

Secondary Education Teacher Candidate Handbook

A Guide for

- **Cooperating Teachers**
- **Teacher Candidates**
- **University Supervisors**



**Fall 2014
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THE STUDENT TEACHING EXPERIENCE

Dear WCU Teacher Candidate:

You are about to begin an exciting phase of your teacher preparation, student teaching. During this experience, you will continue to gain additional practical knowledge as well as an understanding of how educational theory connects to instruction in the classroom. You will plan and teach a variety of lessons and encounter the everyday and sometimes not so everyday problems related to education. It is a time to try your ideas and to listen and learn from your 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 Field Placement and Student Teaching
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 Field Placement and Student Teaching 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) and Secondary Education (content area). Health and Physical Education and Music Education** placements are assigned by the respective 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 DURING THE PERIODS WHEN THE UNIVERSITY IS CLOSED BUT THE PUBLIC SCHOOLS ARE STILL IN SESSION.

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, Second Floor, Wayne 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/or second student teaching assignment.

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 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 Center to learn about job search strategies and ways to interact with recruiters. The Center uses a resource called **Ram Career Network (RCN)** <https://wcu-csm.symlicity.com/students> to manage position openings and career related events. You are encouraged to register 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 in March. 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.aspx.

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.

REQUIREMENTS 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)
- Assigning 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 PDE430 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

- Six on-site visits are **required**. If the teacher candidate has two assignments, three are **required for each assignment**.
- An observation may be announced or unannounced. In order to gather sufficient information and to provide effective feedback, an observation should include a complete lesson. During the observation, the teacher candidate's lesson plan as well as the implementation of the plan should be considered by the supervisor.
- Each observation should be immediately followed by a conference with the teacher candidate.
- The observation must be recorded on an approved observation form.
- Data gathered from observations will be utilized in the preparation of performance ratings for the teacher candidate.
- Determination of the teacher candidate's grade should be made by the university supervisor after conferring with the 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, boss, 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.
- Stress the importance of thinking and planning in terms of the individual students in each class, the students' needs, students' interests, etc.

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 of 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, 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 Field Placement and Student Teaching, FHG251, 29 West Rosedale Avenue, 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 ____ AM
and leave ____ PM the school.

Learn 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

Learn about pupils

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

Learn about classroom and laboratory procedures:

- _____ How pupils are expected to enter and exit the classroom or laboratory
- _____ Method used to take and record attendance
- _____ 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

Learn about general supplies:

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

Learn about curriculum, instruction, materials

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

- _____ 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

Learn about Library/Media Center:

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

Learn to obtain and use audio-visual equipment:

- _____ Copy machine
- _____ Whiteboards
- _____ Smartboards

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

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 teacher candidate with respect to:
 - _____ Confidentiality
 - _____ Working hours
 - _____ Procedures to follow in case of illness
 - _____ Personal property
 - _____ Procurement of supplies
 - _____ Other general responsibilities

- _____ Explain your method of classroom or laboratory management and discipline, and review the district's policy and philosophy about these items
- _____ Assist in arranging observations of other teachers
- _____ Give the teacher candidate informal opportunities to adjust to being in front of the class
- _____ Explain your methods of testing and grading, of recordkeeping, and reporting to parents
- _____ Help the 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 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

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

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

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/education-socialWork/certificationInfo.aspx>

PENNSYLVANIA TEACHING CERTIFICATE

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

TYPES OF CERTIFICATES

- Instructional I (Provisional)

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

- Instructional II

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

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

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

ACT 48

- All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates are affected by the requirements of Act 48.
- Educators must maintain their certificates as *active* by earning and reporting six collegiate credits **or** six PDE-approved in-service credits **or** 180 continuing education hours or any combination of the above every five calendar years. *Note: each collegiate or in-service credit is equal to 30 continuing education hours.*

QUALIFICATIONS FOR A PA CERTIFICATE

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

ONLINE APPLICATION PROCEDURE

Suggested timeline:

Now - Bookmark the College of Education (COE) web page (follow suggested “steps” at the appropriate time)
<http://www.wcupa.edu/academics/coed/onlineapplication.asp>

Now – Complete **Step 1** from the link above

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 – Complete **Step 2** and **Step 3** from the bookmarked COE web page

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 6/14

West Chester University's Conceptual Framework for Teacher Education Programs

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

Mission

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

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

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

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

Philosophy

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

Context

We believe:

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

Program Values

We believe:

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

- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.
- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.
- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.
- In providing direct experience through field based learning.

Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.
- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.
- That the values of entrepreneurship – innovation, problem solving, partnering – are hallmarks of an effective educator.
- That a professional educator appropriately integrates technology for instruction.

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

Knowledge Base and Unit Outcomes For the Conceptual Framework

1. **Content and Pedagogical Specialist:** Knows learners, subject matter, pedagogy, and curriculum.
 - 1.1 Displays knowledge of the characteristics of learners.
 - 1.2 Shows understanding of effective instruction as a learner-centered process.
 - 1.3 Exhibits solid base of content knowledge.
 - 1.4 Evidences solid base of pedagogical content knowledge.
 - 1.5 Demonstrates solid base of professional knowledge.
 - 1.6 Displays knowledge of scope and sequence.
 - 1.7 Shows understanding of interdisciplinary nature of content.

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

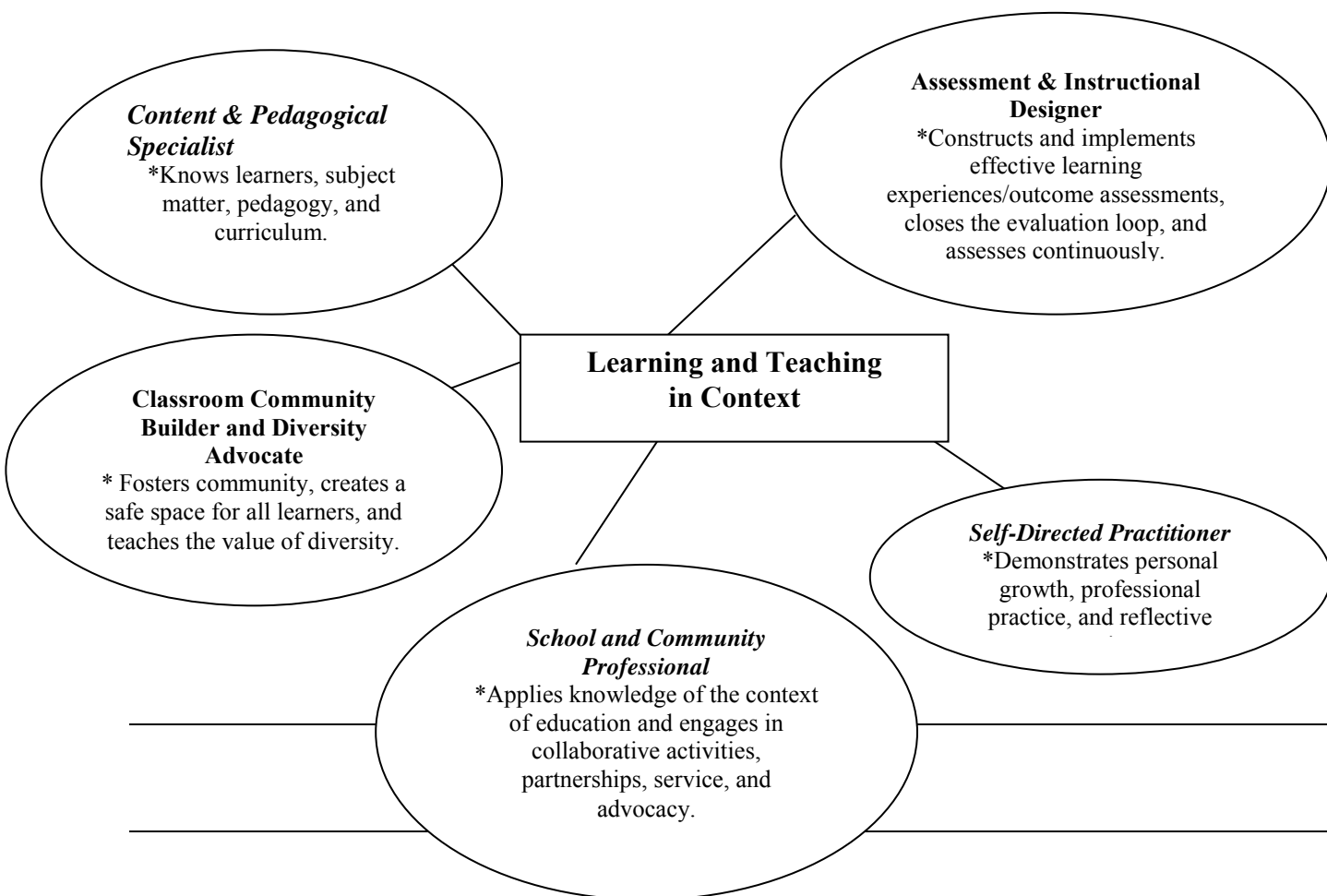
3. **Classroom Community Builder and Diversity Advocate:** Fosters community, creates a safe space for all learners, and teaches the value of diversity.
 - 3.1 Expresses belief that all students have a right and the ability to learn.
 - 3.2 Communicates high expectations.
 - 3.3 Fosters learning community characterized by mutual respect, collaboration, and appreciation of diversity.
 - 3.4 Manages student behavior to enhance the learning climate.
 - 3.5 Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).
 - 3.6 Communicates effectively.
 - 3.7 Promotes understanding of diverse perspectives and circumstances.

4. **School and Community Professional:** Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.
 - 4.1 Exhibits understanding of the organization of schools within the context of the larger community.
 - 4.2 Collaborates with school personnel, parents, or community members.
 - 4.3 Participates in activities and services for students or families.
 - 4.4 Shows initiative within the school or community.
 - 4.5 Adheres to professional code of ethics and school laws.
5. **Self-Directed Practitioner:** Demonstrates personal growth, professional practice, and reflective practice.
 - 5.1 Strives for self-improvement related to learner achievement.
 - 5.2 Displays efforts to improve one's own practices.

Unit Vision/Theme: Learning and Teaching in Context

WEST CHESTER UNIVERSITY'S CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS

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



Pennsylvania Code of Professional Practice and Conduct for Educators

§ 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 Employee 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 employees, 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.

§ 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.

§ 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.

§ 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.

§ 235.10. Relationships with students.

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References

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

§ 235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employe.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

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

Revised: 04/21/2004; 05/3/2004; 05/11/2004; 05/18/2004; 01/10/2005; 09/28/2005; 09/29/2006; 01/24/2007; 03/21/2007; 04/04/2007; 02/06/2008; 03/28/2008; 07/27/2009; 06/01/2011; 06/19/2012; 06/18/2013

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

Lesson Topic _____ **Grade** _____ **Lesson Taught** ☐ Yes ☐ No

Semester: ☐ Fall ☐ Spring ☐ Summer **Year:** ☐ 2013 ☐ 2014 ☐ 2015

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 place an X in the box ☒ 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).

1.1 Integration of Learning Outcomes

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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)
<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are in the lesson plan.	<input type="checkbox"/> 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)
<input type="checkbox"/> 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.	<input type="checkbox"/> Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> 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)
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	<input type="checkbox"/> 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)
<input type="checkbox"/> 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.	<input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	<input type="checkbox"/> Addresses the individual needs of all students.	<input type="checkbox"/> 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)
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<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	<input type="checkbox"/> Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.
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1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	<input type="checkbox"/> 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)
<input type="checkbox"/> Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety.	<input type="checkbox"/> Materials are well integrated and exhibit the following characteristics: appropriateness and safety.	<input type="checkbox"/> Materials are appropriate and safe.	<input type="checkbox"/> 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)
<input type="checkbox"/> Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> 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)
<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning.	<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning.	<input type="checkbox"/> Candidate refers to his/her content and pedagogical knowledge.	<input type="checkbox"/> 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)
<input type="checkbox"/> 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.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	<input type="checkbox"/> 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 LiveText 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 “o” 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 LiveText to make changes. Contact Mary Byrnes, LiveText Coordinator, 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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WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--RUBRIC

Candidate's Name _____

Evaluator's Name _____

Course Prefix/Number/Section _____

Semester: ☐ Fall ☐ Spring

Year: ☐ 2013 ☐ 2014 ☐ 2015

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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half
Consistently incorporates a variety of research-based instructional/educational strategies--well beyond what would be expected	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.

of a novice teacher.				
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5. Promotes problem solving, critical thinking, and creative thinking.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half
Consistently uses assessment data to design instruction and improve student learning--well beyond what	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	Insufficient basis for judgment.

would be expected of a novice teacher.			learning.	
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11. Aligns assessments to local, state, or national standards.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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 PRACTITIONER—*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
<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half <input type="checkbox"/> 2 nd 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	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd 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.	

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: ☐ 2012 ☐ 2013 ☐ 2014

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							
<i>knows learners, subject matter, pedagogy, and curriculum.</i>							
Displays knowledge of scope and sequence of curriculum.							I.6
Displays knowledge of the characteristics of learners.							I.4
Provides solid base of pedagogical content knowledge.							I.1,2 III.1
II. Assessment and Instructional Designer							
<i>constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.</i>							
Incorporates a variety of research-based instructional/educational strategies.							I.8
Promotes problem solving, critical thinking, and creative thinking.							III.5, 6
Promotes constructive, collaborative, and cooperative learning opportunities.							
Integrates technology appropriately to promote learning. Technology is defined as <i>using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).</i>							I.5
Employs 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

Unit Outcomes for the Conceptual Framework	First Half			Second Half			PDE-430
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	CU Faculty Member	
11. Aligns assessments to local, state, or national standards.							I.3 III.2
III. Classroom Community Builder and Diversity Advocate							
<i>Fosters community, creates a safe space for all learners, and teaches the value of diversity.</i>							
12. Promotes understanding of diverse perspectives and circumstances.							
13. Communicates high expectations.							II.1,4
14. Manages student behavior to enhance the learning climate.							II.4,5
15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).							II.2 IV.5
IV. School and Community Professional							
<i>Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.</i>							
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							
<i>Demonstrates personal growth, professional practice, and reflective practice.</i>							
21. Strives for self-improvement related to learner achievement.							
22. Displays efforts to improve one's own practices.							IV.4

TIPR

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:
 - i. Category I- Planning and Preparation
 - ii. Category II- Classroom Environment
 - iii. Category III-Instructional Delivery
 - iv. 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

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, 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 mter's overall evaluation of performance in each category and*
 - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.*

SOURCES OF EVIDENCE

1. 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

1. 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, 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

1. The evaluation/signature page of the POE 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 and checked, resulting in either 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 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 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 overall rating/level of proficiency (or 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, they 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 least (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/candidate's 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 is 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

WESTCHESTER
UNIVERSITY

____Mid

Candidate's Last Name First Middle WCU ID Number

____Final

Subject(s) Taught Grade Level

District/IU School Interview/Conference Date

School Year: _____ Term: _____ M or* _____

*if dual major, list both _ _ _ _ _

Category I: Planning and Preparation: Rating: 3 Exemplary 0 2 Superior 0 1 Satisfactory 0 0 Unsatisfactory		
Justification for Evaluation Rating (be specific & give example):		
Sources of Evidence (Check all that apply and append any supplementary documentation for <i>Unsatisfactory</i> rating).		
<input type="radio"/> Lesson/Unit Plans	<input type="radio"/> Information about Students (Including IEP's)	<input type="radio"/> Resource Documents
<input type="radio"/> Resources/Materials/technology	<input type="radio"/> Student Teacher Interviews	<input type="radio"/> Other _____
<input type="radio"/> Assessment Materials	<input type="radio"/> Classroom Observations	
Category II: Classroom Environment: Rating: 0 3 Exemplary 0 2 Superior 0 1 Satisfactory 0 0 Unsatisfactory		
Justification for Evaluation Rating (be specific & give example):		
Sources of Evidence (Check all that apply and append any supplementary documentation for <i>Unsatisfactory</i> rating).		
<input type="radio"/> Classroom Observations	<input type="radio"/> Student Teacher/Candidate Interviews	<input type="radio"/> Instructional Resources/Materials/technology/Space
<input type="radio"/> Informal Observations/Visits	<input type="radio"/> Visual Technology	<input type="radio"/> Other _____
Category III: Instructional Delivery: Rating: 0 3 Exemplary 0 2 Superior 0 1 Satisfactory 0 0 Unsatisfactory		
Justification for Evaluation Rating (be specific & give example):		
Sources of Evidence (Check all that apply and append any supplementary documentation for <i>Unsatisfactory</i> rating).		
<input type="radio"/> Classroom Observations	<input type="radio"/> Student Teacher/Candidate Interviews	<input type="radio"/> Instructional Resources/Materials/technology
<input type="radio"/> Informal Observations/Visits	<input type="radio"/> Student Assignment Sheets	<input type="radio"/> Other _____
<input type="radio"/> Assessment Materials	<input type="radio"/> Student Work	
Category IV: Professionalism: Rating: 0 3 Exemplary 0 2 Superior 0 1 Satisfactory 0 0 Unsatisfactory		
Justification for Evaluation Rating (be specific & give example):		
Sources of Evidence (Check all that apply and append any supplementary documentation for <i>Unsatisfactory</i> rating).		
<input type="radio"/> Classroom Observations	<input type="radio"/> Student Teacher/Candidate Interviews	<input type="radio"/> Student Work
<input type="radio"/> Informal Observations/Visits	<input type="radio"/> Written Documentation	<input type="radio"/> Instructional Resources/Materials/technology
<input type="radio"/> Assessment Materials	<input type="radio"/> Student Assignment Sheets	<input type="radio"/> Other _____
Overall Rating:		
Category Exemplary (Min. of 12 Pts) -- Superior (Min. of 8 Pts) -- Satisfactory (Min. of 4 Pts) -- Unsatisfactory (0 Pts)		
Rating (Check)		

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

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

Our 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:-----PrintName:_____ Date:_____

Signature Student/TeacherCandidate:_____ PrintName:_____ Date:_____

Top page (original): Teacher Certification Office- Yellow page (2nd.): Student Teacher Supervisor-Pink page (3rd.): Student

rev. 11/2013

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 assigned students and his/her instructional context.

Alignment: 354.33. (I)(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-12 Academic 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. (I)(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 learning 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. (I)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

IU.1 Use of knowledge of content and pedagogical theory through his/her instructional delivery

IU.2 Instructional goals reflecting Pennsylvania K-12 standards

IU.3 Communication of procedures and clear explanations of content

IU.4 Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs

IU.5 Use of questioning and discussion strategies that encourage many students to participate

IU.6 Engagement of students in learning and adequate pacing of instruction

IU.7 Feedback to students on their learning

IU.8 Use of informal and formal assessments to meet learning goals and to monitor student learning

IU.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. (I)(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 Code of Professional Practice and Conduct for Educators; 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