

**Grades PK-8
PRE-STUDENT TEACHING
SEMESTER HANDBOOK**



**KING'S
COLLEGE**
TRANSFORMATION. COMMUNITY. HOLY CROSS.

**KING'S COLLEGE
EDUCATION DEPARTMENT**

Wilkes-Barre, Pennsylvania 18711

Revised
Fall 2021

PRE-PROFESSIONAL EXPERIENCE HANDBOOK

Pre-Student Teaching Semester Handbook

King's College Education Department

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PRE-PROFESSIONAL EXPERIENCE HANDBOOK

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PROFESSIONAL EDUCATION UNIT Conceptual Framework Abstract

King's College Education Department Vision Statement

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

King's College Education Department Mission Statement

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

Goals of the Education Unit

The general aim of the Education Unit is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the Division seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the Division seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

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King's College Teacher Candidate Proficiencies

1. Integrating Knowledge and Practice

- 1.1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught.
- 1.2 The teacher effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.
- 1.3 The teacher productively incorporates a variety of communication techniques to foster student learning

2. Understanding Learners

- 2.1 The teacher understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development
- 2.2 The teacher is committed to the development of literacy skills in all learners
- 2.3 The teacher is culturally competent and can adapt instruction to meet the needs of all students.

3. Developing Learning Communities

- 3.1 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.2 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.3 The teacher understands how factors in the students' environment outside of school may influence students' life and learning
- 3.4 The teacher demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

- 4.1 The teacher understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.
- 4.2 The teacher effectively uses a variety of formal and informal assessment techniques.

5. Reflective Practice

- 5.1 The teacher displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
- 5.2 The teacher acts in a responsible and professional manner.

Pre-Student Teaching Experience

Goals of Experience

1. To experience the many facets of a classroom and responsibilities of teaching.
2. To observe the integration of learning theories discussed in college courses and actual classroom application.
3. To assist the classroom teacher in activities that will enhance student learning.

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4. To develop and practice teaching skills.

Aligned with the following King's Proficiencies: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.2

Description

The pre-student teaching semester is an opportunity for elementary education majors to experience a more interactive classroom than their early field experiences. During the semester, students will visit selected classrooms for teaching experiences connected with methods courses. Students are required to attend an orientation meeting with the liaison of the pre-student teaching semester before starting the experience.

Each student is expected to participate every Tuesday and Thursday after the Tuesday and Thursday courses end. The students will be at their placement every Tuesday and Thursday for a minimum of 3 consecutive hours. The dates for this are listed below. For students not taking all methods courses or enrolled in middle level adjustments will be made.

Fall 2021

Part-time Dates:

3 Consecutive Hours in Field

Part-time Dates: (13 total days) (Tuesdays & Thursdays in Field)

3 Consecutive Hours in Field

September 28

September 30

October 5

October 12

October 14

October 19

October 21

October 26

October 28

November 2

November 4

November 9

November 11

Full Time Dates: (12 total)

Full time schedule based on placement

Friday, November 12

November 15 - 19 (5 days)

November 22 & 23 (2 days)

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November 30 – December 3 (4 days)

The last full-time day is **Friday, December 3, 2021**

Theme Cycle Presentations:

Monday, December 6, 9:30 - 11:00 am

Tuesday, December 7, 9:30 am to 11:00 am

Theme Cycle Overview: Wednesday, September 15 at 10 am

Virtus Training: Thursday, September 9th from 9:30 to 11:30 am

Portfolios will be due on Wednesday, December 1 by 4:30 pm

*Uploaded to Taskstream by Monday, December 6, 2021 at 9 am

In addition, in preparation for student teaching, it is strongly recommended that students spend as many full days as possible during the last four weeks. Over the course of the experience, the student will be helping with class business, teaching lessons to small groups of children, assisting individual students under the direction of the classroom teacher, and teaching lessons to the whole class. Students are also encouraged to observe special classes and go to lunch with the class to fulfill hours when it is appropriate.

Scheduling/School Placement

Students will begin the experience by contacting the cooperating teacher to schedule an orientation meeting. At the orientation meeting, students will introduce themselves, learn about the school, and arrange visits and exchange telephone numbers and e-mail addresses. In addition, students will talk with the teacher(s) to learn about school policies, their classroom management procedures, the scope of the curriculum, and students' individual needs. Students will also review the requirements of the class with the teacher(s). The student's expectations of this experience should be shared with the teacher(s). We also encourage the teacher(s) to share expectations of the students. A tentative schedule should be arranged, and a school calendar and policy manual should be obtained. Subsequent visits should be arranged for observations and lessons.

The Pre-student teaching liaisons, Dr. Reboli, Dr. Yurko, and Dr. Weiland, will inform students as to which schools, teachers, and grade levels that they will attend during the experience. The number of students who visit a teacher or school is dependent on the cooperating school's ability to facilitate the demand. It is the student's responsibility to call the school office and arrange an orientation visit(s).

General Requirements of Schools

1. **Appearance:** Dress and grooming must be comparable to the professionals in the building. Male students will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female students will wear moderate to long skirts and dresses or dress slacks. Blouses and dress tops should not be tight fitting or have low necklines. One set of earrings is permissible for females, but no other piercing. If a student has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Cigarettes are not permitted on school grounds.

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2. **Attendance:** Students are expected to be present at the school at their arranged date and time. If you must be absent, notify the school, the classroom teacher, and theme cycle professors as soon as possible. It is the student's responsibility to arrange a make-up session.

3. **Courtesy:** Students are to report to the main office when entering the building. Since students are guests of the schools, they are expected to abide by the school's regulations, including no tobacco products. Students are to show respect during prayers and pledge ceremonies. School personnel will report any infraction of the above regulations to the coordinator of the pre-student teaching experience.

State Requirements: Students must have on file with the director of the pre-student teaching experience and the school principal all required clearances. All clearances must be current and submitted within the time frame specified by course instructors. If these clearances are not submitted by the due date, the student will not receive a school placement and will be subject to the consequences imparted by the instructors of the Methods courses. Field experience clearance packet must be submitted to coordinator of field placements prior to the start of any field work.

Specific Course Requirements

1. **Information Exchange:** After the initial meeting with the teacher, a copy of the information exchange sheet should be submitted to *Dr. Jill Yurko*.

2. **Time Sheets:** Students are required to keep an accurate record of the time they spend in the classroom. Students should fill in a daily time **record and have the classroom teacher verify and sign it**. Candidates will complete a minimum of 100 hours in the field and will remain in placement through the entire field-experience.

3. **Introduction:** On the first visit to the classroom, students will introduce themselves to the class. A brief description of their experiences and goals will be shared with the children for establishing rapport with the class.

4. **Lesson Presentations:** Guidelines and specifications for lessons will be provided by the instructors of the methods courses. All lesson plans are to be available for the classroom teacher to review at least 2 days before presentation. Teachers will review the lessons and provide suggestions appropriate for their curriculum and students.

a. **Lesson Plan Format:** Students will use the King's College Lesson Plan format. (template enclosed). They will integrate lesson plans into a theme cycle unit. A description of the theme cycle assignment follows. Methods instructors will review the lesson plan format with the students.

b. **Regular Lessons:** Students will develop lessons for the time period of the subject in the grade level that they are teaching. (Times will vary based on the classroom schedule, teacher, and grade level.) The classroom teacher will provide the topic for the lesson.

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c. **Experiential Reflection:** Student will prepare a written reflection of overall experience near the end of the semester.

d. **Diversity Summary:** Students are required to prepare a diversity summary at the conclusion of the experience to be included in the theme cycle. As all students are diverse learners, all lesson plans are required to contain adaptations and accommodations to reflect not only documented needs, but also variations in learning styles.

5. **Evaluation – Cooperating Teacher:** The classroom teacher will provide feedback in terms of teaching style and subject content. Students should allow for time after teaching to confer with the classroom teacher. Over the course of the semester, the cooperating teacher will evaluate the student, using the King’s lesson plan evaluation, in three different subject areas, preferably related to language arts, science, and mathematics.

6. **Evaluation – King’s Supervisor:** King’s teacher candidates can expect at least one classroom observation. This observation will be followed by a conference intended to provide coaching and feedback. It is the responsibility of the teacher candidate to provide the supervisor with a schedule of their teaching.

7. **Theme Cycle Assignment**

The purpose of the theme cycle is to integrate disciplines to make learning fun and attractive to students. One means to accomplish this enjoyment is to integrate lessons. For the interdisciplinary theme cycle project, you will develop lessons in mathematics, language arts, and science according to the *King’s College lesson plan* format. The timeline for the theme cycle should extend for a minimum of five (5) consecutive class days. Students will work *individually* with their cooperating teacher to develop a theme cycle designed for their assigned grade level. Each theme cycle will include adaptations for students with special needs as well as sensitivity to students from different cultural backgrounds. All theme cycles will reflect the use of technology. (King’s Proficiencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1)

The thematic cycle will be assessed for each methods course (language arts, math, and science) according to the attached rubric.

I Written Section/Oral Presentation: 30% (20% for Portfolio & 10% for Presentation)

The written section is to be put in a binder that will include:

- An integrated concept map / unit plan.
 - Introduction & timeline
 - Diversity Summary
 - Theme Cycle Lesson Plans:
 - a. **Pre-Assessment** of Student Knowledge Related to Theme (ELA, Science and Math should be Pre-Assessed)
 - b. Five (5) Lessons Using King’s College Lesson Plan Format
- i. You must integrate each content area into at least two lessons (i.e. at least 2 lessons include mathematics, 2 include science and 2 include English language arts)

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- c. Representative Artifacts/Samples of Student Work for Each Lesson
- d. Reflections on each of five (5) the lessons should be included following each lesson plan and student work samples
- e. **Post-Assessment:** Authentic Assessment and Assessment Rubric(s) to serve as summative assessment of learning throughout theme cycle. (this is in addition to any rubrics used to assess student work within individual lessons) * Tests/Quizzes are Traditional, not Authentic
 - Technology Use Summary
 - Communication with Families (Minimal Requirements Below)
 - a. Newsletter
 - b. Introductory and Departure/Thank You Letter to Families
 - c. Creation and Communication of an Interactive Activity (including materials) that a family could do together
 - or Development of Classroom Website with Photos, Interactive Materials & Links for Students and Families related to each subject and Theme
 - d. Copy of school report card template with reporting categories with reflection regarding effectiveness of reporting categories and procedures for communicating progress
 - **Experiential Reflection**
 - **Required Documentation**
 - a. **Teacher evaluations** for three (3) theme cycle lessons. Please turn these into King's College Supervisor as soon as each is completed for entry into Task Stream.
 - b. **King's Pre-Student Teaching Supervisor Evaluation** This is retained by supervisor and entered into Task Stream.
 - c. **Time Sheet:** Please submit with Theme Cycle Portfolio

All completed components of Theme Cycle Portfolio Due:

II Presentation (10 Minutes) - Oral Communication Rubric Included

When presenting the interdisciplinary theme cycle, each individual will present their work to the King's Colleagues and Community. Each individual is responsible for creating a visual presentation using Prezi, PowerPoint, moviemaker, or any other visual presentation tool. Presentations may include video clips (no more than 5 minutes) that demonstrate their theme cycle in action. In addition, you may showcase your class website. Each individual will present for approximately ten (10) minutes. Please note it is your responsibility to be sure that your technology will work at the presentation. Also, be sure that as you are taping, you consider such things as the volume and visuals you are presenting. In addition, it should be evident that you took time to prepare and practice your presentation prior to standing in front of the group to present. Focus on key points rather than presenting a day by day list of everything you did while at your assigned school.

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Theme Cycle Contract – Fall 2021

Theme Cycle Contract – Due October 27, 2021

A series of five (5) integrated lessons centering around one theme will be taught in the classroom and planned with input from the cooperating teacher is one requirement of pre-student teaching teachers. Please fill in and discuss the assignment before signing off on a topic.

I, _____, have decided with input from me
(Student's name)

Cooperating teacher _____ that I choose --
(Teacher's name)

the topic _____ for my theme cycle.

Please submit theme topic and signatures to Dr. Weiland by the due date.

Please sign:

Student: _____ date: _____

Cooperating teacher: _____ date: _____

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King's College Pre-Student Teaching Experience

Information Exchange Sheet

Due to Monday, October 6, 2021

Student's Name _____

Phone # _____ E-mail _____

Cooperating Teacher's Name _____

Phone # _____ E-mail _____

Grade Level _____

School Name _____

Specific Subject Taught _____

Possible Themes Discussed: _____

Final Theme Selected: _____

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King's College Pre-Student Teaching Experience Time Sheet for Fall 2021

Orientation Meeting with Teacher: Date Time

Date	Time Spent In Classroom or Online	Of this time, how much time spent in collaboration with teacher?	Signature of Classroom Teacher

**** You are expected to be in the classroom for the full day for the days designated as full days even if you have completed your hour requirement. There are no exceptions to this requirement.**

***** Theme Cycle Portfolio Due: _____ by 4:30 PM in Task stream**

******Theme Cycle Presentations: _____**

Standard Components of the King's College Lesson Plan

Instructional Objective(s)

State objectives in terms of what the pupils are expected to learn in observable form. Each objective should be linked to an assessment item.

Anticipatory Set/Motivation

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to gain the students' attention. Indicate the way the lesson will be started.

Materials and Resources

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

Procedures/ Input/ Modeling

Describe the sequence and approaches to be followed in lesson development.

Guided Practice/ Checking for Understanding

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

Accommodations and Adaptations

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Closure

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end the instructional experience.

Assessment (s)

Numbered assessments are aligned with numbered instructional objectives. There should be a correspondence between the two items.

Independent Practice/ Assignment

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

King's College Lesson Plan

Student Teacher _____

Date _____

Grade _____ Subject _____

Topic _____

<u>PA Academic Standards</u>	
<u>PA Core Standards</u>	
<u>National Standards</u>	
<p style="text-align: center;"><u>Objective</u></p> <p style="text-align: center;"><i>What are the students expected to learn at the end of the lesson?</i></p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p style="text-align: center;"><i>Often formative.</i></p>
<p style="text-align: center;"><u>Objective</u></p> <p style="text-align: center;"><i>What are the students expected to learn at the end of the lesson?</i></p>	<p style="text-align: center;"><u>Assessment(s)</u></p> <p style="text-align: center;"><i>Often formative.</i></p>
<p><i>Add objectives, if needed.</i></p>	<p><i>Add assessments, if needed.</i></p>

Describe how you will differentiate instruction and create multiple pathways to meet the diverse needs of students.

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer technology.*

Anticipatory Set/Motivation *What "grabs" the students' attention? Sometimes takes the form of a review of a previous lesson.*

Procedures *Include the sequence of the lesson and a brief description of the various teaching methods/instructional strategies to be used. Examples: input, modeling, guided practice& checking for understanding where appropriate. Give examples of how the student practices the expected performance (checking for understanding.)*

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

Post Lesson Reflection for Observed Classes:

Upon the completion of the lesson, write a short reflection on the lesson including these areas:

1. academic strengths/areas to improve
2. classroom management strengths/areas to improve
3. any other additional reflections on the lesson

King's College
Pre-Student Teaching Experience Reflection

Student _____

Date

Teacher _____

Subject

Grade Level _____

Final Reflection: Reflect on your experience in the Pre-Student Teaching Experience. Your reflection should include:

- (1) How the experience benefited you?
- (2) What would you change if you had the opportunity?
- (3) What did you learn about teaching?
- (4) What did you learn about yourself?

**King's College
Pre-Student Teaching Experience
Diversity Summary**

Teacher Candidate _____ Date _____

Cooperating Teacher _____ Age _____

Grade Level _____ Classroom Location _____

Please discuss the student population within in the classroom. What adaptations need to be made based on the needs of your students? Explain your choices and why these choices were necessary.

Include diversity found in the classroom including:

- age,
- gender,
- culture,
- ability,
- skill,
- disability,
- modality,
- & medical
- and detailed description as to how differentiation will take place to meet all learner needs.

PENNSYLVANIA’S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 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

Section 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) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

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

Section 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.

Section 4. Practices

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§ 1-101 – 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2), and (4) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

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

Section 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.

Section 6: Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 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.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with students or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (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.

Section 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

Section 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 a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

PK-4 Theme Cycle Project Updated Fall 2019

Directions: The evidence included in the pre-student teaching portfolio will be evaluated using the indicators contained within each category of the rubric. In the case that an artifact contains evidence that supports more than one category, an average will be calculated for each section. Please see the last page for the grading scale outlining relationship between total points and corresponding letter grade.

	Unsatisfactory Beginning Teacher 0	Beginning Teacher 1	Basic Beginning Teacher 2	Developing Basic Teacher 3	Competent Beginning Teacher 4	Score/Le vel
<p>Concept Map & Cross-Curricular Connections</p> <p>(Portfolio contains five (5) Lessons, integration of each content area twice, connections graphically represented, concepts and skills stated in measurable terms and means of gathering the data)</p> <p>NAEYC 4b, 4c, 5a, 5b, 5c, 6d</p> <p>CEC #3.1; 3.2, 5.7</p>	<p>No Concept Map Included</p>	<p>The concept map:</p> <ul style="list-style-type: none"> ● Fails to illustrate the integration of science, literacy and mathematics in at least two lessons. ● Does not state what students will be learning and doing in alignment with each content area integrated. ● Does not show links within graphic organizer. ● Content is not age and developmentally appropriate. ● Failed to make connection choices that demonstrate the candidate's knowledge of how children at these stages of development connect ideas and consideration of all students' needs and abilities is not demonstrated 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates partial integration of science, literacy and mathematics by incorporating each content area in at least two lessons. ● Attempts to state what students will be learning <u>or</u> what students will be doing. ● Graphic organizer does not clearly display links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's knowledge of how children at these stages of 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates partial integration of science, literacy and mathematics by incorporating each content area in at least two lessons. ● Attempts to state what students will be learning <u>and</u> doing in alignment with each content area integrated. ● Graphic organizer displays links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's knowledge of how children at these stages of development connect ideas and consideration of all the candidate's 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates full integration of science, literacy and mathematics by incorporating each content area in at least two lessons of five lessons. ● Clearly states what students will be learning <u>and</u> doing in alignment with each content area integrated. ● Graphic organizer displays links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's knowledge of how children at these stages of development connect ideas and consideration of all students' needs and 	

		development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	knowledge of how children at these stages of development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	abilities is demonstrated through implementation.	
<p>Introduction (includes grade level, description of theme, reflection, timeline)</p> <p>NAEYC 3b, 4a, 4d, 5a</p>	No Introduction Included	<p>Introduction includes details of theme cycle placement including one of the following:</p> <ul style="list-style-type: none"> · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field 	<p>Introduction includes details of theme cycle placement including effectively including two of the following:</p> <ul style="list-style-type: none"> · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field 	<p>Introduction includes details of theme cycle placement including three of the following:</p> <ul style="list-style-type: none"> · Description of theme ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field 	<p>Introduction includes details of theme cycle placement including all of the following:</p> <ul style="list-style-type: none"> · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field
<p>Diversity Summary</p> <p>NAEYC 1a, 1c, 2a</p> <p>CEC 1.1, 1.2, 5.1, 6.3</p>		<p>Candidate does not summarize diversity found in the classroom including:</p> <p>age, gender, culture, ability, skill, disability, modality, & medical</p>	<p>Candidate summarizes diversity found in the classroom including:</p> <p>age, gender, culture, ability, skill, disability, modality, & medical</p>	<p>Candidate summarizes diversity found in the classroom including:</p> <p>age, gender, culture, ability, skill, disability, modality,</p>	<p>Candidate thoroughly summarizes diversity found in the classroom including:</p> <p>age, gender, culture, ability, skill, disability, modality,</p>

		nor include description as to how differentiation will take place.	and description as to how differentiation will take place to meet some learner needs.	& medical and description as to how differentiation will take place to meet most learner needs.	& medical and detailed description as to how differentiation will take place to meet all learner needs.	
English Language Arts NAEYC #4c, 5a, 5b, 5c CEC #3.1, 3.2, 5.4, 5.1, 5.7	Student met one or less of the following criteria:	Student met two of the following criteria:	Student met three of the following criteria:	Student met four of the following criteria:	Student met all of the following criteria:	
	<ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	<ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	<ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	<ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	<ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	
Science	Student met one or less of the following criteria:	Student met two of the following criteria:	Student met three of the following criteria:	Student met four of the following criteria:	Student met all of the following criteria:	

NAEYC #4c, 5a, 5b, 5c

CEC #3.1, 3.2, 5.1, 5.7

- Taught Science by using age- appropriate teaching strategies.

- A variety of materials (texts, phenomenon) were used in the lessons

- “Real world” connections and/or skills were demonstrated to develop conceptual understanding

- Lesson plans are developed based on best practices from research based principles and theories.

- Student made no Science mistakes in their teaching

- Taught Science by using age- appropriate teaching strategies.

- A variety of materials (texts, phenomenon) were used in the lessons

- “Real world” connections and/or skills were demonstrated to develop conceptual understanding

- Lesson plans are developed based on best practices from research based principles and theories.

- Student made no Science mistakes in their teaching

- Taught Science by using age- appropriate teaching strategies.

- A variety of materials (texts, phenomenon) were used in the lessons

- “Real world” connections and/or skills were demonstrated to develop conceptual understanding

- Lesson plans are developed based on best practices from research based principles and theories.

- Student made no Science mistakes in their teaching

following criteria:

- Taught Science by using age- appropriate teaching strategies.

- A variety of materials (texts, phenomenon) were used in the lessons

- “Real world” connections and/or skills were demonstrated to develop conceptual understanding

- Lesson plans are developed based on best practices from research based principles and theories.

- Student made no Science mistakes in their teaching

- Taught Science by using age- appropriate teaching strategies.

- A variety of materials (texts, phenomenon) were used in the lessons

- “Real world” connections and/or skills were demonstrated to develop conceptual understanding

- Lesson plans are developed based on best practices from research based principles and theories.

- Student made no Science mistakes in their teaching

<p>Mathematics</p> <p>NAEYC #4c, 5a, 5b, 5c</p> <p>CEC #3.1, 3.2, 5.1, 5.7</p>	<p>Student met one or none of following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met two of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met three of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met four of following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met all of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	
<p>THEME CYCLE LESSON EVALUATION</p>						
<p>Objectives</p> <p>NAEYC 5a</p> <p>CEC #5.6</p>	<p>No objectives stated.</p>	<p>Objectives stated but do not include what students will know or be able to do and are procedural in nature</p> <p>Objectives are not aligned with stated academic standards.</p>	<p>Objective(s) stated but not stated in the form of what students will know or be able to do</p> <p>Objectives are partially aligned with stated academic standards.</p>	<p>Some objective(s) stated with reference to what students will know and be able to do</p> <p>Objectives are mostly aligned with stated academic standards.</p>	<p>Objective(s) clearly stated with reference to what students will know and be able to do and includes how the students will demonstrate what they know and are able to do and under what circumstances this will take place.</p> <p>Objectives completely aligned</p>	

					with stated academic standards.	
Academic Standards NAEYC 5a, 5b, 5c CEC #3.1	No standards included	No alignment with PA Academic Standards and PA Core Standards.	Inaccurate or incomplete alignment with PA Academic Standards and/or PA Core Standards.	Some accurate alignment with PA Academic Standards and/or PA Core Standards	Complete Alignment with PA Academic Standards and/or PA Core Standards accurate and reflects integration of more than one content area.	
Cognitive Level NAEYC 5a, 5b, 5c CEC #5.6, 5.7	Cognitive level of the lesson (Bloom or Webb) not stated nor can be determined	Cognitive level of the lesson not appropriate and/or linked to objective(s)	Cognitive level of the lesson appropriate but not linked to objective(s)	Cognitive level of the lesson appropriate and linked to stated objective(s)	Cognitive level of the lesson appropriate, linked to objective(s) and refers to what students will know, understand and be able to do as part of learning outcome	
Materials and Resources NAEYC 4b	No Materials Listed	Materials do not align with learning outcomes. Materials are not developmentally appropriate.	Materials are partially aligned with learning objectives. Materials are developmentally appropriate.	A variety of instructional materials used and are partially aligned with the lesson objectives. Materials are developmentally appropriate.	A variety of instructional materials used and are fully aligned with advancing the lesson objectives Materials are developmentally appropriate The candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and individual who have specialized expertise).	
Anticipatory Set NAEYC 1c CEC #3.1, 4.1, 5.1	Anticipatory set with involves minimal to no active student participation and engagement (0 - 19%).	Anticipatory set with little active student participation and engagement (20-39%).	Anticipatory set did not build on students' prior knowledge or did not motivate students. Low levels of active student participation and engagement (40-59%)	Anticipatory set built on students' prior knowledge and motivated students Some active student participation and	Anticipatory set was built on students' prior knowledge and motivated the students to learn. High levels of active student participation and engagement (80-100%).	

				engagement (60-79%)		
<p>Instructional Procedures</p> <p>NAEYC 1c, 4b, 4c</p> <p>CEC #5.1, 5.6, 5.7</p>	No instructional procedures	<p>Instructional procedures are not clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a very low proportion of the time (0-39%%).</p> <p>Instructional procedures do not align with learning objectives.</p> <p>Instructional procedures do not include instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are not aligned with learning needs of students.</p> <p>Instructional procedures do not engage students in learning.</p> <p>Procedures do not include modeling and guided practice.</p>	<p>Instructional procedures are somewhat clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a small proportion of the time (40-59%).</p> <p>Instructional procedures are partially aligned with learning objectives.</p> <p>Instructional procedures include some instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are partially aligned with learning needs of students.</p> <p>Instructional procedures do not engage students in learning.</p> <p>Procedures reflect some modeling but no guided practice.</p>	<p>Instructional procedures are clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a moderate proportion of the time (60-79%).</p> <p>Instructional procedures are aligned with learning objectives.</p> <p>Instructional procedures include some instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are aligned with learning needs of students.</p> <p>Procedures reflect some modeling and guided practice.</p>	<p>Instructional procedures are clear and include pacing information and transition information.</p> <p>Instructional procedures demonstrate plans to engage students in learning a high proportion of the time (80 – 100%).</p> <p>Instructional procedures are fully aligned with learning objectives.</p> <p>Instructional procedures include instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are fully aligned with learning needs of students.</p> <p>Procedures reflect explicit modeling and guided practice with details of alternate strategies for guided practice and additional modeling opportunities for diverse learners.</p>	
<p>Adaptations</p> <p>NAEYC 1a, 3b, 3c, 6d, 6e</p> <p>CEC#1.2, 2.2, 3.2, 3.3, 5.2, 5.3</p>	No adaptations included	No plans to provide appropriate adaptive and / or inclusive teaching and learning strategies.	Plans to integrate adaptive and inclusive teaching and learning strategies, but strategies are not fully aligned with learner needs.	Plans include integration of adaptive and inclusive teaching and learning strategies that align with learner needs.	Plans include integration of adaptive and inclusive teaching and learning strategies that fully align with learner needs.	

		<p>No plans to accommodate for students with individualized instruction plans</p> <p>No plans to accommodate for diverse learners.</p> <p>Alternate assessments for students with exceptional needs were not utilized.</p>	<p>Plans to accommodate for some students with individualized instruction plans.</p> <p>Plans to adapt for some diverse learners.</p> <p>When necessary, a few alternate assessments for students with exceptional needs were utilized</p>	<p>Plans to accommodate for some students with individualized instruction plans.</p> <p>Plans to adapt for many diverse learners including those having learning needs, English language learners, and students needing enrichment.</p> <p>When necessary, some alternate assessments for students with exceptional needs were utilized</p>	<p>Plans to accommodate for all students with individualized instruction plans.</p> <p>Plans to adapt for all diverse learners including those having learning needs, English language learners, cultural differences, learning preferences, and students needing enrichment.</p> <p>When necessary, alternate assessments for students with exceptional needs were utilized.</p>	
<p>Closure</p> <p>NAEYC 3a, 4b</p> <p>CEC# 4.1</p>	<p>No plans for closure</p>	<p>Closure does not relate to lesson.</p>	<p>Closure includes the teacher summarizing key points or the students summarizing one idea.</p>	<p>Closure includes the students summarizing key points.</p>	<p>Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole.</p> <p>Closure activities provide students with preview into future learning.</p>	
<p>Assessments and Evaluation</p> <p>Pre-Assessment</p> <p>Formative Assessments</p> <p>Post-Assessment (Authentic Assessment)</p>	<p>Student demonstrates at an unsatisfactory level one or less of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and 	<p>Student demonstrates at a beginning level one or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments 	<p>Student demonstrates at a basic level two or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. 	<p>Student demonstrates at a developing level three or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments 	<p>Student demonstrates at a competent level all of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. 	

<p>NAEYC 3a, 3b, 3c, 3d</p> <p>CEC# 4.1, 4.2, 4.3, 4.4</p>	<p>authentic assessment.</p> <ul style="list-style-type: none"> Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. No report card nor reflection submitted 	<p>and authentic assessment.</p> <ul style="list-style-type: none"> Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with no reflection related to alignment between report card categories and academic expectations. 	<ul style="list-style-type: none"> Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with limited reflection related to alignment between report card categories and academic expectations. 	<p>and authentic assessment.</p> <ul style="list-style-type: none"> Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with partial reflection related to alignment between report card categories and academic expectations. 	<ul style="list-style-type: none"> Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with reflection related to alignment between report card categories and academic expectations. 	
<p>Technology</p> <p>NAEYC 4b, 6c</p> <p>CEC #5.2, 5.3</p>	<p>No evidence of technology integration.</p>	<p>Teacher has one type of technology integrated into the lessons.</p> <p>or</p> <p>Students in the classroom use one form of technology.</p>	<p>Teacher has one type of technology integrated into the lessons.</p> <p>Students in the classroom use one form of technology.</p>	<p>Teacher has two types of technology integrated into the lessons.</p> <p>Students in the classroom use one form of technology.</p>	<p>Teacher using multiple (three or more) types of technology integrated into the lessons.</p> <p>Students in the classroom use two or more different technological applications.</p>	
<p>Family-School-Community Partnerships</p>	<p>No evidence of communication with parents and families.</p>	<p>Student creates each of the following family connections at a</p>	<p>Student creates each of the following family connections at a</p>	<p>Student creates each of the following family connections at</p>	<p>Student creates each of the following family connections at a</p>	

<ul style="list-style-type: none"> • Newsletter • Introductory Letter /Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website <p>NAEYC 2a, 2b, 2c, 4a, 6a, 6c</p> <p>CEC #2.1, 6.4, 7.1, 7.2, 7.3:</p>		<p>beginning level one or more of the following or an artifact is missing:</p> <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	<p>basic level one or more of the following:</p> <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	<p>a developing level two or more of the following:</p> <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	<p>competent level of performance:</p> <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	
<p>Reflection</p> <p>NAEYC 4d, 6c, 6d</p>	<p>No reflection provided.</p>	<p>Student creates each of the following reflections at a beginning level of performance:</p> <ul style="list-style-type: none"> • Experiential reflection on the pre-student teacher experience; • ideas for revisions to theme and/or lessons based on experiences. 	<p>Student creates each of the following reflections at a basic level of performance:</p> <ul style="list-style-type: none"> • One reflection per each lesson • Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	<p>Student creates each of the following reflections at a developing level of performance:</p> <ul style="list-style-type: none"> • One reflection per each lesson • Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	<p>Student creates each of the following reflections at a competent level of performance:</p> <ul style="list-style-type: none"> • One thorough reflection per each lesson • - Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	
<p>Conventions</p>	<p>Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar</p>	<p>Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar</p>	<p>Professional writing is evidenced by 3-4 errors in clarity of writing, spelling, usage &/or grammar</p>	<p>Professional writing is evidenced by 1-2 errors in clarity of writing, spelling, usage &/or grammar</p>	<p>Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors</p>	

Presentation (see attached rubric) NAEYC 6a	0 to 20% on rubric (<1)	21 to 40% on rubric (1 to 1.67)	41 to 60% on rubric (1.68 to 2.34)	61 to 80 % on rubric (2.35 to 3.33)	81 to 100 % on rubric (3.33 to 4.0)	

Total Points Earned: _____ **out of 72 possible points**

- **ELA, Science and Math (Average Score Used)**

Total Points Earned out of 72	Letter Grade	Corresponding %
72-71	A	100%
70 – 67	A	95 %
66 – 65	A-	90%
64 – 61	B +	85%
60 - 58	B	83%
57-44	B-	80 %
43-40	C+	76 %
39-38	C	72 %
37-36	C-	70 %
35-34	D	67 %
34 – 20	F	60%
20 – 0	F	0%

- You will receive a grade for Science, Math and ELA based on the subject specific component of the rubric. Therefore, while the rubric has 20 components, each subject area grade is based on 18 components, for a total possible of 72 points. The three content areas will be averaged for the final grade to be used in all courses. For example:

- Science 67/72
- Math 68/72
- ELA 69/72
- Average 68
- Grade 95% (A)

KING'S COLLEGE: Oral Communication - Master Grading Rubric

Student: _____ **Course:** _____ **Grade:** _____
 4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

ELEMENTS	EXCEPTIONAL (>3.33 @Above "B+")	GOOD (3.00 @"B")	AVERAGE (2.00 @"C")	DEFICIENT (<2.0 @Below "C")
I. CONTENT:				
*Purpose Statement	-Purpose was crystal clear, thorough, & eloquent.	-Purpose was clear and thorough.	-Purpose was sufficiently clear & literate.	-Purpose was unclear &/or ill-worded.
*Main & Sub Ideas	-Ideas were thorough, accurate, substantive, & clear.	-Ideas were clear, accurate, & thorough.	-Ideas were sufficiently clear & accurate.	-Ideas were unclear &/or inaccurate.
*Supporting Details	-Supporting Details were very substantive & very nicely varied.	-Supporting Details were substantive & somewhat varied.	-Supporting Details were sufficient, but needed much more substance & variety.	-Supporting Details were not adequate in quality &/or quantity.
*Discipline-Specific Content				

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

II. ORGANIZATION:				
*Framing Message w/ Introduction & Summary	-Intro & Summary, (including 'Opener' & 'Closer') were very clear, effective, & compelling.	-Intro & Summary, (including 'Opener' & 'Closer') clearly & effectively framed the message.	-Intro & Summary, (including 'Opener' & 'Closer') functionally framed the message.	-Intro &/or Summary, (including 'Opener' &/or 'Closer') were missing or deficient.
*Design, Sequence, & Structure of Ideas	-Main & Sub Ideas were very clearly & logically formatted & developed.	-Main & Sub Ideas were clearly & logically developed.	-Main & Sub Ideas at least sufficiently covered topic.	-Main & Sub Ideas did not sufficiently cover the topic.
*Transitional Language	-Transitional Phrasing was functional, effective, & strategic.	-Transitional Phrasing was both functional & effective.	-Transitional Phrasing was fully present.	-Transitional Phrasing was missing or only partially present.
*Timing-Out Message	-Presentation was very nicely balanced in time & idea development throughout message.	-Presentation hit time constraints and was mostly well balanced in idea development.	-Presentation hit basic overall time constraints for length.	-Presentation either ran significantly long or significantly short.
*Discipline-Specific Formatting	-Demonstrated effective & strategic utilization of expected formatting for message.	-Demonstrated effective command of expected formatting for message.	-Demonstrated some command of expected formatting for message.	-Demonstrated little or no understanding of expected formatting for message.

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

III. LANGUAGE:				
*Correctness, Clarity, Concreteness, & Conciseness of Wording	-Wording was correct & clear & eloquent in grammar & syntax. -Wording was most effectively concise, concrete, & compelling.	-Wording was competently correct & clear in grammar & syntax. -Wording was concrete and concise enough for the subject matter.	-Wording was mostly correct & clear in grammar & syntax. -Wording was generally concise enough but needed	-Wording was too frequently incorrect &/or unclear in grammar & syntax. -Wording was too vague &/or too rambling &/or too abstract.

<i>*Discipline-Specific Terminology</i>	-Demonstrated effective & strategic utilization of pertinent terminology throughout message.	-Demonstrated effective command of pertinent terminology.	to be more concrete for the matter.	-Demonstrated little or no understanding of pertinent terminology.
<i>*Color & Creativity in Word Choice</i>	-Wording was consistently colorful, creative, & strategic.	-Wording manifested consistent color &/or creativity in message.	-Demonstrated some command of pertinent terminology at times. -Wording manifested some color & creativity in message.	-Wording lacked color & creativity.

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

IV. DELIVERY:				
<i>*Vocal Delivery</i>	-Volume, Tone, & Rate were most effectively varied, animated, & expressive. -Articulation & Pronunciation were executed correctly & precisely.	-Volume, Tone, & Rate were nicely varied, animated, & expressive. -Articulation & Pronunciation manifested few inaccuracies. & accurate.	-Volume, Tone, & Rate were somewhat varied, & expressive. -Articulation &/or Pronunciation manifested some inaccuracies.	-Volume, Tone, & Rate were unvaried & inexpressive. -Articulation &/or Pronunciation were too frequently incorrect &/or unclear.
<i>*Non Vocal Delivery</i>	-Facial Expression & Eye Contact were very consistent & expressive. -Posture & Movement were very consistent &/or demonstrative.	-Facial Expression & Eye Contact were generally expressive. -Posture & Movement were comfortable & easy.	-Facial Expression & Eye Contact were somewhat expressive. -Posture & Movement were not problematic.	-Facial Expression & Eye Contact were too inconsistent and uncommunicative. -Posture &/or Movement were uneasy &/or distracting, &/or anxious.
<i>*Execution of Performance Aids</i>	-Performance Aids were nicely & strategically designed & executed.	-Performance Aids were well designed & executed.	-Performance Aids were adequately designed & executed.	-Performance Aids were poorly designed &/or executed.

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

V. PRESENCE:				
<i>*Manifested confidence & command in Delivery.</i>	-Anxiety was not at all evident in presentation. -Presentation was poised, confident, & commanding.	-Anxiety was mostly well-managed. -Presentation was poised & confident.	-Anxiety was at times evident in presentation. -Presentation was adequately poised but need more confidence.	-Anxiety significantly affected presentation -Presentation lacked poise & confidence.
<i>*Manifested enthusiasm & energy in Presence.</i>	-Message manifested high energy & abundant enthusiasm for subject.	-Message was delivered with good energy & obvious enthusiasm.	-Message was delivered with sufficient energy but lacked enthusiasm.	-Message manifested little energy or enthusiasm.
<i>*Gave a Full & Genuine Effort</i>	-Effort was above and beyond expectation for the task. -Smooth & seamless execution.	-A full & genuine effort was clearly manifested. -Solid & competent execution of planned mode of delivery.	-Preparedness & effort was sufficient for the task. -Adequate execution, but uneasy at times in mode of delivery.	-Preparedness & effort were clearly at question. -Very problematic execution of planned mode of delivery.

Note: 1) Italicized elements in green are subject to substitution per academic discipline and subject matter pertinent thereto, & 2) instructors may look to determine relative emphasis of each grading element from assignment to assignment.

Evaluator(s): _____ Date: _____

GRADE LEGEND:

A	=	>3.67
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67

C+	=	2.33
C	=	2.00
C-	=	1.67
D	=	1.00
F	=	<1.00

**King's College
Pre-Student Teaching Semester
Rubric to Assess Professionalism**

**** This form must be completed by the cooperating teacher at the conclusion of your placement and turned in as a component of your theme cycle portfolio.**

Pre-Student Teaching Student Signature: _____

Cooperating Teacher Signature: _____

Date of Completion: _____

1	2	3	4
<p>Fails to speak or act in a professional manner.</p> <p>Displays lack of confidence or limited enthusiasm for teaching or for working with students;</p> <p>Shows lack of sincerity or concern for students or their families;</p> <p>Is not punctual or dependable.</p>	<p>Speaks or acts in a professional manner.</p> <p>Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well;</p> <p>Shows a willingness to learn and grow;</p> <p>Is sometimes not punctual or dependable.</p>	<p>Speaks and acts in a professional manner.</p> <p>Displays confidence and enthusiasm for teaching and working with students and families;</p> <p>Makes constant efforts to learn and improve practice;</p> <p>Is mostly punctual and dependable.</p>	<p>Speaks and acts in a professional manner.</p> <p>Projects enthusiasm and a high degree of energy for teaching;</p> <p>Displays a genuine concern for students and families that translates into a constant pursuit of opportunities to grow and learn as a teacher and as an advocate for students;</p> <p>Is always punctual and dependable.</p>



**KING'S COLLEGE EDUCATION DEPARTMENT
PERMISSION FOR PHOTOGRAPH/VIDEOTAPING FORM**

Dear Parent/ Guardian,

As part of the pre-student teaching experience at King's College, I may need to photograph or videotape a brief clip of one of more of my lessons or projects. The purpose of this documentation is view my teaching and corresponding instructional materials I have created.

I am requesting your permission to have your son/ daughter/ ward participate in the photography and/or videotaping. The photographs/videotape will not identify your son/ daughter/ ward by full name, school, or personal information. The materials will not be used for public viewing.

Please read the permission statement below, indicate your choice and return the completed form to school.

Sincerely,

Student Teacher

Classroom Teacher

 I give permission for my son/ daughter/ ward to participate in the photography/videotaping of classroom lessons. I understand that the videotape will be used for educational purposes only and that my son's/ daughter's/ ward's identity will be protected.

 I do not give permission for my son/ daughter/ ward to participate in the photography/videotaping of classroom lessons. I understand that the videotape will be used for educational purposes only and that my son's/ daughter's/ ward's identity will be protected.

Student _____ Date _____

Parent's or Guardian's Signature _____

Appendix A: Teacher Evaluation Rubric

King's College Pre-Student Teaching Evaluation

	Unsatisfactory	Basic	Proficient	Distinguished	Score / Level
1a: Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate	

				student misconceptions	
1b: Demonstrating knowledge of students	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	
1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different	

	type of learning and only one discipline or strand and are suitable for only some students.	the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	differentiated, in whatever way is needed, for different groups of students.	types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	
1d: Demonstrating knowledge of resources	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet	
1e: Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage	Some of the learning activities and materials are aligned with the instructional outcomes and	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and	

	<p>students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups</p>	<p>is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>	
<p>1f: Designing student assessment</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen.</p>	

				The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	

		nor conflict.			
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	

		thought to have a natural aptitude for the subject			
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
2d: Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is	

				sensitive to individual student needs and respects students' dignity.	
2e: Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion.	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible	

	<p>errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>	
<p>3b: Using questioning and discussion techniques</p>	<p>Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is</p>	<p>Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to</p>	<p>Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make</p>	

	<p>predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion</p>	<p>promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	
<p>3c: Engaging students in learning</p>	<p>Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.</p>	<p>Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to</p>	

				consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another	
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students	
3e: Demonstrating flexibility and responsiveness	The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher	The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.	The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully	

	<p>candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.</p>	<p>Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.</p>	<p>adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of “proficient”: The teacher’s adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for</p>	
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				assistance in reaching some students.	
4a: Reflecting on Teaching	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	
4b: Maintaining Accurate Records	Even with supervision the teacher candidate demonstrates maintaining information on student completion of assignments	With supervision the teacher candidate demonstrates maintaining information on student completion of assignments and student progress in learning that is	With supervision the teacher candidate demonstrates maintaining information on student completion of assignments, student progress in learning, and	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and	

	and student progress in learning that is nonexistent or in disarray. The records for non-instructional activities are in disarray which results in errors and confusion.	rudimentary and partially effective. Records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the cooperating teacher, prone to errors.	non-instructional records that is fully effective.	noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	
4c: Supervised communication with families	The teacher candidate has not demonstrated the cultural, professional, social, and verbal skills necessary for involvement with families.	With supervision, the teacher candidate demonstrates some communication and involvement with families. The teacher candidate makes partially successful attempts to engage families in the instructional program	With supervision, the teacher candidate communicates effectively with families multiple times: making some attempts to successfully engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	
4d: Participating in a Professional Community	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school	The teacher candidate's professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects,	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making	

	involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	events and/or school/district projects when asked.	making substantial contributions.	substantial contributions to school/district projects.	
4e: Growing and Developing professionally	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.	
4f: Showing Professionalism	The teacher candidate interactions are characterized by inconsistent professionalism in dress, grooming, communication, timeliness, commitment to	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	

	<p>teaching, ability to take on responsibilities in the classroom, and other school responsibilities.</p>	<p>responsibilities in the classroom, or other school responsibilities.</p>	<p>commitments to teaching and a willingness to take on responsibilities in the classroom and other school responsibilities as well as some voluntary participation in professional development or after school activities.</p>	<p>The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	
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Student teacher Candidate:		Date:	Time:	Lesson Topic:
Grade Level: Fall 2017		Please Circle: Cooperating Teacher Supervisor		Observation #: 1 2/Video 3 4
Observer:				
This column completed by student teacher with rubric self-assessment and input from observer.	Instructions: Step 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference.			This column completed by student teacher with rubric self-assessment and input from observer.
	DOMAIN 1: Planning and Preparation		DOMAIN 4: Professional Responsibilities List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1a. Demonstrating Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>		4a. Reflecting on Teaching: <i>What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1b. Demonstrating Knowledge of Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>		4b. Maintaining Accurate Records: <i>How do you track student learning as it relates to this lesson?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1c. Selecting Instructional Outcomes: <i>What do you want students to learn during this lesson?</i>		4c. Communicating with Families: <i>By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1d. Demonstrating Knowledge of Resources: <i>What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</i>		4d. Participating in a Professional Community: <i>In what ways is today's lesson related to collaboration with colleagues?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1e. Designing Coherent Instruction: <i>List very briefly the steps of the lesson.</i>		4e. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some recent professional learning?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1f. Designing Student Assessments: <i>How will you measure the goals articulated in 1c? What does success look like?</i>		4f. Showing Professionalism: <i>High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)

This column completed by student teacher with input from the observer.	<p>STEP 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>		This column completed by student teacher with input from the observer.
DOMAIN 2: Classroom Environment		DOMAIN 3: Instruction	
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2a. Creating a Climate of Respect and Rapport <i>Teacher Interaction with Students; Student Interactions with One Another</i></p>	<p>3a. Communicating with Students <i>Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2b. Creating a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Quality of Questions; Discussion Techniques; Student Participation</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2c. Managing Classroom Procedures <i>Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2d. Managing Student Behavior <i>Expectations; Monitoring of Student Behavior; Response to Student Misbehavior</i></p>	<p>3d. Assessing Student Learning <i>Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2e. Organizing the Physical Space <i>Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?</i></p>	<p>3e. Demonstrating Flexibility and Responsiveness <i>Lesson adjustment; Response to Students; Persistence</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)

0 – 21: Unsatisfactory

22 - 33: Developing

34 – 44: Proficient

Student teacher Candidate:		Date:	Time:	Lesson Topic:
Grade Level: Fall 2017		Please Circle: Cooperating Teacher Supervisor		Observation #: 1 2/Video 3 4
Observer:				
This column completed by student teacher with rubric self-assessment and input from observer.	Instructions: Step 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference.			This column completed by student teacher with rubric self-assessment and input from observer.
	DOMAIN 1: Planning and Preparation		DOMAIN 4: Professional Responsibilities List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1a. Demonstrating Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>	4a. Reflecting on Teaching: <i>What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1b. Demonstrating Knowledge of Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>	4b. Maintaining Accurate Records: <i>How do you track student learning as it relates to this lesson?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1c. Selecting Instructional Outcomes: <i>What do you want students to learn during this lesson?</i>	4c. Communicating with Families: <i>By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1d. Demonstrating Knowledge of Resources: <i>What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</i>	4d. Participating in a Professional Community: <i>In what ways is today's lesson related to collaboration with colleagues?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1e. Designing Coherent Instruction: <i>List very briefly the steps of the lesson.</i>	4e. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some recent professional learning?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1f. Designing Student Assessments: <i>How will you measure the goals articulated in 1c? What does success look like?</i>	4f. Showing Professionalism: <i>High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	

This column completed by student teacher with input from the observer.	<p>STEP 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>		This column completed by student teacher with input from the observer.
DOMAIN 2: Classroom Environment		DOMAIN 3: Instruction	
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2a. Creating a Climate of Respect and Rapport <i>Teacher Interaction with Students; Student Interactions with One Another</i></p>	<p>3a. Communicating with Students <i>Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2b. Creating a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Quality of Questions; Discussion Techniques; Student Participation</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2c. Managing Classroom Procedures <i>Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2d. Managing Student Behavior <i>Expectations; Monitoring of Student Behavior; Response to Student Misbehavior</i></p>	<p>3d. Assessing Student Learning <i>Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2e. Organizing the Physical Space <i>Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?</i></p>	<p>3e. Demonstrating Flexibility and Responsiveness <i>Lesson adjustment; Response to Students; Persistence</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)

0 – 21: Unsatisfactory

22 - 33: Developing

34 – 44: Proficient

Student teacher Candidate:		Date:	Time:	Lesson Topic:
Grade Level: Fall 2017		Please Circle: Cooperating Teacher Supervisor		Observation #: 1 2/Video 3 4
Observer:				
This column completed by student teacher with rubric self-assessment and input from observer.	Instructions: Step 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference.			This column completed by student teacher with rubric self-assessment and input from observer.
	DOMAIN 1: Planning and Preparation		DOMAIN 4: Professional Responsibilities List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components	
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1a. Demonstrating Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>		4a. Reflecting on Teaching: <i>What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1b. Demonstrating Knowledge of Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>		4b. Maintaining Accurate Records: <i>How do you track student learning as it relates to this lesson?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1c. Selecting Instructional Outcomes: <i>What do you want students to learn during this lesson?</i>		4c. Communicating with Families: <i>By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) <input type="radio"/> N/A
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1d. Demonstrating Knowledge of Resources: <i>What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</i>		4d. Participating in a Professional Community: <i>In what ways is today's lesson related to collaboration with colleagues?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1e. Designing Coherent Instruction: <i>List very briefly the steps of the lesson.</i>		4e. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some recent professional learning?</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)	1f. Designing Student Assessments: <i>How will you measure the goals articulated in 1c? What does success look like?</i>		4f. Showing Professionalism: <i>High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.</i>	<input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)

This column completed by student teacher with input from the observer.	<p>STEP 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>		This column completed by student teacher with input from the observer.
DOMAIN 2: Classroom Environment		DOMAIN 3: Instruction	
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2a. Creating a Climate of Respect and Rapport <i>Teacher Interaction with Students; Student Interactions with One Another</i></p>	<p>3a. Communicating with Students <i>Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2b. Creating a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Quality of Questions; Discussion Techniques; Student Participation</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2c. Managing Classroom Procedures <i>Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2d. Managing Student Behavior <i>Expectations; Monitoring of Student Behavior; Response to Student Misbehavior</i></p>	<p>3d. Assessing Student Learning <i>Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)
<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2) 	<p>2e. Organizing the Physical Space <i>Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?</i></p>	<p>3e. Demonstrating Flexibility and Responsiveness <i>Lesson adjustment; Response to Students; Persistence</i></p>	<ul style="list-style-type: none"> <input type="radio"/> U (0) <input type="radio"/> D (1) <input type="radio"/> P (2)

0 – 21: Unsatisfactory

22 - 33: Developing

34 – 44: Proficient

APPENDIX B: Ideas for Modification if Online

Component	In Person Artifact	Online Artifact
Integrated Concept Map	Integrated Concept Map	Integrated Concept Map
Introduction and Timeline	Introduction and Timeline	Introduction and Timeline
Diversity Summary	Diversity Summary	Diversity Summary
TC Lesson Plans	TC Lesson Plans	TC Lesson Plans
Pre-Assessment	Pre-Assessment	Pre-Assessment
Samples of Student Work	Samples of Student Work (Scan)	Samples of Student Work (Screen Capture or Digital)
Reflection on Lessons	Reflection on Lessons	Reflection on Lessons
Post-Assessment	Post-Assessment	Post-Assessment
Technology Use Summary	Technology Use Summary	Technology Use Summary
Communication with Families	Newsletter Introduction/Departure Letter Interactive Activity	Newsletter Introduction/Departure Letter Digital Interactive Activity
Optional - Website		
Optional – Report Card Analysis		
Experiential Reflection	Experiential Reflection	Experiential Reflection