



# **STUDENT TEACHING HANDBOOK**

## **PK-12**

Saint Joseph's University  
Philadelphia, PA

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## Table of Contents

Mission and Vision of the Education Unit.....	3
Introduction.....	4
Overview of student teaching .....	4
Eligibility for Student Teaching.....	4
Student Teaching Placements.....	4
Background Clearances.....	4
The Student Teaching Seminar .....	5
The Roles of the Major Participants in the Student Teaching Experience .....	5
Student Teacher.....	6
Cooperating Teacher .....	6
Student Teacher Mentor .....	6
Student Teaching Seminar Instructor .....	6
Punctuality, Attendance and Emergencies.....	6
Attendance.....	6
Calendar.....	7
Dress .....	7
Confidentiality.....	7
Mandated Reporter Responsibility .....	7
Student Teaching Hotline - Reporting Absence.....	7
Professional Responsibility and Liability .....	7
Change of Placement, Withdrawal, Improvement Plan and Dismissal .....	8
Change of Placement.....	8
Withdrawal .....	8
Improvement Plan .....	8
Dismissal .....	8
Lesson Plans.....	9
Evaluation of Student Teachers .....	9
Professional Testing.....	9
Applying for PA Certification .....	9
Supporting and Mentoring Student Teachers .....	9
The Cooperating Teacher .....	9
Integrating the Student Teacher into the Classroom Routine.....	10
Suggested Student Teaching Preparations and Time Table.....	11
Preparation.....	11
Suggestions for collegiality .....	11
Suggested weekly schedule for Student Teachers.....	11
APPENDIX A - PA Code of Professional Practice and Conduct.....	13
APPENDIX B Action Plan for Improvement in Student Teaching.....	17
Appendix C - SJU Lesson Plan Format & Rubric .....	18
Appendix D - Classroom Observation Form and Rubric.....	23
Appendix E - KSD .....	39
Appendix F – PDE 430 .....	42
Appendix G: Professional Testing.....	48
Appendix H: Applying for PA Certification.....	52
Appendix I: Lesson Plan Policy.....	54
Appendix J: Pennsylvania Department of Education Certification Test and Score Requirements .....	55

## **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 nondominant 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.

## **Overview of student teaching**

### **Eligibility for Student Teaching**

All candidates intending to enroll in student teaching must submit an online Student Teaching Application to the Office of Student Teaching by January 15 for the following fall semester placement and May 15 for the following spring semester placement. The application may be found at:

<https://sites.sju.edu/education/student-teaching/teacher-candidate-resources/>

All undergraduate candidates for student teaching must successfully pass the PAPA exams. Note: PAPA exams are not required of candidates who hold a baccalaureate degree.

All candidates must have completed all required education courses prior to student teaching.

Graduate candidates must have completed all prerequisites prior to student teaching.

All candidates must have a cumulative GPA of at least 3.00 prior to student teaching.

### **Student Teaching Placements**

The student teaching experience comprises a full-time, fourteen-week placement during a regular PK-12 school year in which the student teacher gradually assumes responsibility for teaching the candidates of the cooperating teacher(s). Grades 4-8 and 7-12 candidates may work in one or more classrooms, and may have one or more cooperating teachers.

In all student teaching placements, student teacher mentors regularly visit the classrooms and collaborate with the cooperating teacher(s) in supervising and evaluating the student teacher. Student teacher mentors conduct at least five formal observations of student teachers. All student teachers must be registered for the appropriate student teaching seminar course.

### **Background Clearances**

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 Saint 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 field placement.

Students who miss required weeks of field experience due to lack of clearances will be impacted by possible lower course grades and receipt of an “incomplete” for the field experience, which must be completed in a subsequent semester.

All students must renew clearances each year. It is suggested that June is the best month to do so, as the new clearances will be good for the entire new school year, and it allows 4-6 weeks for the return of the Pa. Child Abuse clearance. Students must retain the originals in their possession at all times.

*Online distance students are responsible for updating their clearances as determined by their state.*

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 - <a href="https://www.pa.cogentid.com/index_pde.htm">https://www.pa.cogentid.com/index_pde.htm</a> , 2. Register online (\$28.75) 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 <a href="https://sites.sju.edu/education/student-teaching/background-clearances/">https://sites.sju.edu/education/student-teaching/background-clearances/</a>
Criminal History (a.k.a. State Police)	1 year from date on document	1. Visit - <a href="https://epatch.state.pa.us/Home.jsp">https://epatch.state.pa.us/Home.jsp</a> 2. Register online (\$10) 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.

### **The Student Teaching Seminar**

A major component enhancing the development of reflective practice is the weekly professional seminar. All student teaching candidates must register for the appropriate student teaching seminar course for the semester in which they will be completing their student teaching.

The purpose of this seminar is to enrich and complement the field experience of the student teachers. Through guided discussions in seminar class, student teachers are able to reflect upon their classroom experience, analyze its significance, and link earlier acquired theoretical knowledge of teaching to the practical realities of their classrooms. Attendance and participation at all seminar meetings are essential and demonstrate the student teacher’s commitment to continued professional development.

### **The Roles of the Major Participants in the Student Teaching Experience**

## **Student 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 and mentor teachers in mentoring and evaluating student teachers. Discussion of progress will center 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?
- (d) What are the reactions of school personnel to the student teaching program, particularly in regard to the overall preparation of the candidates?

The student teacher mentor will meet regularly in a 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.

## **Student Teaching Seminar Instructor**

The seminar instructors are university faculty who teach the Student Teaching Seminar to a group of either elementary or secondary student teachers each semester. Specific details and requirements for the course may be found in the syllabus.

## **Punctuality, Attendance and Emergencies**

### **Attendance**

Daily attendance for student 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 or conferences. Student teachers who have more than three excused absences will be required to make their absences up by extending the placement for the number of missed days.

## **Calendar**

Student teachers will begin and end the student teaching semester in conjunction with the academic calendar of Saint Joseph's University. **The calendar of the cooperating school (holidays, professional in-service days) will be followed throughout the student teaching placement. Student teachers are not permitted to take vacation days during the student teaching semester including the University's spring break.** Student teachers are expected to observe the hours of the cooperating school. They are expected to arrive at school well before the students and remain after school as long as necessary. Generally, conforming to the hours of the cooperating teacher is appropriate. Prior approval must be obtained from the Office of Student Teaching for any absence related to university-sponsored activities, such as a mission-oriented service-learning trip.

## **Dress**

Candidates are expected to meet or exceed the school's expectation of appearance and behavior. Clothing should be professional in nature: slacks, skirts and appropriate shirts and tops are expected, but not jeans or leggings. Clothing should not be revealing in any way, and always appropriate for working with young people.

## **Confidentiality**

At all times, student teacher must maintain strict confidentiality. Be especially cognizant of casual conversations in hallways, staff lounge, and other places where teachers gather. Always confer with your cooperating teacher before discussing information with others.

## **Mandated Reporter Responsibility**

If you suspect any inappropriate treatment of children by anyone, you must report this to the Director of Clinical Experiences immediately. Mandated reporter responsibility will be discussed further in seminar class. Be sure to be aware of your school's policy regarding mandated reporter.

## **Student Teaching Hotline - Reporting Absence**

As a teacher candidate, it is your responsibility to participate and engage fully in the student teaching experience. Punctuality and attendance is required. In the event that you need to be absent from student teaching, call the Student Teaching Hotline at **610-660-3179**. Please provide the you full name, the date of absence, the school or schools where you are student teaching, and the reason for your absence.

## **Professional Responsibility and Liability**

Candidates must adhere the Professional Code of Conduct (Appendix A) 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 more 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. (See Appendix B for Improvement Plan Form)

### **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 Teacher Education regarding the candidate's continuation in student teaching.



## **Lesson Plans**

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 C for the format). 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 ongoing, informal and formal. Student teachers receive feedback on their writing of daily lesson plans from the cooperating teacher and student teacher mentor on an ongoing basis. Student teacher mentors complete four observations: two formative assessments, using the Classroom Observation Form in Appendix D, and two summative assessments using the PDE 430 Form in Appendix F. Two satisfactory PDE 430 evaluations are required for teacher certification in Pennsylvania. For the two observations before Mid-Semester, one Classroom Observation Form and one PDE 430 form are completed. The same procedure is followed for the second half of the semester. In addition, at Mid-Semester, a three way conference is held between the student teacher, cooperating teacher and student teacher mentor. All complete the Knowledge, Skills and Disposition form found in Appendix E. Consensus is reached among the three parties, but only the Student Teacher Mentor submits the form electronically.

All forms are completed using the links on the university web page below:

<https://sites.sju.edu/education/student-teaching/student-teacher-mentor-resources/>

## **Professional Testing**

Candidates must meet all of the current testing requirements for each certification area. See Appendix G for more information.

## **Applying for PA Certification**

Candidates generally apply for certification after they have completed student teaching. See Appendix H for more information.

## **Supporting and Mentoring Student Teachers**

### **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 of the Cooperating Teacher:

- 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 candidates
- Defining for the student teacher methods of total classroom organization and management
- 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 teacher mentor during the mentor's visits, by phone and/or by written communications
- Completing a Mid-Term evaluation report and, at the end of the semester, a Final evaluation report regarding the student teacher's performance (Appendix E).
- Since the cooperating teacher is legally responsible for the class, student teachers should not be asked to assume totally unsupervised responsibilities.

### **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 and Time Table**

### **Preparation**

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: Use of a Co-Teaching Model is also acceptable. Please clear with student teacher mentor.

#### **Student Teachers with Two Seven-week Placements**

(Regular Education/Special Education; Two Grade levels; Two Secondary Cooperating Teachers)

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

Weeks 3 and 4	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management
Weeks 5, 6 and 7	Assume as much teaching responsibility as possible; transition back to the cooperating teacher towards the end of the 7 <sup>th</sup> week

Student Teachers with One Fourteen-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
Weeks 4, 5 and 6	Assume additional teaching responsibility, responsible for about 50% of the cooperating teacher's duties; observe other classrooms
Weeks 7 through 14	Assume as much teaching responsibility as possible; transition back to the cooperating teacher towards the end of the 14 <sup>th</sup> week

## APPENDIX A - 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.

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(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 B Action Plan for Improvement in Student Teaching**

**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 C - SJU Lesson Plan Format & Rubric

### Saint Joseph's University Pennsylvania Standards Aligned System 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**  
**Standards Aligned System Lesson Plan Rubric**

<b>Elements</b>	<b>Exemplary (3 points)</b>	<b>Proficient (2 points)</b>	<b>Basic (1 point)</b>	<b>Unsatisfactory (0 points)</b>	<b>Score/Comments</b>
<p><b>Section 1 Essential Questions</b></p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</p>	<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.</p>	<p>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..</p>	<p>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.</p>	<p>The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.</p>	
<p><b>Section 2 Learner Outcomes</b></p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	<p>The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.</p>	<p>The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.</p>	<p>The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.</p>	<p>The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.</p>	
<p><b>Section 3 Standards</b></p> <p>Common Core and/or PA Standards are listed based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select mostly appropriate academic standards based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select some of the appropriate academic standards based on learner outcomes.</p>	<p>The candidate does not yet demonstrate the ability to select appropriate academic standards based on learner outcomes.</p>	

<b>Elements</b>	<b>Exemplary (3 points)</b>	<b>Proficient (2 points)</b>	<b>Basic (1 point)</b>	<b>Unsatisfactory (0 points)</b>	<b>Score/Comments</b>
<p><b>Section 4 Vocabulary</b></p> <p>Essential terms to be introduced in the lesson are identified.</p>	<p>The candidate's essential terms are fully connected to the lesson and are appropriate to the targeted grade level.</p>	<p>Most of the candidate's essential terms are connected to the lesson and are appropriate to the targeted grade level.</p>	<p>Some of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.</p>	<p>Few or none of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.</p>	
<p><b>Section 5 Materials/Resources</b></p> <p>List of all materials required for the lesson as well as resources utilized in lesson development.</p>	<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.</p>	<p>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.</p>	<p>The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.</p>	<p>The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials</p>	
<p><b>Section 6 Instructional Procedures</b></p> <p>Instructional strategies planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.</p>	<p>The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with maximum active student participation.</p>	<p>The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate provides some evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate does not yet provide evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	

<b>Elements</b>	<b>Exemplary (3 points)</b>	<b>Proficient (2 points)</b>	<b>Basic (1 point)</b>	<b>Unsatisfactory (0 points)</b>	<b>Score/Comments</b>
<p><b>Section 7 Addressing Learners’ Diverse Needs</b></p> <p>Meets the needs of students with diverse needs.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.</p>	<p>The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	<p>The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	
<p><b>Section 8 Formative/Summative Assessments</b></p> <p>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</p>	<p>The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards</p>	<p>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.</p>	<p>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>	
<p><b>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-teaching (as applicable)</b></p>	<p>Supporting artifacts and student work samples included are representative of all of the areas assessed; the candidate</p>	<p>Supporting artifacts and student work samples included are representative of most of the areas assessed; the candidate</p>	<p>Supporting artifacts and student work samples included are representative of some of the areas assessed; the candidate</p>	<p>Supporting artifacts and student work samples representing areas assessed are not included; the candidate does</p>	

<b>Elements</b>	<b>Exemplary (3 points)</b>	<b>Proficient (2 points)</b>	<b>Basic (1 point)</b>	<b>Unsatisfactory (0 points)</b>	<b>Score/Comments</b>
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.	presents extensive data analysis and reflection on planning and instruction, as well as plans for re-teaching (as applicable).	presents adequate data analysis and reflection on planning and instruction, as well as some good discussion on plans for re-teaching (as applicable).	presents some data analysis and reflection on planning and instruction, as well as some discussion on plans for re-teaching (as applicable).	not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)	

Overall Evaluation		
_____ Exemplary    _____ Proficient    _____ Basic _____ Unsatisfactory		TOTAL SCORE

\* The weighting of the sections in the lesson plan will be based on the skills being assessed.

**Appendix D - Classroom Observation Form and Rubric**

**Evaluation Criteria for Student Teaching (Classroom Observation Form)**

Student/Intern Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Student Teacher Mentor \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Directions: For each of the outcomes, use one of the following marks: E - Exemplary; P – Proficient; B – Basic; U- Unsatisfactory; NA- Not Applicable.

Principle 1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for all candidates. PA 354.33.(1)(i)(A)

- \_\_\_ 1. demonstrating content knowledge.
- \_\_\_ 2. representing content.
- \_\_\_ 3. conveying enthusiasm.

Comments:

Level of Performance: \_\_\_ Exemplary \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not Applicable

Principle 2: The teacher candidate understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development. PA 354.33.(1)(i)(B)

- \_\_\_ 1. demonstrating knowledge of developmental characteristics.
- \_\_\_ 2. activates prior knowledge and experience.

Comments:

Level of Performance: \_\_\_ Exemplary \_\_\_ Proficient \_\_\_ Basic \_\_\_ Unsatisfactory \_\_\_ Not Applicable

Principle 3: The teacher candidate understands how candidates differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom. PA 354.33.(1)(i)(C)

- \_\_\_ 1. teaching to individual learning abilities.
- \_\_\_ 2. expectations for learning and achievement.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 4: The teacher candidate understands and uses a variety of instructional strategies to encourage candidates' development of critical thinking, problem solving, and performance skills. PA 354.33.(1)(i)(D)

- 1. multiple teaching strategies, active learning, modeling.
- 2. student teacher role in instructional process.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 5: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. PA 354.33.(1)(i)(E)

- 1. management of transitions.
- 2. management of time and materials.
- 3. directions and procedures.
- 4. pacing.
- 5. performance of non-instructional duties.
- 6. positive climate for intrinsic motivation.
- 7. establishing expectations for behavior.
- 8. monitoring student behavior.
- 9. response to student misbehavior.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 6: The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom. PA 354.33.(1)(i)(F)

- 1. oral and written language.
- 2. quality of questions.
- 3. discussion techniques with student participation.
- 4. use of media and technology.

Comments:



Principle 7: The teacher candidate plans instruction based upon knowledge of subject matter, candidates, the community, and curriculum goals. PA 354.33.(1)(i)(G)

- 1. developing different types of goals.
- 2. short- and long-term planning (including unit plans).
- 3. lesson plans: monitoring and adjustment.
- 4. establishing goals with high expectations.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 8: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learner. PA 354.33.(1)(i)(H)

- 1. using a variety of formal/informal assessment techniques.
- 2. assessment data used in lesson planning/adjustment.
- 3. recording and monitoring assessment data.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 9: The teacher candidate thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally. PA 354.33.(1)(i)(I)

- 1. reflection on teaching.
- 2. professional growth.

Comments:

Level of Performance:  Exemplary  Proficient  Basic  Unsatisfactory  Not Applicable

Principle 10: The teacher candidate contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning. PA 354.33.(1)(i)(J)

- 1. sensitivity to student needs and awareness of community resources.
- 2. establishing professional relationships.
- 3. respectful and productive communication with families.

Comments:

Level of Performance: \_\_Exemplary \_\_Proficient \_\_Basic \_\_Unsatisfactory \_\_Not Applicable

Signature of Observer \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student/Intern Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Principle One: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for candidates.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Knowledge of Content	Makes content errors, does not correct errors of candidates or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of disciplines.	Displays solid content knowledge and makes connections between the content and other disciplines.	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding the field.	
2 Representing Content	Represents content in a manner that consistently confuses and perplexes candidates.	Rarely represents content clearly with appropriate examples or in a manner that links well with candidates' knowledge and experiences.	Usually represents content clearly and appropriately, using appropriate examples and analogies and often linking it with candidates' knowledge and experience.	Consistently represents content clearly and appropriately, using apt examples and analogies, offering alternative representations when necessary, and regularly linking the content with candidates' knowledge and experience.	

3 Conveying Enthusiasm	Conveys a negative attitude toward the content, suggesting it is not important or is mandated by others.	Fails to convey the importance of the subject and the work to be done.	Communicates the importance of the subject and the work to be done.	Conveys genuine enthusiasm for the subject.	
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Principle Two: The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Developmental Characteristics of Candidates	Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical).	Learners are engaged in activities to stimulate their thinking, test ideas/materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/feelings, discussions, etc.).	
2 Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate candidates' prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating candidates' prior knowledge.	Consistently helps candidates make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for candidates to discover the connections between current content and life experiences. Candidates see the purpose and the "big picture".	

Principle Three: The teacher candidate understands how candidates differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Teaching to Individual Learning Abilities	Is unaware of individual learning abilities as all candidates receive same delivery of instruction and assignment regardless of differences.	Is aware of the need for adaptations in assignments, time allowed, response modes, etc. and occasionally accommodates these needs for different learners.	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery.	Articulates clearly individual student goals and expectations. Individualized instruction allows for most candidates to succeed and be changed.	
2 Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. Instruction is appropriate for the grade level or course.	Appropriately challenges candidates by presenting material at a qualitatively high level.	Expects candidates to challenge themselves by providing opportunities for choice in activities and assignments.	

Principle Four: The teacher candidate understands and uses a variety of instructional strategies to encourage candidates' development of critical thinking, problem solving, and performance skills.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly on direct instruction/lecture method and giving assignments. Candidates are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy with a lesson and a variety of approaches over time. Candidates are actively engaged for at least one half of the lesson. Some evidence of modeling .	Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of candidates. Candidates are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilitates inquiry through carefully planned lessons and involving candidates at the planning stage. Most candidates are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.	
2 Student Teacher role in Instructional Process	Primarily serves as a "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates groups but steps in to problem solve for the candidates.	Role varies depending on student activities. Expects candidates to self-direct and problem solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Candidates are actively engaged and self-directed, seeking resources, and collaborating with others.	

Principle Five: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Transitions are seamless with candidates assuming some responsibility for efficient operation.	
2 Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Candidates assume some responsibility for efficient operation of time and materials.	

<p>3</p> <p>Directions and Procedures</p>	<p>Directions and procedures are confusing to the student.</p>	<p>Directions and procedures are clarified after initial student confusion or are excessively detailed.</p>	<p>Directions and procedures are clear to candidates and contain an appropriate level of detail. Frequently checks for understanding.</p>	<p>Directions and procedures are clear to candidates. Anticipates possible student misunderstanding, plans, monitors for it.</p>	
<p>4</p> <p>Pacing</p>	<p>The pacing is too slow or rushed.</p>	<p>Pacing is inconsistent.</p>	<p>Pacing is usually appropriate. Teacher adapts pace by monitoring candidates.</p>	<p>Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.</p>	
<p>5</p> <p>Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.</p>	<p>Performance of non-instructional duties is inefficient. May be inattentive to these duties</p>	<p>Duties are handled fairly efficiently</p>	<p>Duties are managed and completed in a clear, professional manner without the loss of instructional time.</p>	<p>Systems for Performing duties are well established with candidates assuming appropriate responsibility for efficient classroom operation.</p>	
<p>6</p> <p>Positive Climate for Intrinsic Motivation</p>	<p>Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be</p>	<p>Candidates are complimented for appropriate behavior and study habits. Teacher encourages candidates to appreciate others.</p>	<p>Classroom environment is positive. Candidates are actively engaged. Extrinsic rewards are not necessary to motivate</p>	<p>Teacher helps the group develop shared values and expectations for interactions</p>	

	offered too frequently to motivate candidates.	Minimal extrinsic rewards offered.	candidates. Teacher clearly shows a caring attitude toward all candidates.	and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.	
7 Establishing Expectations for Behavior	No standards of conduct appear to have been established, or candidates are confused as to what the standards are.	Standards of conduct appear to have been established for situations and most candidates seem to understand them.	Standards of conduct are clear to all candidates. Teacher reviews and prompts behaviors when appropriate.	Standards of conduct for various situations are clear to candidates and appear to have been developed or revised with student participation.	

Principle Six: The teacher candidate uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Oral and Written Language	Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct, but limited or not appropriate to candidates' ages or backgrounds.	Speech and written language are clear and correct Vocabulary is appropriate to candidates' ages and interests.	Oral and written language are correct and expressive with well chosen vocabulary that enriches the lesson.	



2 Quality of Questions	Questions are usually of poor quality: low level of thinking or one word responses are accepted.	Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.	Appropriate variety of questions. Challenges candidates to justify responses, probing for learner understanding, and helping candidates articulate ideas. Consistently provides adequate wait time.	Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and curiosity. Candidates learn to question.
3 Discussion Techniques with Student Participation	Interaction is predominantly recitation style, with teacher mediating questions and answers. Only a few participate in the discussion.	Makes some attempts to engage candidates in a true discussion but with only limited success.	True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion, supporting and expanding student responses.	Candidates assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Candidates insure that all voices are heard in the discussion.

Principle Seven: The teacher candidate plans instruction based upon knowledge of subject matter, candidates, the community, and curriculum goals.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Developing Different Types of Goals	Develops goals that reflect only one type of learning – frequently factual recall.	Usually does not include goals that reflect different types of learning.	Often develops and integrates goals that reflect different types of learning.	Regularly develops and integrates goals that reflect different types of learning, from factual knowledge to conceptual understanding, including reasoning, communication, and social skills.	
2 Short- and Long- Term	Thoughtful planning is not evident in lessons. Lesson plans	Short-term planning is evident and lessons are consistently ready	Long-term planning with connections to past/future teachings	Responds to unanticipated sources of input, evaluates plans in relation to short-	

Planning (including unit plans)	are not prepared in a timely fashion.	on time. There is minimal evidence of long-term planning or connections to past/future teachings.	is clearly evident and prepared in advance of teaching. Plans are linked to candidates' needs and performances.	and long-term goals. Has a clear understanding of the "big picture" for planning	
3 Lesson Plans: Monitoring and Adjustment	Adheres rigidly to an instructional plan when a change will clearly improve the lesson.	Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs, interest, and motivation.	
4 Establishing Goals with High Expectations	Develops unit and lesson goals that trivialize learning and that do not define any learning expectations, or goals may be missing entirely.	Develops unit and lesson goals that expect too little and do not always relate to important learning standards.	Develops unit and lesson goals that usually reflect more than minimum expectations and relate to important curriculum content standards.	Develops unit and lesson goals that consistently reflect high expectations and relate to important curriculum content standards.	

Principle Eight: The teacher candidate understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social and physical development of the learner.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
D 1 Variety of Formal/Informal Assessment Strategies.	Uses minimal number of assessments or only commercially prepared tests. Methods of assessment not consistent with instructional goals.	Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to use performance-based measures.	Data on student progress is gathered in multiple ways such as observations, portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning.	
2 Assessment Data Used in Lesson Planning/Adjustment	Assessment results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.	
3 Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for scoring and recording data is fully effective and up-to-date.	System is highly effective and candidates are involved in collection and summarizing of data.	

Principle Nine: The teacher candidate thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
1 Reflection on Teaching	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.	Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.	Is able to critically analyze a lesson weighing the relative strength of the weak areas Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.	
2 Professional Growth	Makes no effort to share knowledge with others or assume professional responsibilities (attire, mannerisms, communications). Does not complete student teaching requirements.	Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed appropriately.	Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, colleagues, conferences, mentors, etc. to grow professionally. Student teaching requirements are completed with quality and depth.	Demonstrates leadership on a team or with the faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes.	

Principle Ten

The teacher candidate contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

LEVEL OF PERFORMANCE					
Element	Unsatisfactory	Basic	Proficient	Exemplary	NA
D 1  Sensitivity to Student Needs and Awareness of Community Resources	Does not readily observe or identify clues to student distress, special needs, etc. Does not honor confidential information about candidates.	Identifies special needs of some candidates (vision, hearing, counseling, medical intervention, etc.) and communicates concerns with classroom teacher. Respects the privacy of candidates and confidentiality of information.	Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulty. Takes steps to stop discrimination of harassment among candidates.	Is persistent in seeking to end discriminatory activity or harassment among candidates. Also, teams with the classroom teacher to obtain support services.	
2  Establishing Professional Relationships	Has negative or self-serving relationships with his or her cooperating teacher and other colleagues; does not follow suggestions or directives.	Does not make the effort to develop a productive relationship with his or her cooperating teacher and other colleagues; withdraws and works alone, for the most part.	Maintains a satisfactory working relationship with his or her cooperating teacher and other colleagues to fulfill the duties that the school or district requires.	Works well with his or her cooperating teacher and other colleagues to assist in developing and maintaining an effective classroom and school learning environment.	

<p>3</p> <p>Respectful and Productive Communication with Families (if given opportunity)</p>	<p>Provides minimal information to parents or is insensitive to parent concerns about candidates. Does not make an effort to get involved with parents</p>	<p>Adheres to the existing formats for communications with parents. Needs to be reminded to communicate with individual student's parents.</p>	<p>Teams with the teacher to communicate with parents about their child's progress (both positive and negative) on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled sensitively.</p>	<p>Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.</p>
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## Appendix E - KSD

Saint Joseph's University  
Teacher Education Program (TEP)

### **Student Teaching Knowledge, Skills, and Dispositions Rubric (KSD-ST)**

**Description:** Identifies specific categories of Content Knowledge, Skills, Dispositions, and Social Justice Reflections in which undergraduate and graduate teacher candidates are expected to demonstrate growth during the student teaching experience. Candidates are evaluated on a 4-point scale, ranging from 0 (Unsatisfactory) to 3 (Exemplary).

**Use:** This form will be completed by cooperating teachers, student teacher mentors and by student teachers at mid-semester and at the end of the semester. Results are shared with university seminar professors at both points in the semester. Teacher candidates needing intervention will have specific goals identified and measured by their student teacher mentors in conjunction with the Director of Student Teaching.

**Name :**

**Subject:**

**Date:**

**School Name/District :**

**Cooperating Teacher :**

**Grade Level:**

Exemplary: performs well beyond what is expected of a teacher candidate	Proficient: performs commendably, reflective of successful efforts	Basic: performs adequately with few exceptions, reflective of the need to practice	Unsatisfactory: performs at a level less than acceptable; needs development of specific basic skills	Not Yet Observed (NYO)
3: The candidate consistently provides evidence of the desired behaviors.	2: The candidate often provides evidence of the desired behaviors.	1: The candidate sometimes provides evidence of the desired behaviors.	.5 (rarely) or 0 (never) The candidate rarely/never provides evidence of the desired behaviors.	Not yet observed (NYO)

\*The performance standards in the top rows correspond to the numeric values in the bottom row, which will be used for program evaluation. Numbers in parentheses correspond to the Conceptual Framework.

#### **A. Demonstrates Knowledge of Content, Pedagogy & Positive Learning Environments (1.1 – 1.4)**

1. Demonstrates knowledge in the content area/s of instruction (1.1)	3	2	1	.5/0	NYO
2. Demonstrates knowledge of student development to plan coherent instruction and advance learning. (1.2a)	3	2	1	.5/0	NYO
3. Demonstrates knowledge of curriculum design. (1.2b)	3	2	1	.5/0	NYO
4. Demonstrates knowledge of assessment to inform teaching (1.2c)	3	2	1	.5/0	NYO
5. Demonstrates knowledge of how to motivate and engage learners (1.3a)	3	2	1	.5/0	NYO
6. Demonstrates knowledge of building positive learning communities (1.3b)	3	2	1	.5/0	NYO
7. Demonstrates knowledge of teachers' classroom behavior plan and routines (1.3c)	3	2	1	.5/0	NYO
8. Demonstrates knowledge of how to respond effectively to students' behaviors (1.3d)	3	2	1	.5/0	NYO
9. Demonstrates knowledge of managing routines and transitions (1.3e)	3	2	1	.5/0	NYO
10. Demonstrates knowledge of how to use technology to advance learning (1.3f)	3	2	1	.5/0	NYO
11. Modifies instruction to accommodate students' developmental levels, learning needs, cultural differences (1.4a)	3	2	1	.5/0	NYO
12. Incorporates additional resources beyond the stated curriculum, when appropriate, to motivate and engage all learners (1.4b)	3	2	1	.5/0	NYO

**B. Displays Intellectual Curiosity and Reflection (1.5)**

1. Engages in continuous learning by asking questions, joining student/professional organizations, attending conferences, and reading professional literature (1.5a)	3	2	1	.5/0	NYO
2. Reflects on teaching; offers alternative strategies to improve teaching and implement adjusted plan (1.5b)	3	2	1	.5/0	NYO

**C. Communicates critically and effectively through all modes of communication (1.6)**

1. Uses language effectively to express ideas across a variety of modalities (oral, written, professional email, etc) (1.6a)	3	2	1	.5/0	NYO
2. Uses professional oral and written communication (1.6b)	3	2	1	.5/0	NYO

**D. Organizes time and materials for effective instruction (1.7)**

1. Assimilates complex information from multiple sources to create lessons, materials, and assignments (1.7a)	3	2	1	.5/0	NYO
2. Allows sufficient planning time to complete tasks (1.7b)	3	2	1	.5/0	NYO
3. Manages materials and seeks appropriate sources for instruction (1.7c)	3	2	1	.5/0	NYO
4. Adapts to unexpected changes in the schedule (1.7d)	3	2	1	.5/0	NYO

**E. Collaborates thoughtfully with all stakeholders (2.4)**

1. Demonstrates appropriate social skills in professional and social interactions (personal space, maintaining composure, tone of voice, maintaining eye contact, appropriate turn-taking in conversations) (2.4a)	3	2	1	.5/0	NYO
2. Receptive to other view points (listens first, acknowledges others' opposing views) (2.4b)	3	2	1	.5/0	NYO
3. Responds appropriately to the situation and is accountable for one's emotions and behaviors (2.4c)	3	2	1	.5/0	NYO
4. Seeks or accepts suggestions and advice from mentors (2.4d)	3	2	1	.5/0	NYO
5. Collaborates and reflects with supporting professionals and implements appropriate changes (2.4e)	3	2	1	.5/0	NYO

**F. Demonstrates Ethical Behavior (2.5)**

1. Reports students' progress responsibly (2.5a)	3	2	1	.5/0	NYO
2. Participates in decision-making and maintains his/her commitment to decisions made (2.5b)	3	2	1	.5/0	NYO
3. Maintains confidentiality (2.5c)	3	2	1	.5/0	NYO

**G. Demonstrates Professional Conduct (2.6)**

1. Arrives promptly to all commitments (2.6a)	3	2	1	.5/0	NYO
2. Maintains a professional appearance as specified in the field placement or student teaching handbook (2.6b)	3	2	1	.5/0	NYO
3. Follows safety policy and procedural rules of the school (2.6c)	3	2	1	.5/0	NYO
4. Represents the school professionally during school hours and community events (2.6d)	3	2	1	.5/0	NYO



**H. Understands and Advocates for Social Justice (3.1-3.4)**

These dispositions can only be assessed through conversation with the student teacher.

1. Sets high expectations for all students (3.1)	3	2	1	.5/0	NYO
2. Interacts positively and respectfully with those of different backgrounds and abilities (3.2)	3	2	1	.5/0	NYO
3. Is aware of structural inequalities of schools and society that shape students' access to achievement (ex: Candidate notices deficit attitudes towards children in culturally non-dominant communities) (3.3)	3	2	1	.5/0	NYO
4. Respectfully questions practices and policies that reinforce inequities and undermine student learning (ex: Candidate describes to his/her mentor how she/he would challenge unflattering and unnecessary remarks made about students) (3.4)	3	2	1	.5/0	NYO
5. Draws upon information about students' lives, knowledge traditions, and or heritage to inform instruction (3.7).	3	2	1	.5/0	NYO

**Reflection:**

**Mid-Semester: Reflect on areas of exemplary performance and areas of performance that need improvement. Please identify three goals for enhancing professional growth.**

**Final Assessment: Reflect on progress towards identified goals.**

Student Teacher Name:

Cooperating Teacher/Student Teacher Mentor: Name:

Date:

Signature:

**Appendix F – PDE 430**

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice – PDE 430

Student’s Last Name	First	Middle	Social Security Number
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Subject(s) Taught	Grade Level
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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 candidates 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 candidates 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

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

Lesson/Unit Plans	Student Teacher Interviews
Resources/Materials/Technology	Classroom Observations
Assessment Materials	Resource Documents
Information About Candidates	Other

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

<p>Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which candidates feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.</p> <p>Alignment: 354.33. (1)(i)(E), (B)</p>						
<p>Student Teacher’s performance appropriately demonstrates:</p> <p>Expectations for student achievement with value placed on the quality of student work  Attention to equitable learning opportunities for candidates  Appropriate interactions between teacher and candidates and among candidates  Effective classroom routines and procedures resulting in little or no loss of instructional time  Clear standards of conduct and effective management of student behavior  Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher  Ability to establish and maintain rapport with candidates</p>						
<p>Sources of Evidence (Check all that apply and include dates, types/titles, and number)</p> <table> <tr> <td>Classroom Observations</td> <td>Visual Technology</td> </tr> <tr> <td>Informal Observations/Visits</td> <td>Resources/Materials/Technology/Space</td> </tr> <tr> <td>Student Teacher Interviews</td> <td>Other</td> </tr> </table>	Classroom Observations	Visual Technology	Informal Observations/Visits	Resources/Materials/Technology/Space	Student Teacher Interviews	Other
Classroom Observations	Visual Technology					
Informal Observations/Visits	Resources/Materials/Technology/Space					
Student Teacher Interviews	Other					

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

<p>Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages candidates in learning by using a variety of instructional strategies. Alignment: 354.33. (1)(i)(D),(F),(G)</p>								
<p>Student Teacher’s performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>Knowledge of content and pedagogical theory through their instructional delivery</li> <li>Instructional goals reflecting Pennsylvania K-12 standards</li> <li>Communication of procedures and clear explanations of content</li> <li>Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs</li> <li>Use of questioning and discussion strategies that encourage many candidates to participate</li> <li>Engagement of candidates in learning and adequate pacing of instruction</li> <li>Feedback to candidates on their learning</li> <li>Use of informal and formal assessments to meet learning goals and to monitor student learning</li> <li>Flexibility and responsiveness in meeting the learning needs of candidates</li> <li>Integration of disciplines within the educational curriculum</li> </ul>								
<p>Sources of Evidence (Check all that apply and include dates, types/titles, or number)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Classroom Observations</td> <td style="width: 50%;">Student Assignment Sheets</td> </tr> <tr> <td>Informal Observations/Visits</td> <td>Student Work</td> </tr> <tr> <td>Assessment Materials</td> <td>Instructional Resources/Materials/Technology</td> </tr> <tr> <td>Student Teacher Interviews</td> <td>Other</td> </tr> </table>	Classroom Observations	Student Assignment Sheets	Informal Observations/Visits	Student Work	Assessment Materials	Instructional Resources/Materials/Technology	Student Teacher Interviews	Other
Classroom Observations	Student Assignment Sheets							
Informal Observations/Visits	Student Work							
Assessment Materials	Instructional Resources/Materials/Technology							
Student Teacher Interviews	Other							

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

<p>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)</p>										
<p>Student Teacher’s performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</li> <li>Knowledge of school or district requirements for maintaining accurate records and communicating with families</li> <li>Knowledge of school and/or district events</li> <li>Knowledge of district or college’s professional growth and development opportunities</li> <li>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</li> <li>Effective communication, both oral and written with candidates, colleagues, paraprofessionals, related service personnel, and administrators</li> <li>Ability to cultivate professional relationships with school colleagues</li> <li>Knowledge of Commonwealth requirements for continuing professional development and licensure</li> </ul>										
<p>Sources of Evidence (Check all that apply and include dates, types/titles, or number)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Classroom Observations</td> <td style="width: 50%;">Student Assignment Sheets</td> </tr> <tr> <td>Informal Observations/Visits</td> <td>Student Work</td> </tr> <tr> <td>Assessment Materials</td> <td>Instructional Resources/Materials/Technology</td> </tr> <tr> <td>Student Teacher Interviews</td> <td>Other</td> </tr> <tr> <td>Written Documentation</td> <td></td> </tr> </table>	Classroom Observations	Student Assignment Sheets	Informal Observations/Visits	Student Work	Assessment Materials	Instructional Resources/Materials/Technology	Student Teacher Interviews	Other	Written Documentation	
Classroom Observations	Student Assignment Sheets									
Informal Observations/Visits	Student Work									
Assessment Materials	Instructional Resources/Materials/Technology									
Student Teacher Interviews	Other									
Written Documentation										

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially 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 consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially 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:
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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

Required Signatures:

Student Teacher Mentor \_\_\_\_\_

Date: \_\_\_\_\_

/Evaluator:

Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Certification Officer: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix G: Professional Testing

### Professional Testing Requirements

(as of July 8, 2014)

#### **I. Introduction**

In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph's University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Below are the general guidelines for the testing requirements in place for certification in Pennsylvania as of June 2014. To check the current PA requirements visit:

[http://www.education.state.pa.us/portal/server.pt/community/testing\\_requirements/8638](http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638)

You should periodically check the Testing Information Bulletin Board outside Suite 230 in Merion Hall for announcements and updates.

#### **II. Testing Vendors**

Currently, Pennsylvania uses two testing companies, namely, Education Testing Services (ETS) and ES Pearson. Information about the specific tests and how to register may be found at the following links:

ETS (Praxis series): <https://www.ets.org/praxis>

ETS (Leadership tests): <https://www.ets.org/sls>

ES Pearson (PAPA and PECT tests): <http://www.pa.nesinc.com>

**NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph's University may upload scores into a certification application.**

#### **III. Basic Skills Tests**



In Pennsylvania, undergraduate (bachelor’s degree level) candidates are required to demonstrate a level of competence in Reading, Writing and Mathematics. ***This requirement does not apply to candidates who complete their teacher preparation coursework as part of a post-baccalaureate or master’s degree program.*** [The only exception to this exemption is Instructional Technology Specialist candidates who do not hold a teaching certificate. Such candidates must meet the basic skills test requirements].

This requirement may be satisfied in three ways as follows:

**1. Achieve qualifying scores in the Reading, Writing and Mathematics modules of the ES Pearson Pre-service Academic Performance Assessment (PAPA).**

It is recommended that you do not sit for all three tests on the same day. These tests measure high school knowledge and skills and they are often referred to as college-readiness assessments. As such candidates should take the tests during their freshman year. See the qualifying score for each module below.

There is also a composite scoring option:

The Composite Scoring Option for PAPA was initiated to enable a candidate who may excel in one area such as mathematics, but who is not strong in another PAPA area, to receive a passing score on the PAPA series. In order to qualify, a candidate must meet a minimum score in each test area (Mathematics, Reading, and Writing) **and** then exceed the passing score by an amount equal to the Standard Error of Measurement in one or two of the other test areas. The candidate’s test scores are added together, and if the scores total 633, the candidate has passed the PAPA series. The Minimum Scores required for the Composite Scoring Option are shown below.

Test Name	Test #	PAPA Qualifying Score	Minimum Composite Score
PAPA Reading	8001	220	<b>193</b>
PAPA Mathematics	8002	193	<b>176</b>
PAPA Writing	8003	220	<b>192</b>

**Minimum Composite Score Total: 686** Sum of the 3 PAPA tests must total or exceed 686. This total does not represent the sum of the 3 minimum scores. Candidates must achieve the PAPA Qualifying Score (220) in at least 1 (one) area **and** also reach the Minimum Composite Score Total.

**2. Present qualifying SAT/ACT scores.**

This policy is based on candidates’ past performance. The SAT and/or ACT tests must have been taken by students prior to their acceptance to a college or university, and those previous scores are the scores that are detailed in the new policy. No student currently admitted to a college or university can attempt to retake the tests in order to gain a higher SAT or ACT score. Additionally, the policy is an “all or none” policy—either the candidate has met the criteria in full for all three of the tests, or they have not. There is no breaking up of the policy into portions. PDE cannot accept just one or two PAPA tests—either the candidate uses the SAT/ACT policy to be excused from all PAPA tests, or the candidate takes and passes all of the PAPA tests.

Effective September 1, 2013 candidates may now meet the above-noted requirement of “basic skills” with either:

- a. A score of no less than 1500 on the Scholastic Achievement Test (SAT).

The SAT score of 1500 will include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500.

PDE is now accepting the best SAT and ACT scores for individual tests. The scores can be from different test administrations or “sittings.”

b. A composite score of 23 on the American College Test (ACT) Plus Writing

The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

For American College Test (ACT) taken after August 31, 2016 consult the table in Appendix I – Pennsylvania Department of Education Certification Test and Score Requirements.

Candidates who meet either requirement at the time of college matriculation shall be exempt from taking the PAPA exam.

### Procedure

Candidates will submit an official copy of their SAT/ACT scores to the Director of Certification (Dr. Joseph Cifelli). This should be done during freshman year.

The Office of Certification will file the score report into the candidate's student teaching folder and ultimately enter the SAT/ACT scores into candidates' online PA teacher certification application.

### **3. ETS Core Assessments**

This option has recently been added by PDE. Candidates may elect to take the ETS Core Assessment tests in lieu of the ES Pearson PAPA exams. The announced qualifying scores are as follows:

Test 5712 Reading      Score 156  
Test 5722 Writing      Score 162  
Test 5732 Math          Score 142

We do not have any experience with these tests as of July 2014, so we are unable to comment on the advisability of taking them over the PAPA. However, this may be an option for candidates who are unable to pass the PAPA exam after multiple attempts. GPA composite scoring scale announced for the Core Assessments is 460. Stay alert for changes.

### **V. Pedagogy and Content Exams**

Unless otherwise indicated, candidates must earn a qualifying score in one or more pedagogy and/or content exam depending on their area of certification.

Information below is current as of July, 2014. The responsibility to take the proper tests lies solely with the candidates.

<b>Certification Area</b>	<b>Vendor</b>	<b>Test</b>
Art K-12	ETS	0134/5134 Art: Content Knowledge
Biology 7-12	ETS	0235/5235 Biology: Content Knowledge

Chemistry 7-12	ETS	0245/5245 Chemistry: Content Knowledge
Citizenship 7-12	ETS	0087/5087 Citizenship Ed. Content Knowl
English 7-12	ETS	5038 English/LA: Content Knowledge
French K-12	ETS	5174 French: World languages
All K-12 areas (Foreign languages/Art)	ETS	0511/5511 Fundamental Subjects Content Knowledge
General Science 7-12	ETS	0435/5435 Gen Science: Content Knowledge
Grade 4-8 (general)	ETS	5153 Module 1: Pedagogy
Grade 4-8 (general)	ETS	5154 Module 2: English/LA & Social Studies
Grade 4-8 (general)	ETS	5155 Module 3: Math & Science
Grade 4-8 (concentration)	ETS	5156 English/Language Arts
Grade 4-8 (concentration)	ETS	5157 Social Studies
Grade 4-8 (concentration)	ETS	5158 Mathematics
Grade 4-8 (concentration)	ETS	5159 Science
PreK-4	Pearson	8006 Module 1: Child Dev, Prof., Assessment
PreK-4	Pearson	8007 Module 2: Language Arts & Soc Studies
PreK-4	Pearson	8008 Module 3: Science, Math & Health
Latin K-12	ETS	5601 Latin
Math 7-12	ETS	5161 Math: Content Knowledge
Physics 7-12	ETS	0265/5265 Physics: Content Knowledge
Reading Specialist	ETS	0301/5301 Reading Specialist
Social Studies 7-12	ETS	0081/5081 Social Studies: Content Know
Spanish K-12	ETS	5195 Spanish: World languages
Special Ed PK-8	Pearson	8011 SpEd PK-8 Module 1
Special Ed PK-8	Pearson	8012 SpEd PK-8 Module 2
Special Ed 7-12	Pearson	8015 SpEd 7-12 Module 1
Special Ed 7-12	Pearson	8016 SpEd 7-12Module 2
Hearing Impaired K-12	ETS	5272 SpEd Ed of Deaf & Hard of Hearing
Principal K-12 and Supervisors	ETS	1011/6011 School Leadership Lic Assessmt (One test covers both certificates)
Supervisors (only)	ETS	0411/5411 Ed Leadership: Admin & Supv
School Superintendent	ETS	1021/6021 Schl Superintendent Assessment

**NOTE:**

Since January 1, 2010, PDE has adopted a GPA scale for qualifying scores on most pedagogy and content exams. General guidelines are as follows:

1. Scaled scores are based on a candidate's final overall GPA.
2. GPAs are given to three decimal places; no rounding is permitted.
3. Official test scores are valid for life.

Use the link below to find the GPA scaled scores and other PA testing information:

[http://www.portal.state.pa.us/portal/server.pt/community/testing\\_requirements/8638](http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638)

## Appendix H: Applying for PA Certification

Saint Joseph's University  
Office of Certification

031814

### Initial Application TIMS Directions

1. Login: If you do not have an account, you must register first.  
<http://www.portal.state.pa.us/portal/server.pt?open=512&objID=7237&mode=2>
2. Click: Teachers, Administrators & Certifications
3. Click the TIMS box
4. Access the TIMS application by clicking [here](#)
5. Click: New Credential Application
6. Click: Request Credential Type (see below)
7. Select Certification Area (see below)

### *Selecting Credential Type and Certification Area*

<b>Credential Type</b>	<b>Certification Area</b>
Administrative I (75)	Principal K-12 (1115)
Educational Specialist I (31)	Instructional Technology Specialist (1825) School Nurse K-12 (1890)
Endorsement (58)	Autism K-12 (1180)
Instructional I (61)  <b>Note: You can add more than one certification area to a single Instructional I application.</b>  <b>For example, dual majors should check both Grades PK-4 and Special Ed PK-8.</b>  <b>4-8 candidates who have dual concentrations should check off both subject areas.</b>	Art K-12 (1405) Biology 7-12 (8405) Chemistry 7-12 (8420) Citizenship 7-12 (8825) English 7-12 (3230) French K-12 (4410) General Science (8450) German K-12 (4420) Grades 4-8 (choose <b>one or two</b> 7-8 concentrations) (3100) Grades PK-4 (2825) Hearing Impaired N-12 (4020) Italian K-12 (4430) Latin K-12 (4030) Math 7-12 (6800) Physics 7-12 (8470) Reading Specialist K-12 (7650) Social Studies 7-12 (8875) Spanish K-12 (4490) Special Education 7-12 (9227) Special Education PK-8 (9226)
Intern (51)	<i>Need prior approval to apply from Dr. Cifelli</i>
Letter of Eligibility (90)	Superintendent K-12 (1150)
Program Specialist (86)	ESL K-12 ( 4499)

Supervisory (76)	Supv Curriculum & Instruction K-12 (2915) Supv Reading K-12 (7615) Supv Special Education K-12 (9215)
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You will now see two questions:

1. Are you applying to add an additional subject area to an existing Instructional I Credential through testing alone? Answer **NO**.
2. Will a PDE-approved teacher education.....? Answer **YES**.

Continue with the rest of the sections of the application.....

Step 1: Background questions

Step 2: Demographic Information (proofread for errors)

Step 3: Education Details

**If you are a graduate student.....**

Must enter Bachelor's degree (YES to degree, NO to Educator Prep Program)

THEN, add Saint Joseph's University (YES or No to degree, YES to Educator Prep Program)

If you are an undergraduate student, add Saint Joseph's University. (YES to degree, YES to Educator Prep Program)

*Note: You cannot enter a future completion/conferred date, system defaults to first day of month. You can't go any further until you are in the actual month and year you will complete the program/degree.*

Step 4. Certification Program Provider Survey

**1=Strongly Agree, 2= Agree, 3= Disagree, and 4=Strongly Disagree.**

Step 5: Certification Details: Skip this step

Step 6: Proof Item Details: Skip this step

Summary: Application Summary

Read over all information, go back and correct any errors

Check Code of Conduct boxes at bottom.

Proceed to submit.

Enter personal information and credit card.

**Submit.** Keep checking back until Approved. Then you can print your certificate.

**There is nothing to send in.**

Check to see if your test scores have arrived at PDE. On your Home Page: Click **View Test Scores on File**. If you took tests outside of PA, you must request scores to be sent to PDE. It takes about 4-6 weeks for scores to appear in your TIMS account after you take a test.

***Be sure to renew your clearances. You need current clearances & TB test in order to be interviewed/hired. Contact Dr. Cifelli at [jcifelli@sju.edu](mailto:jcifelli@sju.edu) if you have any problems with the application.***

## **Appendix I: Lesson Plan Policy**

### SJU STUDENT TEACHING LESSON PLAN POLICY

Student Teachers have varied skills in creating and implementing lesson plans. Because this is such a critical element for success in the classroom, it is important that all comply with a uniform procedure. Although the Seminar Professors will require three formal lesson plans written with the approved SJU lesson plan format, it is the Student Teacher Mentors' responsibility to monitor the teacher candidates' ability to create and teach the lessons.

1. All student teachers are required to have a **binder of hard copies of all lesson plans** for the entire student teaching semester. Student Teacher Mentors will monitor the lessons at the beginning of each visit. In addition, **Student Teacher Mentors are required to review at least one lesson plan every week of the student teaching semester.** Student teachers will be responsible for e-mailing these lessons to the student teacher mentor. If a student teacher is struggling, this number should be increased. The binder should contain an area for questions and observations related to the lessons for the student teacher mentor and/or cooperating teacher. Cooperating teachers should review and initial these lesson plans.
2. The Student Teaching Seminar Professors will grade a minimum of three lesson plans at the beginning, middle and end of the semester.
3. Student Teachers should demonstrate an understanding of each of the components of the lesson plan, and there should be a link between the objectives and assessment.
4. Because the SJU format is lengthy, the Student Teacher Mentor may adjust the requirements for written lesson plans after he/she is satisfied that the student teacher is competent in developing effective plans. The student teacher may then use the same format used by the cooperating teacher, as long as the essential elements of the plan are present. Factors such as the number of lesson plans/week required and the skill level of the student teacher will affect when this change is made.
5. If a student teacher has significant difficulty writing effective lesson plans, an Action Plan should be created immediately as an intervention. The Director of Student Teaching should be notified.

# Appendix J: Pennsylvania Department of Education Certification Test and Score Requirements

Pennsylvania Department of Education  
Certification Test and Score Requirements

[Return to the Introduction Menu](#)

Basic Skills Assessment Options																																															
<p align="center"><b>Basic Skills Assessments – Composite Score Option</b></p> <p>You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed.</p>																																															
<p><b>I. ACT</b> <span style="float:right">Test Registration Link: <a href="#">ACT</a></span></p> <table border="1"> <thead> <tr> <th>Test Name</th> <th>Section</th> <th>Passing Score</th> <th>Minimum Composite Score</th> </tr> </thead> <tbody> <tr> <td rowspan="3">ACT - before September 1, 2015</td> <td>English/Writing</td> <td>22</td> <td>Not Eligible</td> </tr> <tr> <td>ACT Combined Score*</td> <td>23</td> <td>Not Eligible</td> </tr> <tr> <td>Mathematics</td> <td>21</td> <td>19</td> </tr> <tr> <td colspan="4">*Must have all three passing scores to qualify; only Mathematics may be used in composite scores</td> </tr> <tr> <td rowspan="4">ACT – September 1, 2015 to August 31, 2016</td> <td>Reading</td> <td>22</td> <td>20</td> </tr> <tr> <td>Writing</td> <td>21</td> <td>17</td> </tr> <tr> <td>Mathematics</td> <td>21</td> <td>19</td> </tr> <tr> <td><b>Composite ACT Test Score:</b></td> <td><b>64</b></td> <td></td> </tr> <tr> <td rowspan="4">ACT – after August 31, 2016</td> <td>Reading</td> <td>22</td> <td>20</td> </tr> <tr> <td>Writing after Sept. 2016</td> <td>8</td> <td>7</td> </tr> <tr> <td>Mathematics</td> <td>21</td> <td>19</td> </tr> <tr> <td><b>Composite ACT Test Score:</b></td> <td><b>51</b></td> <td></td> </tr> </tbody> </table>				Test Name	Section	Passing Score	Minimum Composite Score	ACT - before September 1, 2015	English/Writing	22	Not Eligible	ACT Combined Score*	23	Not Eligible	Mathematics	21	19	*Must have all three passing scores to qualify; only Mathematics may be used in composite scores				ACT – September 1, 2015 to August 31, 2016	Reading	22	20	Writing	21	17	Mathematics	21	19	<b>Composite ACT Test Score:</b>	<b>64</b>		ACT – after August 31, 2016	Reading	22	20	Writing after Sept. 2016	8	7	Mathematics	21	19	<b>Composite ACT Test Score:</b>	<b>51</b>	
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