning by Teacher Candidates

- Effective teaching necessitates good planning. West Chester University prepares all teacher candidates to create lesson plans utilizing a lesson plan rubric contained in this manual. Review the teacher candidate's lesson plan for each lesson before it is taught so that suggestions may be made and incorporated. No lesson should be taught until a complete lesson plan is presented.
- The importance of thinking and planning in terms of the individual students in each class, the students' needs, students' interests, etc is stressed throughout the the College of Education Teacher Preparation.

Classroom Teaching by Teacher Candidates

- Assign a major responsibility for one or two lessons, for a unit, or for a period of time. As the teacher candidate demonstrates his/her readiness, you may assign additional lessons.
- Provide experiences with groups which include students with varying abilities.
- Make clear to the teacher candidate, and indirectly to the pupils, the level of authority and responsibility which is being assigned to the teacher candidate.
- Provide the teacher candidate experiences for measuring and evaluating pupil growth and development; the teacher candidate should prepare a variety of tests, assessment tools, and evaluation situations.
- Inform the pupils that the teacher candidate is "in charge" when teaching.
- Help the teacher candidate realize that without control nothing worthwhile can be accomplished and that good planning and instruction will do much to minimize the need for extreme disciplinary measures.

Welfare of Pupils

Mentor teachers have the ultimate responsibility for the growth and development of the pupils in their class; therefore, the mentor teacher should:

- Intervene in the middle of a class period ONLY when he/she is certain of irreparable damage to the pupils. Like everyone else, teacher candidates can learn from mistakes. If the mentor teacher must take over, it should be done with tact and finesse.

- Schedule a conference with the teacher candidate, as soon as possible after the conclusion of the lesson, to help him/her see why the situation developed and what measures could be taken to deal with a similar situation in the future.
- Confer with the university supervisor if the teacher candidate cannot be permitted normal responsibility without jeopardizing the best interest of the pupils. **If dispositional expectations are not met, changes to the placement may result**.
- Along with the principal, address parental concerns regarding their son or daughter being taught by a teacher candidate.

Professional Growth and Development

The mentor teacher should:

- Advise and guide the teacher candidate in proper interpretation and involvement in faculty room experiences.
- Encourage planned professional reading.
- Promote development of a carefully planned library of teaching aids.
- Prepare the teacher candidate for interactions with parents or other teachers.
- Help the teacher candidate to become conscious of the application of professional ethics to the many and varied situations which arise such as a request by a parent that the teacher candidate tutor a pupil.

Evaluation of Growth and Development

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

- Make evaluation a continuous process taking place before and after every lesson which is taught.
- Schedule conferences with the university supervisor.
    - The initial conference should concern expectations.
    - The mid-assignment conference should concentrate on growth and development.
    - The end-of-assignment conference should focus on overall level of performance.

  These conferences, as well as others, may be informal, but they will provide the university supervisor with valuable input relative to the Danielson evaluation.
- Guide the teacher candidate's self-evaluation at the midpoint and at the close of the assignment.
- Report the status of professional growth and development of the teacher candidate to the university supervisor.

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

MENTOR TEACHER (COOPERATING TEACHER) HONORARIUM

An honorarium is provided to mentor teachers by West Chester University as set forth by the State System of Higher Education:

Teachers who have mentored West Chester University teacher candidates for ***less than two full or less than four half semesters receive***:

Rates as of July, 2014
- $125.00 for one half semester
- $250.00 for one full semester

Teachers who have mentored WCU teacher candidates for ***more than two full or more than four half semesters receive***:

Rates as of July, 2014
- $250.00 for one half semester
- $500.00 for one full semester

Honorariums cannot be processed unless the appropriate honorarium form is completed and secure information provided within the form or by phone. You will receive an e-mail at the beginning of the semester. The e-mail will include an attachment--***the honorarium form***. Complete the form and return to Susan McKnett by e-mail, smcknett@wcupa.edu, fax (610) 436-2874 or USPS--address is Office of Clinical Experiences and Candidate Services, 125 W. Rosedale Avenue, Wayne Hall, Suite 107, West Chester University, West Chester, PA 19383. If you have any questions, contact the Office of Clinical Experiences at 610-436-3425.

GUIDELINES FOR PROVIDING FEEDBACK TO THE TEACHER CANDIDATE

"Feedback" is a way of helping another person to consider changing his/her behavior. It is a form of communication which gives the individual information about how he/she affects others.

Some criteria for useful feedback are:

- It is **descriptive** rather than evaluative. By describing one's own reaction, it leaves others free to use it or not to use it as the individual sees fit. Avoiding evaluative language reduces the need for the individual to react defensively.
- It is **specific** rather than general (To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, you did not listen to what others said and I felt forced to accept your arguments or face attack from you").
- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the provider's own needs and fails to consider the needs of the person who receives the feedback.
- It is directed toward behavior which the receiver can rectify. Frustration is only increased when people are reminded of short-comings over which they have no control.

- It is **solicited**, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing can answer.
- It is **well timed.** In general, feedback is most useful when given at the earliest opportunity after the observed behavior, when consideration is given to the person's readiness to hear it, and when support is available from others.
- Negative feedback is most effective when given in a relaxed manner. It is not necessary to severely criticize an individual in order to obtain results. Before offering suggestions for the solution of a professional problem, provide the teacher candidate an opportunity to reflect and provide his/her suggestions to resolve the situation.
- Feedback should provide clear communication. The recipient should rephrase the feedback received to confirm that the recipient's understanding corresponds to what the sender intended.
- The feedback conference should close with three things:
    1. A summary of findings, conclusions, and decisions.
    2. A specific course of action.
    3. A closing which encourages and leaves the teacher candidate with the confidence that the discussion held within the conference and the resulting decisions will ensure the growth and development of her/his ability.

CHECKLIST FOR TEACHER CANDIDATES

Learn Daily Procedures

Time teachers enter and leave:
____ AM
____ PM

Mentor teacher's supervisory duties

_____ Recess
_____ Restrooms
_____ Halls
_____ Assemblies
_____ Study halls
_____ Cafeteria duties
_____ Buses
_____ Before/after school supervision
_____ Other duties

Homeroom procedures

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

Classroom forms and records

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

Pupil information

_____ Names
_____ Ability levels
_____ Methods for grouping and flexibility of the groups
_____ Special seating arrangements
_____ Special health and physical needs of students (Consult District Confidentiality Policy)
_____ Appropriate home and family information (Consult District Confidentiality Policy)
_____ Procedures for involving counselors and/or parents in helping pupils

Classroom and laboratory procedures:

_____ How pupils are expected to enter and exit the classroom or laboratory
_____ Method used to take and record attendance
_____ Methods used to take and record lunch count
_____ Procedure to send and receive messages
_____ System used to dismiss pupils to other classes, recess, lunch, and fire drills
_____ Method used to distribute, collect, and store materials
_____ Procedures for pupils who finish class work early
_____ Procedure to close the school day

General Supplies supplies:

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

Curriculum, instruction, materials

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

Library/Media Center:

_____ Review checkout and return procedures
_____ Identify the location of card catalogue, special reference materials, videos, computer software, and curriculum materials
_____ Review additional policies and procedures
_____ Preview materials which you plan to use
_____ Locate resources to develop instructional materials e.g., school production center (Intermediate Unit Teacher Center)
_____ Become familiar with the available professional journals and publications

Audio-visual equipment policies and procedures:

_____ Copy machine
_____ Whiteboards
_____ Smartboards

_____ Learn procedures to obtain obtain equipment
  _____ LCD projector
  _____ Computer
  _____ TV-DVR
  _____ Listening stations with headsets
  _____ Tape recorder
  _____ Laminating machine
_____ Procedure to obtain equipment and supplies for audio-visual equipment
_____ Procedure to order and return materials from the Intermediate Unit

Keep the university supervisor informed:

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

Maintain a three-ringed notebook which will include:

_____ Material on topics listed above
_____ Teacher Candidate Handbook
_____ Observation notes from the mentor teacher and university supervisor
_____ Copies of the university supervisor's evaluation
_____ Copies of lesson plans

CHECKLIST FOR MENTOR TEACHERS

The following checklist provides suggestions for use by mentor teachers.

Before the teacher candidate arrives:

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

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

During the first week:

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

During the second week:

_____ Explain developmental characteristics of the age group
_____ Explain unique characteristics of individual pupils and how these characteristics directly effect their learning
_____ Permit the teacher candidate to accept more and more teaching responsibilities
_____ Check and initial the teacher candidate's plans before the lessons are presented
_____ Provide the teacher candidate with opportunities to observe and assist in parent conferences
_____ Demonstrate a variety of teaching techniques
_____ Alert the principal and the university supervisor of significant problem areas which the teacher candidate is experiencing
_____ Provide both written and oral feedback to the teacher candidate frequently
_____ Confer with the teacher candidate daily
_____ Assist the teacher candidate in fulfilling the practicum requirement

During the remainder of the experience:

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

CHECKLIST FOR UNIVERSITY SUPERVISORS

The university supervisor serves as a liaison between West Chester University and the mentor teacher participating in the student teaching program. The supervisor's responsibilities include:

Information and orientation

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

Observations, classroom visits, and practicum

_____ Contacting the mentor teacher and teacher candidate within the first week
_____ Observing the teacher candidate for a full period during each of the required **SIX** visits
_____ Consulting regularly with the mentor teacher on the performance of the teacher candidate
_____ Discussing with the mentor teacher possible techniques and methods for use by the teacher candidate
_____ Inviting the mentor teacher's suggestions and recommendations for enhancing the teacher candidate's experience
_____ Planning and conducting professional seminars

Evaluations

_____ Evaluating in written and oral form the performance of the teacher candidate in the classroom or laboratory
_____ Conferring with the mentor teacher following each classroom or laboratory observation
_____ Discussing the final evaluation of the teacher candidate with the mentor teacher prior to awarding the final grade(s)
_____ Retaining all written evaluations and observations for one year after the assignment is completed

Office of Teacher Certification
West Chester University
302 Recitation Hall
Phone: 610-436-2321/Fax: 610-436-3102
Hours: 8 a.m. to 4:30 p.m. (except mid-May through late-August to 4:00 p.m.)
www.wcupa.edu/education-socialWork/certificationInfo.aspx

PENNSYLVANIA TEACHING CERTIFICATE

A person must hold a teaching certificate issued by the Pennsylvania Department of Education (PDE) in order to teach or substitute teach in a public school in the Commonwealth of Pennsylvania.

TYPES OF CERTIFICATES

- Instructional I (Provisional)

The Instructional I certificate is issued for entry into a teaching position in the public schools of Pennsylvania and is valid for six years of service in PA (not calendar years). To receive an Instructional I teaching certificate, a person must meet all of the requirements to be certified and must be recommended to the PDE by the institution of higher education at which the person completed the requirements.

- Instructional II

The second level certificate is issued to a person who holds an Instructional I certificate, who has completed three years of satisfactory teaching in a public school of Pennsylvania as certified by the superintendent of the school district in which the person's most recent service was performed or, in the case of an intermediate unit, the executive director or, in the case of an approved non-public school, the chief school administrator.

In addition, the person must have completed 24 semester credit hours of collegiate credit at an approved baccalaureate or advanced degree granting institution subsequent to the conferring of the baccalaureate degree. The credits may be satisfied, in whole or in part, through in-service programs approved by the Pennsylvania Secretary of Education.

Finally, the person must successfully complete an induction program offered by a public school district and approved by the PDE.

ACT 48

- All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates are affected by the requirements of Act 48.

- Educators must maintain their certificates as *active* by earning and reporting six collegiate credits **or** six PDE-approved in-service credits **or** 180 continuing education hours or any combination of the above every five calendar years. *Note: each collegiate or in-service credit is equal to 30 continuing education hours*.

QUALIFICATIONS FOR A PA CERTIFICATE

- Meet current GPA and PA test requirements established by the PA Department of Education (PDE)
- Complete all of the academic requirements of West Chester University and the PDE
- Earn an academic grade of "C" or higher in each half of the student teaching experience; also satisfactory rating on the PDE430 evaluation completed by your university supervisor
- Be at least 18 years of age
- Be a citizen of the United States – or hold a valid immigrant visa and file a "Declaration of Intent to Become a Citizen of the United States"; candidates applying for foreign language certifications are exempt from this regulation
- Be a person of good moral character

ONLINE APPLICATION PROCEDURE

Suggested timeline:

Now – College of Education & Social Work (CESW) web page. Familiarize yourself with this-
https://www.wcupa.edu/education-socialWork/default.aspx; select "Certification Information"

Now – Complete **Step 1** from the link above under "What is the application process?"

Now – Check all Praxis score reports to be sure all required test scores have been forwarded to West Chester University (Score Recipient Code #2659); and also PDE (Score Recipient Code #8033); PECT scores are automatically forwarded to PDE.
Your social security number is an essential identifier on all reports to PDE.

If those codes do not appear for every Praxis test, contact the Office of Teacher Certification: 610-436-2321.

During the month of program completion . . . usually December, May or August – Follow **Step 2** and **Step 3** from the same link under "What is the application process?"

Questions about any part of this process should be directed to the Office of Teacher Certification in 302 Recitation Hall, 610-436-2321.

It is strongly recommended that program completers (degree and non-degree) apply for a Pennsylvania Teaching Certificate, although they may not be planning to seek a teaching position immediately or they may be planning to teach in another state. In current practice, if a person applies for PA certification sometime in the future, that person must meet the requirements in effect at that time. New requirements could mean additional course work and/or higher test scores to qualify for a teaching certificate.

rev 6/16

West Chester University's Conceptual Framework for Teacher Education Programs

Approved by the Council of Professional Education (CPE [formerly the Teacher Education Council]) on April 16, 2003;
Knowledge Base and Unit Outcomes Revised and Approved by CPE on April 28, 2006 and March 27, 2009

Mission

West Chester University (WCU) is a public institution established to serve the common good in the Commonwealth of Pennsylvania. WCU's primary focus is teaching and learning. To that end, the mission of the Teacher Education Program is to support the *integration* of teaching, scholarship, and service in meaningful ways.

In line with the University's focus on **teaching**, the Teacher Education Program facilitates the discernment process for prospective pre-professional candidates. The program provides for their education, preparation, and continuing development. Our specific mission is to prepare reflective educational professionals who facilitate the development and learning of all students. Accordingly, we are committed to diversity.

Our mission includes a commitment to conduct **research and scholarship.** These activities are aimed at discovering, understanding, integrating, applying, and disseminating knowledge of: a) the nature of learning, teaching, and human development; b) the academic disciplines; c) the factors that promote or inhibit the realization of individual potential. We are committed to building bridges between subjects and collaborating across departments and disciplines.

The University and its Teacher Education Program are committed to providing **service** to the individuals, communities, and environments of our region, state, nation, and world. We engage our time, talents, knowledge, facilities, and resources in collaboration with, and for the direct benefit of, our students, our community/school partners, and other individuals, and environments.

Philosophy

West Chester University's Teacher Education Program is guided by a holistic philosophy that sees educational encounters as always more than the sum of their most visible parts: teacher, student, curriculum, and classroom. This philosophy is reflected in our beliefs about context, program values, practices, and professional characteristics.

Context

We believe:

- The reflective practitioner understands and values learning and teaching in context – including internal, cultural, social, and environmental factors – and is able to function effectively on behalf of all students.
- Formal education promotes the development of individual potential within social and environmental limits. Schools function as the foundation for social organization and democracy.
- Those who aspire to be educators in a democratic society should understand human biological, psychological, and intellectual growth and the factors that promote them. Educators should understand and be disposed to addressing the full range of challenges to the development of individuals: psychological (meaning and self-knowledge), physical, social/environmental (poverty, toxic physical environment), and cultural (racism, sexism, ableism, political inequality, commercialism).

Program Values

We believe:

- In the fundamental importance of well-grounded knowledge for effective teaching, including subject, pedagogical, and pedagogical content knowledge.

- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.

- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.

- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.

- In providing direct experience through field based learning.

Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.

- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.

- That the values of entrepreneurship – innovation, problem solving, partnering – are hallmarks of an effective educator.

- That a professional educator appropriately integrates technology for instruction.

That high standards of teaching, research, scholarship, and service are essential for faculty and students to remain at the forefront of sound educational practice and change.

Knowledge Base and Unit Outcomes
For the Conceptual Framework

1. **Content and Pedagogical Specialist:** Knows learners, subject matter, pedagogy, and curriculum.

   1.1 Displays knowledge of the characteristics of learners.
   1.2 Shows understanding of effective instruction as a learner-centered process.
   1.3 Exhibits solid base of content knowledge.
   1.4 Evidences solid base of pedagogical content knowledge.
   1.5 Demonstrates solid base of professional knowledge.
   1.6 Displays knowledge of scope and sequence.
   1.7 Shows understanding of interdisciplinary nature of content.

2. **Assessment and Instructional Designer:** Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.

   2.1 Promotes problem solving, critical thinking, and creative thinking.
   2.2 Develops learning experiences based on knowledge of learning theories and human growth and development.
   2.3 Plans for differences in culture, developmental levels, and learning styles.
   2.4 Demonstrates flexibility and creativity in planning for instruction.
   2.5 Incorporates a variety of research-based instructional/educational strategies.
   2.6 Promotes constructive, collaborative, and cooperative learning opportunities.
   2.7 Integrates technology appropriately to promote learning.
   2.8 Monitors and reports student progress effectively.
   2.9 Uses assessment data to design instruction and improve student learning.
   2.10 Aligns assessments to local, state, or national standards.
   2.11 Employs authentic assessment appropriately.
   2.12 Interprets standardized tests to inform instruction.

3. **Classroom Community Builder and Diversity Advocate:** Fosters community, creates a safe space for all learners, and teaches the value of diversity.

   3.1 Expresses belief that all students have a right and the ability to learn.
   3.2 Communicates high expectations.
   3.3 Fosters learning community characterized by mutual respect, collaboration, and appreciation of diversity.
   3.4 Manages student behavior to enhance the learning climate.
   3.5 Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).
   3.6 Communicates effectively.
   3.7 Promotes understanding of diverse perspectives and circumstances.

4. **School and Community Professional:** Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

    4.1 Exhibits understanding of the organization of schools within the context of the larger community.
    4.2 Collaborates with school personnel, parents, or community members.
    4.3 Participates in activities and services for students or families.
    4.4 Shows initiative within the school or community.
    4.5 Adheres to professional code of ethics and school laws.

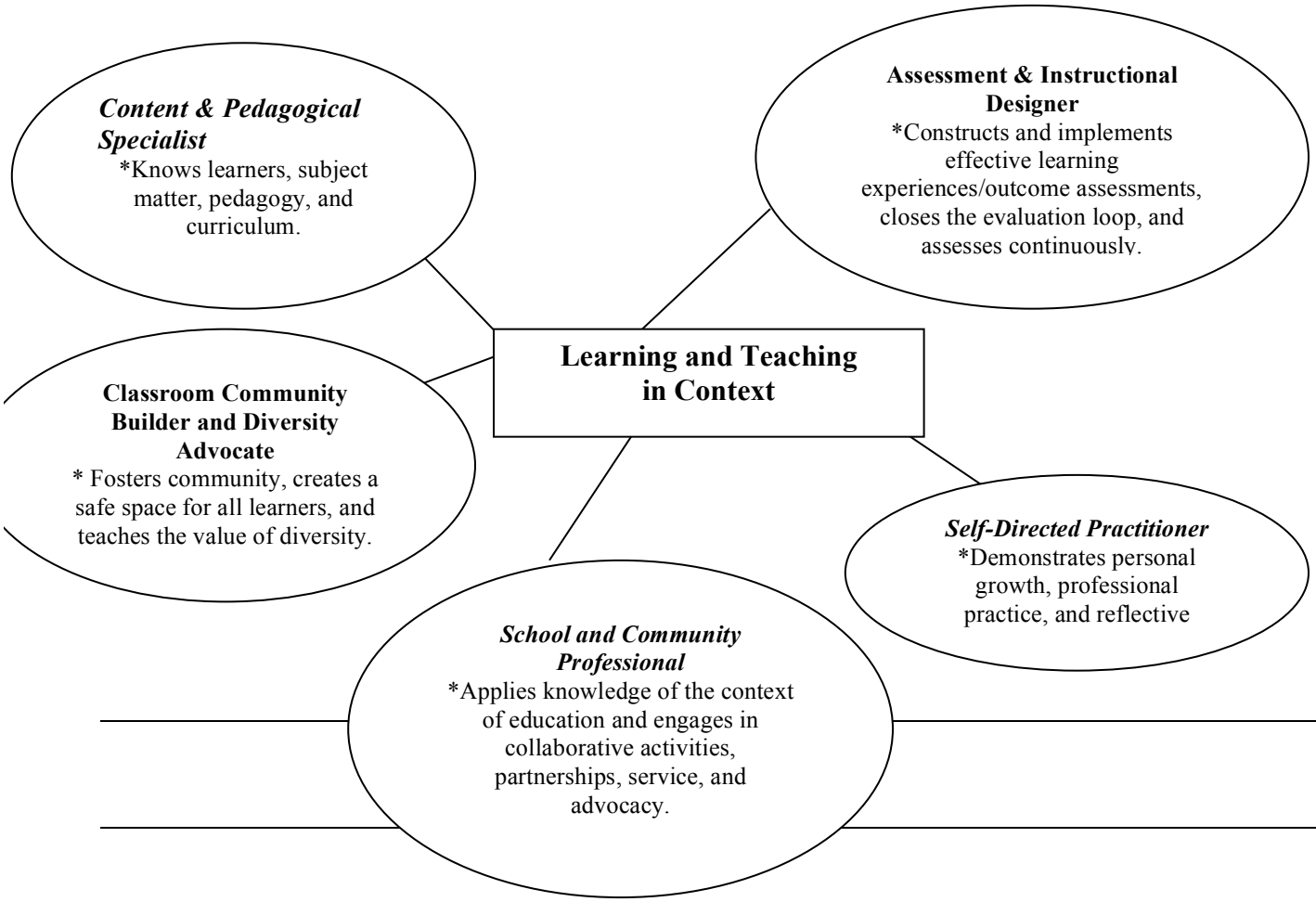
5. **Self-Directed Practitioner:** Demonstrates personal growth, professional practice, and reflective practice.

    5.1 Strives for self-improvement related to learner achievement.
    5.2 Displays efforts to improve one's own practices.

Unit Vision/Theme: Learning and Teaching in Context

WEST CHESTER UNIVERSITY'S CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS

(Revised and Approved by the Council of Professional Education on April 28, 2006 and March 27, 2009.)



Pennsylvania Code
of
Professional Practice and Conduct for Educators

http://www.pacode.com/secure/data/022/chapter235/chap235toc.html

§ 235.1. Mission.

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

§ 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

§ 235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

§ 235.4. Practices.

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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

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

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

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

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

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

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

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§ 235.5. Conduct.

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

§ 235.6. Legal obligations.

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

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

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

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

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

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or

vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.

The professional educator may not:

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

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

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. Professional relationships.

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow employe.

(4) Use coercive means or promise special treatment to influence professional decisions of

colleagues.

(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

West Chester University- College of Education
Dispositional Expectations- Please see
https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx

Formal Evaluation of Student Teaching

Student Teacher Candidates are evaluated using the Pennsylvania Department of Education (PDE)-430 evaluation form and West Chester University's Danielson evaluation. The Danielson evaluation is completed by the Student Teacher Candidate, University Supervisor, and Cooperating (Mentor) Teacher twice during the semester.

For more information about and to view the evaluation forms, please access the Professional Education Unit's assessment website: https://www.wcupa.edu/education-socialWork/assessmentAccreditation/assessmentResources.aspx

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Guidelines for Observations……. 60

The Student Teaching Experience

The student teaching experience in early and middle grades education is the capstone experience in the teacher education program at West Chester University. One purpose of this experience is to encourage candidates to think beyond **how** teachers work to **why** they work in specific ways. Equal emphasis is placed on the management of teaching and the reflection on teaching.

The goal of the placements and university seminars is to advance each candidate's knowledge and practice of teaching in learning environments that are aligned with the theory and philosophy of the College of Education's Conceptual Framework. The Framework outlines a set of beliefs about teaching and learning that will prepare candidates to provide for the educational needs of all students in an increasingly diverse and technological society. This framework, and its associated knowledge base and unit outcomes, represents our expectations for all candidates. We encourage candidates to review the framework as they progress through their student teaching experience and use it as a reference as they develop the knowledge, skills, and dispositions necessary to teach in the schools of the 21st century.

Karen Johnson, Ph.D.
Coordinator of Field Experiences
Chairperson
Department of Early and Middle Grades Education
West Chester University of PA
(610) 436-3545
kjohnson@wcupa.edu

Requirements

Planning and Implementing Appropriate Teaching and Learning Experiences: The Lesson Plan Portfolio and Analysis - Candidates are required to (a) engage in careful review and analysis of their previous planning and teaching efforts and (b) develop professional goals for their student-teaching experience

Attendance – Attendance in school placements and at seminar is mandatory.

Lesson Plans – A minimum of two days, or as per district policy, prior to implementation, a lesson plan must be prepared and submitted to the cooperating teacher. Lesson plans must follow the WCU lesson plan format. Keep lesson plans in a three-ring binder and make them available to the supervisor. See format here: https://www.wcupa.edu/education-socialWork/assessmentAccreditation/assessmentResources.aspx

SLO- Student Learning Objectives (SLOs) are a semester- or year-long intensive learning plan that includes a variety of informal and formal assessments to support target learning objectives. Candidates will implement a modified version of the SLO process during their student teaching experience with the goal of understanding the process and the importance of having a systematic approach to SLOs. The teacher candidate will prepare an SLO with a group of at least six students, covering at least five days. Please utilize the *Student Learning Objective User Guide* to learn more about the SLO process https://www.wcupa.edu/education-socialWork/assessmentAccreditation/assessmentResources.aspx

Alternative Assessment – The teacher candidate will design and implement a performance-based assessment.

Educational Technology – Use educational technology during the semester either alone or in conjunction with the cooperating teacher.

Visual Displays – Make at least two visual displays with the consent of the cooperating teacher (e.g., bulletin boards, showcases, learning center) in a classroom or elsewhere in the school. These displays should be instructional in nature.

Video/Audio Tape Critique – If requested by the supervisor or cooperating teacher, create and present a five to ten minute video of a lesson. The video may be valuable to use as a demonstration piece when applying for a job.

Observations – Observe and interview at least four school-related faculty, staff or volunteers. Focus on the school community relationship and student advocacy only.

Other Assignments – Teacher candidates may be assigned additional requirements by the supervisor or the Department.

Seminar

The seminar provides an opportunity for teacher candidates to meet and exchange ideas in collaborative inquiry sessions. Seminar is also designed to acquaint teacher candidates with the requirements of student teaching, discuss the nature of student teaching, and provide suggestions and helpful hints for improving instruction.

Large-group meetings are held during the semester on such topics as certification, technology, and the application and interview process.

EGP Student Teachers - Lesson Plan Portfolio and Analysis: Directions

Since your first field-experience course, you have been developing a lesson plan portfolio. Each lesson plan has been reviewed and "graded" by the appropriate course instructor. Now you will have the opportunity to review and analyze lessons you have planned, plus lessons you have planned and taught, during your professional courses as an Early Grades Preparation candidate at West Chester University. Following this review and analysis, you will set a series of professional goals relevant to your student-teaching placement(s). The reflections, analyses, and setting of goals will focus on five dimensions and are linked to both the National Association for the Education of Young Children (NAEYC) standards and the WCU Conceptual Framework (WCU CF). The dimensions are:

- **Building a Caring Community of Learners**
- **Planning and Teaching Content**
- **Utilizing Developmentally Appropriate Strategies**
- **Responding to Differences and Utilizing Technology**
- **Practicing Appropriate and Responsible Assessment**

At a minimum, you will need plans that demonstrate your ability to plan in the following content areas: reading/language arts, mathematics, social studies, science, and the arts. You should also include plans that demonstrate your planning ability in three age ranges—PK, K-1, and 2-4. Some, but not all, of the plans must be plans you actually implemented in your Level II or Level III field experiences. Make sure your lesson-plan collection is complete before going further. You will also want to have your plans "on paper," or in separate electronic documents, where you can highlight and add comments and questions during discussions with supervisors and peers and while you prepare your responses.

You will be required to submit your findings in a series of PowerPoint slides. You will be creating a total of 15 "content" slides plus one cover slide and a final slide for a reference list. Unlike slides that are used to supplement oral presentations, these slides will be content rich—they need to be able to "stand alone" and tell the whole story. They should also be well-organized and visually pleasing.

Step 1:

Read all the rubrics I, II, III, IV, V, VI.

Step 2:

Review your lesson plans, utilizing the rubrics in IA, IIA, IIIA, IVA, and VA. Take notes, mark up copies of your plans. Review comments from your professors and field-experience teachers. Make sure you can refer to your lesson plans quickly and appropriately so that you contribute relevant examples—related to the five dimensions—during small-group discussions and conversations with your supervisor.

Step 3:

You are now ready to utilize rubric IA to develop slide 2, IIA for slide 5, IIIA for slide 8, IVA for slide 11 and VA for slide 14. Use clear concise language and bullets.

Step 4:

You are now ready to analyze your lesson examples utilizing each of the five dimensions. Review rubrics IB, IIB, IIIB, IVB, and VB. Next consider your texts, literature reviews you have developed in different courses, plus other references from courses in your professional-preparation programs. Develop slides 3, 6, 9, 12, 15 to demonstrate your ability to analyze your examples using professional references and vocabulary. Use APA format (author, year of publication) to cite references. Include a complete reference list (APA format) as slide 17.

Step 5:

You have now utilized the five dimensions to review and analyze lessons you have planned and lessons you have taught in your pre student-teaching professional coursework. You have met the professionals and children with whom you will be working during your student-teaching placement(s) and you have explored some district resources. You are now ready to set a professional goal related to each of the five dimensions. Review Rubrics IC, IIC, IIIC, IVC, and VC to assist you in developing slides 4, 7, 10, 13, and 16. Be specific, realistic, and clear.

Step 6:

As you assemble your slides, review them for clarity, format, layout, and aesthetics. Create an opening slide. The opening slide should include: (a) your name, (b) the grade level(s), school(s), and district(s) of your student-teaching placement(s), and (c) a title. Your title should be relevant, descriptive, and engaging.

Lesson-Plan Portfolio and Analysis: Rubric for EGP Majors

I. Building a Caring Community of Learners

NAEYC 4a: Candidates understand positive relationships and interactions as the foundation of their work with children. WCU Conceptual Framework (WCU CF): Diversity Advocate and Classroom Community Builder EGP Program Outcomes (EGP PO): #2, 6	
IA: Candidate portfolio demonstrates the ability to plan and implement instruction designed to develop a caring community of learners that supports instruction and pro-social interpersonal connections.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples are active, engaging, and motivating and include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional approaches.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples are active, engaging, and motivating and include at least two content areas and ranges (PK, K-1, 2-4).
	Acceptable: Examples demonstrate the ability to plan instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples include at least two content areas and ranges (PK, K-1, 2-4).
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan instruction that builds positive relationships and supportive interactions within a caring community of learners.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Diversity Advocate and Classroom Community Builder; EGP PO: #2, 6, 8	
IB: Candidate demonstrates the habit of reflective, responsive, and intentional practice--based on knowledge, professional values, and research—and focused on the development of a caring community of learners.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary discuss teacher planning and decision making related to intentional community and positive outcomes for each child.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Diversity Advocate and Classroom Community Builder; EGP PO: #2, 6, 8	
IC: Candidate goal setting demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives related to the development of a caring community of learners.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth related to community building and promoting positive outcomes for children.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth related to community building and promoting positive outcomes for children.
	Acceptable: Goal setting is relevant to student-teaching placement and relates to community building.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set professional goals, related to community building, for the student-teaching placement.

II. Planning and Teaching Content

<table>
<tr><td colspan="2">NAEYC 5b: Candidates know and use the central concepts, inquiry tools, and structures of content areas and academic disciplines.
WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 6</td></tr>
<tr><td rowspan="4">IIA: Candidate portfolio demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.</td><td>Exemplary: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Standards are well integrated in the lesson plans. Materials and resources are appropriate to the content areas and are authentic, safe, developmentally appropriate, and comprehensive. Examples include at least three disciplines, two ranges (PK, K-1, 2-4), and varied instructional approaches that are consistent with best practice in the content areas.</td></tr>
<tr><td>Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Materials and resources are appropriate to the content areas and are safe and developmentally appropriate. Examples include at least three disciplines, two ranges (PK, K-1, 2-4), and varied instructional approaches that are appropriate to the content areas.</td></tr>
<tr><td>Acceptable: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Materials and resources are appropriate to the content areas and are safe and developmentally appropriate. Examples include at least two content areas and ranges (PK, K-1, 2-4) and varied instructional approaches.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction in multiple content areas with (a) measurable, observable learning outcomes that are linked to appropriate content standards, and (b) safe and appropriate materials and resources.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">NAEYC 5c: Candidates use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging, curricula for each child.
WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 4, 6, 8</td></tr>
<tr><td rowspan="4">IIB: Candidate demonstrates the ability to analyze planning and instruction designed to provide challenging and developmentally appropriate instruction in the content areas.</td><td>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to content-area instruction. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.</td></tr>
<tr><td>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to content area instruction. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.</td></tr>
<tr><td>Acceptable: Candidate includes analysis of teacher planning and decision making related to content-area instruction. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to content-area instruction.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education.
WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 8</td></tr>
<tr><td rowspan="4">IIC: Candidate goal setting demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives related to providing challenging and appropriate instruction.</td><td>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the disciplines and in content-area instruction.</td></tr>
<tr><td>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in content-area instruction.</td></tr>
<tr><td>Acceptable: Goal setting is relevant to content-area instruction in the student-teaching placement.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to content-area instruction, for the student-teaching placement.</td></tr>
</table>

III. Utilizing Developmentally Appropriate Strategies

NAEYC 4c: Candidates know and use a broad repertoire of developmentally appropriate teaching/learning approaches. WCU CF: Assessment and Instructional Designer; EGP PO: #4	
IIIA: Candidate portfolio demonstrates the ability to plan and implement instruction using a broad range of developmentally appropriate and effective strategies.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of the environment, schedules, and routines; (b) supports social interaction and addresses challenging behaviors; (c) integrates the use of technology to support learning; (d) uses integrative approaches to curriculum; (e) fosters the use of oral and written language and the desire to communicate; and (f) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional strategies.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) supports social interaction and addresses challenging behaviors, (c) integrates the use of technology, (d) uses integrative approaches to curriculum, (e) fosters the use of oral and written language, and (f) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional strategies.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) addresses challenging behaviors, (c) uses technology, and (d) fosters the use of oral and written language. Examples include at least two content areas and ranges (PK, K-1, 2-4) and varied instructional strategies.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) addresses challenging behaviors, (c) uses technology, and (d) fosters the use of oral and written language.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #2, 4, 8	
IIIB: Candidate demonstrates the ability to analyze planning and instruction related to the use of a broad range of developmentally appropriate and effective strategies designed to promote positive outcomes for each child.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally appropriate and effective strategies. Analysis includes well-developed professional vocabulary, links to theory, and considerations and distinctions related to varying developmental issues.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally appropriate and effective strategies. Analysis includes professional vocabulary, links to theory, and considerations related to varying developmental issues.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to a range of developmentally appropriate approaches. Analysis utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to a range of developmentally appropriate approaches.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Assessment and Instructional Designer; EGP PO: #2, 4, 8	
IIIC: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research related to the use of developmentally appropriate and effective strategies.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a broad range of developmentally appropriate and effective strategies.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a broad range of developmentally appropriate and effective strategies.
	Acceptable: Goal setting related to the use of a range of developmentally appropriate strategies is relevant to the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to the use of a range of developmentally appropriate strategies, for the placement.

IV. Responding to Differences and Utilizing Technology

NAEYC 4b: Candidates know and understand effective strategies and tools for early education, including appropriate use of technology. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 5, 9	
IVA: Candidate portfolio demonstrates the ability to plan and implement instruction that includes adaptations and accommodations and appropriate use of technology.	**Exemplary:** Examples (a) demonstrate the ability to plan and implement instruction that integrates technology and (b) consider adaptations and accommodations for a broad range of individual, cultural, and linguistic differences while, simultaneously, maintaining a community of learners. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied approaches to adaptation and accommodation.
	Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction that utilizes technology and (b) consider adaptations and accommodations for a broad range of differences. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and more than one approach to adaptation and accommodation.
	Acceptable: Examples (a) demonstrate the ability to plan and implement instruction that includes technology and (b) consider adaptations and accommodations for a range of differences. Examples include at least two content areas and ranges (PK, K-1, 2-4), and more than one approach to adaptation and/or accommodation.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes technology and considers adaptations and accommodations for a range of differences.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 5, 8, 9	
IVB: Candidate demonstrates the ability to analyze planning and instruction that includes technology and adaptations and accommodations for a range of differences.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations for a broad range of individual, cultural, and linguistic differences. Analysis includes well-developed professional vocabulary and links to theory.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations for a broad range of differences. Analysis includes professional vocabulary.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations. Analysis utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to analyze teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 8, 9	
IVC: Candidate demonstrates a positive disposition towards the development of his/her own cultural competence and the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.
	Acceptable: Goal setting is relevant to the student-teaching placement and addresses (a) adaptations, accommodations, and technology; and (b) the development of cultural competence.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to (a) the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.

V. Practicing Appropriate and Responsible Assessment

NAEYC 3c: Candidates understand and practice responsible assessment to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #7	
VA: Candidate portfolio demonstrates the ability to plan and implement instruction that includes a broad range of developmentally appropriate and responsible assessments.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that include assessments that are active, engaging, utilize a variety of strategies, and are tied to relevant learning outcomes. Examples include at least three content areas and two ranges (PK, K-1, 2-4) and are developmentally appropriate and responsible.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that include assessments that utilize a variety of strategies and are tied to relevant learning outcomes. Examples include at least three content areas and two ranges (PK, K-1, 2-4) and are developmentally appropriate and responsible.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that include assessments that utilize multiple strategies and are tied to learning outcomes. Examples include at least two content areas and ranges (PK, K-1, 2-4), and are developmentally appropriate and responsible.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes assessments that utilize multiple strategies, are tied to learning outcomes, and are developmentally appropriate and responsible.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #7, 8	
VB: Candidate demonstrates the ability to analyze planning and instruction with the goal of including a broad range of developmentally appropriate and responsible assessments.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to the use of appropriate and responsible assessment in a range of ages, settings, and content areas. Analysis utilizes well-developed professional vocabulary and links to theory.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of appropriate and responsible assessment across multiple ages, settings and/or content areas. Analysis utilizes professional vocabulary.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to the use of appropriate and responsible assessment. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to analyze teacher planning and decision making related to the use of appropriate and responsible assessment.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Assessment and Instructional Designer; EGP PO: #7, 8	
VC: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify possibilities for professional growth in the use of wide range of appropriate and responsible assessments.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a range of appropriate and responsible assessment.
	Acceptable: Goal setting is relevant to the student-teaching placement and includes the use of appropriate and responsible assessments.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals related to the use of appropriate and responsible assessment.

VI. Demonstrating Professional Communication

NAEYC 6c: Candidates engage in continuous, collaborative learning to inform practice (using technology effectively with peers). WCU CF: Self-Directed Practitioner; EGP PO: #5, 8	
Design and Layout	**Exemplary:** The slides enhance the organization of the content, and are appropriate for the intended audience. The layout is effective and uncluttered and enhances the reader's experience. All required components are included.
	Solid/Sound: The slides are appropriate for the intended audience. The layout is effective and uncluttered. All required components are included.
	Acceptable: The slides are appropriate for the intended audience. The layout is effective. All required components are included.
	Emerging/Needs Development: Slides lack one or more of the following: appropriateness for audience; effective layout; all the required components.
Navigation	**Exemplary:** Each slide is clearly labeled and has a definite purpose. The entirety of the presentation enhances understanding of the individual components. All links to lesson plans work.
	Solid/Sound: Each slide is clearly labeled and has a definite purpose. All links to lesson plans work.
	Acceptable: Each slide is labeled and has a purpose. Most links to lesson plans work.
	Emerging/Needs Development: Slides may lack labels or it may be hard to determine the purpose of individual slides. Broken or missing links make it difficult to view the lesson plans discussed.
Professional Documentation	**Exemplary:** Presentation is well documented with varied and relevant references. Required APA format is accurate.
	Solid/Sound: Presentation is documented with relevant references. Required APA format is accurate.
	Acceptable: Presentation is documented. APA format may not be complete and/or accurate, but sufficient detail is included to allow the reader to "find" the references.
	Emerging/Needs Development: Adequate documentation needs to be included.
Writing Mechanics	**Exemplary:** Text is well written. It is virtually free of errors in formatting, grammar, syntax, mechanics, and spelling.
	Solid/Sound: Test is well written. It may contain minimal errors in formatting, grammar, syntax, and mechanics, but spelling has been checked.
	Acceptable: Text contains a few errors in formatting, grammar, syntax, mechanics and spelling.
	Emerging/Needs Development: Text contains numerous errors in formatting, grammar, syntax, mechanics, and spelling; these may interfere with readability.

MGP Student Teachers - Lesson Plan Portfolio and Analysis: Directions

Since your first field-experience course, you have been developing a lesson portfolio. Each lesson plan has been reviewed and "graded" by the appropriate course instructor. Now you will have the opportunity to analyze lessons you have planned, plus lessons you have planned and taught, during your professional coursework as a Middle Grades Preparation candidate at West Chester University. You will also set a series of professional goals relevant to your student-teaching placement(s). The analyses and setting of goals will focus on five dimensions and are linked to the Association for Middle Level Education (AMLE) standards, the WCU Conceptual Framework, and MGP Program Outcomes.
The dimensions are:

- **Building and Managing Developmentally Responsive Environments for Learning**
- **Planning and Teaching in the Content Areas**
- **Utilizing Developmentally Responsive Strategies**
- **Responding to Differences and Involving Families and Communities**
- **Practicing Appropriate and Responsive Assessment**

At a minimum, you will need lesson plans that demonstrate your ability to plan in the following content areas: reading/language arts, mathematics, social studies, and science. Some, but not all, of the plans must be plans you actually implemented in your Level II or Level III field experiences. Make sure your lesson-plan collection is complete before going further. You will also want to have your plans available "on paper," or in separate electronic documents, where you can highlight and add comments and questions during discussions with your supervisor and peers and while you prepare your responses.

You will be required to submit your findings in a series of PowerPoint slides. You will be creating a total of 15 "content" slides plus one cover slide and a final slide for a reference list. Unlike slides that are used to supplement oral presentations, these slides will be content rich—they need to be able to "stand alone" and tell the whole story. They should also be well-organized and visually pleasing.

Step 1:

Read all the rubrics I, II, III, IV, V, VI.

Step 2:

Review your lesson plans, utilizing the rubrics in IA, IIA, IIIA, IVA, and VA. Make notes, mark up copies of your plans. Review comments from your professors and field-experience teachers. Make sure you can refer to your lesson plans quickly and appropriately so that you contribute relevant examples—related to the five dimensions—during small-group discussions lead by your supervisor.

Step 3:

You are now ready to utilize rubric IA to develop slide 2, IIA for slide 5, IIIA for slide 8, IVA for slide 11 and VA for slide 14. Use clear concise language and bullets.

Step 4:

You are now ready to utilize the five dimensions to analyze your lesson examples. Review rubrics IB, IIB, IIIB, IVB, and VB. Next consider your texts, literature reviews you have developed in different courses, plus other references from courses in your professional preparation programs. Develop slides 3, 6, 9, 12, 15 to demonstrate your ability to analyze your examples using professional references and vocabulary. Use APA format (author, year of publication) to cite references. Include a complete reference list (APA format) as slide 17.

Step 5:

You have now utilized the five dimensions to review and analyze lessons you have planned and lessons you have taught in your pre student-teaching professional coursework. You have met the professionals and young adolescents with whom you will be working during your student-teaching placement(s) and you have explored some district resources. You have worked with the other teacher candidates and discussed your planning with your supervisor. You are now ready to set a professional goal related to each of the five dimensions. Review Rubrics IC, IIC, IIIC, IVC, and VC to assist you in developing slides 4, 7, 10, 13, and 16. Be specific, realistic, and clear.

Step 6:

As you assemble your slides, review them for clarity, format, layout, and aesthetics. Create an opening slide. The opening slide should include: (a) your name, (b) the grade level(s), school(s), and district(s) of your student-teaching placement(s), and (c) a title. Your title should be relevant, descriptive, and engaging.

Lesson Plan Portfolio and Analysis: Rubric for MGP

I. Building and Managing Developmentally Responsive Environments for Learning

AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to . . . a developmentally appropriate climate. . . . WCU Conceptual Framework (WCU CF): Diversity Advocate and Classroom Community Builder MGP Program Outcome (MGP PO): #2, 6	
I A: Candidate demonstrates the ability to plan and implement instruction that is designed to develop caring and productive learning environments based on the principles of developmentally responsive practice.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment. Examples are active, engaging, and motivating, with planning that embeds effective management strategies. Examples include at least three content areas, two ranges (4-6, 7-8) and varied instructional approaches.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment. Examples are active, engaging, and motivating, with planning that embeds effective management strategies. Examples include at least two content areas and ranges (4-6, 7-8) and varied instructional approaches.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment with planning that embeds effective management strategies. Examples include at least two content areas.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan instruction that builds a caring and productive learning environment with effective management strategies.
AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to . . . a developmentally appropriate climate. . . . WCU CF: Diversity Advocate and Classroom Community Builder; Self Directed Practitioner MGP PO: # 2, 6, 8	
I B: Candidate demonstrates the ability to analyze planning and instruction designed to develop a caring and productive learning environment.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to building a caring and productive learning environment. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to building a caring and productive learning environment. Analysis includes professional vocabulary and links to theory, with reference to more than one content area and age range.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to intentional community building. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to intentional community.
AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals. WCU CF: Diversity Advocate and Classroom Community Builder; Self Directed Practitioner MGP PO: # 2, 6, 8	
I C: Candidate demonstrates the habits of reflective, responsive, and intentional practice based on knowledge, research, professional competence, collegiality, and ethical behavior.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify possibilities for professional growth, collaboration, and the utilization of district resources, to meet the needs of young adolescents.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration to meet the needs of young adolescents.
	Acceptable: Candidate demonstrates the ability to utilize professional vocabulary to set professional goals, related to community building, for student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to set professional goals, related to community building, for the student-teaching placement.

II. Planning and Teaching in the Content Areas

<table>
<tr><td colspan="2">AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum . . . and they use this knowledge in their practice.
AMLE 4: Middle level teacher candidates understand and use central concepts, tools of inquiry, standards, and structures of content and they create learning experiences that develop competence in subject matter and skills.
WCU CF: Subject and Pedagogical Specialist; MGP PO: # 1, 6</td></tr>
<tr><td rowspan="4">II A: Candidate demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.</td><td>Exemplary: Examples demonstrate the ability (a) to plan and implement instruction in multiple content areas, and (b) to plan multidisciplinary or interdisciplinary instruction. Examples include measurable, observable learning outcomes that are linked to appropriate state and national content standards; standards are well integrated in the lesson plans. Materials and resources are appropriate to the content areas and are relevant, challenging, developmentally responsive, and comprehensive. Examples include at least three content areas, two ranges (4-6, 7-8), the integration of discipline appropriate technology, and varied instructional approaches that are consistent with best practice in the content areas.</td></tr>
<tr><td>Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate state and national content standards. Materials and resources are appropriate to the content areas and are relevant, challenging, and developmentally responsive. Examples include at least three disciplines, two ranges (4-6, 7-8), the use of technology, and varied instructional approaches that are appropriate to the content areas.</td></tr>
<tr><td>Acceptable: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate state and national content standards. Materials and resources are appropriate to the content areas and are relevant and developmentally responsive. Examples include at least two content areas and ranges (4-6, 7-8) and varied instructional approaches.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction in multiple content areas with (a) measurable, observable learning outcomes that are linked to appropriate content standards; and (b) materials and resources that are appropriate, relevant, and developmentally responsive.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum . . . and they use this knowledge in their practice.
WCU CF: Subject and Pedagogical Specialist; Self Directed Practitioner; MGP PO: #1, 4, 6, 8</td></tr>
<tr><td rowspan="4">II B: Candidate demonstrates the ability to analyze planning and instruction designed to provide challenging and developmentally relevant instruction in the content areas.</td><td>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to content-area instruction. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and age ranges.</td></tr>
<tr><td>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to content area instruction. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.</td></tr>
<tr><td>Acceptable: Candidate includes analysis of teacher planning and decision making related to content-area instruction. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to content-area instruction.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.
WCU CF: Subject and Pedagogical Specialist; Self Directed Practitioner; MGP PO: #1, 8</td></tr>
<tr><td>II C: Candidate demonstrates the habit of reflective,</td><td>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify opportunities for professional growth, collaboration, and the utilization of district curricula and resources in content-area instruction.</td></tr>
</table>

responsive, and intentional practice based on knowledge, research, professional competence, collegiality, and ethical behavior.	**Solid/Sound:** Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in content-area instruction.
	Acceptable: Goal setting is relevant to content-area instruction in the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to content-area instruction, for the student-teaching placement.

III. Utilizing Developmentally Responsive Strategies

AMLE 5: Candidates understand and . . . employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. WCU CF: Assessment and Instructional Designer; MGP PO: #4	
III A: Candidate demonstrates the ability to plan and implement instruction using a broad range of developmentally responsive, motivating, equitable, and effective strategies.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of independent and collaborative inquiry, (b) supports higher-order thinking skills, (c) integrates the use of technology to support learning, (d) integrates literacy skills in content areas, and e) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (4-6, 7-8), and varied instructional strategies.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of inquiry, (b) supports thinking skills, (c) utilizes technology to support learning, (d) integrates literacy skills in content areas, and (e) develops skills for problem solving. Examples include at least three content areas, two ranges (4-6, 7-8), and varied instructional strategies.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that includes: (a) inquiry, (b) the development of thinking skills, and (c) technology to support learning. Examples include at least two content areas, two ranges (4-6, 7-8), and varied instructional strategies.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes inquiry, thinking skills and technology and varied instructional strategies.
AMLE 5: Candidates understand and . . . employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. WCU CF: Assessment and Instructional Designer; MGP PO: #2, 4, 8	
III B: Candidate demonstrates the ability to analyze planning and instruction related to the use of a broad range of developmentally responsive, motivating, equitable, and effective strategies.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally responsive, equitable, and effective strategies. Analysis includes well-developed professional vocabulary, links to theory, and considerations and distinctions related to developmental characteristics of young adolescents.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally responsive, equitable, and effective strategies. Analysis includes professional vocabulary, links to theory, and considerations related to developmental characteristics of young adolescents.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to a range of developmentally responsive approaches. Analysis utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to a range of developmentally responsive approaches.
AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.	

WCU CF: Assessment and Instructional Designer; Self-Directed Practitioner; MGP PO: #2, 4, 8	
III C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of a broad range of developmentally responsive, equitable, and effective strategies.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of a broad range of developmentally responsive, equitable, and effective strategies.
	Acceptable: Goal setting related to the use of a range of developmentally responsive strategies is relevant to the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to the use of a range of developmentally responsive strategies, for the placement.

IV. Responding to Differences and Involving Families and Communities

AMLE 5: Candidates . . . meet the varying abilities and learning styles of all young adolescents. AMLE 6: Candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; MGP PO: #3, 5, 9	
IV A: Candidate demonstrates the ability to plan and implement instruction that includes adaptations and accommodations. Candidate demonstrates the ability to plan for family communication.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a broad range of individual, cultural, and linguistic differences while, simultaneously, maintaining a community of learners. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least three content areas, two ranges (4-6, 7-8), varied approaches to adaptation and accommodation, and at least one approach to family communication.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a broad range of differences. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least three content areas, two ranges (4-6, 7-8), more than one approach to adaptation and accommodation and at least one approach to family communication.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a range of differences. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least two content areas and ranges (4-6, 7-8), more than one approach to adaptation and/or accommodation and one approach to family communication.
	Emerging/ Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that (a) considers adaptations and accommodations for a range of differences and (b) includes family communication.
AMLE 5: Candidates . . . meet the varying abilities and learning styles of all young adolescents. AMLE 6: Candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; MGP PO: #3, 5, 8, 9	
IV B: Candidate demonstrates the ability to analyze planning and instruction that includes adaptations	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to (a) the use of adaptations and accommodations for a broad range of individual, cultural, and linguistic differences; and (b) working with families. Analysis includes well-developed professional vocabulary and links to theory.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to a) the use of adaptations and accommodations for a broad range of differences; and

and accommodations, a positive disposition towards the development of his/her own cultural competence, and commitment to working collaboratively with families and the community.	b) working with families. Analysis includes professional vocabulary.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to (a) the use of adaptations and accommodations; and (b) working with families. Analysis utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to analyze teacher planning and decision making related to (a) the use of adaptations and accommodations; and (b) working with families.
AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; Self-Directed Practitioner MGP PO: #3, 8, 9	
IV C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations and accommodations (b) developing cultural competence and (c) working collaboratively with families and the community.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations and accommodations (b) developing cultural competence and (c) working with families and communities.
	Acceptable: Goal setting is relevant to the student-teaching placement and addresses (a) adaptations and accommodations and (b) working with families.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to (a) the use of adaptations and accommodations and (b) working with families.

V. Practicing Appropriate and Responsive Assessment

AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice. AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment. WCU CF: Assessment and Instructional Designer; MGP PO: #7	
V A: Candidate demonstrates the ability to plan and implement instruction that includes a broad range of relevant, developmentally responsive and responsible assessments.	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective, active, and engaging; (b) utilize a variety of strategies; (c) incorporate technology; and (d) are tied to content learning and relevant learning outcomes. Examples include at least three content areas and two ranges (4-6, 7-8) and are developmentally responsive, and responsible.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective; (b) utilize a variety of strategies; (c) incorporate technology; and (d) are tied to content learning and relevant learning outcomes. Examples include at least three content areas and two ranges (4-6, 7-8) and are relevant, developmentally responsive, and responsible.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective (b) utilize multiple strategies; and (c) are tied to learning outcomes. Examples include at least two content areas and ranges (4-6, 7-8), and are relevant, developmentally responsive, and responsible.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes assessments that are effective, utilize multiple strategies,

	are tied to learning outcomes, and are relevant, developmentally responsive and responsible.
AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice. AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment. WCU CF: Assessment and Instructional Designer; Self Directed Practitioner; MGP PO: #7, 8	
V B: Candidate demonstrates the ability to analyze planning and instruction that include a broad range of relevant, developmentally responsive and responsible assessments.	**Exemplary:** Candidate includes detailed analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment in a range of ages, settings, and content areas. Analysis utilizes well-developed professional vocabulary and links to theory.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment across multiple ages, settings and/or content areas. Analysis utilizes professional vocabulary.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to analyze teacher planning and decision making related to the use of relevant, responsive, and responsible assessment.
AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice. AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment. AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals. WCU CF: Assessment and Instructional Designer; Self Directed Practitioner; MGP PO: #7, 8	
V C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	**Exemplary:** Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of relevant, responsive, and responsible assessment.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of relevant, responsive, and responsible assessment.
	Acceptable: Goal setting is relevant to the student-teaching placement and includes the use of relevant, responsive, and responsible assessments.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals related to the use of relevant, responsive, and responsible assessment.

VI. Demonstrating Professional Communication

WCU CF: Self-Directed Practitioner MGP PO: #5, 8	
Design and Layout	**Exemplary:** The slides enhance the organization of the content, and are appropriate for the intended audience. The layout is effective and uncluttered and enhances the reader's experience. All required components are included.
	Solid/Sound: The slides are appropriate for the intended audience. The layout is effective and uncluttered. All required components are included.
	Acceptable: The slides are appropriate for the intended audience. The layout is effective. All required components are included.
	Emerging/Needs Development: Slides lack one or more of the following: appropriateness for audience; effective layout; all the required components
Navigation	**Exemplary:** Each slide is clearly labeled, and has a definite purpose. The entirety of the presentation enhances understanding of the individual components. All links to lesson plans work.
	Solid/Sound: Each slide is clearly labeled, and has a definite purpose. All links to lesson plans work
	Acceptable: Each slide is labeled and has a purpose. Most links to lesson plans work.
	Emerging/Needs Development: Slides may lack labels or it may be hard to determine the purpose of individual slides. Broken or missing links make it difficult to view the lesson plans discussed.
Professional Documentation	**Exemplary:** Presentation is well documented with varied and relevant references. Required APA format is accurate.
	Solid/Sound: Presentation is documented with relevant references. Required APA format is accurate.
	Acceptable: Presentation is documented. APA format may not be complete and/or accurate, but sufficient detail is included to allow the reader to "find" the references.
	Emerging/Needs Development: Adequate documentation needs to be included.
Writing Mechanics	**Exemplary:** Text is well written. It is virtually free of errors in formatting, grammar, syntax, mechanics, and spelling.
	Solid/Sound: Test is well written. It may contain minimal errors in formatting, grammar, syntax, and mechanics, but spelling has been checked.
	Acceptable: Text contains a few errors in formatting, grammar, syntax, mechanics and spelling.
	Emerging/Needs Development: Text contains numerous errors in formatting, grammar, syntax, mechanics, and spelling; these may interfere with readability.

Student Teaching Competencies for EGP 410/411 and MGP 410/411

A. Planning and Preparation

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans (SLO, D1)
2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards (D1)
3. Plans instruction that is responsive to the age and/or related characteristics of their students (SLO, D I).
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs (SLO, D I).
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals (SLO, D I).
6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility (SLO, D I).

B. Classroom Environment

1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students (D II).
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities (D II).
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate (D II).
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners (D I).
5. Engages in proactive communication with families and community contacts (D IV).
6. Demonstrates knowledge of, develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities (D II).

C. Instructional Delivery

1. Uses effective verbal and non-verbal communication techniques (D III).
2. Uses effective questioning and discussion techniques (D III).
3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment (D III).
4. Uses instructional technology and assesses its impact on student learning (D III).
5. Provides appropriate progress feedback to students in a timely manner (D III).
6. Uses active student engagement during instructional delivery (D III).
7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction (SLO, D III).
8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary (D III).
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor (D IV).

10. Clearly communicates instructional goals, procedures and content (D III).
11. Accesses communication technologies to communicate with families regarding student progress (D IV).

D. Professional Conduct

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

E. Assessment

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor (D III).
2. Makes norm-referenced and criterion-referenced interpretations of assessment results (D I).
3. Applies interpretations to inform planning and instruction for groups and individual students (D I).
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students (D I).
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals (D III).
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy) (D I).
7. Assesses their own professional growth through focused self-reflection (D IV).

F. Knowledge of Diverse Learners

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom (D I).
2. Promotes a positive learning environment that values and fosters respect for all students (D II).
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance (SLO,D I).
4. Supports the growth and development of all students, particularly those traditionally underserved (D II).
5. Communicates with and engages families, caregivers and the broader community (D IV).

Guidelines for Grades

A Clearly superior in planning, implementation, effectiveness, creativity, rapport with pupils and faculty. Lessons flow smoothly and accurately. Is able to manage the classroom and all duties of teaching in a seemingly effortless manner. Has developed an effective and consistent teaching style. Completes all practicum requirements actively and thoughtfully.

A- Plans, implements and evaluates lessons that are accurate, creative, and effective. Classroom management is superior or shows signs of becoming superior. Rapport with students and faculty is superior or shows much improvement throughout the assignment. Practicum participation and requirements are consistently well done.

B+ Good, solid performance in classroom. Significant improvement in skill is noted. Shows indication of significant potential in skill development. Lesson plans, implementation, and evaluation are accurate, effective, and show creativity. Classroom management is effective. Practicum participation and requirements are well done.

B Good performance in classroom. Improvement in skill is evident and gives signs of true potential. Plans and implementation are accurate, effective and frequently creative. Classroom management shows increasing effectiveness as experience grows. Practicum participation and requirements are satisfactory.

B- Satisfactory performance in classroom. Indicated areas of need show improvement in subsequent observations. Lesson plans, implementation, and evaluation show improvement in accuracy and effectiveness. Classroom management is becoming more effective. Practicum participation and requirement completion are usually satisfactory.

C+ Performance in classroom is improving. Indicated areas of need are improving. Lesson plans and implementation show improvement with specific guidelines. Classroom management shows evidence of increased effort. Practicum participation and requirement completions seem inconsistent.

C Classroom performance shows the need for significant improvement in several areas. Lesson plans and implementation indicate the need for more accuracy, effectiveness, or creativity. Practicum participation and requirement completion indicate a lack of understanding and/or commitment.

Universal Precautions

I. **Purpose:** To ensure proper handling and disposal of blood and other body fluids; and/or contaminated material.

II. **Objectives:** To prevent spread of infection by all school staff and students from direct contact with blood/body fluids and/or contaminated material. Appropriate barrier precautions (latex gloves) should routinely be used by all school staff to prevent exposure when contact with blood/body fluids is anticipated.

III. **Routine Specifications:**

1. **<u>Gloves</u>:**

   a.) Use when anticipating contact with blood/body fluids, mucus membrane or non-intact skin.
   b.) Gloves should be worn when handling items or surfaces soiled with blood or body fluids.
   c.) Gloves should be changed after contact with contaminated materials.

2. **<u>Hand washing:</u>**

   a.) Should be carried out immediately after gloves are removed.
   b.) Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood/body fluids.

IV. **Helpful Hints for Staff:**

1. Wear adhesive bandages over any cuts on your hands.

2. Keep lots of tissues in your room (use this as a barrier for bloody nose until gloves are put on.)

Guidelines for Observations
Based on the WCU Conceptual Framework

The following guidelines may be used as a basis for a post observation conference, discussions regarding the teacher candidate's development, and for evaluation conferences.

Content and Pedagogical Specialist

Is knowledgeable about content and teaching strategies.
Integrates instruction across the curriculum.
Designs student tasks that focus on content knowledge needed to demonstrate mastery.
Uses technology effectively to enhance instruction.

Assessment and Instructional Designer

Writes clear, measurable objectives for lesson plans.
Teaches to the objective.
Instructional management = effective classroom management.
Develops student mastery through instructional design of lessons.
Ensures that students know instructional objectives and receive feedback on their progress toward these objectives.
Uses proven research-based practices.
Organizes students, time, space, and materials so that content instruction and student learning can take place.
Gives appropriate wait-time given for student responses.
Directions for student assignments are precise and clear.
Directions for multi-step assignments are written and verbal.
Teaches for accomplishment, using structured assignments with specific objectives.
Includes: anticipatory set, stating the objective, providing appropriate input (content), modeling, checking for understanding, guided practice, closure, and independent practice in lesson design
Provides non-evaluative feedback that gives students a clear sense of progress.
Designs carefully planned questions, which facilitate comprehension, retention, and transfer.
Designs lower-level and higher-level questions that demonstrate application of Bloom's Taxonomy.
Teaches students to draw conclusions, develop arguments, and construct explanations for others.
Uses graphic organizers to promote retention of learning.
Uses formative assessment, including preassessment to inform teaching decisions and to improve student learning.
Designs student tasks that focus on content knowledge needed to demonstrate mastery, and on the process skills and work habits students need to be successful.

Diversity Advocate and Classroom Community Builder

Establishes effective control via procedures and routines.
Provides well-ordered learning environment and high academic expectations.
Listens carefully and completely to students w/o interruption and allows students to respond to the perspective of others.
Knows (and addresses) all students by their name.
Demonstrates that the most important factor governing student learning is classroom management (instructional management).
Develops a classroom climate that is task oriented, relaxed, and positive.
Wastes little time, little confusion, or disruption.
Promotes time on task through classroom organization.
Addresses student behavior problems appropriately and efficiently.
Focuses on student learning.

Involves students actively in learning through interactions with information, materials, and each other in a variety of groupings.
Treats all students with respect and dignity.
Communicates clear expectations, which include criteria for success.
Circulates around the classroom teaching from various locations, uses proximity and non-verbal communication to influence behavior.
Recognizes that attention spans are short.
Differentiates instruction so that learning experiences are productive for all students.
Embraces the belief that all students have the right and the ability to learn.
Exhibits enthusiasm for the subject matter taught.
Provides context and connects it to meaningful experiences.
Differentiates instruction so that learning experiences are productive for all students.

School and Community Professional

Dresses appropriately as a professional educator to model success.
Demonstrates the following professional attributes:

Attitude, Dependability, Responsibility, Initiative, Cooperation, and Judgment

Self-Directed Practitioner

Evaluates own performance.
Offers suggestions for self-improvement.
Accepts and responds to suggestions.