Department of Special Education

Special Education Teacher Candidate Handbook

A Guide for

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

WCU
WEST CHESTER UNIVERSITY

Fall/Spring 2017-18

The Department of Special Education's Teacher Candidate Handbook is designed to assist cooperating teachers, teacher candidates, and university supervisors. This handbook contains information specific to the Special Education Program – all EGP/MGP and Secondary Education Majors are required to download additional handbooks from their respective programs.

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The Teaching Experience

The student teaching experience provides a laboratory for the testing of ideas—a place where the student may encounter real problems, an opportunity for personal growth, and a feeling of reality. All these factors tend to make the student teaching experience one of the most interesting and helpful phases of the professional preparation of prospective teachers.

The Department of Special Education would like to thank the faculty and staff of the participating schools for being such an important part in the development of a new generation of professional educators. We would also like to wish our students well in this critical step of their professional education.

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Interim Department Chair
*Student Teaching Supervision Coordinat*or

Bachelor of Science in Education/
Post Baccalaureate Certification
Special Education

Degree Program Leading to Pennsylvania Certification:
Special Education (PK-8 or 7-12)

Our Mission Statement

As the Special Education faculty, we provide relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from birth to twenty-one years of age, in the public schools of Pennsylvania.

We are committed to preparing graduates of the program who can provide diverse student populations with the knowledge, skills, and values essential for effective participation in society.

We believe high standards of scholarship, ethics, and awareness of the changes occurring in the field are essential for both faculty and students to remain at the forefront of sound educational practice.   We demonstrate this through instruction, learning, research, collaboration with other professionals in the College of Education and community school districts, and through service to the community.

The Special Education department stands out in the southeastern Pennsylvania region because of numerous and early opportunities for practicum experiences afforded its students; its small, professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and finally, national (National Council for Accreditation of Teacher Education), regional (Middle states Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education) accreditation.

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WCU Conceptual Framework for Teacher Education

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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.

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Knowledge Base and Unit Outcomes for the Conceptual Framework

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Subject and Pedagogical Specialist: Knows learners, subject matter, pedagogy, and curriculum.

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

Diversity Advocate and Classroom Community Builder: Values diversity and community in the classroom through practice.

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

Self-Directed Practitioner: Directs personal growth, professional practice, and reflective practice.

Unit Vision/Theme: Learning and Teaching in Context

EDA416 or EDA417
(6 credit hours)
Directions for Activities to be completed during Special Education Placement

General Description
The special education portion of the student teaching experience consists of one half-semester in a special education placement to be completed either during the first half of semester as EDA 416 or second half as EDA 417. During the special education placement, the student will work under the direction of a cooperating teacher and a university supervisor. By the end of the placement, the student will have undertaken teaching and all other activities related to a special education teacher's work in addition to completing a series of assignments. Students will attend mandatory orientation on campus and also participate in weekly seminar sessions at a time and location to be announced.

Requirements
It is anticipated that your first few days/first week will be a gradual introduction into classroom routines and activities - the pace at which you become actively involved will depend on your ability to adapt to the new demands i.e., some placements may require that you observe for a few days to familiarize with the routines and/or student needs whereas others may requirement that you begin engaging immediately. Consult with your cooperating teacher and supervisor for guidance.

The guiding principle within each placement is that instruction should be designed, materials created, documents (i.e., IEPs) drafted, and activities planned such that they meet the needs of the students in your assigned classroom. If performance data suggest that learning has occurred as a result of a lesson, it is likely you have done a good job in planning. If not, revisions are needed – this is an example of effective, data-based, reflective teaching.

All written requirements are to be submitted in a timely fashion. The following assignments, as described below, will be submitted for grading via TK20:
- **Six** lesson plans
- IEP, RR, NOREP and Candidate Impact on Student Learning

Therefore, all student teachers are required to have a TK20 account for submission of all assignments.

1. **Observations.** The first visit (TRIAD meeting usually occurs within the first two weeks of semester) – this is usually an informal during which the WCU supervisor, teacher candidate and cooperating teacher hold a brief meeting to review expectations and discuss the key assignments so that everyone understands their roles and responsibilities during the 7.5 week placement. This initial meeting will also present opportunity for university supervisor to answer any questions the teacher candidate or cooperating teacher may have. All student teachers will be observed formally a **minimum of three times** by the university supervisor. Another TRIAD meeting will take place at the end of placement during which the triad will discuss the experience and also review TIPR scores. It is important to note that all visits [formal or informal] will contribute to the university supervisor's perceptions of the student teacher's abilities as a professional special educator. It is important to note that the cooperating teacher or the university supervisor may determine the need for additional formal observations (if needed).

2. **Lesson Plans**. Written lesson plans are required for all lessons taught. Each lesson plan must include clearly defined learning outcomes/instructional objectives, selection of differentiated activities for direct instruction, guided and independent practice, list of materials and plan for student evaluation that is appropriate in assessing the skills being taught. Lessons may vary anywhere from fifteen to forty-five minutes or more in presentation depending on the type of placement, diverse student needs, topic and/or group size. The content may range from daily lessons (math, reading etc.) to special lessons (art, projects,

holidays, etc.). If you are student teaching in a Life Skills or Autism Support placement, your lesson plans may be in the form of instructional plans using systematic instruction (such as *System of Least Prompts*), task analysis and functional content. The format and style of your daily lesson plans will be dictated by the needs of your students and the nature of the instructional methods you are using. **Students will be required to submit lesson plans to cooperating teacher <u>prior</u> to the actual teaching - refer to university supervisor and cooperating teacher for additional guidance**. Of the lesson plans prepared over the course of your 7.5 week special education placement, a total of <u>six</u> lesson plans (from different curriculum areas) will be submitted to University supervisor for the purpose of grading. **<u>The first 3 lesson plans will be submitted as hard-copy to supervisor for grading and supervisors will provide detailed feedback for the first 3 lesson plans. Lesson plans 4 – 6 will be submitted for grading via TK20. It is important that all lesson plans submitted for grading are formatted following the WCU lesson plan template.</u>**

3. **Reflective Journal**
   A good teacher must be a reflective practitioner – reflection helps teacher candidates make sense of and learn from their daily experiences during student teaching. You will engage in personal reflections outlining your feelings about the teaching/learning process and any other topics as deemed appropriate in collaboration with your WCU supervisor. The expectation is that you will self-evaluate your performance in each of the key domains - Lesson Planning and Participation, Classroom Environment, Instruction and Professional Responsibilities. Each supervisor will provide guidelines

4. **RR, IEP and NOREP**
   Select a student who needs a new or revised IEP - your cooperating teacher should guide you in selecting a student. You may need to obtain parental permission to work with this student. It's important that you:
   - Read all available background information concerning the student, observe the student in different settings and interview the student and the teachers that work with the student.
   - Complete formal assessments.
     - **Write a Reevaluation Report, IEP and NOREP -** demonstrate your ability to write professionally and objectively. Utilize all informal and formal information obtained to create the Reevaluation Report (RR) – it is important that you change **all identifying information such as the student name, school and district names must be changed** to ensure confidentiality. Remember that the IEP indicates yearly academic outcomes, social and behavioral expectations, and transition goals (if applicable). The IEP should be a living, working document – follow state and federal guidelines for completion. Also, use the official RR, IEP and NOREP templates available on live-text.
   - **Ideally, you should use the same student for all assignments (RR, IEP, NOREP) including candidate impact assignment.**

5. **Candidate Impact on Student Learning**
   Develop an individualized instructional plan to teach a particular set of skills and demonstrate candidate impact on PK-12 student learning. Candidates will demonstrate the ability to:
   - gather and analyze pre-assessment data;
   - design lesson(s)/instructional activities that addresses the student learning outcome(s) that were developed based on the pre-assessment data;
   - assess and analyze student learning; and
   - reflect on closing the assessment loop, including impact on PK-12 student learning, as well as logical next steps.

This plan should be incorporated into daily instructional time and can be used with an individual student or a small group; however for this assignment you are responsible for documenting progress of only **ONE** student.

Choose a specific area from the IEP for remediation (this can be academic or behavioral).
1. Pre-Assessment
You may develop and administer curriculum-based assessment(s) or utilize previously collected pre-assessment data**.** Pre-assessments should incorporate varied measures that assess the students' existing knowledge base/skill levels focusing specifically on the skill (identified in the IEP) that needs to be remediated. Remember CBA is frequent brief measurements administered before, during and after instructional its (**refer to supervisor for additional clarification**).

II. Analysis of Pre-Assessment Data
Include data from varied measures that align with the learning outcomes and provide a comparative profile of student knowledge bases/skill levels. Write a brief summary of initial assessment results from curriculum-based assessment and observations. Writing should be professional and objective.

III. Planning for Instruction [Learning Outcomes/Objectives and Unit/Lesson Plan]
a. Compose instructional objectives (3-5 objectives) that target specific skill(s) identified in the IEP and will lead to achievement of IEP goal/objectives - use task analysis if necessary. These instructional objectives can either stand alone or build onto each other.

b. Plan lesson(s) and develop original, relevant, age-appropriate instructional activities that address student learning outcome(s) based on pre-assessment data. Instruction should be designed based on a comparative profile of pre-assessment data from varied measures. Develop instructional activities that are adapted to address individual student needs. All activities should be professionally developed - at least one activity should incorporate **use of technology.** Include motivational strategies if necessary and appropriate. Do not copy directly from a workbook/textbook – activities should be hands-on. **Minimum: 6 activities.**

IV. Post-Assessment, Organization and Analysis
a. Post-assessment(s) – confirms that the targeted area of remediation has been mastered or further instruction is necessary. Conduct post-assessments utilizing varied measures that assess the student's current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit. This is also part of the curriculum-based assessment process.

b. Organization of assessment data – Create a graph or graphs to visually represent progress. Include pre-assessment and post-assessment data – select graphic representations that will display the data meaningfully.

c. Analyses of the Assessment Process – analyze results from the post-assessment(s) and look for error patterns. Your analysis should address reliability and validity of assessment methods used and/or any adjustment(s) made during instruction etc.

V. Reflection – Impact on Student Learning
Reflect on impact of the different activities on student learning/behavior. Your reflection should address the following:
- What worked
- What you would change
- What did you learned from the process
- Logical next steps etc.

Graduate Students Only:

Application Requirements for Regular Student Teaching

1. No later than the beginning of the semester immediately prior to the student teaching semester, meet with the Graduate Coordinator of the Department of Special Education to ensure that all program requirements are complete or will be completed prior to student teaching.
2. Attend a student teaching orientation meeting at the beginning of the semester immediately prior to the student teaching semester. Time will be posted on this board, and usually occur within the first two weeks of the semester. **YOU MUST ATTEND ONE!**
3. Complete a student teaching application and return it to the Office of Field Placement and Student Teaching (instructions are in the application packet). Applications must be submitted by the deadline for consideration.

   NOTE: On the application, note whether an internship is being considered, and where. Internships are an option only for Post-bac students who have passed all required PECT/PRAXIS exams. If you are currently employed full-time in a classroom, it may be possible to allow you to remain in that setting while fulfilling your student teaching. Please discuss this option with the Student Teaching Coordinator in the Department of Special Education prior to submitting your application.

Application and Requirements for an Alternative to Student Teaching

1. The candidate must hold an undergraduate degree.

2. The candidate must have taught:
   a. Full-time in the subject area being sought for certification,
   b. In a total school immersion experience, as a teacher of record and teaching a full-time schedule,
   c. For the equivalent of at least one composite year of teaching (excluding summer and after-school programs) in a public, private or charter school, and
   d. Within three years of request for an exception.

3. Initial approval will be given at the time of admission into the certification program, and will be based on evidence of effective teaching as measured by performance assessments of pedagogy including planning and preparation, classroom environment, instructional delivery, professionalism, and data showing impact on student learning. Summative execution of this initial approval will require successful completion of the prescribed course of study with no less than a 3.0 GPA within the timeframe allotted graduate work completion according to university policy.

4. The Chair or Coordinator from the academic program recommending the alternative experience is responsible for verifying the evidence provided. This evidence will take the form of a portfolio, containing the following minimum items:
   a. Twelve lesson plans
   b. A unit plan
   c. Evidence of observations and evaluations, provided by the building administrator in a letter or district evaluation form

Individual programs may enlarge this set of portfolio content, subject to program preference.

5. Chair or Coordinator must submit his/her recommendation for an alternative experience and proposed PDE 430 ratings, based on the evidence, in writing, along with supporting documentation, to the Associate Dean, College of Education.

6. The Dean of the College of Education, by signature on an Approved Program of Study form, affirms the teaching experience as fulfilling the student teaching requirement. Such an approval would mean that the PDE 430 is, in turn, completed and approved as satisfactory by the Dean. It must be remembered that summative execution of this initial approval will require successful completion of the prescribed course of study with no less than a 3.0 GPA within the timeframe allotted graduate work completion according to university policy.

APPENDIX

Student Teacher Class Schedule
This form is to be completed with the help of your cooperating teacher and mailed (or given) to your university supervisor by the end of your first week in each assignment. The purpose of the schedule is to allow the university supervisor to make a tentative schedule of visitations.

Student Teacher Observation Form
A sample form is included - each time your university supervisor observes, they will complete an observation form or notes.

IEP/Reevaluation Report/NOREP/Candidate Impact on Student Learning Rubrics
These rubrics illustrate the on-line scoring method used for each of these products.

Lesson Plan Rubric

TIPR Instructions, Signature Page and Rubric

Explanation of PDE 430

Required Certification tests
All teacher certification candidates must take and pass the PECT tests required by their program prior to the last day of their student teaching semester in order to graduate or be considered program completers.

STUDENT TEACHER'S CLASS SCHEDULE

Name of Student
Teacher_____

Student Teaching Address _____ Phone _____
(where you will actually be residing during your student teaching experience)

Name of School _____ Phone _____

Address of School_____

Name of Principal _____

Name/Email of Cooperating Teacher: _____
                              First   Middle   Last

SCHEDULE

Hour	Room Number	Subject	Activity	Date you expect to begin teaching

Irregular schedules or special subjects (art, music, etc.) should also be recorded - indicate day and time

Please Indicate School Closing Dates:

_____

_____

_____

_____

_____

_____

Student Teacher Observation

Student Teacher _____Date _____

Cooperating Teacher _____ Supervisor _____

Class (or group) _____ School _____

Lesson Plan and Execution
(Were written plans available? Were materials appropriate? Were goals clear? Were directions appropriately provided? Did pupils actively participate?)

Classroom Management Skills
(Was programming on an appropriate level for each child? Was feedback generally positive? Were pupil's efforts acknowledged? Was there structure that pupils and staff followed?)

Professional Relations/ Personal Traits
(Evaluate relationships with teacher and other professionals and pupils. Evaluate student teacher's appearance and demeanor. Evaluate student teacher's communication skills--speaking, listening, writing, etc.)

Pupil Evaluation Techniques
(Was there individualized evaluation? Did the student receive feedback? Was the achievement recorded?)

Other

Special Education-Individualized Education Program (IEP) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable

1. Demographics and Special Considerations
   A. Demographics are complete and accurate
   B. Special considerations are complete and accurate
   C. If a special consideration is checked "yes," it is clearly addressed in the IEP
	All critical elements are clearly stated; or there is a statement that indicates that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

2. Present Levels
   A. Present levels (academics) based on current findings in all relevant areas of achievement (including present instructional levels, progress towards current IEP annual goals, information relating to special considerations from previous section, strengths and weaknesses) are provided
   B. Present levels (functional) based on current findings in all relevant areas (including present instructional levels, progress towards current IEP annual goals, information relating to special considerations from previous section, strengths and weaknesses) are provided
   C. Present levels related to secondary transition based on current findings (including present levels and progress towards current IEP annual transitional goals) are provided
   D. Description of parental concerns for enhancing the education of the student is provided
   E. Description of how the disability effects the student's involvement and progress in the general education curriculum is provided
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

3. Transitional Services
   A. Program is relevant to student's strengths, preferences, and assessment results
   B. Post-secondary education and training outcomes are identified and detailed; goal(s) is (are) identified
   C. Employment outcomes are identified and detailed; goal(s) is (are) identified
   D. Independent living outcomes are identified and detailed; goal(s) is (are) identified
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

4. State and Local Participation
   A. Student participation in state and local assessments is indicated
   B. Permissible accommodations are noted
   C. If completing the PASA or the modified math, reason is noted and documentation procedures are noted
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

Special Education-Individualized Education Program (IEP) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable

5. Goals and Objectives
  A. Goals are individualized and measurable (follow goal-writing format)
  B. Goals are aligned with academic content standards for student's grade level and chronological age (not ability level)
  C. Goals address the content area directly affected by the student's disability and other needs that may interfere with progress in the general education curriculum, such as behavior
  D. There is a direct relationship between the annual goals and the present levels of academic achievement and functional performance
  E. How progress will be monitored for each goal is identified and is appropriately linked
  F. When and how progress will be reported to parents is provided
  G. For PASA, objectives (small steps leading to annual goal) are included
  H. Goals for transition plan are included
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

6. Special Education, Related Services, Supplementary Aids and Services, and Program Modifications
  A. Appropriate modifications and SDI are selected based upon the student's individual style of learning (location, frequency, and dates are appropriate)
  B. Related Services personnel are identified and detailed (location, frequency, and dates are appropriate)
  C. Supports for school personnel are identified and detailed (supports, location, frequency, and dates are appropriate)
  D. Support services are identified and detailed for students who are identified as gifted
  E. Eligibility for Extended School Year services are considered and detailed when appropriate (location, frequency, and dates are appropriate)
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

7. Educational Placement
  A. Explanation of the extent that the student will not participate with peers who are nondisabled in the general education classroom is provided
  B. Explanation of the extent that the student will not participate with peers who are nondisabled in the general education curriculum is provided
  C. Amount of educational support is identified (itinerant, supplemental, or full time) is indicated
  D. Type of educational support is identified
  E. Location of educational support is identified
  F. Penn data is accurately reported
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

Special Education-Individualized Education Program (IEP) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable
8. IEP is prepared well with regard to language, grammar, spelling, mechanics, etc. A. Formal report writing style B. Grammar usage is accurate C. Spelling is accurate D. Terminology is accurate E. Person-first language is used F. IEP is positively written G. Confidentiality is maintained throughout the document (only applicable if IEP is based on a real student, as opposed to a case study)	All critical elements are clearly evident	Missing 1 critical element	Missing 2 critical elements	Missing 3 or more critical elements

Reevaluation Report (RR) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable

9. Physical, Social, Cultural, and Adaptive Behaviors
    A. Physical condition is clearly stated (include health, vision, and hearing)
    B. Social and/or cultural background is clearly stated
    C. Adaptive behavior is clearly discussed
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

10. Parental (Section I-2) and Teacher (Section I-6) Input
    A. Parental input is clearly identified as such (i.e., "as reported by the parent")
    B. Parental input regarding academic performance, behavior, and social/emotional status is clearly stated
    C. Teacher input is clearly identified as such (i.e., "as reported by the teacher")
    D. Teacher input regarding academic performance, behavior, and social/emotional status is clearly stated
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

11. Aptitude and Achievement Tests (Standardized)
    A. Intelligence level and a summary of performance on the intelligence test is provided
    B. Standardized measures of achievement are provided (scores and a summary of performance)
    C. Standardized measures of processing are provided (scores and a summary of performance)
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

12. Classroom Based, State, and Local Assessments
    A. Current levels of curricular performance are provided (current grades, description of interventions implemented, student involvement and progress in the general education curriculum)
    B. Performance on local assessments is provided
    C. Performance on state assessments is provided
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

13. Direct Observation
    a. At least two direct observations are reported (Anecdotal and Quantitative)
    b. Behaviors observed are listed in observable and measurable terms
    c. Observations are discussed in objective, observable, and measurable terms
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

Reevaluation Report (RR) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable

14. Determining Factors
    a. Determining factor in Reading (box checked and evidence provided)
    b. Determining factor in Mathematics (box checked and evidence provided)
    c. Determining factor related to limited English proficiency (box checked and evidence provided)
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

15. Determination of Need for Additional Data
    a. Need for additional data is identified
    b. Additional data is provided (as appropriate)
    c. Interpretation of additional data is provided (as appropriate)
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

16. Summary of Findings/Interpretation of Evaluation Results
    F. Current educational strengths and needs in each area of achievement are provided
    G. Present levels (academics) based on results of all relevant current evaluations are provided
    H. Present levels (functional, developmental, behavioral, social/emotional, as appropriate) based on results of all relevant current evaluations are provided
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

17. Conclusions
    A. Determination of eligibility and educational needs are identified (appropriate box is checked)
    B. Primary disability is identified (if applicable); Secondary disability is identified (if applicable)
    C. Recommendations for the IEP team are clearly identified and relevant to the student's needs
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 critical element	Missing 2 or more critical elements

Reevaluation Report (RR) Rubric

	Exemplary	Sound/Solid	Emerging/Needs Development	Unacceptable

18. Determination of a Specific Learning Disability
   H. Description of underachievement in each are of achievement for which the student is qualified for a learning disability is provided
   I. Basis for determination is identified and described (RTI or severe discrepancy)
   J. Instructional strategies are provided
   K. Educationally relevant medical findings are provided
   L. Determination of the educational effects of environmental, cultural, or economic status is provided
   M. Statement indicating whether regular educational instruction was delivered by qualified personnel is provided
   N. Progress monitoring data is provided
   O. Relevant behavior that was noted during the observations is provided
   P. The relationship of the behavior to the academic performance is stated
   Q. A statement relating to the exclusion of other possible primary conditions is provided for all listed conditions
	All critical elements are clearly stated; or there is a statement indicating that an element is not applicable	All critical elements are present but are not clearly stated	Missing 1 to 3 critical elements	Missing 4 or more critical elements

19. RR is prepared well with regard to language, grammar, spelling, mechanics, etc.
   A. Formal report writing style
   B. Grammar usage is accurate
   C. Spelling is accurate
   D. Terminology is accurate
   E. Person-first language is used
   F. Confidentiality is maintained throughout the document (only applicable if RR is based on a real student, as opposed to a case study)
	All critical elements are clearly evident	Missing 1 critical element	Missing 2 critical elements	Missing 3 or more critical elements

West Chester University
Department of Special Education

NOREP Rubric

Key: 0—component or aspect is missing or incorrect
       1—component or aspect is partially present or partially correct
       2—component or aspect is present and correct

1.Confidentiality is maintained (all identifying information has been changed, including student name)	0	1	2
2. Heading information is provided (date, name, address, etc.)	0		2
3.Action proposed or refused indicated	0	1	2
4.Explanation of the reasons why the actions were proposed or refused	0	1	2
5a. Describes other options considered when the determination of appropriate special education services was made	0	1	2
5b. Explains why the options considered in 5a were considered but found to be Inappropriate	0	1	2
6.Describes the evaluation procedures, assessments, records or reports used as the basis for the action proposed or refused	0	1	2
7.Describes other factors that are relevant to the proposed action or refusal (N/A)	0	1	2
8.Type of service recommended			
a. Type of service indicated (e.g., itinerant, resource, PT, FT)	0	1	2
b. Type of support indicated (e.g., Learning Support, Life Skills Support, Emotional Support, etc.)	0	1	2

NOTE: If an item has (N/A), the item must be noted on the NOREP as being "Not Applicable" if it is not applicable to the student.

West Chester University
Department of Special Education

Candidate Impact on Student Learning Rubric

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

PK-12 Student Level _____

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

Description: This rubric is used to assess candidate impact on PK-12 learning via a candidate's lesson plan, curriculum unit plan, student work sample, portfolio, etc. Candidate will demonstrate the ability to:

- gather and analyze pre-assessment data;
- design a lesson that addresses the student learning outcome(s) that were developed based on the pre-assessment data;
- assess and analyze student learning; and
- reflect on closing the assessment loop, including impact on PK-12 student learning, as well as logical next steps.

Directions: 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 rubric component.

I.   Pre-Assessment

1. Candidate gathers pre-assessment data. Candidate may develop and administer pre-assessment (s) or utilize previously collected pre-assessment data.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Pre-assessments incorporate varied measures that assess the students' existing knowledge bases/skill levels related to learning outcomes.	☐ Pre-assessment measures the students' existing knowledge bases/skill levels related to learning outcomes.	☐ Pre-assessment measures the students' existing knowledge bases/skill levels related to a learning outcome.	☐ Pre-assessment data are not gathered or the pre-assessment does not measure the students' existing knowledge bases/skill levels related to a learning outcome.

2. Candidate provides an analysis of pre-assessment data.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Analysis includes data from varied measures that are aligned to learning outcomes, and provides a comparative profile of student knowledge bases/skill levels related to at least one individual and two groups.	☐ Analysis includes data aligned to learning outcomes, and provides a comparative profile of student knowledge bases/skill levels between one individual and one group or between two groups.	☐ Analysis includes data aligned to one or more learning outcomes, and provides a profile of student knowledge bases/skill levels.	☐ Analysis does not include data aligned to a learning outcome, or does not provide a profile of student knowledge bases/skill levels.

II. Planning for Instruction

3. Candidate plans a lesson or unit that addresses student learning outcome(s) based on pre-assessment data.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Instruction is designed based on a comparative profile of pre-assessment data from varied measures.	☐ Instruction is designed based on a comparative profile of pre-assessment data.	☐ Instruction is designed based on pre-assessment data.	☐ Instruction is not designed based on pre-assessment data.

III. Assessment, Analysis, and Reflection

4. Candidate conducts post-assessment(s). Candidate may develop new instrument(s) or utilize pre-existing instrument(s).

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Post-assessments incorporate varied measures that assess the students' current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit.	☐ Post-assessment measures the students' current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit.	☐ Post-assessment measures the students' current knowledge bases/skill levels related to a learning outcome taught in the lesson or unit.	☐ Post-assessment does not measure the students' current knowledge bases/skill levels related to a learning outcome taught in the lesson or unit.

5. Candidate organizes assessment data.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Organization of data includes pre-assessment and post-assessment data; graphic representations display the data meaningfully; technology is used to organize and display data.	☐ Organization of data includes pre-assessment and post-assessment data; graphic representations display the data meaningfully.	☐ Organization of data includes pre-assessment and post-assessment data.	☐ Organization of data does not include pre-assessment and post-assessment data.

6. Candidate analyzes the assessment process.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. Analysis addresses the reliability and validity of the pre- and post- assessments; and includes suggestions for change, if needed.	☐ Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. Analysis addresses the reliability and validity of the pre- and post- assessments.	☐ Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data.	☐ Analysis does not include pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data.

7. Candidate identifies the impact on PK-12 student learning.

Exemplary (3 pts.)	Sound/Solid (2 pts.)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts.)
☐ Analysis summarizes the lesson's or unit's impact on P-12 student learning; identifies logical next steps; and reflects on closing the assessment loop.	☐ Analysis summarizes the lesson's or unit's impact on P-12 student learning; and identifies logical next steps.	☐ Analysis summarizes the lesson's or unit's impact on P-12 student learning.	☐ Analysis does not summarize the lesson's or unit's impact on P-12 student learning.

Lesson Plan Rubric

Revised 4-21-2004; 5-3-2004; 5-11-2004; 5-18-2004; 1-10-2005; 9-28-2005; 9-29-2006; 1-24-2007; 3-21-2007; 4-4-2007; 02-06-2008; 03-28-2008; 07-27-2009; 06/01/2011

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

Lesson Topic _____   Grade _____   Lesson Taught ☐ Yes   ☐ No

Semester: ☐ **Fall**   ☐ **Spring**   ☐ **Summer**   **Year:** ☐ **2016**   ☐ **2017**   ☐ **2018**

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.**

Evaluation Scale

Exemplary (3 pts.):   Candidate performed at a level well beyond that expected of a novice teacher (This rating reserved to highlight exceptional strengths.)
Sound/Solid (2 pts.):   Candidate performed commendably; reflective of successful efforts
Acceptable (1 pt.):   Candidate performed adequately with few exceptions; reflective of acceptable efforts
Emerging/Needs Development (0 pts.):   Candidate performed at a level less than acceptable; reflective of the need to strengthen and/or develop

1.1 Integration of Learning Outcomes

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

1.2 Standards

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

1.3 Anticipatory Set

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

1.4 Procedures

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

1.5 Differentiation

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

1.6 Closure

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

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

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

1.8 Materials/ Equipment

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

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

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

2.1 Reflection on Planning

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

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

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

Instructor _____   **Evaluation Date** _____

West Chester University Teaching Internship Performance Rating [TIPR] Form
Unit Outcomes: A West Chester University Professional Education Unit Assessment Administered during Student Teaching

Purposes and Functions

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

Information

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

The first- and second-half ratings constitute individual and collective assessments derived from conferences among the Candidate, Cooperating Teacher, and WCU Faculty Member. The completed *West Chester University Teaching Internship Performance Rating Form* (TIPR) provides the University Faculty Members/Supervisors with pertinent data to make ratings and justifications on the *Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment Form*.

Directions and Procedures

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

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

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

4. At a joint conference, discuss the ratings and the justifications for or explanations of them. Make adjustments in the ratings where they are warranted and modify the justifications and explanations in the comments as needed. Set plans for improvements. (Please note that faculty members can manage their data in TK20 to make changes. Contact Noni Kline, TK20 Coordinator [Tk20@wcupa.edu], 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.

West Chester University Teaching Internship Performance Rating Form—Signature Page

Candidate's Name _____

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

First Placement	**Second Placement**
Semester and Year _____	Semester and Year _____
Program (e.g., Elem. Ed.) _____	Program (e.g., Elem. Ed.) _____
Internship School _____	Internship School _____
Cooperating Teacher _____	Cooperating Teacher _____
Subject(s)/Grade(s) _____	Subject(s)/Grade(s) _____
WCU Faculty Member _____	WCU Faculty Member _____

This evaluation has been completed by:

_____	_____
Signature of Candidate Date	Signature of Candidate Date

This evaluation has been completed by:

_____	_____
Signature of Cooperating Teacher Date	Signature of Cooperating Teacher Date

This evaluation has been completed by:

_____	_____
Signature of WCU Faculty Member Date	Signature of WCU Faculty Member Date

WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--RUBRIC

Candidate's Name _____   *Evaluator's Name* _____

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

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.** The Candidate will evaluate himself/herself on each area prior to the Cooperating Teacher and WCU Faculty Member's evaluations.

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

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

1. Displays knowledge of scope and sequence of curriculum.

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

2. Displays knowledge of the characteristics of learners.

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

3. Evidences solid base of pedagogical content knowledge.

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

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

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

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half	☐1st Half ☐2nd Half

Consistently incorporates a variety of research-based instructional/educational strategies--well beyond what would be expected of a novice teacher.	Consistently incorporates a variety of research-based instructional/educational strategies.	Frequently incorporates a variety of research-based instructional/educational strategies.	Needs to show evidence of the incorporation of a variety of research-based instructional/educational strategies.	Insufficient basis for judgment.

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

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

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

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

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

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

8. Employs authentic assessment appropriately.

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

9. Monitors and reports student progress effectively.

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

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

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

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

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

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

12. Promotes understanding of diverse perspectives and circumstances.

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

13. Communicates high expectations.

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

14. Manages student behavior to enhance the learning climate.

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

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

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

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

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

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

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

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

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

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

19. Shows initiative within the school or community.

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

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

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

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

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

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

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

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

West Chester University Teaching Internship Performance Rating Form—Summary

Directions: This form can be used separately by the Candidate, Cooperating Teacher, and West Chester University (WCU) Faculty Member to rate the Candidate's level of progress on each area using the scale below. Please use the rubric form as a reference and record the rating (e.g., *2*) in the appropriate box below. The Candidate will evaluate himself/herself on each area prior to the Cooperating Teacher and WCU Faculty Member's evaluations.

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

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.

Candidate's Name　　_____

Unit Outcomes for the Conceptual Framework	*First Half*			*Second Half*			*PDE -430*
	Candidate	**Cooperating Teacher**	**WCU Faculty Member**	**Candidate**	**Cooperating Teacher**	**WCU Faculty Member**	
I. Content and Pedagogical Specialist *Knows learners, subject matter, pedagogy, and curriculum.*							
1. Displays knowledge of scope and sequence of curriculum.							I.6
2. Displays knowledge of the characteristics of learners.							I.4
3. Evidences solid base of pedagogical content knowledge.							I.1,2 III.1
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.							I.8
5. Promotes problem solving, critical thinking, and creative thinking.							III.5, 6
6. Promotes constructive, collaborative, and cooperative learning opportunities.							

Unit Outcomes for the Conceptual Framework	First Half			Second Half			PDE -430
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	WCU Faculty Member	
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).*							I.5
8. Employs authentic assessment appropriately.							I.7 III.8
9. Monitors and reports student progress effectively.							III.7, 8 IV.2
10. Uses assessment data to design instruction and improve student learning.							III.8
11. Aligns assessments to local, state, or national standards.							I.3 III.2
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.							
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							
Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.							
16. Exhibits understanding of the organization of schools within the context of the larger community.							
17. Collaborates with school personnel, parents, or community members.							IV.2,6,7
18. Participates in activities and services for students or families.							IV.3
19. Shows initiative within the school or community.							
20. Adheres to professional codes of ethics and school laws.							IV. 1,2,5
V. Self-Directed Practitioner							
Demonstrates personal growth, professional practice, and reflective practice.							
21. Strives for self-improvement related to learner achievement.							
22. Displays efforts to improve one's own practices.							IV.4

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.

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

1. PDE 430 has 4 major categories addressing evaluation of student teacher / candidate:
    a. Category I- Planning and Preparation
    b. Category II- Classroom Environment
    c. Category III- Instructional Delivery
    d. 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:**
    a. **The rater's overall evaluation of performance in each category and**

      b. **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 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 EVALUATION

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 PDE 430 includes the school year and the 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 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 / candidate 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 four categories will be added to determine an overall rating / level of proficiency for the entire PDE 430 form and the single rating period. ***At least a satisfactory rating must have been achieved in each of the four categories.***

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by 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 PDE 430 a minimum of two times during their student teaching experience – once at the midpoint, and once at the end. Note that his 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 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the four 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. Not 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 stat major program reviews.

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

</div>

TO AID IN GRADING
THE FOLLOWING GUIDELINES ARE SUGGESTED:

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

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

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

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

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

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

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

TESTING REQUIREMENTS

Dual majors are required to take **all subject area assessment tests** of their **certification areas**.

PECT - Pennsylvania Educator Certification Tests

Pre-professional Academic Performance Assessment
PAPA: Reading
PAPA: Mathematics
PAPA: Writing

Special Education
PK-8 (Module 1)
PK-8 (Module 2)
OR
7-12 (Module 1)
7-12 (Module 2)

For current benchmark scores for all tests, refer to http://www.wcupa.edu/education-socialWork/certificationInfo.aspx

Contact the Teacher Certification Office in 302 Recitation Hall, 610-436-2321, with any questions or concerns.

Universal Precautions

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

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

III. **Routine Specifications**:

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

2. **Hand washing**: Should be carried out immediately after gloves are removed. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood/body fluids.

IV. **Helpful Hints for Staff**:

1. Wear Band-Aids over any cuts on your hands.
2. Keep lots of tissues in your room (use this as a barrier for a bloody nose until gloves are put on).
3. Keep a change of appropriate clothes available in the event that clothes contact contaminated material.