

**SPECIAL EDUCATION GRADUATE
STUDENT TEACHING HANDBOOK**

SPE 638 Inclusive Classroom Practice and Student/Intern Teaching PK-8 (3 credits)

And

SPE 639 Inclusive Classroom Practice and Student/Intern Teaching 7-12 (3 credits)

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Saint Joseph's University



A Guide for Student/Intern Teachers, Cooperating Teachers and Student Teacher Mentors

Department of Special Education
Saint Joseph's University
210 Merion Hall
5600 City Avenue
Philadelphia, PA 19131

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MISSION AND VISION OF THE EDUCATION UNIT

Saint Joseph's University Education Preparation Provider's conceptual organizing theme, Teaching and Leading with Mind (Reason), Heart (Compassion), and Purpose (Social Justice), is grounded by a set of principles and values that shape our mission (what we are charged to do) and our vision (what we aspire to do).

The Educator Preparation Provider (EPP)'s mission is to cultivate knowledgeable, caring, reflective, and socially conscientious educators who can think critically, inspire a passion for learning, communicate effectively, and advocate intentionally for all PK-12 candidates, including those from culturally non-dominant communities and those who have distinct learning needs. The EPP is charged to develop the professional habits of reflective practitioners, change agents, teacher-researchers, and transformational educators. It is also responsible to develop strong and sustainable partnerships with schools and organizations in order to increase our impact on our share of the teacher and educational leadership preparation market.

Beyond these purposes, faculty in specific departments are charged with particular goals. In the Department of Educational Leadership, faculty are responsible to prepare school leaders who understand the pedagogical, political, social, and cultural role of education and who are willing to lead others preparing global and social justice oriented citizens. Faculty who teach in the Organization Development and Leadership (ODL) program educate adult candidates to train, educate and coach employees, leaders, community members and other educators in the art and science of psycho educational processes and organizational psychology. This program focuses on the holistic health of organizations and the teams and individual leaders who work in those organizations. Faculty in the Department of Special Education are especially invested in helping candidates develop the skills and knowledge to accommodate and modify the learning environment for candidates with divergent learning needs. Faculty in the Department of Teacher Education are specifically charged with building candidates' knowledge of schooling, development, technology, and teaching within specific content areas.

The EPP's vision is to create caring, committed, confident, and knowledgeable teachers and school leaders. We strive to produce intellectually curious, ethical, reflective, and activist-oriented professionals who are committed to the democratic promise of high quality education for all children. To this end, our graduates should be politically aware and invested in transforming the policies and practices that undermine student achievement. They should be able to apply theoretical and analytical perspectives about learning and teaching to their everyday decision-making. Among these are understandings about the values, perspectives, heritage, and cultural capital that all candidates bring to school. Such a mindset is essential for creating culturally relevant programs that allow candidates to identify with school. Additionally, graduates should be knowledgeable about technology to create intellectually engaging learning environments. They should be able to communicate and collaborate with different stakeholders

and apply effective leadership approaches to create healthy, effective, and inclusive systems where growth and learning can happen.

INTRODUCTION

According to the Pennsylvania Department of Education, student teaching is defined as a set of organized and carefully planned classroom teaching experiences required of all candidates in a preparation program. Student teachers are assigned to one or more classrooms, closely supervised and mentored by a certified teacher, the cooperating teacher, who provides regular feedback to the student on his or her classroom teaching performance. General supervision of student teachers is provided by a university or college professional educator.

APPLYING FOR STUDENT TEACHING

The Application for student teaching should be completed by the established dates. See Student Teaching Application Appendix A.

Frequently Asked Questions (FAQs) are found in Appendix B.

OVERVIEW OF STUDENT/INTERN TEACHING PROGRAMS

Student Teaching Course Descriptions

SPE 638 Inclusive Classroom Practice and Student/Intern Teaching PK-8 (3 credits)

The focus of this 3-credit course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students in grades PK-8 as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms to increase achievement.

This course includes a student teaching component. The Pennsylvania Department of Education requires a Special Education student teaching experience for those individuals who currently hold a General

Education teaching certificate and are seeking a Special Education certification. Students/interns will spend a minimum of 140 hours in a supervised teaching situation.

SPE 639 Inclusive Classroom Practice and Student/Intern Teaching 7-12 (3 credits)

The focus of this 3-credit course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

This course includes a student teaching component. The Pennsylvania Department of Education requires a Special Education student teaching experience for those individuals who currently hold a General Education teaching certificate and are seeking a Special Education certification. Students/interns will spend a minimum of 140 hours in a supervised teaching situation.

Student Intern/Teaching Placements

SPE 638 and SPE 639

Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual

Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis.

In all placements, student teacher mentors visit the classrooms and collaborate with the cooperating teacher(s) in supervising and evaluating the student or intern teacher. Student teaching mentors conduct two formal observations of the student teacher.

Description of Student and Intern Teaching Candidates

SPE 638 and SPE 639

Candidates for intern/student teaching are in good standing and currently hold a Level One teaching certification. These teacher/intern candidates are in the last semester of their required coursework to qualify for a Pennsylvania Special Education teaching certification.

THE ROLES OF THE MAJOR PARTICIPANTS IN THE STUDENT/INTERN TEACHING EXPERIENCE

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

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

Student/Intern Teacher

The student teacher is a university student in good standing who has completed the necessary prerequisites of his/her teaching specialization and meets the selection criteria, including grade point average, which have been established in his/her area.

Cooperating Teacher

Cooperating teachers should meet the educational and certification standards of the state in which they are teaching. The cooperating teacher should be a highly competent teacher, demonstrating expertise in the classroom, skilled in interpersonal relationships, and interested in guiding a student teacher. He or she is the student teacher's primary teaching resource and will work with the student teacher mentor to help the student become aware of his/her strengths and weaknesses. The cooperating teacher's assessment of the student's growth is of prime consideration in the overall evaluation of the student teacher. Student teachers should plan to meet with their cooperating teachers at least once a week for an hour to review

their performance and to set up feasible plans for the following week. Short daily sessions either before or after schools are also recommended since student teachers benefit from immediate feedback and support.

Student Teacher Mentor

Student teacher mentors work collaboratively with cooperating teachers in mentoring and evaluating student teachers. Student teacher mentors work directly with intern teachers. Discussion of progress will focus on these points: (a) Is there progress in the student teacher's work? (b) What are the student's strengths and weaknesses? (c) How can the student teacher improve? The student teacher mentor completes the Pennsylvania Department of Education Form 430 twice during the student teaching placement. The student teacher mentor will meet regularly to conference with the student teacher and the cooperating teacher for the purpose of exchanging information, extending guidance in order to further the professional growth of the student teacher, and providing assistance.

SJU Seminar/Course Instructor – SPE 638 and SPE 639

The SJU Seminar/Course Instructor works collaboratively with the Student Teachers, Cooperating Teachers, Student Teacher Mentors, and Director of Student Teaching and Field Experiences. The SJU Seminar/Course Instructor holds regular seminar/course meetings with Student Teachers (face-to-face or virtually online) to discuss student teacher concerns, questions, proper pedagogical techniques, and Student Teacher evaluation procedures. The SJU Seminar/Course instructor is responsible for giving the final grade for the course (SPE 638 and SPE 639).

STUDENT TEACHERS: THE STUDENT/INTERN TEACHING EXPERIENCE

Background Clearances: All clearances are required to be uploaded to your Blackboard page under My Organizations.

The Commonwealth of Pennsylvania (PA Act 24) requires all personnel who work in schools to obtain a PA Criminal and Child Abuse background check, an FBI fingerprinting, and a Tuberculosis test. **STUDENTS WILL NOT BE PERMITTED TO ATTEND ANY FIELD EXPERIENCE WITHOUT CURRENT CLEARANCES.**

All St. Joseph's University students must obtain the required clearances immediately upon acceptance to the university. A delay in obtaining clearances will result in a delay in obtaining a placement. Students who miss required weeks of student teaching due to lack of clearances will be impacted by a possible lower course grade and receipt of an "incomplete" for the experience.

All clearances are valid for only one calendar year, including the FBI fingerprinting. The clearance forms and instructions can be obtained at <https://sites.sju.edu/education/student-teaching/background-clearances/>

	Renewal	Renewal Info
FBI	1 year from date on document	1. Visit - https://www.pa.cogentid.com/index_pde.htm , 2. Register online by clicking "Register Online" 3. Have your fingerprints done at a nearby UPS store (IN PA ONLY)
PA Child Abuse	1 year from date on document	*IMPORTANT: It takes 3-4 weeks for results, begin immediately. Form must be downloaded and sent in with money order https://sites.sju.edu/education/student-teaching/background-clearances/
Criminal History (a.k.a. State Police)	1 year from date on document	1. Visit - https://epatch.state.pa.us/Home.jsp 2. Register online by clicking "Submit a New Record Check" 3. Print out the page that says "No Record"
TB Skin Test	1 year from date on document	Personal physician, SJU Health Center or at any health facility.

Prior to Beginning Student Teaching

- Meet with your assigned cooperating teacher and visit your classroom. (Skip this step if you are already the lead teacher in your classroom, and you have been approved to use this placement for your student teaching placement).
- Review all student teaching assignments with your cooperating teacher, if you have one.
- Complete any required pre-student teaching assignments and readings.
- Meet with your student teacher mentor.

During Student/Intern Teaching Semester

Attendance: Daily attendance for student/intern teachers is required. In case of illness or accident, the school and/or the cooperating teacher as well as the student teacher mentor should be notified before the school day begins. The student teacher mentor should also be contacted when the school is closed because of an emergency, and notified ahead of time of all planned school closings or schedule changes due to holidays, professional meetings and/or conferences. Student teachers who have excessive absences will be required to extend the student teaching placement for the number of missed days.

The above might not be applicable if you are student teaching in your own classroom.

Dress: Student teachers will be expected to dress professionally. Cues for appropriate dress should be taken from the cooperating teacher and other professionals in the school. Be sensitive to the image that you project.

Professional Responsibility and Liability

Candidates must adhere the Professional Code of Conduct (Appendix C) throughout their participation in student teaching.

Guidelines:

In your role as a pre-service teacher candidate you may share the responsibility to supervise children, therefore you must become familiar and follow the host school's safety and security policies.

In the event that you observe any imminent compromise to the safety of the students or the building, you must report the situation to your host teacher and/or the school administration. A report of the situation must also be sent to the Director of Field Experiences as soon as possible.

If you suspect any inappropriate treatment of children by anyone, you must report this to the Director of Field Experiences immediately.

Change of Placement, Withdrawal, Improvement Plan and Dismissal

Change of Placement

A change of placement will only be considered for extraordinary and compelling reasons. Any candidate who contemplates a change of placement must discuss the matter immediately with the student teacher mentor who will report the situation to the Director of Student Teaching. There is no guarantee that a request for a change of placement will be honored.

Withdrawal

The withdrawal from student teaching follows the university withdrawal procedure that applies to any university courses.

Improvement Plan

In some instances, the performance of a candidate during student teaching may warrant a formal intervention. An improvement plan is a formal intervention initiated by the student teacher mentor to address areas of concern in the performance of the student teacher. Such concerns may include, but are not limited to: poor lesson planning, ineffective instructional delivery, classroom management issues, unwillingness to comply with school rules, or unprofessional behavior. An improvement plan may be

written at any time during a student teaching experience, but it should provide, when feasible, sufficient time for a candidate to attempt to improve his/her performance based on the objectives and strategies cited in the Improvement Plan. (Appendix D)

Dismissal

During the student teaching experience, candidates are expected to develop, apply, and demonstrate proficiency of a complex set of knowledge, skills, and dispositions that constitute professional teaching. If a candidate's performance, or professional dispositions are judged to be unsatisfactory, then he or she faces the prospect of removal from student teaching, and/or failure of the student teaching course, and/or removal from the teacher preparation program.

It is the responsibility of the supervisory team, which includes the seminar professor, student teacher mentor, and cooperating teacher to judge the candidate's level of performance, provide assistance as time and resources allow, and make a final recommendation to the Director of Student Teaching and the Chair of Special Education regarding the candidate's continuation in student teaching.

Classroom Responsibilities

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

School Emergency and Safety Procedures

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

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

Concluding Student Teaching

- Conduct closure activity with students
- Meet with student teacher mentor for feedback and sign evaluation forms
- Submit final assignments to the professor

PROFESSIONAL RELATIONSHIPS

School Administrators

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

- The organization and instructional program of the school;
- Transportation, lunchroom, study/recess, and attendance procedures;
- The relationship between the school and the community it serves

Students

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

Parents and Families

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

OBTAINING TEACHING CERTIFICATION IN PENNSYLVANIA

In Pennsylvania

Candidates seeking teaching certification in Pennsylvania need to take the appropriate PA Educator Certification Test (PECT) for Special Education PK-8 or grades 7-12:

- Special Ed. PK-8, Modules 1 and 2 (8011 and 8012)
- Special Ed. 7-12, Modules 1 and 2 (8015 and 8016)

Information for these tests is available on the following website: www.pa.nesinc.com.

Upon passing of the appropriate professional testing, student/intern teaching candidates may apply for certification in the State of Pennsylvania, by accessing the Teacher Information Management System (TIMS) website of the Pennsylvania Department of Education.

Outside Pennsylvania

Candidates who will be working in a state other than Pennsylvania need to submit a state specific Verification Form to the Office of Student Teaching and Field Experiences, so that documentation can be sent to the home state confirming that the candidate has fulfilled all requirements to be certified in the State of Pennsylvania. Most states have reciprocal relationships with Pennsylvania, although other professional testing and/or course requirements may be required.

SUPPORTING AND MENTORING STUDENT TEACHERS

Responsibilities of the Cooperating Teacher

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

Responsibilities associated with being a cooperating teacher include:

- Providing a teaching model for the student teacher
- Supervising the student teacher in meeting the specific university requirements
- Familiarizing the student teacher with appropriate curricula and materials for the instruction of students
- Acting as a model professional
- Giving feedback on lesson planning and performance to the student teacher
- Discussing the student teacher's performance with the student teaching mentor during the mentor's visits, by phone and/or by written communications;

Integrating the Student Teacher into the Classroom Routine

Every classroom situation is unique. In some circumstances student teachers may not have the opportunity to assume the traditional full classroom responsibility. Both Saint Joseph's University and the PA Department of Education accept a co-teaching model for student teaching.

Examples of co-teaching modalities:

- One person teaches, the other observes
- One person teaches, the other helps by rotating around the class
- Each teacher is in charge of a "station" or learning center
- Parallel teaching: both teach same lesson to half the group
- Supplemental teaching: one teaches the grade level group, the other a different ability group
- Alternate teaching strategies – same lesson in two different modalities

Suggested Student Teaching Preparations

Suggestions prior to the student teacher's arrival

- Share the student teacher's name and background with the students.
- Emphasize the co-teaching role with the class.
- Provide a workplace with a full size chair and desk for the student teacher.
- Gather necessary materials that will be useful to the student teacher such as textbooks, teacher's guides, school handbook, daily schedule, etc.
- Orient the student teacher to the school and facilities.

Suggestions for Collegiality

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

Suggested Weekly Schedule for Student Teachers

Please note: Co-teaching is an acceptable model. Please clear it with your student teacher mentor.

SPE 638/ SPE 639 Student Teachers with **One Four-week** placement

Week 1	Become familiar with routines, lesson planning, grading, observe cooperating teacher, assist with planned lessons
Week 2	Teach one class/lesson per day, assist with planned lessons, work with small groups participate in all phases of classroom management
Week 3	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management
Week 4	Assume as much teaching responsibility as possible; transition back to the cooperating teacher towards the end of the 4 th week

Lesson Planning

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

Each student teacher is required to keep a comprehensive binder containing the lesson plans taught by the student teacher (See Appendix E: Lesson Plan Format and Rubric). The lesson plans are to be checked frequently by the cooperating/mentor teacher and should always be available when the student teacher mentor visits the classroom. A decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations student teacher mentor, cooperating teacher, and the student/intern teacher.

EVALUATION OF STUDENT TEACHERS

Evaluation of classroom performance is very important to the continued professional growth of the student teacher. It is specific and on going, informal and formal. Student teachers receive feedback on their writing of daily lesson plans from the cooperating teacher and student teacher mentor.

All Teacher Candidates

All student teachers must be evaluated twice during student teaching by student teacher mentors using the official PDE evaluation instrument (currently PDE Form 430, See Appendix F). Two satisfactory evaluations are required for attaining teacher certification in Pennsylvania.

APPENDIX A

Saint Joseph's University Department of Special Education Office of Student Teaching and Field Experiences

Graduate Special Education Student Teaching /Intern Application

APPLICATION DEADLINES

Applications and required documentation **must** be submitted by the application deadline listed below or students may not be able to register for student/intern teaching.

Spring Semester: Preceding May 15
Fall Semester: Preceding January 15

To complete this application, please follow this link-
<https://sites.sju.edu/education/student-teaching/teacher-candidate-resources/>

ACCOMMODATIONS

Requests for Accommodations: Students with disabilities requiring reasonable accommodations for their student teaching are urged to contact the Director of Student Teaching and Field Experiences and the Office of Services for Students with Disabilities as soon as possible. Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact the Office of Student Disability Services at 610.660.1774(voice) or 610.660-1620(TTY) if they have or think they may have a disability and wish to determine eligibility for academic accommodations.

DISMISSAL FROM STUDENT TEACHING

The SJU Special Education Department reserves the right to dismiss any student from student/intern teaching who does not properly represent the school in terms of professional behavior or good moral character; who behaves in a manner which does not meet the expectations of the profession; who is inadequately prepared; or who is physically, intellectually, or emotionally unable to meet the demands of a classroom setting (with the provision of reasonable accommodations in cases of students with disabilities).

STUDENT/INTERN TEACHING HANDBOOK

Students should prepare in advance for student/intern teaching by consulting the Student/Intern Teaching Handbook, which can be downloaded from the Student Teaching Resource Center for Online Students. Students should obtain a copy of the appropriate handbook for themselves and one copy for their cooperating or mentor teacher(s).

COURSEWORK & GPA REQUIREMENT

Student/Intern Teaching is the capstone experience in the Special Education program at Saint Joseph's University. Student/Intern teaching should be conducted after all required core coursework is completed. All students are required to obtain a minimum of a 3.0 GPA at Saint Joseph's University to qualify for Student/Intern Teaching and PA certification. Students lacking the required GPA for student teaching should contact their student services coordinator prior to submitting an application for student/intern teaching.

PLACEMENT INFORMATION IF ALREADY SECURED

**If you have not secured your own placement yet, please skip this section*

- Student teaching can be completed at a private or public school that serves students at the grade level in which you are seeking certification.
- It is possible to student teach in your own classroom.
- Because of potential ethical issues and conflict of interest of parties involved, students cannot be placed at their former high school, a school district or school attended by their own children, or a school at which a parent, sibling, or relative is employed.
- It is the student teacher's responsibility to find transportation to and from the student teaching site.
- Once a placement is secured, SJU will assign a student teaching mentor who will conduct observations of your teaching.
- If you live outside of the United States, your student teaching must take place in an International School.

PLACEMENTS FOR LOCAL STUDENTS

**If you are a long distance student or have already secured your placement, please skip this section*

- Students living in Bucks, Chester, Delaware, or Montgomery counties in PA or in Gloucester, Salem, Camden, Burlington counties in NJ are considered local students and will have assistance from SJU in securing a location for their student teaching experience.
- The Office of Student Teaching will attempt to accommodate placement preferences, but placement is at the discretion of the Director of Student Teaching and Field Experiences.
- It is the student teacher's responsibility to find transportation to and from the student teaching site.
- Students seeking a placement will be notified once their placement is confirmed. Interns will be notified by the Office of Student Teaching once their application for intern teaching has been processed and confirmed.
- Once a placement is secured, SJU will assign a student teaching mentor who will conduct observations of your student teaching.

PLACEMENTS FOR LONG DISTANCE STUDENTS

**If you are a local student or have already secured your placement, please skip this section*

- Students who are outside of the local SJU area are expected to find their own classroom/school placement for student teaching.
- Student teaching can be completed at a private or public school that serves students at the grade level in which you are seeking certification.

- Because of potential ethical issues and conflict of interest of parties involved, students cannot be placed at their former high school, a school district or school attended by their own children, or a school at which a parent, sibling, or relative is employed.
- Students must contact SJU for any formal letters, requests, or forms that a school district requires for a student to student teach.
- Students must identify a cooperating teacher who meets the requirements below to oversee their student teaching experience one semester prior to student teaching:
 - Certified in the area of certification being sought by the student teacher;
 - Have at least three years of teaching experience;
 - Served in the school for at least 1 year in their current assignment;
 - Model best teaching practices
- Once a placement is secured, SJU will assign a student teacher mentor who will conduct observations of your teaching.
- It is the student teacher's responsibility to find transportation to and from the student teaching site.
- If you live outside of the United States, your observations and student teaching must take place in an International School.

If you are having problems securing a placement and/or a cooperating teacher, please provide a brief description of the challenges you are facing and how you would like SJU to help.

APPLICATION PROCESS

All applications must be completed and submitted on-line. Once an application is received, it will be reviewed by the Director of Student Teaching and Field Experiences.

APPENDIX B - FAQs

Frequently Asked Questions (FAQs) SPE 638 and SPE 639

PLEASE NOTE: THE FOLLOWING ANSWERS ARE AN ATTEMPT ON THE PART OF THE SPECIAL EDUCATION DEPARTMENT TO RESPOND TO FREQUENTLY ASKED QUESTIONS REGARDING THE 4-WEEK STUDENT TEACHING EXPERIENCE. THE ANSWERS ARE SUBJECT TO CHANGE UNTIL A FINAL PDE REVIEW OCCURS.

1. Why is a 4-week student teaching experience required and for whom is it required?

The Pennsylvania Department of Education (PDE) requires the 4-week Special Education student teaching experience for those candidates seeking Special Education certification and currently hold a general education teaching certificate.

Note: Many states across the United States are now requiring similar experiences for general education certified teachers who desire to become certified in Special Education.

2. Which SPE courses contain the 4-week student teaching experience?

SPE *638 Inclusive Classroom Practices/Student Teaching

*(for those seeking Special Education certification to teach PK-8 students)

or SPE **639 Inclusive Classroom Practices/Student Teaching

** (for those seeking Special Education certification to teach 7-12 students)

3. Where do I begin to find a placement for my student teaching 4-week experience?

SJU candidates find potential student teaching sites in their local areas that fit the student teaching placement criteria. That description should be included on the student teaching application and submitted to the SJU Student Teaching Coordinator for approval. Once the placement has been approved, the SJU Student Teaching Coordinator will request a school administrator to serve as an SJU approved student teacher mentor. If assistance in finding a placement is needed, contact the Student Teaching Coordinator.

4. Does the student teaching requirement have to be completed during the last semester of the program?

Yes, either SPE 638 or SPE 639 must be taken during the last semester in the program.

5. Is it possible to do the 4-week student teaching experience at my current school (where I am employed) with any of the special education teachers there?

Yes, candidates are permitted to student teach at their own school with the permission of the SJU Special Education Department and the school administration; however, this placement must meet the student teaching placement criteria.

6. Who supervises me for this experience?

You should designate a member of the administration at the school where you are assigned. That person will be contracted by the Office of Accreditation, Certification, Clinical Experience and Compliance to supervise you.

7. Do the student teacher mentor and cooperating teacher who work with me get any credit or remuneration for their work?

The student teacher mentor of this experience who evaluates the student teacher using the PDE 430 evaluation form (twice) will receive a small stipend from SJU. The cooperating teacher will also receive a small stipend.

8. How many hours per week are required for the 4-week student teaching experience? Is it possible to spread the hours over an entire semester?

This experience requires 140 hours (ideally four 35-hour weeks) of hands-on experience with students who have IEPs. However, the weeks can be extended to accommodate shorter days, with placement approval. It is recommended that the 140 hours come at the end of the semester.

9. Does the 4-week experience need to be whole-class teaching or can it be small groups? Can it be one-on-one teaching?

One-on-one student teaching is not permitted. Groups of four or more students with IEPs are permitted as long as the same group is provided consistent attention by the student teacher for the duration of the experience.

10. May I observe first before I begin face-to-face instruction?

During the week before you begin your 4-week student teaching commitment, you are expected to visit your classroom to meet your cooperating teacher and plan for instruction. That week offers opportunities to observe the class and cooperating teacher. Since student teachers in this experience are already certified teachers, it is recommended that face-to-face instruction begin as soon as possible.

APPENDIX C

PA Code of Professional Practice and Conduct

COMMONWEALTH OF PENNSYLVANIA

Professional Standards and Practices Commission

333 Market Street, Harrisburg, PA 17126-0333 Phone: (717) 787-6576

ANNEX A

TITLE 22. EDUCATION

PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATION

Section

235.1. Mission.

235.2. Introduction.

235.3. Purpose.

235.4. Practices.

235.5. Conduct.

235.6. Legal Obligations.

235.7. Certification.

235.8. Civil Rights.

235.9. Improper personal or financial gain.

235.10. Relationships with students.

235.11. Professional relationships.

§235.1. Mission.

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

§235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals.

Generally, the responsibility for professional conduct rests with the individual professional educator.

However, in this Commonwealth, a Code of

Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC)

was charged by the Act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- -12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. §12-1255(a) (10).

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

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens.

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

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

§235.4. Practices.

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this

Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency

basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communications skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

§235.5. Conduct.

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

§235.6 Legal Obligations.

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251- - 12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P.S. §§1-101- - 27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.

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

§235.5. Conduct.

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

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

(4) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Laws, Act of October 4, 1978 (P.L. 883, No. 170), as amended, 65 P.S. §§401- -413.

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

§235.7. Certification.

The professional educator may not:

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

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

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

§235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

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

§235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

§235.10. Relationships with students.

The professional educator may not:

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

§235.11. Professional relationships.

The professional educator may not:

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

APPENDIX D

**Saint Joseph's University
Office of Student Teaching
Action Plan for Improvement in Student Teaching**

Date:

Student Teacher:

Host School:

Cooperating Teacher:

Student Teacher Mentor:

Brief description of concern(s)

Objectives	Action Steps (What Will Be Done?)	Timeline (By When?)	Evidence Of Success (How will you know that you are making progress?)

APPENDIX E– Saint Joseph’s University Lesson Plan Format and Rubric
Saint Joseph’s University
Lesson Plan Format

Candidate’s Name _____ Course Prefix/Number/Section _____

Date _____ Subject _____ Grade Level _____

Duration _____

Lesson Topic _____

1. Big Idea(s) and Related Essential Question(s)

2. Instructional Objectives

3. Related Academic Standards: Common Core and/or PA Standards

4. Vocabulary

5. Materials/Resources

6. Instructional Procedures

In general the lesson plan Instructional Procedures section should have a minimum of three sections (e.g.: Introduction, Developmental Activities, Closure). However, the exact sections may differ by content area and/or type of lesson. For example, the sections for an Investigative lesson in Mathematics should include Initiate, Investigate, and Summarize sections, and an Inquiry-Based lesson in Science should follow the 6-E model – Engage, Explore, Explain, Extend, Evaluate, e-Learning.

7. Addressing Learners’ Diverse Needs

- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
- Challenges for advanced learners

8. Formative/Summative Assessment

9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)

Saint Joseph's University
Lesson Plan Rubric

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
<p>Section 1 Essential Questions</p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</p>	Big Idea(s) very clearly stated. The candidate's Essential Question(s) are specifically linked to Big Idea(s) and are aligned to lesson content.	Big Idea(s) clearly stated. Most of the candidate's Essential Question(s) are linked to Big Idea(s) and are mostly aligned to lesson content..	Big Idea(s) need to be stated more clearly. Some of the candidate's Essential question(s) are somewhat linked to Big Idea(s) and are somewhat aligned to lesson content.	The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.	
<p>Section 2 Learner Outcomes</p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.	The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.	The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.	The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.	
<p>Section 3 Standards</p> <p>Common Core and/or PA Standards are listed based on learner outcomes.</p>	The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.	The candidate demonstrates the ability to select mostly appropriate academic standards based on learner outcomes.	The candidate demonstrates the ability to select some of the appropriate academic standards based on learner outcomes.	The candidate does not yet demonstrate the ability to select appropriate academic standards based on learner outcomes.	
<p>Section 4 Vocabulary</p> <p>Essential terms to be introduced in the lesson are identified.</p>	The candidate's essential terms are fully connected to the lesson and are appropriate to the targeted grade level.	Most of the candidate's essential terms are connected to the lesson and are appropriate to the targeted grade level.	Some of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	Few or none of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.	
<p>Section 5 Materials/Resources</p> <p>List of all materials required for the lesson as well as resources utilized in lesson development.</p>	The candidate has included a complete and appropriate set of materials, including very creative materials, as well as resources used to develop the lesson.	The candidate has included a mostly complete and appropriate set of materials, including some creative materials, as well as resources used to develop the lesson.	The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.	The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials	
<p>Section 6 Instructional Procedures</p> <p>Instructional strategies</p>	The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting	The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active	The candidate provides some evidence of appropriate strategies and approaches reflecting best practices	The candidate does not yet provide evidence of appropriate strategies and approaches reflecting	

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points)	Score/Comments
planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.	best practices with maximum active student participation.	student participation.	with active student participation.	best practices with active student participation.	
<p>Section 7 Addressing Learners’ Diverse Needs</p> <p>Meets the needs of students with diverse needs.</p>	The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.	The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.	The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.	The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.	
<p>Section 8 Formative/Summative Assessments</p> <p>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</p>	The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.	The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards	The candidate demonstrates some knowledge of effective assessment in that some of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards.	The candidate does not yet demonstrate knowledge of effective assessment in that assessments are lacking that align with Essential Questions, Instructional Objectives, and Academic Standards.	
<p>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-teaching (as applicable)</p> <p>Reflection includes evaluation of the lesson planning and, if taught, of the data collection and implementation of the lesson, as well as the plan for re-teaching.</p>	Supporting artifacts and student work samples included are representative of all of the areas assessed; the candidate presents extensive data analysis and reflection on planning and instruction, as well as plans for re-teaching (as applicable).	Supporting artifacts and student work samples included are representative of most of the areas assessed; the candidate presents adequate data analysis and reflection on planning and instruction, as well as some good discussion on plans for re-teaching (as applicable).	Supporting artifacts and student work samples included are representative of some of the areas assessed; the candidate presents some data analysis and reflection on planning and instruction, as well as some discussion on plans for re-teaching (as applicable).	Supporting artifacts and student work samples representing areas assessed are not included; the candidate does not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)	

APPENDIX F Pennsylvania Department of Education PDE 430 - To Be Completed by Student Teacher Mentor (Mid-term and Final)

Statewide Evaluation Form for Student Professional Knowledge and Practice

- **To be completed by student teacher mentor.**

Student's Last Name	First	Middle	Social Security Number
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Subject(s) Taught

Grade Level

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

PERFORMANCE EVALUATION

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

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

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Student Teacher's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

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

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

Student Teacher’s performance appropriately demonstrates:

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

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

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

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

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Note: Candidates must achieve at least a satisfactory rating consisting of 4 Points or above.

Justification for Overall Rating:

Student's Last Name	First	Middle	Social Security #
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District/IU	School	Interview/Conference Date
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School Year	Term
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Required Signatures:

Student Teacher _____ Date: _____

Mentor/Evaluator: _____ Date: _____

Student Teacher: _____ Date: _____

Certification Officer: _____ Date: _____

Certification Area: _____ PDE – Certification _____
 (To be completed by Certification Officer) Code: (See Reverse)