Teacher Candidate Handbook for Early Grades Preparation and Middle Grades Preparation

A Guide for

- Cooperating Teachers
- Teacher Candidates
- University Supervisors

WCU
WEST CHESTER
UNIVERSITY

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Spring 2016

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Information common to All WCU Teacher Education Programs

Information Specific to
Early and Middle Grades Education

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 cooperating 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 cooperating teacher via e-mail inviting your cooperating teacher to attend a workshop. These workshop sessions are designed to provide important information concerning the role of the cooperating teacher and an opportunity to gain additional insight and experience in the supervision of teacher candidates. Your cooperating 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 cooperating 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,

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 Cooperating 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 cooperating 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   _____

Cooperating Teacher #1   _____

Cooperating Teacher #2   _____

School Office #1   _____

School Office #2   _____

Note: ALWAYS check with the cooperating teacher and University Supervisor regarding proper procedure and whether they wish to have 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. Cooperating 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) and Health and Physical Education.** **Music Education** placements are assigned by Music Department faculty in cooperation with district administrators and principals in the host schools. Teacher candidates are assigned to specific cooperating 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 cooperating 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 cooperating teacher is required to report and is to remain until the end of the scheduled day (following the same schedule as the cooperating 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, adverse weather conditions, conferences, or interviews. Absences for conferences and interviews must be first cleared with the cooperating teacher and the university supervisor. *In the case of an absence, teacher candidates must notify their cooperating 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 cooperating 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 cooperating 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 cooperating teachers. The cooperating 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 cooperating 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 PDE430 and the Teacher Internship Performance Rating (TIPR).

DISCIPLINARY ACTION

Cooperating 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 cooperating 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 cooperating 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 cooperating 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 PDE 430 evaluation instrument and the Teacher Internship Performance Rating (TIPR) at the end of the first and second student teaching assignments.

Each cooperating 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 Twardowski Career Development Center has resources that will assist in creating resumes and other employment documents 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. Current information and electronic resources are readily available on the homepage. Visit 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 6, 2016 at the Greater Philadelphia Expo Center in Oaks, PA (five minutes from the King of Prussia Mall). As a member of the Consortium, the Twardowski Career Development Center coordinates registration for this event. View the Greater Philadelphia Teacher Job Fair and website at www.dvec.net Chester County Intermediate Unit (CCIU) holds a Spring Interview Day traditionally in April each year. The Center posts relevant events through the calendar which is directly visible from the Career Center homepage http://www.wcupa.edu/_services/stu.car/calendar.asp.

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 escorting pupils, 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 cooperating 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 and tempo, 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 cooperating teacher, and the university supervisor.

The basic roles and responsibilities are as follows:

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

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 cooperating teacher.
- Assigns the final grade in consultation with the cooperating 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 cooperating 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 **one week prior to the actual instructional period**.
- Evaluates pupil responses to the above activities.
- Complies with the Acceptable Use of Technology Policy established by the school district.

REQUIRMENTS FOR THE TEACHER CANDIDATE

The cooperating 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 cooperating 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 cooperating 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 record-keeping for 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 at least one complete instructional thematic/interdisciplinary unit during the student teaching semester; the unit must include a student evaluation component.
- 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 cooperating teacher.
- Using educational technology either alone or in conjunction with the cooperating 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).

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 cooperating 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 cooperating 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 and encourage pupils to look upon the teacher candidate as a member of the teaching team.
- 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. (Initial them to show your approval).
- Confer with the teacher candidate daily.

During the second and third weeks:

- 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.

From approximately 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 TIPR.
- Confer with the university supervisor before completing the final teacher candidate evaluation (the Teacher Internship Performance Rating).

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
- PDE 430 evaluation forms and the Teacher Internship Performance Rating (TIPR)
- Assignment of academic grades

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

- Schedule an initial conference with each cooperating teacher to discuss the expectations of the student teaching experience.
- Schedule a mid-assignment conference with the cooperating teacher and teacher candidate to discuss the progress of the teacher candidate and to complete the PDE 430 and the TIPR.
- Conduct an end-of-assignment conference with the cooperating teacher and the teacher candidate for the purpose of completing the overall evaluation of the teacher candidate and completing the PDE 430 and the TIPR.
- 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 cooperating 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 cooperating 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

- **<u>Six</u> on-site visits are required. If the teacher candidate has two assignments, <u>three</u> 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 cooperating teacher and completing the TIPR and the final PDE 430 evaluation. Both the TIPR and the PDE 430 must be delivered to the program coordinator who will forward them to the appropriate individuals within the university.
- 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

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 to enlist the aid of the department coordinator to utilize other university services including the Units' **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 COOPERATING TEACHERS

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

Qualifications

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

- Be willing to serve as a cooperating teacher and to provide the necessary time to plan and evaluate the 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 cooperating teachers is critical in the professional growth of teacher candidates. The cooperating teachers become mentors who guide the growth and transition of teacher candidates from student to professional. As such, cooperating 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 cooperating 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, spelling tests, 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

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

- Intervene in the middle of a class period ONLY when he/she is certain of irreparable damage to the pupils. Like everyone else, teacher candidates can learn from mistakes. If the cooperating 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 cooperating 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 cooperating teacher is of enormous importance to the growth of the teacher candidate; therefore, the cooperating teacher should:

- Make evaluation a continuous process taking place before and after every lesson which is taught.
- Schedule conferences with the university supervisor.
  - 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 PDE 430 evaluation report and the TIPR.
- 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.

COOPERATING TEACHER HONORARIUM

An honorarium is provided to cooperating 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 Judy McKeeman by e-mail, jmckeeman@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 Field Placement and Student Teaching 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

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

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
cooperating teacher and university
supervisor
_____ Copies of the university
supervisor's evaluation
_____ Copies of lesson plans

CHECKLIST FOR COOPERATING TEACHERS

The following checklist provides suggestions for use by cooperating 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

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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 cooperating teacher participating in the student teaching program. The supervisor's responsibilities include:

Information and orientation

_____ Explaining the goals, philosophy, and organization of the teacher-preparation program

_____ Conferring about the experiences and responsibilities the teacher candidate should have under the direction of the cooperating teacher

_____ Explaining procedures used to evaluate the teacher candidate

_____ Serving as a resource person for the cooperating teacher and school district

_____ Assisting the cooperating teacher in completing the official paper work required for the program

_____ Identifying potential cooperating teachers in the school district

Observations, classroom visits, and practicum

_____ Contacting the cooperating teacher and 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 cooperating teacher on the performance of the teacher candidate

_____ Discussing with the cooperating teacher possible techniques and methods for use by the teacher candidate

_____ Inviting the cooperating 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 cooperating teacher following each classroom or laboratory observation

_____ Discussing the final evaluation of the teacher candidate with the cooperating teacher prior to awarding the final grade(s)

_____ Retaining all written evaluations and observations for one year after the assignment is completed

Gail Habbersett
Director of Professional Education, Certification and Compliance
West Chester University
302 Recitation Hall
Phone: 610-436-2426/Fax: 610-436-3102
Hours: 8 a.m. to 4:30 p.m. (except mid-May through mid-August to 4:00 p.m.)
ghabberset@wcupa.edu
http://www.wcupa.edu/_academics/coe/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 (COE) web page. Familiarize yourself with this-
http://www.wcupa.edu/_academics/coe/certificationInfo.aspx

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 Teacher Certification Office: 610-436-2426.

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, 610-436-2426.

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 6/15

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.)

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

Assessment & Instructional Designer
*Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.
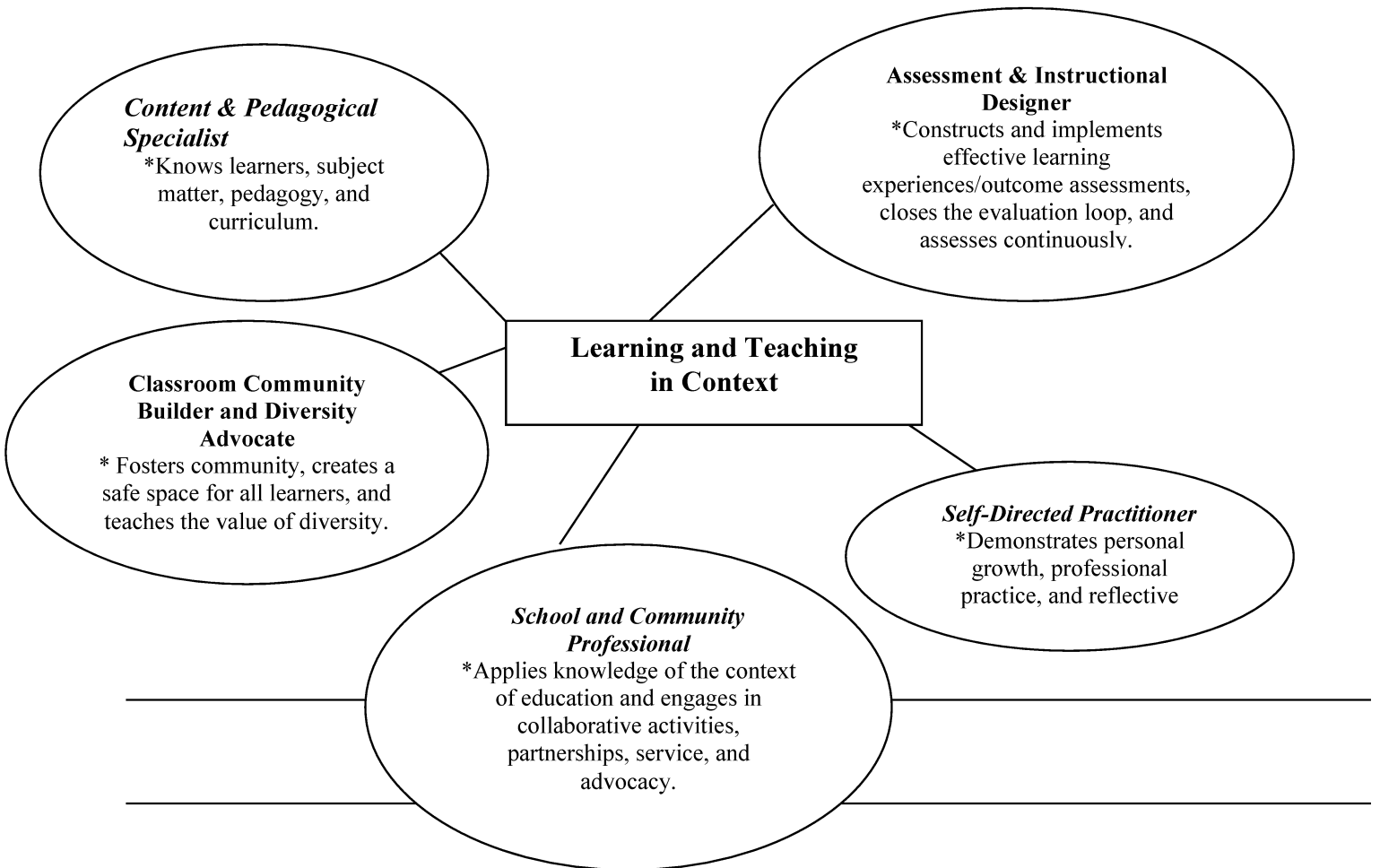
Learning and Teaching in Context

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

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

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

Pennsylvania Code
of
Professional Practice and Conduct for Educators

§ 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.

<div align="center">**Cross References**</div>

  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.

<div align="center">**Cross References**</div>

  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.

<div align="center">**Cross References**</div>

  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

Teacher Education Dispositions Monitoring Process

If a faculty member documents that a particular Teacher Education or pre-service student is having difficulty with one of the following dispositional expectations in a university- or field-based course that faculty member is teaching, he/she will request a meeting with the student, share evidence of the concerns, hear the student's reason for behavior(s) of concern, make recommendations for improvement where appropriate, and follow up the meeting with a notice and action plan sent to the student and his/her department chair. The notice and action plan will be placed in the student's file in the department. The student also may be required to meet with a committee of faculty within the major department, at the department's discretion, to:

1. Explore the nature of the concerns,
2. Hear the student's reasons for the behavior(s) of concern, and
3. Discuss corrective measures for remaining in the professional education sequence.

If the behavior of concern is not corrected satisfactorily, it may lead to the department's recommendation to deny formal admission to Teacher Education and/or advancement in the program. These recommendations would be forwarded to the Associate Dean of the College of Education for a final ruling. At this time, if the student chooses to appeal the ruling, the matter would come before the Teacher Education Student Appeals Committee, according to established protocol.

Dispositional Expectations

University -based

1. Interaction with the instructor (promotes a professional and effective relationship with the instructor; willing to accept instructor written or verbal constructive feedback)
2. Interaction with other departmental, college, and support staff (maintains a professional relationship; shows respect; values the positions of faculty and support staff)
3. Personal appearance, mannerisms, and values (dressed appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; works effectively with peers in collaborative ways)
4. Adherence to class policies (punctual; observes schedules, regulations, and expectations of the university-student relationship)
5. Attendance and responsibility (reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations)
6. Level of preparedness (shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates appropriate professional content in assignments).

Field-based

1. Interaction with the site-based teacher (promotes a professional and effective relationship with the teacher(s); willing to accept written or verbal constructive feedback from the teacher(s))
2. Interaction with other building staff (maintains a professional relationship; shows respect; values the positions of and is courteous to administrators and other building staff)

3. Personal appearance, mannerisms, and values (appropriately dressed and groomed to the school culture; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; maintains confidentiality of school matters and child-specific information; demonstrates civility and respect for diversity; sees the worth and dignity of all; works effectively with school staff in collaborative ways)
4. Adherence to class policies (adheres to building and staff policies and procedures; punctual; observes schedules, regulations, and expectations of the university-district relationship)
5. Attendance and responsibility (reliable, regular in attendance and time on-site according to the standards set by the instructor in collaboration with the school partner; fulfills course field obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; shows good professional judgment)
6. Level of preparedness (shows evidence of being well-prepared for field duties academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates enthusiasm for the students and the teaching process; uses time effectively; is able to adapt to changing situations in the classroom or school)

Lesson Plan Rubric

Candidate's Name _____   **Course Prefix/Number/Section** _____

Lesson Topic _____   Grade _____   Lesson Taught ☐ Yes   ☐ No

Semester: ☐ Fall ☐ Spring ☐ Summer   **Year:** ☐ 2015 ☐ 2016 ☐ 2017

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please select the radio button next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component. In addition, the _Exemplary_ rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher). NA should only be used for items 1.9 and 2.2.**

1.1 Integration of Learning Outcomes

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are well integrated into and consistently used throughout the lesson plan.	☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are consistently used in the lesson plan.	☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are frequently used in the lesson plan.	☐ The candidate needs to demonstrate the ability to develop measurable, observable learning outcomes/objectives, linked to appropriate standards, and used to develop meaningful experiences that facilitate learning for all students as evidenced in the lesson plan.

1.2 Standards

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan.	☐ Appropriate and reasonable standard(s) is/are consistently used in the lesson plan.	☐ Appropriate and reasonable standard(s) is/are in the lesson plan.	☐ Needs appropriate and reasonable standard(s) in the lesson plan.

1.3 Anticipatory Set

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Anticipatory set is well integrated and exhibits all of the following characteristics: active and engaging, awareness of expectations (process and outcomes), and appropriate to students and content.	☐ Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	☐ Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	☐ Needs to incorporate an anticipatory set that includes the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.

1.4 Procedures

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	☐ Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	☐ Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	☐ Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment.

1.5 Differentiation

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom.	☐ Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	☐ Addresses the individual needs of all students.	☐ Needs to demonstrate that the instruction addresses the individual needs of all the students.

1.6 Closure

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	☐ Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	☐ Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	☐ Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.

1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	☐ Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	☐ Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	☐ Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes.

1.8 Materials/ Equipment

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety.	☐ Materials are well integrated and exhibit the following characteristics: appropriateness and safety.	☐ Materials are appropriate and safe.	☐ Materials need to be appropriate and safe.

1.9 Technology (PLEASE CHECK *NOT APPLICABLE [NA]* IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON: ☐ NA)
 Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, assistive technology).*

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	☐ Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	☐ Candidate uses technology that promotes knowledge and skills complementary to the lesson.	☐ Candidate needs to use technology that promotes knowledge and skills complementary to the lesson.

2.1 Reflection on Planning

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning.	☐ Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning.	☐ Candidate refers to his/her content and pedagogical knowledge.	☐ Candidate needs to refer to his/her content and pedagogical knowledge.

2.2 Reflection on Instruction (PLEASE CHECK *NOT APPLICABLE [NA]* IF LESSON WAS NOT TAUGHT: ☐ NA)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
☐ Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	☐ Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	☐ Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	☐ Reflection needs to demonstrate: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.

Instructor _____   **Evaluation Date** _____

Completing the *West Chester University Teaching Internship Performance Rating Form*
Unit Outcomes: A West Chester University Professional Education Unit Assessment Administered during Student Teaching

Purposes and Functions

Multiple assessments of Professional Education Unit outcomes and standards represent the means by which West Chester University (WCU) teacher education programs provide evidence of candidate achievement and program quality. The evaluation of student teachers constitutes a Unit assessment. The candidates must achieve the Unit outcomes according to the performance indicators outlined in the Conceptual Framework. This evaluation serves both formative and summative purposes. The performance of Unit outcomes verifies qualifications for certification and successful program completion. Along with the other Unit assessments, the aggregated results affirm the efficacy of the Unit to prepare candidates for teaching and provide evidence of strengths and the need for improvement.

Information

Ratings are based on the day-to-day performance in the school(s), observations, student (P-12) learning data, etc.

The first- and second-half ratings constitute individual and collective assessments derived from conferences among the Candidate, Cooperating Teacher, and WCU Faculty Member.

The completed *West Chester University Teaching Internship Performance Rating Form* (TIPR) provides the University Faculty Members/Supervisors with pertinent data to make ratings and justifications on the *Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment Form*.

Directions and Procedures

1. The TIPR rubric is completed in TK20 at the end of the first assignment or the end of the 7.5 weeks of a full-semester assignment at one student teaching site, as well as at the end of the second assignment or 15.0 weeks. *(Paper versions of the TIPR are included in this handbook for informational purposes.)*

2. The Candidate, Cooperating Teacher, and University Faculty Member complete the TIPR independently.

3. For the TIPR rubric, please click on the circle "○" next to the level of performance that you think the Candidate has demonstrated (i.e., *3 = Exemplary, 2 = Superior, 1 = Satisfactory, 0 = Unsatisfactory,* and *NA = Not Applicable, Insufficient Basis for Judgment*). These ratings show the quality of performance on the performance indicators for the Unit outcomes. The rating of *Exemplary* should be reserved to highlight exceptional strengths.

4. At a joint conference, discuss the ratings and the justifications for or explanations of them. Make adjustments in the ratings where they are warranted and modify the justifications and explanations in the comments as needed. Set plans for improvements. (Please note that faculty members can manage their data in TK20 to make changes. Contact TK20 Coordinator at 610 738-0518, or Mary Tygh, Assessment Specialist for details.)

5. Comments should be completed for each half. Record comments as needed and appropriate to the performance. Report justifications and explanations in term of behaviors rather than value judgments such as "good lesson."

6. Faculty members can request TIPR reports from the Assessment Office.

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Candidate's Name _____

Course Prefix/Number/Section _____

Evaluator's Name _____

Semester: ☐ Fall ☐ Spring   **Year:** ☐ 2014 ☐ 2015 ☐ 2016

Select ☒ **your role in the evaluation process:** ☐Candidate   ☐Cooperating Teacher   ☐West Chester University (WCU) Faculty Member

Select ☒ **candidate's academic career:** ☐ Baccalaureate   ☐ Post-Baccalaureate Teaching Certification

Directions: Rate the Candidate's level of progress on each area using the scale below. As you carefully consider each item, please select the box ☒ next to the level of performance that you think the Candidate has demonstrated. **For the relevant half of the student teaching internship, please select only one option for each section. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher).** The Candidate will evaluate himself/herself on each area prior to the Cooperating Teacher and WCU Faculty Member's evaluations.

I. CONTENT AND PEDAGOGICAL SPECIALIST—*Knows learners, subject matter, pedagogy, and curriculum.*

1. Displays knowledge of scope and sequence of curriculum.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half
Consistently displays knowledge of scope and sequence of curriculum--well beyond what would be expected of a novice teacher.		Consistently displays knowledge of scope and sequence of curriculum.		Frequently displays knowledge of scope and sequence of curriculum.		Needs to display knowledge of scope and sequence of curriculum.		Insufficient basis for judgment.	

2. Displays knowledge of the characteristics of learners.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half
Consistently displays knowledge of the characteristics of learners --well beyond what would be expected of a novice teacher.		Consistently displays knowledge of the characteristics of learners.		Frequently displays knowledge of the characteristics of learners.		Needs to show evidence of knowledge of the characteristics of learners.		Insufficient basis for judgment.	

3. Evidences solid base of pedagogical content knowledge.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half
Consistently evidences solid base of pedagogical content knowledge--well beyond what would be expected of a novice teacher.		Consistently evidences solid base of pedagogical content knowledge.		Frequently evidences solid base of pedagogical content knowledge.		Needs to evidence a solid base of pedagogical content knowledge.		Insufficient basis for judgment.	

II. ASSESSMENT AND INSTRUCTIONAL DESIGNER—*Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.*

4. Incorporates a variety of research-based instructional/educational strategies.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half
Consistently incorporates a variety of research-based instructional/educational strategies--well beyond what would be expected of a novice teacher.		Consistently incorporates a variety of research-based instructional/educational strategies.		Frequently incorporates a variety of research-based instructional/educational strategies.		Needs to show evidence of the incorporation of a variety of research-based instructional/educational strategies.		Insufficient basis for judgment.	

5. Promotes problem solving, critical thinking, and creative thinking.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently promotes problem solving, critical thinking, and creative thinking--well beyond what would be expected of a novice teacher.	Consistently promotes problem solving, critical thinking, and creative thinking.	Frequently promotes problem solving, critical thinking, and creative thinking.	Needs to promote problem solving, critical thinking, and creative thinking.	Insufficient basis for judgment.

6. Promotes constructive, collaborative, and cooperative learning opportunities.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently promotes constructive, collaborative, and cooperative learning opportunities--well beyond what would be expected of a novice teacher.	Consistently promotes constructive, collaborative, and cooperative learning opportunities.	Frequently promotes constructive, collaborative, and cooperative learning opportunities.	Needs to promote constructive, collaborative, and cooperative learning opportunities.	Insufficient basis for judgment.

7. Integrates technology appropriately to promote learning.
Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently integrates technology appropriately to promote learning -- well beyond what would be expected of a novice teacher.	Consistently integrates technology appropriately to promote learning.	Frequently integrates technology appropriately to promote learning.	Needs to show evidence of integrating technology appropriately to promote learning.	Insufficient basis for judgment.

8. Employs authentic assessment appropriately.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently employs authentic assessment appropriately--well beyond what would be expected of a novice teacher.	Consistently employs authentic assessment appropriately.	Frequently employs authentic assessment appropriately.	Needs to consistently show evidence of employing authentic assessment appropriately.	Insufficient basis for judgment.

9. Monitors and reports student progress effectively.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently monitors and reports student progress effectively--well beyond what would be expected of a novice teacher.	Consistently monitors and reports student progress effectively.	Frequently monitors and reports student progress effectively.	Needs to show evidence of monitoring and reporting student progress effectively.	Insufficient basis for judgment.

10. Uses assessment data to design instruction and improve student learning.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently uses assessment data to design instruction and improve student learning--well beyond what would be expected of a novice teacher.	Consistently uses assessment data to design instruction and improve student learning.	Frequently uses assessment data to design instruction and improve student learning.	Needs to demonstrate the use of assessment data to design instruction and improve student learning.	Insufficient basis for judgment.

11. Aligns assessments to local, state, or national standards.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half
Consistently aligns assessments to local, state, or national standards--well beyond what would be expected of a novice teacher.	Consistently aligns assessments to local, state, or national standards.	Frequently aligns assessments to local, state, or national standards.	Needs to consistently show evidence of aligning assessments to local, state, or national standards.	Insufficient basis for judgment.

III. CLASSROOM COMMUNITY BUILDER AND DIVERSITY ADVOCATE—*Fosters community, creates a safe space for all learners, and teaches the value of diversity.*

12. Promotes understanding of diverse perspectives and circumstances.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half
Consistently promotes understanding of diverse perspectives and circumstances--well beyond what would be expected of a novice teacher.	Consistently promotes understanding of diverse perspectives and circumstances.	Frequently promotes understanding of diverse perspectives and circumstances.	Needs to promote understanding of diverse perspectives and circumstances.	Insufficient basis for judgment.

13. Communicates high expectations.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half
Consistently communicates high expectations--well beyond what would be expected of a novice teacher.	Consistently communicates high expectations.	Frequently communicates high expectations.	Needs to show evidence of the communication of high expectations.	Insufficient basis for judgment.

14. Manages student behavior to enhance the learning climate.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half
Consistently manages student behavior to enhance the learning climate--well beyond what would be expected of a novice teacher.	Consistently manages student behavior to enhance the learning climate.	Frequently manages student behavior to enhance the learning climate.	Needs to demonstrate the management of student behavior to enhance the learning climate.	Insufficient basis for judgment.

15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half	☐ 1st Half ☐ 2nd Half
Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)--well beyond what would be expected of a novice teacher.	Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Frequently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Needs to demonstrate professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Insufficient basis for judgment.

IV. SCHOOL AND COMMUNITY PROFESSIONAL—*Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.*

16. Exhibits understanding of the organization of schools within the context of the larger community.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently exhibits understanding of the organization of schools within the context of the larger community --well beyond what would be expected of a novice teacher.	Consistently exhibits understanding of the organization of schools within the context of the larger community.	Frequently exhibits understanding of the organization of schools within the context of the larger community.	Needs to exhibit understanding of the organization of schools within the context of the larger community.	Insufficient basis for judgment.

17. Collaborates with school personnel, parents, or community members.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently collaborates with school personnel, parents, or community members --well beyond what would be expected of a novice teacher.	Consistently collaborates with school personnel, parents, or community members.	Frequently collaborates with school personnel, parents, or community members.	Needs to show evidence of collaborating with school personnel, parents, or community members.	Insufficient basis for judgment.

18. Participates in activities and services for students or families.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently participates in activities and services for students or families-- well beyond what would be expected of a novice teacher.	Consistently participates in activities and services for students or families.	Frequently participates in activities and services for students or families.	Needs to show evidence of participating in activities and services for students or families.	Insufficient basis for judgment.

19. Shows initiative within the school or community.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently shows initiative within the school or community--well beyond what would be expected of a novice teacher.	Consistently shows initiative within the school or community.	Frequently shows initiative within the school or community.	Needs to show initiative within the school or community.	Insufficient basis for judgment.

20. Adheres to professional codes of ethics and school laws.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently adheres to professional codes of ethics and school laws--well beyond what would be expected of a novice teacher.	Consistently adheres to professional codes of ethics and school laws.	Frequently adheres to professional codes of ethics and school laws.	Needs to adhere to professional codes of ethics and school laws.	Insufficient basis for judgment.

V. SELF-DIRECTED PRACTIONER—*Demonstrates personal growth, professional practice, and reflective practice.*

21. Strives for self-improvement related to learner achievement.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half
Consistently strives for self-improvement related to learner achievement--well beyond what would be expected of a novice teacher.	Consistently strives for self-improvement related to learner achievement.	Frequently strives for self-improvement related to learner achievement.	Needs to strive for self-improvement related to learner achievement.	Insufficient basis for judgment.

22. Displays efforts to improve one's own practices.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half	☐1st Half	☐2nd Half
Consistently displays efforts to improve one's own practices--well beyond what would be expected of a novice teacher.		Consistently displays efforts to improve one's own practices.		Frequently displays efforts to improve one's own practices.		Needs to show evidence of displaying efforts to improve one's own practices.		Insufficient basis for judgment.	

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WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--COMMENTS

Candidate's Name

Evaluator's Name

Select ☒ your role in the evaluation process: ☐Candidate   ☐Cooperating Teacher   ☐West Chester University (WCU) Faculty Member

Please make any narrative comments that you think would aid in the evaluation of this Student Teacher Candidate's experiences or which more adequately explain the performance ratings. Indicate areas which are exemplary and of concern. If you prefer, you can attach a letter of reference.

First Half:

Second Half:

Once this performance rating is complete, please return the form to the University Faculty Member at the end of each teaching experience. The WCU Faculty Member will submit the signature page, TIPR form(s), and comments to the Program Coordinator/Director of the Teacher Education Center where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a Student Teacher Candidate's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended Candidate before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE CANDIDATE HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

West Chester University Teaching Internship Performance Rating Form—Summary

Directions: This form can be used by the University Faculty Member to compile all of the evaluation results of a Candidate's student teaching internship for the first half and second half of the semester. Please provide the information below using the evaluations obtained from the Candidate, Cooperating Teacher, and the University Faculty Member on the rubric forms.

Candidate's Name _____   *Faculty Member's Name* _____

Course Prefix/Number/Section _____   **Semester:** ☐ Fall ☐ Spring   **Year:** ☐ 2014 ☐ 2015 ☐ 2016

Select ☒ **candidate's academic career:**   ☐ Baccalaureate   ☐ Post-Baccalaureate Teaching Certification

3 = Exemplary   2 = Superior   1 = Satisfactory   0 = Unsatisfactory   NA = Not Applicable

Unit Outcomes for the Conceptual Framework	First Half			Second Half			PDE-430
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	CU Faculty Member	
I. Content and Pedagogical Specialist							
...ws learners, subject matter, pedagogy, and curriculum.							
Displays knowledge of scope and sequence of curriculum.							I.6
Displays knowledge of the characteristics of learners.							I.4
Evidences solid base of pedagogical content knowledge.							I.1,2 / III.1
II. Assessment and Instructional Designer							
...stricts and implements effective learning experiences/outcome							
...ssments, closes the evaluation loop, and assesses continuously.							
...ncorporates a variety of research-based instructional/educational ...tegies.							I.8
...romotes problem solving, critical thinking, and creative thinking.							III.5, 6
...romotes constructive, collaborative, and cooperative learning ...ortunities.							
...ntegrates technology appropriately to promote learning. ...hnology is defined as using tools to enhance teaching and ...ning (e.g., audiovisual, multimedia, computers, digital ...ipment, assistive technology).							I.5
...mploys authentic assessment appropriately.							I.7 / III.8
Monitors and reports student progress effectively.							III.7, 8 / IV.2
10. Uses assessment data to design instruction and improve student learning.							III.8
11. Aligns assessments to local, state, or national standards.							I.3 / III.2

Unit Outcomes for the Conceptual Framework	First Half			Second Half			PDE-430
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	CU Faculty Member	
III. Classroom Community Builder and Diversity Advocate *Fosters community, creates a safe space for all learners, and teaches the value of diversity.*							
12. Promotes understanding of diverse perspectives and circumstances.							II.1,4
13. Communicates high expectations.							II.4,5
14. Manages student behavior to enhance the learning climate.							II.2
15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).							IV.5
IV. School and Community Professional *Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.*							
16. Exhibits understanding of the organization of schools within the context of the larger community.							
17. Collaborates with school personnel, parents, or community members.							IV.2,6,7
18. Participates in activities and services for students or families.							IV.3
19. Shows initiative within the school or community.							
20. Adheres to professional codes of ethics and school laws.							IV. 1,2,5
V. Self-Directed Practitioner *Demonstrates personal growth, professional practice, and reflective practice.*							
21. Strives for self-improvement related to learner achievement.							
22. Displays efforts to improve one's own practices.							IV.4

TIPR

2125

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West Chester University Teaching Internship Performance Rating Form—Signature Page

Candidate's Name _____

Candidate's West Chester University (WCU) ID Number _____

First Placement

Semester and Year _____

Program (e.g., Early Grades Prep.) _____

Academic Career _____

Internship School _____

Cooperating Teacher _____

Subject(s)/Grade(s) _____

WCU Faculty Member _____

This evaluation has been completed by:

_____ _____
Signature of Candidate   Date

This evaluation has been completed by:

_____ _____
Signature of Cooperating Teacher   Date

This evaluation has been completed by:

_____ _____
Signature of WCU Faculty Member   Date

I have read my final evaluation:

_____ _____
Signature of Candidate   Date

Second Placement

Semester and Year _____

Program (e.g., Early Grades Prep.) _____

Academic Career _____

Internship School _____

Cooperating Teacher _____

Subject(s)/Grade(s) _____

WCU Faculty Member _____

_____ _____
Signature of Candidate   Date

_____ _____
Signature of Cooperating Teacher   Date

_____ _____
Signature of WCU Faculty Member   Date

_____ _____
Signature of Candidate   Date

Using **the**
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice-
Pennsylvania Department of Education-PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher/candidate being evaluated and the evaluation period.

2. The subjects being taught and the grade level should be clearly listed.

3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.

4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

I. PDE 430 has 4 major categories addressing evaluation of student teacher/candidate:
   Category   I: Planning and Preparation
   Category II: Classroom Environment
   Category III: Instructional Delivery
   Category IV: Professionalism

   Each category has student teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

I. The categories presented on the PDE 430 provide to the evaluator and the student teacher/candidate knowledge of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.

2. The student teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. *The judgment of the performance for the rating of any category:*

    - *is based on the mentor's overall evaluation of performance in each category*
    - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.*

SOURCES OF EVIDENCE

I. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate's performance/level of proficiency.

2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark on the form next to the source of evidence pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate's performance/level of proficiency.

3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher and other administrators reviewing the form may have a sense of what was used to arrive at a judgment on the level of proficiency.

4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred, for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.

5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUTION

I. After reviewing the results of the student teacher/candidate's performance indicators in each category and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.

2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear and consistent and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it, and steps that can be taken to improve performance whenever required.

EVALUATION

I. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate's demonstrated performance will be made resulting in a particular level of proficiency.

2. The signature of the evaluator, usually the student teacher/candidate's supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with "I disagree with this rating."

3. The Overall Justification for the Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher with a clear understanding of the evaluator's overall judgment of the their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

The level of proficiency indicated in each of the 4 categories will be added to determine an <u>overall rating/level of proficiency</u> for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience--once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, he/she may be observed at the midpoint and end of each assignment.

2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

   The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (I) in each of the 4 categories, resulting in *a minimum total of at /east (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher/candidates should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this in an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
   717-787-3470
Bureau of Teacher Certification and
Preparation
Pennsylvania Department of Education
(8/1/03)

West Chester University's Evaluation Sheet for the PDE 430 Form

Candidate's Last Name	First	Middle	WCU ID Number	____Mid

Subject(s) Taught			Grade Level	____Final

District/IU	School	Interview/Conference Date

School Year:_____ Term:_____   **Major*** _____

*if dual major, list both

Category 1: Planning and Preparation: Rating: __ 3 Exemplary __ 2 Superior __1 Satisfactory __ Unsatisfactory

Justification for Evaluation Rating (be specific & give example):

Sources of Evidence (Check all that apply and append any supplementary documentation for *Unsatisfactory* rating).

_ Lesson/Unit **Plans**   _ Information about Students (Including IEP's)   _ Resource Documents
_ Resources/Materials/Technology   _ Student Teacher Interviews   _ Other _____
_ Assessment Materials   _ Classroom Observations

Category II: Classroom Environment: Rating: __ 3 Exemplary __ 2 Superior __1 Satisfactory __ Unsatisfactory

Justification for Evaluation Rating (be specific & give example):

Sources of Evidence (Check all that apply and append any supplementary documentation for *Unsatisfactory* rating).

__ Classroom Observations   _ Student Teacher/Candidate Interviews_ Instructional Resources/Materials/Technology/Space
__ Informal Observations/Visits   _ Visual Technology   ___ Other _____

Category III: Instructional Delivery: Rating: __ 3 Exemplary __ 2 Superior __1 Satisfactory __ Unsatisfactory

Justification for Evaluation Rating (be specific & give example):

Sources of Evidence (Check all that apply and append any supplementary documentation for *Unsatisfactory* rating).

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

Category IV: Professionalism: Rating: __ 3 Exemplary __ 2 Superior __1 Satisfactory __ Unsatisfactory

Justification for Evaluation Rating (be specific & give example):

Sources of Evidence (Check all that apply and append any supplementary documentation for *Unsatisfactory* rating).

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

Overall Rating :

Category	Exemplary (Min. of 12 Pts.)	Superior (Min. of 8 Pts.)	Satisfactory (Min. of 4 Pts.)	Unsatisfactory (0 Pts.)
Rating (Indicate X)	___	_____	___	

A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the <u>final summative rating</u> to favorably complete this assessment.

Justification for Evaluation Rating (be specific & give example):

Your signatures below signify that the complete five page PDE430 document including the performance criteria, which appear in the Student Teacher Handbook, was reviewed and made part of the evaluation which is summarized above.
Required Signatures:

Signature Supervisor/Evaluator: _____ Print Name _____ Date: _____

Signature Student/Teacher Candidate:_____ Print Name _____ Date: _____

Performance Evaluation: Categories and Performance Indicators
(See Student Teacher Handbook for complete form)

Category 1: Planning and Preparation- Student teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of as- signed students and his/her instructional context.
Alignment: 354.33. (l)(i)(A), (B), (C), (G), (H)

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

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

Student Teacher/Candidate's performance appropriately demonstrates:
 II.1 Expectations for student achievement with value placed on the quality of student work· Attention to equitable leaming opportunities for students
 II.2 Appropriate interactions between teacher and students and among students
 II.3 Effective classroom routines and procedures resulting in little or no loss of instructional time
 II.4 Clear standards of conduct and effective management of student behavior
 II.5 Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
 II.6 Ability to establish and maintain rapport with students

Category III: Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (l)(i)(D),(F),(G)

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

Category IV: Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom building.
Alignment: 354.33. (l)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

IV.1   Knowledge of school and district procedures and regulations related to attendance, punctuality and the like

IV.2   Knowledge of school or district requirements for maintaining accurate records and communicating with families

IV.3   Knowledge of school and/or district event

IV.4   Knowledge of district or college's professional growth and development opportunities

IV.5   Integrity and ethical behavior, professional conduct as stated in the Pennsylvania <u>Code of Professional Practice and Conduct for Educators</u> and local, state, and federal laws and regulations

IV.6   Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators

IV.7   Ability to cultivate professional relationships with school colleagues

IV.8   Knowledge of Commonwealth requirements for continuing professional development and licensure

Section II

Information Specific to
Early and Middle Grades Education

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
(610) 436-2446
kjohnson@wcupa.edu

Heather Leaman, Ph.D.
Chairperson

Requirements

The Teacher Work Cycle -The assignment provides frameworks for teacher candidates to analyze and synthesize knowledge about teaching and learning and to use this knowledge to inform daily teaching practices and enhance students' achievement (see pages 76+)

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 (see pages 60+).

Attendance – <u>Attendance in school placements and at seminar is mandatory.</u>

Lesson Plans – <u>A minimum of two days prior to implementation,</u> a lesson plan must be prepared and submitted to the cooperating teacher. Lesson plans must follow the WCU lesson plan format (see page 59). Keep lesson plans in a three-ring binder and make them available to the supervisor.

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, school law, and the application and interview process.

WCU Lesson Plan Format

Name: Subject/Grade:

Date:

   I.   Integration of Learning Outcomes

  II.   Standards

 III.   Anticipatory Set

 IV.   Procedures

  V.   Differentiation

 VI.   Closure

 VII.   Formative/Summative Assessment of Students

VIII.   Materials/Equipment

 IX.   Technology

  X.   Reflection on Planning

 XI.   Reflection on Instruction

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 and your student-teaching supervisor 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 have the opportunity to 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 each of 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.

Your student-teaching supervisor will review your lesson plans and you will engage in analysis and goal setting—individually, in a variety of small-group experiences, and with your supervisor—during your student-teaching orientation and early seminars. Following this work, 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:

After the small-group discussions and conversations with your supervisor, review your lesson plans and your notes. 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 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. Check all links to make sure they work. 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

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	
IIA: Candidate portfolio demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.	**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.
	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.
	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.
	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.

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	
IIB: Candidate demonstrates the ability to analyze planning and instruction designed to provide challenging and developmentally appropriate instruction in the content areas.	**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.
	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.
	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.
	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.

NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 8	
IIC: Candidate goal setting demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives related to providing challenging and appropriate instruction.	**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.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth 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 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 and your student-teaching supervisor 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 have the opportunity to 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 each of 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.

Your student-teaching supervisor will review your lesson plans and you will engage in analysis and goal setting—individually, in a variety of small-group experiences, and with your supervisor—during your student-teaching orientation and in early seminars. Following this work, 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:

After the discussions, review your lesson plans and your notes. 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. Check all links to make sure they work. 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

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

II A: Candidate demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.	**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.
	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.
	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.
	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.

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

II B: Candidate demonstrates the ability to analyze planning and instruction designed to provide challenging and developmentally relevant instruction in the content areas.	**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.
	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.
	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.
	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.

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

II C: Candidate demonstrates the habit 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 opportunities for professional growth, collaboration, and the utilization of district curricula and resources in content-area instruction.
	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	**Exemplary:** Examples demonstrate the ability to plan and implement instruction that considers

demonstrates the ability to plan and implement instruction that includes adaptations and accommodations. Candidate demonstrates the ability to plan for family communication.	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 and accommoda-tions, a positive disposition towards the development of his/her own cultural competence, and commitment to working collabor-atively with families and the community.	**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 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.

EGP Student Teachers: The Teacher Work Cycle

Assignment 1
Examining the Teaching Context

Teachers may engage in more than a thousand interpersonal interactions with children every day. They may become so absorbed in these interactions that it becomes difficult for them to step back to gain a wider perspective (often called "the context") of what is happening in their classrooms. To grow professionally and plan effectively, teachers need to carefully and consistently study the contextual factors influencing teaching and learning.

The *Examining the Teaching Context* assignment utilizes a framework designed to help you (a) examine your classroom, school, district, and community environments; and (b) reflect on the factors influencing *your* teaching practice and children's achievement.[1]

As you reflect on the prompts, include information and observations on contextual factors that establish and maintain the classroom environment for a "community of learners." As you study the context, note any questions that may emerge. **Please review the rubrics for each assignment as you complete each one.**

Prompts

Section A: Ethical Responsibilities to Children

Describe the community, district and school/classroom factors you feel may influence, support, or challenge teaching and learning:
- Visit the school district's website to gather demographic information such as cultural, ethnic, linguistic, and economic diversity, as well as home language.
- Describe district curriculum, assessment, special needs, and other initiatives influencing teaching and learning. Interview your cooperating teacher, and, if possible, other faculty members (including grade partners, specialists, and guidance counselors), who may be able to share insights about the school, district, or community projects related to the context of learning to teach.

Section B: Classroom Context

Address the following questions related to the context of the classroom:
- How does the teacher manage instructional groups, transitions, and non-instructional duties, etc.?
- How does the teacher supervise paraprofessionals and volunteers?
- What methods does the teacher use to make expectations clear and redirect misbehavior?
- List specific adaptations and accommodations are planned for children with special needs?

Section C: School and Community Context

Describe the following related to the context of the school and community:
- Professional interactions among administrators, faculty, and staff.
- Communications with parents and families.
- Parent and family involvement.

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[1] Several of the elements in the prompts for Assignment 1 are adapted from Danielson (1996).

<u>**Section D: Reflection**</u>

Reflect on the contextual factors you described in sections A, B, and C:
- Which factors support the teaching and learning of young children?
- Describe the contextual factors important for *your* successful teaching practice and children's achievement.

Assignment 1 Rubric
Examining the Teaching Context

NAEYC 2a: Candidates know about and understand diverse family and community characteristics. WCU Conceptual Framework (WCU CF): School and Community Professional; EGP Program Outcome (EGP PO): #6	
Contextual Factors Candidate gathers and analyzes artifacts to learn about contextual factors in schools, families, and communities and to demonstrate understanding of family and community characteristics.	**Exemplary:** Artifacts include classroom, school, district, family, and community examples. They address at least six of the following areas: socioeconomic conditions, family structures, relationships, stresses, supports, home language, cultural values, ethnicity, and community resources. They are extensive, detailed and are clearly linked to the effectiveness of teaching and student learning.
	Solid/Sound: Artifacts include at least four of the following: classroom, school, district, family, and community. They address at least five areas. They are detailed and linked to the effectiveness of teaching and student learning.
	Acceptable: Contextual factors include at least three of the following: classroom, school, district, family, and community. They address at least four areas. They are linked to the effectiveness of teaching and student learning.
	Emerging/Needs Development: Candidate needs to submit examples of contextual factors related to the classroom, school, district, family, and community. They need to address at least four areas and need to link to the effectiveness of teaching and student learning.

Assignment 2
Observing a Child and Collecting Work Samples

For this assignment, you will be engaging in extensive observations of a child in your assigned classroom. Consider studying a child from a culture other than your own. Do not select a child with an IEP (Individual Education Plan).

***IMPORTANT:* To protect the privacy of the child, in all of your field notes, writings, and conversations use a pseudonym. (Refer to the *Ethical and Moral Guidelines,* the Ethical Responsibilities in the NAEYC Code of Ethical Conduct, and the Pennsylvania Code of Professional Practice and Conduct for Educators.)**

Part I: Descriptive Review[2] of the Child

The purpose of the *Descriptive Review of the Child* is to examine how one child approaches thinking and learning. Using the prompts below, and using descriptive rather than evaluative language*,* get to know the child and his/her *learning activities, preferences, interests,* and *modes of thinking and learning.* Consider multiple developmental domains (physical, cognitive, social, emotional, language, aesthetic) and multiple settings (play, activity, formal learning). *Take extensive notes and collect evidence so that*

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[2] The primary purpose of the *Descriptive Review Process* (Himley et. al., 2009), is to bring together varied perspectives, within a collaborative process, to describe children's experiences within the school setting. An underlying assumption of the Process is that each child is active in seeking to make sense of his or her experiences. By describing the child as fully, and in as balanced a way as possible, we begin to understand children's modes of thinking and learning, and to see their world from their points of view. What catches their attention? What arouses their wonder and curiosity? What sustains their interest and purpose? By ensuring that multiple perspectives are used to describe a child, we help to ensure a balanced portrayal of the child that neither over-emphasizes some current "problem" nor minimizes an ongoing difficulty.

you can respond thoughtfully to the prompts. Your notes, evidence, and responses are not limited to the topics listed.

Prompts

Section A: Activities, Preferences, and Interests

Describe what interests the child and his or her preferences and preferred activities. For instance:
- What are the child's preferred activities? Do these reflect underlying interests that are visible to you? For example, does drawing or story writing focus on recurrent and related motifs such as superhuman figures, danger and rescue, volcanoes, other large-scale events?
- What interests are intense or passionate?
- How would you characterize the child's engagement with his/her work (e.g. quick, methodical, slap-dash, thorough)? Is the product important to the child? What is the response to challenges or frustrations?
- Are there media that have a strong appeal for the child (e.g. paint, blocks, books, music, technology)?
- **What focused question(s) and instructional area will you research in order to reach and teach the student?**

Section B: Modes of Thinking and Learning

Describe the child's learning preferences. For instance:
- What are the child's preferred subjects? What conventions and skills come easily? What is challenging?
- What is the child's characteristic approach to a new subject or process or direction?
- In learning, what does the child rely on (e.g. observation, memory, trial and error, steps and sequence, getting the whole picture and context)?
- What is the child's characteristic attitude toward learning and homework?
- How would you characterize the child as a thinker? What ideas and content have appeal? Is there a speculative streak or a problem-solving one? Does the child have a gift for analogy and metaphor, imagery, reason and logic? Is the child insightful and intuitive?
- What can you learn about the child from examining various types of assessments (e.g. formal and informal, formative and summative, authentic, and standardized both current and from previous years)?

Section C: Reflection

- After reviewing the child's activities, preferences and interests, and modes of thinking and learning, what questions/reflections remain about reaching and teaching the child?

Part II: Descriptive Review of the Child's Work

Begin by collecting and dating a minimum of five examples/artifacts of the child's work.[3] Collect the "ordinary" daily work of the child, such as writing samples, math assignments, artwork, and journal

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[3] During *Collaborative Inquiry Seminar Sessions*, you and your peers will have an opportunity to discuss the child's work. Other teacher candidates may offer reflections and suggestions for teaching the child. You will want to keep a record of these reflections and suggestions for use in Assignment 6.

entries. Be sure to also include samples from the area on which you are focusing. Describe the child's work with non-judgmental observations; build toward interpretations and avoid evaluations.

Utilize the prompts below to write a review of the child's work. Include concerns or questions you have.

Prompts

<u>**Section A: The Tasks**</u>

- What were the tasks and how were they assessed?
- Were there performance expectations (rubrics/scoring guides) for the assignment? (Include these with your assignment submission.)

<u>**Section B: The Child's Work**</u>

- What are your assumptions about the child's work?
- What knowledge and skills does the child's work reveal?
- What knowledge and skills guide the child's achievement?

Assignment 2 Rubrics
Observing a Child and Collecting Work Samples

NAEYC 1a: Candidates know and understand young children's characteristics and needs. WCU CF: Subject and Pedagogical Specialist; EGP PO: #2	
Descriptive Review of the Child Candidate describes a young child's preferences, interests and modes of thinking and learning, demonstrating knowledge and understanding of characteristics and needs.	**Exemplary:** Description of the child's preferences, interests, and modes of thinking and learning is well-organized and detailed. It addresses at least five domains: physical, cognitive, social, emotional, language, and aesthetic; information is gathered from three settings: play, activity, and lessons. Description demonstrates exceptional knowledge of young children's characteristics and needs.
	Solid/Sound: Description of the child's preferences, interests, and modes of thinking and learning is organized and detailed. It addresses at least four domains and at least two settings. Description clearly demonstrates knowledge of young children's characteristics and needs.
	Acceptable: Description of the child's preferences, interests, and modes of thinking and learning is detailed. It addresses at least three domains and at least two settings. It demonstrates knowledge of young children's characteristics and needs.
	Emerging/Needs Development: Candidate needs to submit a description of the child's preferences, interests and modes of thinking and learning that addresses at least three domains and two settings and demonstrates knowledge of young children's characteristics and needs.

NAEYC 3b: Candidates know about and use observation, documentation, and other appropriate assessment tools and approaches. WCU CF: Subject and Pedagogical Specialist; EGP PO: #7	
Descriptive Review of the Child's Work Candidate demonstrates the ability to utilize the work-sample approach to review a child's work.	**Exemplary:** A minimum of five varied and appropriate work samples are utilized to document the child's knowledge and skills. Discussion of the work sample is well-developed and suggests exceptional consideration of the child's modes of thinking and learning. Questions raised are relevant and have the potential to inform instructional planning.
	Solid/Sound: A minimum of five appropriate work samples are utilized to document the child's knowledge and skills. Discussion of the work sample is well-developed and suggests consideration of the child's modes of thinking and learning. Questions raised are relevant and have the potential to inform instructional planning.
	Acceptable: A minimum of five work samples are utilized to document the child's knowledge and skills. Discussion of the work sample suggests consideration of the child's modes of thinking and learning. Questions raised are relevant.
	Emerging/Needs Development: Candidate needs to document the child's knowledge and skills through a discussion of at least five work samples.

Assignment 3
Preparing for Instruction:
Reviewing Instructional Literature

For this assignment, you will be considering the contextual information you examined in Assignment 1 and your investigations of the child's (a) activities, preferences, and interests; (b) modes of thinking and learning; and (c) focus area you identified in Assignment 2. Be sure to consider learning styles and academic content areas that may be challenging. Utilizing this information, the questions you developed in Assignment 2, plus other questions that may have arisen since then regarding the educational experiences of the child, you will now be gathering additional information through a brief review of instructional literature and the gathering of pre-assessment data.

Tasks

Begin with an investigation of the professional literature. Identify a topic related to the child's "activities, preferences, and interests," "modes of thinking and learning," or any other topic related to the child, the child's work, or the child's achievement. Write a one paragraph annotation on each of three scholarly articles that you identify as relevant to your study. To gain additional perspectives, you may also interview a specialist (reading specialist, special education teacher, music teacher, art teacher, physical education teacher, etc.) to discuss effective strategies for teaching the child. Please follow APA style and include an appropriate reference list. If you interview a specialist, include a copy of your interview prompts.

Prompt

Describe how the brief review of the literature (and interviews if you chose to utilize the school specialists as resources), (a) enriched your study, (b) provided practical teaching strategies, and (c) supported your work with the child.

Assignment 3 Rubrics
Preparing for Instruction:
Reviewing Instructional Literature

NAEYC 6c: Candidates engage in continuous learning to inform practice.	
WCU CF: Self-Directed Practitioner; EGP PO: 8	
Review of Current Literature Candidate engages in continuous learning, through a focused literature review, to inform lesson planning and investigate the needs and strength of the observed child.	**Exemplary:** Scholarly articles have been selected from high-quality and varied sources. The selections focus carefully on the interests, needs, and preferences of the child. The review is well-articulated, integrated, and suggests exceptional understanding of the child's interests, needs, and preferences. Interview(s) with specialist(s) are utilized to enrich the literature review.
	Solid/Sound: Scholarly articles have been selected from varied sources. The selections focus on the interests, needs, and preferences of the child. The review is well integrated and demonstrates good understanding of the child's interests, needs, and preferences.
	Acceptable: Scholarly articles have been selected from varied sources. The selections focus on the interests, needs, and preferences of the child. The review demonstrates good understanding of the child's interests, needs, and preferences.
	Emerging/Needs Development: Candidate needs to select scholarly articles from varied sources that focus on the interests, needs, and preferences of the child and write a review that demonstrates good understanding of the child's interests, needs, and preferences.

Assignment 4
Gathering and Analyzing Pre-Assessment Data
Planning, Teaching, and Post-Assessment

Part I: Gathering and Analyzing Pre Assessment Data

You are now ready to gather additional information about the child in the form of pre-assessment data. You will be gathering data for the entire class and will be analyzing this data for the class, for the child, and for a subgroup to which the child belongs. A subgroup is a small subset of students in your study child's class. It might be "all the girls," all ELL children, all children who receive remedial instruction, etc.

Tasks
- Begin by reviewing your assignments, field notes, peer responses from the Collaborative Inquiry Seminars and any other related data. What content knowledge and/or skills does your child already know? Consider the content knowledge and/or skills your child needs to learn.
- Select a content-area lesson that will meet the needs of your child.
- Develop a pre assessment (or more than one) related to the content of the lesson.
- Administer the pre assessment(s) to the child, the class, and the sub-group.
- Prepare a spreadsheet for the pre- and post -assessment data and insert the pre-assessment results.[4]
- Analyze the pre-assessment results for the child, the class, and the subgroup and compare that data to the standards and learning outcomes of the lesson you will be teaching.[5]

Part II: Planning, Teaching, and Post-Assessment

In Assignment 3, you reviewed current research. After considering the specific needs of the child—as well as your analysis of the pre assessment data for the child, class, and subgroup—you will plan, prepare, and teach a lesson to meet the specific learning needs of the child in your study. Your university supervisor may formally observe the lesson. **Technology must be integrated into the lesson to enhance the learning.** The lesson must include a post-assessment, similar or identical to your pre-assessment, to provide you with data to determine the impact your instruction has had on your children. Follow the WCU Lesson Plan Format (NCATE). Submission of the lesson plan to your TK20 account is required, including the detailed *Reflection on Instruction.*

Tasks
Plan your lesson. You must follow the WCU Lesson Plan Format and submit your lesson plan to your TK20 account. Your lesson plan will be reviewed and you will receive feedback from your supervisor.

- Teach your lesson.
- Administer your post assessment.
- In the *Reflection on Instruction* section of the lesson plan format, describe the development of the lesson and the teaching-learning experience. How were your choices of strategies influenced by your literature, student interviews, and suggestions by your peers during seminar collaborative sessions?
- Submit your lesson plan and reflection on TK20.
- Insert the post-assessment data in your spreadsheet.
- Complete the Reflection on Instruction before you submit your lesson plan on TK20.

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[4] Your spreadsheets and graphs (Assignment 5) are to be prepared utilizing computer-based technology. For instance, you could use Excel or software available to you through the district in which you are working.
[5] The results of the pre assessment are used to help you design and plan the lesson related to Assignment 4.

Assignment 4 Rubrics
Gathering and Analyzing Pre-Assessment Data
Planning, Teaching, and Post-Assessment

NAEYC 3c: Candidate understands and practices responsible assessment to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: 7	
Collection of Pre-Assessment Data Candidate demonstrates the appropriate and varied use of assessment through planning and gathering pre assessment data.	**Exemplary:** Pre assessments incorporate varied measures that assess the existing knowledge bases/skill levels of the child, class, and subgroup related to learning outcomes.
	Solid/Sound: Pre assessments incorporate multiple measures to assess the existing knowledge bases/skill levels of the child, class, and subgroup related to learning outcomes.
	Acceptable: Pre assessment measures the existing knowledge bases/skill levels of the child, class, and subgroup related to learning outcomes.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to collect pre-assessment data that measures existing knowledge bases/skill levels of the child, class, and subgroup related to learning outcomes.

NAEYC 3a: Candidates understand the goals, benefits, and uses of assessment. WCU CF: Assessment and Instructional Designer; EGP PO: 7	
Analysis of Pre-Assessment Data Candidate analyzes pre-assessment data to develop comparative profiles of children's knowledge and skills.	**Exemplary:** Analysis includes data from varied measures that are aligned to learning outcomes, and provides a comparative profile of children's knowledge bases/skill levels related to the child, class, and subgroup.
	Solid/Sound: Analysis includes data aligned to learning outcomes, and provides a comparative profile of children's knowledge bases/skill levels related to the child, class, and subgroup.
	Acceptable: Analysis includes data aligned to one or more learning outcomes, and provides a profile of knowledge bases/skill levels related to the child and class.
	Emerging/Needs Development: Candidate needs to include data aligned to a learning outcome and provide a profile of knowledge bases/skill levels related to the child and class.

NAEYC 5c: Candidates use their own knowledge, appropriate early learning standards, and other resources to design curriculum. WCU CF: Assessment and Instructional Designer; EGP PO: 3, 4, 6	
Lesson Planning Candidate uses knowledge, standards, and other resources to plan a lesson designed to meet the learning needs of the observed child.	**Exemplary:** Instruction is designed based on observations, work samples, questions raised, the literature review, appropriate district/state standards, and the comparative profile of pre-assessment data from varied measures and peer suggestions.
	Solid/Sound: Instruction is designed based on the work samples, questions raised, appropriate district/state standards, and the comparative profile of pre-assessment data.
	Acceptable: Instruction is designed based on the work samples, appropriate district/state standards, and the pre-assessment data.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to design instruction that is based on work samples, appropriate district/state standards, and pre-assessment data.

NAEYC 3c: Candidates understand and practice responsible assessment to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: 7	
Assessment Candidate plans appropriate and varied post assessments and collects post-assessment data.	**Exemplary:** Post assessments incorporate varied and multiple measures that assess the current knowledge bases/skill levels of the child, class, and subgroup and the identified learning outcome(s).
	Solid/Sound: Post assessments incorporate multiple measures that assess the current knowledge bases/skill levels of the child, class, and subgroup and an identified learning outcome.
	Acceptable: Post assessment focuses on the current knowledge bases/skill levels of the child, class, and subgroup and an identified learning outcome.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to develop post assessment that focuses on the current knowledge bases/skill levels of the child, class, and subgroup and an identified learning outcome.

Assignment 5
Analyzing Pre- and Post-Assessment Data for Child, Class, and Sub Group

You have now collected pre-assessment data and developed and taught a lesson based on that data plus other information about your study child. In this assignment, you will analyze the pre- and post-assessment data of the child, class, and subgroup to explain progress toward the specific learning outcomes.

Tasks
- Convert the pre- and post- assessment data for the child, class, and sub group into *three* graphs.
- Analyze (compare/contrast) the pre- and post-assessment scores (gains or losses) for the child, the class, and the sub group.
- To accompany your graphic representations, write a short summary of the analysis for *each* of the following: your child, your class, and your subgroup.

Prompts
- What are your next steps for instruction (content or instructional strategies) for the child, the class, and the sub group?
- If you were the teacher of record and preparing for a conference with the parent/guardian from the child under study and a grade-level meeting with colleagues, describe how you might share the pre- and post-assessment data.

Assignment 5 Rubrics
Impact on Student Learning:
Analyzing Pre- and Post-Assessment Data for Child, Class, and Sub Group

NAEYC 3b: Candidates use appropriate assessment approaches and utilize technology in documentation. WCU CF: Assessment and Instructional Designer; EGP PO: 5, 7	
Organization of Assessment Data Candidate uses a variety of approaches, including technology, in documentation, assessment, and data collection.	**Exemplary:** Organization of data includes pre-assessment and post-assessment data from multiple assessment strategies to effectively measure learning; graphic representations display the data meaningfully.
	Solid/Sound: Organization of data includes pre-assessment and post-assessment data and effectively measures learning; graphic representations display the data meaningfully.
	Acceptable: Organization of data includes pre-assessment and post-assessment data; graphic representations display the data.
	Emerging/Needs Development: Candidate needs to organize the pre-assessment and post-assessment data and display them graphically.

NAEYC 3a: Candidates understand the goals, benefits, and uses of assessment—including its use in development of appropriate goals and teaching strategies for young children. WCU CF: Assessment and Instructional Designer; EGP PO: 3, 7	
Analysis of the Assessment Process Candidate analyzes assessment data in relation to impact on student learning and plans further instruction.	**Exemplary:** Analysis is thorough and is supported by examples. It includes pre-assessment and post-assessment data, any formative assessment, and necessary adjustment(s) to instruction.
	Solid/Sound: Analysis is thorough, and is supported by examples. It includes pre-assessment and post-assessment data, and necessary adjustment(s) to instruction.
	Acceptable: Analysis includes pre-assessment and post-assessment data, any formative assessment, and necessary adjustment(s) to instruction.
	Emerging/Needs Development: Candidate needs to analyze assessment data and make necessary adjustment(s) to instruction.

NAEYC 3d: Candidates know about assessment partnerships with families and colleagues. WCU CF: School and Community Professional; EGP PO: 7, 9	
Assessment	**Exemplary:** Description of plan to share pre- and post-assessment data for the child and class is

Partnerships	detailed and thorough, emphasizes a collaborative approach to the building of effective learning environments, and includes plans for both a grade-level meeting and a parent conference.
Candidate plans assessment partnerships with families and with professional colleagues to build effective learning environments.	**Solid/Sound:** Description of plan to share pre- and post-assessment data for the child and class is detailed, emphasizes a collaborative approach to the building of effective learning environments, and includes plans for both a grade-level meeting and a parent conference.
	Acceptable: Description of plan to share pre- and post-assessment data for the child and class is detailed, and includes plans for a parent conference.
	Emerging/Needs Development: Candidate needs to describe the plan for how to share pre and post-assessment data for the child and class with a parent.

NAEYC 3a: Candidates understand the goals, benefits, and uses of assessment—including its use in development of appropriate goals and teaching strategies for young children.
WCU CF: Assessment and Instructional Designer; EGP PO: 7

Impact on Student Learning	**Exemplary:** Analysis summarizes the lesson's impact on child, subgroup, and class learning; identifies logical next steps; reflects on closing the assessment loop.
Candidate demonstrates understanding of assessment through analysis of impact on student learning, identification of next steps, and reflection.	**Solid/Sound:** Analysis summarizes the lesson's impact on child, subgroup, and class learning, and identifies logical next steps.
	Acceptable: Analysis summarizes the lesson's impact on child, subgroup, and class learning.
	Emerging/Needs Development: Candidate needs to analyze and summarize the lesson's impact for the identified child, subgroup and class.

Assignment 6
Strengthening Professional Practice

In this final assignment, you have the opportunity to systematically review your work from Assignments 1 through 5 and describe your learning. Focus on (a) contextual investigations, (b) observations, (c) curricular choices, (d) assessment data and analysis, (e) review of literature, (f) development of effective instructional strategies used to inform your teaching practice, and (g) professional collaboration.

Prompts
- Describe the significance of the implementation of the *Teacher Work Cycle* to inform your daily teaching practice. Which "steps" felt the most natural? Which challenged you?
- In Assignment 2, the Descriptive Review of a Child's Work, you received suggestions from your peers for teaching the child. How did the conversation inform your planning for instruction? How did the conversation inform your understanding of children's learning? How did considering the recommendations contribute to your understanding of the child?
- What have you learned from the study about "reaching and teaching" all children?
- What personal and professional strengths did you identify from this project? What personal and professional needs/goals do you plan to pursue?

References
Carini, P., Himley, M., Christine, C. & Espinosa, C. (2009). *Jenny's story: Taking the long view of the child, Prospect's philosophy in action.* New York: Teachers College Press.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Assignment 6 Rubrics
Strengthening Professional Practice

<table>
<tr><td colspan="2">NAEYC 4d: Candidates reflect on their own practice to promote positive outcomes for each child.
WCU CF: Self-Directed Practitioner; EGP PO: 8</td></tr>
<tr><td rowspan="4">Reflection on Strategies

Candidate reflects on his/her own practice and learning from engagement in the Teacher Work Cycle in relation to promoting positive outcomes for children.</td><td>Exemplary: Reflection is through and supported by examples. It addresses at least five of the following areas: context, observation, assessment, professional literature, curriculum, strategies, and professional collaboration. Candidate maintains a clear focus on promoting positive outcomes to "reach and teach" each child.</td></tr>
<tr><td>Solid/Sound: Reflection is detailed and supported by examples. It addresses at least four areas. Candidate maintains a focus on promoting positive outcomes to "reach and teach" each child.</td></tr>
<tr><td>Acceptable: Reflection is supported by examples. It addresses at least three areas. Candidate maintains a focus on promoting positive outcomes to "reach and teach" each child.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to develop a reflection that is supported by examples and addresses at least three areas. Candidate needs to demonstrate the ability to reflect on the promotion of positive outcomes to "reach and teach" each child.</td></tr>
</table>

<table>
<tr><td colspan="2">NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education.
WCU CF: Self-Directed Practitioner; EGP PO: 7</td></tr>
<tr><td rowspan="4">Goal Setting

Candidate engages in professional goal setting related to learning from engagement in the Teacher Work Cycle.</td><td>Exemplary: Significant personal/professional strengths, needs, and goals are identified and grounded in multiple sources of knowledge and multiple perspectives.</td></tr>
<tr><td>Solid/Sound: Personal/professional strengths, needs, and goals are identified and grounded in multiple sources of knowledge and multiple perspectives.</td></tr>
<tr><td>Acceptable: Personal/professional strengths, needs, and goals are identified.</td></tr>
<tr><td>Emerging/Needs Development: Candidate needs to identify personal/professional strengths, needs, and goals related to knowledge gained and questions identified by the Teacher Work Cycle.</td></tr>
</table>

MGP Student Teachers: The Teacher Work Cycle
Assignment 1
Examining the Teaching Context

Teachers may engage in more than a thousand interpersonal interactions with young adolescents every day. They may become so absorbed in these interactions that it becomes difficult for them to step back to gain a wider perspective (often called "the context") of what is happening in their classrooms. To grow professionally and plan effectively, teachers need to carefully and consistently study the contextual factors influencing teaching and learning.

The *Examining the Teaching Context* assignment utilizes a framework designed to help you (a) examine your classroom, school, district, and community environments; and (b) reflect on the factors influencing *your* teaching practice and young adolescent achievement.[6]

As you reflect on the prompts, include information and observations on contextual factors that establish and maintain the classroom environment for a "community of learners." As you study the context, note any questions that may emerge. **Please review the rubrics for each assignment as you complete each one.**

Prompts

Section A: Ethical Responsibilities to Young Adolescents

Describe the community, district and school/classroom factors you feel may influence, support, or challenge teaching and learning:
- Visit the school district's website to gather demographic information such as cultural, ethnic, linguistic, and economic diversity, as well as home language.
- Describe district curriculum, assessment, special needs, and other initiatives influencing teaching and learning. Interview your cooperating teacher, and, if possible, other teachers (including team members, specialists, and guidance counselors), who may be able to share insights about the school, district, or community projects related to the context of learning to teach.

Section B: Classroom Context

Address the following questions related to the context of the classroom:
- How does the teacher manage instructional groups, transitions, and non-instructional duties, etc.?
- How does the teacher interact with grade-level partners and other team members?
- How does the teacher supervise paraprofessionals and volunteers?
- What methods does the teacher use to make expectations clear and redirect misbehavior?
- List specific adaptations and accommodations that are planned for young adolescents with special needs?

Section C: School and Community Context

Describe the following related to the context of the school and community:
- Professional interactions among administrators, faculty, and staff.
- Communications with parents and families.
- Parent and family involvement.

Section D: Reflection

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[6] Several of the elements in the prompts for Assignment 1 are adapted from Danielson (1996).

Reflect on the contextual factors you described in sections A, B, and C:
- Which factors support the teaching and learning of young adolescents?
- Describe the contextual factors important for *your* successful teaching practice and young adolescent achievement.

MGP Assignment 1 Rubric
Examining the Teaching Context

AMLE 1: Candidates understand that development occurs in the context of classrooms, peer groups, families, and communities. WCU Conceptual Framework (WCU CF): School and Community Professional; MGP Program Outcome (MGP PO): #6	
Contextual Factors Candidate gathers and analyzes artifacts to learn about contextual factors in schools, families, and communities and to demonstrate understanding of family and community characteristics.	**Exemplary:** Artifacts include classroom, school, district, family, and community examples. They address at least six of the following areas: socioeconomic conditions, family structures, relationships, stresses, supports, home language, cultural values, ethnicity, and community resources. They are extensive, detailed and are clearly linked to the effectiveness of teaching and student learning.
	Solid/Sound: Artifacts include at least four of the following: classroom, school, district, family, and community. They address at least five areas. They are detailed and linked to the effectiveness of teaching and student learning.
	Acceptable: Contextual factors include at least three of the following: classroom, school, district, family, and community. They address at least four areas. They are linked to the effectiveness of teaching and student learning.
	Emerging/Needs Development: Candidate needs to submit examples of contextual factors related to the classroom, school, district, family, and community. They need to address at least four areas and need to link to the effectiveness of teaching and student learning.

Assignment 2

Observing a Young Adolescent and Collecting Work Samples

For this assignment, you will be engaging in extensive observations of a young adolescent in your assigned classroom. Consider studying a young adolescent from a culture other than your own. Do not select a young adolescent with an IEP (Individual Education Plan).

IMPORTANT: **To protect the privacy of the young adolescent, in all of your field notes, writings, and conversations use a pseudonym. (Refer to the Pennsylvania Code of Professional Practice and Conduct for Educators.)**

Part I: Descriptive Review of the Young Adolescent[7]

The purpose of the *Descriptive Review of the Young Adolescent* is to examine how one young adolescent approaches thinking and learning. Using the prompts below, and using descriptive rather than evaluative language*,* get to know the young adolescent and his/her *learning activities, preferences, interests,* and *modes of thinking and learning*. Consider multiple developmental domains (physical, intellectual, social, emotional) and multiple settings (social, activity, formal learning). *Take extensive notes and collect evidence so that you can respond thoughtfully to the prompts.* Your notes, evidence, and responses are not limited to the topics listed.

Prompts

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[7] The primary purpose of the *Descriptive Review Process* (Himley et. al., 2009), is to bring together varied perspectives, within a collaborative process, to describe children's experiences within the school setting. An underlying assumption of the process is that each young adolescent is active in seeking to make sense of his or her experiences. By describing the young adolescent as fully, and in as balanced a way, as possible, we begin to understand his/her modes of thinking and learning, and to see the world from his/her points of view. What catches his or her attention? What arouses wonder and curiosity? What sustains interest and purpose? By ensuring that multiple perspectives are used to describe a young adolescent, we help to ensure a balanced portrayal that neither over-emphasizes some current "problem" nor minimizes an ongoing difficulty.

Section A: Activities, Preferences, and Interests

Describe what interests the young adolescent and his or her preferences and preferred activities. For instance:
- What are the young adolescent's preferred activities? Do these reflect underlying interests that are visible to you? For example, does drawing or story writing focus on recurrent and related motifs?
- What interests are intense or passionate?
- How would you characterize the young adolescent's engagement with his or her work (e.g. quick, methodical, slap-dash, thorough)? Is the product important to the young adolescent? What are the responses to challenges or frustrations?
- Are there media that have a strong appeal for the young adolescent (e.g. books, music, technologies)?
- **What focused question(s) and instructional areas will you research in order to reach and teach the student?**

Section B: Modes of Thinking and Learning

Describe the young adolescent's learning preferences. For instance:
- What are the young adolescent's preferred subjects? What conventions and skills come easily? Which are hard?
- What is the young adolescent's characteristic approach to a new subject or process or direction?
- In learning, what does the young adolescent rely on (e.g. observation, memory, trial and error, steps and sequence, getting the whole picture and context)?
- What is the young adolescent's characteristic attitude toward learning and homework?
- How would you characterize the young adolescent as a thinker? What ideas and content have appeal? Is there a speculative streak or a problem-solving one? Does the young adolescent have a gift for analogy and metaphor, imagery, reason and logic? Is the young adolescent insightful and intuitive?
- What can you learn about the young adolescent from examining various types of assessments (e.g. formal and informal, formative and summative, authentic, and standardized both current and from previous years)?

Section C: Reflection

- After reviewing the young adolescent's activities, preferences and interests, and modes of thinking and learning, what questions/reflections remain about reaching and teaching the young adolescent?

Part II: Descriptive Review of the Young Adolescent's Work

Task

Begin by collecting and dating a minimum of five examples/artifacts of the young adolescent's work.[8] Collect the "ordinary" daily work of the young adolescent, such as writing samples, math assignments, artwork, and journal entries. Be sure to also include samples from the area on which you are focusing Describe the young adolescent's work with non-judgmental observations, build toward interpretations and avoid evaluations.

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[8] During *Collaborative Inquiry Seminar Sessions,* you and your peers will have an opportunity to discuss the young adolescent's work. Other teacher candidates may offer reflections and suggestions for teaching the young adolescent. You will want to keep a record of these reflections and suggestions for use in Assignment 6.

Utilize the prompts below to write a review of the young adolescent's work. Include concerns or questions you might have.

Prompts

Section A: The Tasks

- What were the tasks and how were they assessed?
- Were there performance expectations (rubrics/scoring guides) for assignments? (Include these with your assignment submission.)

Section B: The Young Adolescent's Work

- What are your assumptions about the young adolescent's work?
- What knowledge and skills does the young adolescent's work reveal?
- What knowledge and skills guide the young adolescent's achievement?

Assignment 2 Rubrics
Observing a Young Adolescent and Collecting Work Samples

AMLE 1: Candidates understand the interrelationships among young adolescents' characteristics and needs. WCU Conceptual Framework (WCU CF): Subject and Pedagogical Specialist; MGP PO: #2	
Descriptive Review of the Young Adolescent Candidate describes a young adolescent's preferences, interests, strengths, and modes of thinking and learning.	**Exemplary:** Description of the young adolescent's preferences, interests, strengths, and modes of thinking and learning is well-organized and detailed. It addresses four domains: intellectual, physical, social, and emotional; information is gathered from three settings: classrooms lessons, activities, and peer-group interactions. Description demonstrates exceptional knowledge of young adolescents' characteristics and needs.
	Solid/Sound: Description of the young adolescent's preferences, interests, strengths, and modes of thinking and learning is organized and detailed. It addresses at least four domains and at least two settings. Description clearly demonstrates knowledge of young g adolescents' characteristics and needs.
	Acceptable: Description of the young adolescent's preferences, interests, strengths, and modes of thinking and learning is detailed. It addresses at least three domains and at least two settings. It demonstrates knowledge of young adolescents' characteristics and needs.
	Emerging/Needs Development: Candidate needs to submit a description of the young adolescent's preferences, interests, strengths, and modes of thinking and learning that addresses at least three domains and two settings and demonstrates knowledge of young adolescents' characteristics and needs.

AMLE 1, 3: Candidates understand and use multiple, developmentally appropriate assessment strategies. WCU CF: Subject and Pedagogical Specialist; EGP PO: #7	
Descriptive Review of the Young Adolescent's Work Candidate demonstrates the ability to utilize the work-sample approach to review a young adolescent's work.	**Exemplary:** A minimum of five varied and appropriate work samples are utilized to document the young adolescent's knowledge and skills. Discussion of the work sample is well-developed and suggests exceptional consideration of the young adolescent's modes of thinking and learning. Questions raised are relevant and have the potential to inform instructional planning.
	Solid/Sound: A minimum of five appropriate work samples are utilized to document the young adolescent's knowledge and skills. Discussion of the work sample is well-developed and suggests consideration of the young adolescent's modes of thinking and learning. Questions raised are relevant and have the potential to inform instructional planning.
	Acceptable: A minimum of five work samples are utilized to document the young adolescent's knowledge and skills. Discussion of the work sample suggests consideration of the young adolescent's modes of thinking and learning. Questions raised are relevant.
	Emerging/Needs Development: Candidate needs to document the young adolescent's knowledge and skills through a discussion of at least five work samples.

Assignment 3
Preparing for Instruction:
Reviewing Instructional Literature

For this assignment, you will be considering the contextual information you examined in Assignment 1 and your investigations of the young adolescent's (a) activities, preferences, and interests; (b) modes of thinking and learning; and (c) the focus area you identified in Assignment 2. Be sure to consider learning styles and academic content areas that may be challenging. Utilizing this information, the questions you developed in Assignment 2, plus other questions that may have arisen since then regarding the educational experiences of the young adolescent, you will now be gathering additional information through a brief review of instructional literature and the gathering of pre-assessment data.

Tasks
Begin with an investigation of the professional literature. Identify a topic related to the young adolescent's "activities, preferences, and interests," "modes of thinking and learning," or any other topic related to the young adolescent, the young adolescent's work, or the young adolescent's achievement. Write a one-paragraph annotation on each of three scholarly assignment articles that you identify as relevant to your study. To gain additional perspectives, you may also interview a specialist (reading specialist, special-education teacher, music teacher, art teacher, physical-education teacher, etc.) to discuss effective strategies for teaching the young adolescent. Please follow APA style and include an appropriate reference list. If you interview a specialist, include a copy of your interview prompts.

Prompt
Describe how the brief review of the literature (and interviews if you chose to utilize the school specialists as resources), (a) enriched your study, (b) provided practical teaching strategies, and (c) supported your work with the young adolescent.

Assignment 3 Rubrics
Preparing for Instruction:
Reviewing Instructional Literature

AMLE 7: Candidates engage in research to develop their competence as professionals. WCU Conceptual Framework (WCU CF): Self-Directed Practitioner; MGP PO: #8	
Review of Current Literature Candidate engages in skills of research, through a focused literature review, to inform decisions.	**Exemplary:** Scholarly articles have been selected from high-quality and varied journals. The selections focus carefully on the interests, needs and preferences of the young adolescent. The review is well-articulated, integrated, and suggests exceptional understanding of the young adolescent's interests, needs, strengths, and preferences. Interview(s) with specialist(s) are utilized to enrich the literature review.
	Solid/Sound: Scholarly articles have been selected from varied journals. The selections focus on the interests, needs, strengths, and preferences of the young adolescent. The review is well integrated and demonstrates good understanding of the young adolescent's interests, needs, and preferences.
	Acceptable: Scholarly articles have been selected from varied journals. The selections focus on the interests, needs, strengths, and preferences of the young adolescent. The review demonstrates good understanding of the young adolescent's interests, needs, and preferences.
	Emerging/Needs Development: Candidate needs to select scholarly articles from varied journals that focus on the interests, needs, strengths, and preferences of the young adolescent and write a review that demonstrates good understanding of the young adolescent's interests, needs, and preferences.

Assignment 4
Gathering and Analyzing Pre-Assessment Data
Planning, Teaching, and Post Assessment

Part I: Preparing for Instruction: Gathering and Analyzing Pre-Assessment Data
You are now ready to gather additional information about the young adolescent in the form of pre-assessment data. You will be gathering data for the entire class and will be analyzing this data for the class, for the young adolescent, and for a subgroup to which the young adolescent belongs. A subgroup is a small subset of students in your study young adolescent's class. It might be "all the girls," all ELL young adolescents, all young adolescents who receive instructional support, all young adolescents who participate in band, etc.

Tasks
- Begin by reviewing your journals, field notes, peer responses from the *Collaborative Inquiry Seminars* and any other related data.
- Select a content area lesson that will meet the needs of your young adolescent.
- Develop a pre-assessment (or more than one) related to the content of the lesson.
- Administer the pre-assessment(s) to the young adolescent, the class, and the sub-group.
- Prepare a spreadsheet for the pre- and post -assessment data and insert the pre-assessment results.[9]
- Analyze the pre-assessment results for the young adolescent, the class, and the subgroup and compare that data to the standards and learning outcomes of the lesson you will be teaching.[10]

Part II: Planning, Teaching, and Post-Assessment
In Assignment 3 you reviewed current research and analyzed pre-assessment data to help inform your planning. After considering the specific needs of the young adolescent, as well as your analysis of the pre assessment data for the young adolescent, class, and subgroup, you will plan, prepare, and teach a lesson to meet the specific learning needs of the young adolescent in your study. Your University Supervisor *may* formally observe the lesson. **Technology must be integrated in the lesson to enhance the learning.** The lesson must include a post-assessment, similar or identical to your pre-assessment, to provide you with data to determine the impact your instruction has had on your young adolescent. Follow the WCU Lesson Plan Format (NCATE). Submission of the lesson plan to your *Live Text* account is required, including the detailed *Reflection on Instruction.*

Tasks
Plan your lesson. You must follow the WCU Lesson Plan Format and submit your lesson plan to your TK20 account. Your lesson plan will be reviewed and you will receive feedback from your supervisor.

- Teach your lesson.
- Administer your post-assessment.
- In the *Reflection on Instruction* section of the lesson plan format, describe the development of the lesson and the teaching-learning experience. How were your choices of strategies influenced by your literature, student interviews, and suggestions by your peers during seminar collaboration?
- Submit your lesson plan and reflection on TK20.
- Insert the post-assessment data in your spreadsheet.
- Complete the reflection on instruction before you submit your lesson plan on TK20.

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[9] Your spreadsheets and graphs (Assignment 5) are to be prepared utilizing computer-based technology. For instance, you could use Excel or software available to you through the district in which you are working.
[10] The results of the pre- assessment are used to help you design and plan the lesson related to Assignment 4.

Assignment 4 Rubrics
Gathering and Analyzing Pre-Assessment Data
Planning, Teaching, and Post-Assessment

AMLE 3, 5: Candidates understand and use multiple, effective assessments. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #7	
Collection of Pre-Assessment Data Candidate demonstrates the planning and use of pre-assessment data.	**Exemplary:** Pre assessments incorporate varied measures that assess the existing knowledge bases/skill levels of the young adolescent, class, and subgroup related to learning outcomes.
	Solid/Sound: Pre assessments incorporate multiple measures to assess the existing knowledge bases/skill levels of the young adolescent, class, and subgroup related to learning outcomes.
	Acceptable: Pre assessment measures the existing knowledge bases/skill levels of the young adolescent, class, and subgroup related to learning outcomes.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to collect pre-assessment data that measures existing knowledge bases/skill levels of the young adolescent, class, and subgroup related to learning outcomes.

AMLE 5: Candidates understand and use effective assessment. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #7	
Analysis of Pre-Assessment Data Candidate analyzes pre-assessment data to develop comparative profiles of adolescents' knowledge and skills.	**Exemplary:** Analysis includes data from varied measures that are aligned to learning outcomes, and provides a comparative profile of adolescents' knowledge bases/skill levels related to the young adolescent, class, and subgroup.
	Solid/Sound: Analysis includes data aligned to learning outcomes, and provides a comparative profile of adolescents' knowledge bases/skill levels related to the young adolescent, class, and subgroup.
	Acceptable: Analysis includes data aligned to one or more learning outcomes, and provides a profile of knowledge bases/skill levels related to the young adolescent and class.
	Emerging/Needs Development: Candidate needs to include data aligned to a learning outcome and provide a profile of adolescents' knowledge bases/skill levels.

AMLE 5: Candidates know a variety of teaching/learning strategies designed to meet the needs of young adolescents. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #3, 4, 6	
Lesson Planning Candidate uses knowledge, standards, and other resources to design curriculum.	**Exemplary:** Instruction is designed based on the work samples, questions raised, the literature review, and the comparative profile of pre-assessment data from varied measures and peer suggestions.
	Solid/Sound: Instruction is designed based on the work samples, questions raised, and the comparative profile of pre-assessment data.
	Acceptable: Instruction is designed based on the work samples and the pre-assessment data.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to design instruction that is based on work samples and pre-assessment data.

AMLE 3, 5: Candidates understand and use multiple effective assessments. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #7	
Assessment Candidate plans post assessment and collects post-assessment data.	**Exemplary:** Post assessment incorporate varied and multiple measures that assess the current knowledge bases/skill levels of the young adolescent, class, and subgroup and the identified learning outcome(s).
	Solid/Sound: Post assessment incorporate multiple measures that assess the current knowledge bases/skill levels of the young adolescent, class, and subgroup and an identified learning outcome.
	Acceptable: Post assessment focuses on the current knowledge bases/skill levels of the young adolescent, class, and subgroup and an identified learning outcome.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to develop post assessment that focuses on the current knowledge bases/skill levels of the young adolescent, class, and subgroup and an identified learning outcome.

Assignment 5

Analyzing Pre and Post Assessments for Young Adolescent, Class, and Sub Group

You have now collected pre-assessment data and developed and taught a lesson based on that data plus other information about the young adolescent. In this assignment, you will analyze the pre- and post-

assessment data of the young adolescent, class, and sub group to explain progress toward the specific learning outcomes.

Tasks
- Convert the pre- and post- assessment data for the young adolescent, class, and sub group into *three* graphs.
- Analyze the pre- and post-assessment scores for each.
- To accompany your graphic representations, write a short summary of the analysis for *each* of the following: your young adolescent, your class, and your subgroup.
  Prompts
- What are your next steps for instruction (content or instructional strategies) for the young adolescent, the class, and the sub group?
- If you were the teacher of record and preparing for a conference with the parent/guardian from the young adolescent under study and a team meeting with colleagues, describe how you might share the pre- and post-assessment data.

<h2 style="text-align:center">Assignment 5 Rubrics</h2>
<h2 style="text-align:center">Impact on Student Learning:</h2>
<h2 style="text-align:center">Analyzing Pre and Post Assessments for Young Adolescent, Class, and Sub Group</h2>

AMLE 5: Candidates understand the multiple roles of assessment in the instructional process. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #5, 7	
Organization of Assessment Data Candidate uses a variety of approaches, including technology, in documentation, assessment, and data collection.	**Exemplary:** Organization of data includes pre-assessment and post-assessment data from multiple assessment strategies to effectively measure student mastery; graphic representations display the data meaningfully.
	Solid/Sound: Organization of data includes pre-assessment and post-assessment data and effectively measures student mastery; graphic representations display the data meaningfully.
	Acceptable: Organization of data includes pre-assessment and post-assessment data; graphic representations display the data.
	Emerging/Needs Development: Candidate needs to organize the pre-assessment and post-assessment data and display them graphically.

AMLE 5: Candidates understand the goals, and uses of assessment—including its use in evaluating instruction and identifying the strengths of students. WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #3, 7	
Analysis of the Assessment Process Candidate analyzes assessment data in relation to impact on student learning and plans further instruction.	**Exemplary:** Analysis is thorough and is supported by examples. It includes pre-assessment and post-assessment data, any formative assessment, and necessary adjustment(s) to instruction.
	Solid/Sound: Analysis is thorough, and is supported by examples. It includes pre-assessment and post-assessment data, and necessary adjustment(s) to instruction.
	Acceptable: Analysis includes pre-assessment and post-assessment data, any formative assessment, and necessary adjustment(s) to instruction.
	Emerging/Needs Development: Candidate needs to analyze assessment data and make necessary adjustment(s) to instruction.

AMLE 5, 6: Candidates understand the need to work collaboratively and communicate assessment information responsibly to families and colleagues. WCU Conceptual Framework (WCU CF): School and Community Professional; MGP PO: #7, 9	
Assessment Partnerships Candidate plans to communicate with families and professional colleagues to	**Exemplary:** Description of plan to share pre- and post-assessment data for the young adolescent and class is detailed and thorough, emphasizes a collaborative approach, and includes plans for both a team meeting and a parent conference.
	Solid/Sound: Description of plan to share pre- and post-assessment data for the young adolescent and class is detailed, and includes plans for both a team meeting and a parent conference.
	Acceptable: Description of plan to share pre- and post-assessment data for the young adolescent and class is detailed, emphasizes a collaborative approach, and includes plans for a parent conference.
	Emerging/Needs Development: Candidate needs to describe the plan for how to share pre and post-

maximize learning of young adolescents.	assessment data for the young adolescent and class with a parent.

AMLE 5: Candidates understand the multiple roles of assessment in the learning process.
WCU Conceptual Framework (WCU CF): Assessment and Instructional Designer; MGP PO: #7

| Impact on Student Learning

Candidate demonstrates understanding of assessment through analysis of impact on learning,	**Exemplary:** Analysis summarizes the lesson's impact on young adolescent, subgroup, and class learning; identifies logical next steps; reflects on closing the assessment loop.
	Solid/Sound: Analysis summarizes the lesson's impact on young adolescent, subgroup, and class learning, and identifies logical next steps.
	Acceptable: Analysis summarizes the lesson's impact on young adolescent, subgroup, and class learning.
	Emerging/Needs Development: Candidate needs to analyze and summarize the lesson's impact for the identified young adolescent, subgroup, and class.

Assignment 6
Strengthening Professional Practice

In this final assignment, you have the opportunity to systematically review your work from Assignments 1 through 5 and describe your learning. Focus on (a) contextual investigations, (b) observations, (c) curricular choices, (d) assessment data and analysis, (e) review of literature, (f) development of effective instructional strategies used to inform your teaching practice, and (g) professional collaboration.

Prompts
* Describe the significance of the implementation of the *Teacher Work Cycle* to inform your daily teaching practice. Which "steps" felt the most natural? Which challenged you?
* In Assignment 2, the Descriptive Review of a Young Adolescent's Work, you received suggestions from your peers for teaching the young adolescent. How did the conversation inform your planning for instruction? How did the conversation inform your understanding of young adolescent learning? How did considering the recommendations contribute to your understanding of the young adolescent?
* What have you learned from the study about "reaching and teaching" all students?
* What personal and professional strengths did you identify from this project? What personal and professional needs/goals do you plan to pursue?

References

Carini, P., Himley, M., Christine, C. & Espinosa, C. (2009). *Jenny's story: Taking the long view of the young adolescent, Prospect's philosophy in action.* New York: Teachers College Press.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: ASCD.

Assignment 6
Strengthening Professional Practice

AMLE 7: Candidates engage in practices and behaviors that develop their competence as professionals. WCU Conceptual Framework (WCU CF): Self-Directed Practitioner; MGP PO: #8	
Reflection on Strategies Candidate reflects on his/her own practice and learning from engagement in the *Teacher Work Cycle* in relation to promoting positive outcomes for young adolescents.	Exemplary: Reflection is through and supported by examples. It addresses at least five of the following areas: context, observation, assessment, professional literature, curriculum, strategies, and professional collaboration. Candidate maintains a clear focus on promoting positive outcomes to "reach and teach" each student.
	Solid/Sound: Reflection is detailed and supported by examples. It addresses at least four areas. Candidate maintains a focus on promoting positive outcomes to "reach and teach" each student.
	Acceptable: Reflection is supported by examples. It addresses at least three areas. Candidate maintains a focus on promoting positive outcomes to "reach and teach" each student.
	Emerging/Needs Development: Candidate needs to develop a reflection that is supported by examples and addresses at least three areas. Candidate needs to demonstrate the ability to reflect on the promotion of positive outcomes to "reach and teach" each student.

AMLE 7: Candidates engage in practices and behaviors that develop their competence as professionals. WCU Conceptual Framework (WCU CF): Self-Directed Practitioner; MGP PO: #7	
Goal Setting Candidate engages in professional goal setting related to learning from engagement in the *Teacher Work Cycle*.	**Exemplary:** Significant personal/professional strengths, needs, and goals are identified and grounded in multiple sources of knowledge and multiple perspectives.
	Solid/Sound: Personal/professional strengths, needs, and goals are identified and grounded in multiple sources of knowledge and multiple perspectives.
	Acceptable: Personal/professional strengths, needs, and goals are identified.
	Emerging/Needs Development: Candidate needs to identify personal/professional strengths, needs, and goals related to knowledge gained and questions identified by the Teacher Work Cycle.

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 (LP, TIPR 3, 4, TCS J 4, PDE 430 I).
    2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards (LP, TIPR 11, TCS J 4, PDE 430 I)
    3. Plans instruction that is responsive to the age and/or related characteristics of their students (LP, TIPR 2, TCS J4, PDE 430 I).
    4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs (LP, TIPR 10, TCS J 3,4, 5, PDE 430 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 (LP, TIPR 6, 7, PDE 430 I).
    6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility (TCS J 3, LP, PDE 430 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 (TIPR 12, PDE 430 II).
    2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities (TIPR 14, PDE 430 II).
    3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate (TIPR 7, PDE 430 II).
    4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners (LP, PDE 430 I).
    5. Engages in proactive communication with families and community contacts (TIPR 17, PDE 430 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 (PDE 430 II).

C. Instructional Delivery
    1. Uses effective verbal and non-verbal communication techniques (PDE 430 III).
    2. Uses effective questioning and discussion techniques (PDE 430 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 (PDE 430 III).
    4. Uses instructional technology and assesses its impact on student learning (TIPR 7, PDE 430 III).
    5. Provides appropriate progress feedback to students in a timely manner (TIPR 9, PDE 430 III).

6. Uses active student engagement during instructional delivery (PDE 430 III).

7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction (TIPR 10, PDE 430 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 (TCS J 5, LP, PDE 430 III).

9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor (TIPR 22, PDE 430 IV).

10. Clearly communicates instructional goals, procedures and content (LP, TCS J 4, PDE 430 III).

11. Accesses communication technologies to communicate with families regarding student progress (PDE 430 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 (PDE 430 IV).

2. Participates in district, college, regional, state and/or national professional development growth and development opportunities (TIPR 22, PDE 430 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 (TIPR 20, PDE 430 IV).

4. Avoids inappropriate relationships, conduct and contact with students (TIPR 20, PDE 430 IV).

5. Applies safety precautions and procedures (PDE 430 II).

6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology (TIPR 15, PDE 430 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 (TIPR 17, 20, PDE 430 IV).

E. Assessment

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor (TCS J 4 & 5, PDE 430 III).

2. Makes norm-referenced and criterion-referenced interpretations of assessment results (TCS J 5, PDE 430 I).

3. Applies interpretations to inform planning and instruction for groups and individual students (TIPR 10, TCS J 5, PDE 430 I).

4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students (PDE 430 I).

5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals (TCS J4, PDE 430 III).

6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy) (TCS J4, PDE 430 I).

7. Assesses their own professional growth through focused self-reflection (LP, TIPR, TCS J 6, PDE 430 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 (TIPR 12, 2, TCS J4, PDE 430 I).

2. Promotes a positive learning environment that values and fosters respect for all students (TIPR 12, PDE 430 II).

3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance (TCS J 4, PDE 430 I).

4. Supports the growth and development of all students, particularly those traditionally underserved (PDE 430 II).

5. Communicates with and engages families, caregivers and the broader community (TIPR 17, PDE 430 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. **Gloves:**

   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. **Hand washing:**

   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.

<u>**Content and Pedagogical Specialist**</u>
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.

<u>**Assessment and Instructional Designer**</u>
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.

<u>**Diversity Advocate and Classroom Community Builder**</u>
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.