**Secondary**

**Pre-Student Teaching Field Experience**

# Handbook

**King’s College**

**Education Department**

### Dr. Denise Reboli

### Chairperson, Education Department

Professor of Education

Phone: 570.208.5900 X5498

E-mail: [denisereboli@kings.edu](mailto:denisereboli@kings.edu)

**Mr. Thomas Killino**

Field Placement Coordinator

Phone: 570.208.5900 X5360

E-mail: edfieldplacement@kings.edu

**Ms. Erin Keating**

Instructor - EDUC 350

Phone: 570.208.5900 X3316

E-mail: [erinkeating@kings.edu](mailto:erinkeating@kings.edu)

**Br. Stephen LaMendola, CSC**

Education Department College Supervisor

Phone: 570.208.8093

E-mail: [stephenlamendola@kings.edu](mailto:stephenlamendola@kings.edu)

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# Secondary Pre-Student Teaching Experience

### Description

The Secondary Pre-Student Teaching Field Experience is an opportunity for secondary education candidates to be subjected to a more interactive classroom than their early field experiences. During the semester, students will visit a selected classroom for structured observations and teaching experiences connected with EDUC 350.

During this experience, secondary teacher candidates will complete at least **ten (10) structured observations** during scheduled lessons and will be expected to observe incidental situations before and/or after a lesson. Students will present **three (3) lessons** with *no more than one* *lesson a day* after they have completed the required observations. Whenever candidates are in the classroom, they are encouraged to interact with the students as much as possible. Interaction includes one-on-one assistance, small group activities, and assisting the teacher in any way that will help facilitate a lesson. Fulfillment of all requirements will be part of the overall grade for EDUC 350.

#### Requirements

Candidates will need to have passed the PPSTs (prior to April 2, 2012) or the PAPA Math, Reading, and Writing Exams (if no PPST taken prior to April 2, 2012), earn at least a 2.8 GPA and be formally accepted into the education program. Candidates will also need to obtain valid Act 34,151, and RAP sheet clearances. *There are no exceptions to these requirements.*

#### Scheduling/School Placement

Candidates will be scheduled to be in a classroom when their subject area is being taught without disrupting the co-operating schools’ and teachers’ schedules. Candidates will be responsible for providing their own transportation to their co-operating school.

Candidates will begin their field experience by contacting the co-operating teacher that they are assigned to and arrange for a meeting before the observations begin. At this meeting, candidates will introduce themselves, learn about the school, arrange for visits, obtain a bell schedule and their cooperating teacher’s schedule and exchange telephone numbers and e-mail addresses. In addition, candidates should learn about the school’s classroom management and discipline procedures and the scope of the curriculum. Candidates will also review the requirements of the field experience with their cooperating teacher. The candidate’s expectations of this experience should be shared with their co-operating teacher. We also encourage the co-operating teacher to share their expectations of the candidates. A tentative schedule should be arranged and a school calendar and policy manual should be obtained by the candidate. The candidate is also responsible to review both the teacher and student handbooks for this school/district.

**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.

1. To assist the classroom teacher in activities that will enhance student learning.
2. To develop and practice mentoring skills.
3. To develop and practice teaching skills.

#### General Requirements of Teacher Candidates

1. **Appearance:** Dress and grooming must be comparable to the professionals in the school building. Male candidates will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female candidates 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 candidate has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Smoking, alcohol and possession of any controlled substance is not permitted on school grounds.

2. **Attendance:** Candidates are expected to be present at the school at their arranged date and time.

If a candidate must be absent, the candidate is to notify the school and classroom teacher as soon as possible. It is the candidate’s responsibility to arrange a make-up session.

3. **Courtesy:** Candidates are to report to the main office upon entering the school. Since candidates are guests of the schools, they are expected to abide by all school regulations. Candidates are to show respect during pledge and public announcements.

School personnel will report any infraction of the above regulations to the EDUC 350 instructor or Education Department Chairperson.

**State Requirements:**

This field experience addresses the following PDE field experience competencies:

Stage 3:

1. Planning and Preparation

The candidate demonstrates:

1. Adequate knowledge of content, and related research-based pedagogy, based on sound educational psychology principles.
2. Adequate knowledge of PA PK-12 Academic Standards and the ability to use them to guide instructional planning.
3. Adequate knowledge of the age and/or related characteristics of their students and the ability to use this knowledge to plan instruction.
4. The ability to use formative and summative assessments to adapt learning goals that match individual student needs.
5. The ability to plan instruction using appropriate resources, materials, technology, and activities to engage students in meaningful learning based on their instructional goals.
6. Classroom Environment

The candidate:

1. Maintains a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students.
2. Recognizes and supports the role of the prepared classroom environment as a necessary element to support optimal learning opportunities.
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally-, and ability-appropriate.
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners.
5. Identifies opportunities for productive family and community contact.
6. Demonstrates knowledge of and acts to support systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities.
7. Instructional Delivery

The candidate:

1. Uses effective verbal and non-verbal communication techniques.
2. Uses effective questioning and discussion techniques.
3. Uses a variety of age-, gender-, individually-, culturally-, ability-, and skill-appropriate instructional strategies, which reflect evidence of student engagement, new learning, and assessment.
4. Uses technology as an effective teaching and learning tool.
5. Provides appropriate progress feedback to students in a timely manner.
6. Uses active student engagement during instructional delivery.
7. Uses formal and/or informal assessment to measure student responsiveness to instruction.
8. Constructs thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary.
9. Clearly communicates instructional goals, procedures, and content.
10. Professional Conduct

The candidate:

1. Initiates communication with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs.
2. Demonstrates knowledge of and participate in district, college, regional, state, and/or national professional development growth and development opportunities.
3. Exhibits integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state, and federal laws and regulations.
4. Applies safety precautions and procedures.
5. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology.
6. Develops and maintains professional relationships with school colleagues.
7. Assessment

The candidate:

1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, and psychomotor.
2. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom’s taxonomy).
3. Assesses their own professional growth through focused self-reflection.
4. Knowledge of Diverse Learners

The candidate:

1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.
2. Recognizes and supports elements of a positive learning environment that values and models respect for all students.
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance.
4. Recognizes policies and procedures designed to ensure that all students, particularly those traditionally underserved, are valued in the school.
5. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the broader community.

**Policies and Procedures**

Before teacher candidates may begin their field experience, the following three documents must be given to the Director of Field Placements at King's College. A copy of your clearances should also be provided to your EDUC 350 instructor. Without the proper documentation, candidates will not be permitted to enter the assigned school.

**Pennsylvania State Police Criminal Record Check (Act 34)**

Pennsylvania school districts require a clearance by the Pennsylvania State Police stating that the applicant does not have a criminal record. Applications for the Act 34 Clearance will be provided to candidates, but it is their responsibility to mail them. After receiving the results, candidates are to keep the original and give a copy to the Director of Field Placements. The Act 34 Clearance is valid for one year and may also be obtained online at the following website: https://www. epatch.state.pa.us/Home.jsp

**FBI Check (Act 114)**

Teacher candidates will need an updated FBI check (can not be older than 1 year) to enter the schools for field experiences and student teaching. Procedures for obtaining this FBI check can be found online at: <http://www.pa.cogentid.com>

**Pennsylvania Child Abuse History Clearance (Act 151)**

Pennsylvania school districts require a Pennsylvania Child Abuse History Clearance stating that the applicant does not have a child abuse record. Applications for the Act 151 Clearance will be provided to candidates, but it is their responsibility to mail them. The Act 151 Clearance is valid for one year. The Pennsylvania Child Abuse History Clearance Form may also be obtained from the Division of Public Welfare web site [www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp](http://www.dpw.state.pa.us/ocyf/ocyfChildAbuseHistInst.asp) or from the School Services Unit in the Division of Education

### Specific Field Experience Requirements

1. **Information Exchange:** After the initial meeting with the co-operating teacher, a copy of the information exchange form should be given to the EDUC 350 instructor.

### 2. Time Sheets: Candidates are required to keep an accurate record of the time they spend in the

### classroom. Candidates should fill in the time and have the classroom co-operating teacher verify and sign it. Completed time sheets must be returned to the EDUC 350 instructor.

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

4**. Observations:** Observations will be structured and incidental. The EDUC 350 instructor will explain the requirements for recording observations. (Observation Form attached.)

5. **Diversity:** Each candidate is to write a one-two paragraph description of the diversity that they observe in the classroom that assigned to them. This should include the unique characteristics and learning needs of the diverse learners (age, gender, culture, or ability) in the classroom.

Recall: ***The unit’s definition of diversity is simply that in every setting there is diversity because no two people are alike. Thus, in every class there is student diversity – not only in cultural background, but also in motivation, skills for learning, beliefs what learning involves, and preferences for different ways of learning. (McKeachie and Svinciki 2006)***

6**. Lesson Presentations:** Guidelines and specifications for lessons will be provided by your EDUC 350 instructor. All lesson plans are to be available for the classroom teacher to review at least 2 days before presentation. Co-operating teachers will review the lessons and provide suggestions appropriate for their curriculum and students.

* 1. **Lesson Plan Format:** Students will use the **King’s College Lesson Plan format.** (Sample enclosed in Handbook). The EDUC 350 instructor will review the lesson plan format with the candidates.

* 1. **Regular Lessons:** Candidates 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 co-operating teacher will provide the topic for the lesson and the EDUC 350 instructor will review the lesson development with the candidate.
  2. **Student Lesson Reflection:** Candidates will complete **one** Lesson Reflection form for **each** regular lesson taught. Completed Lesson Reflection forms must be returned to the instructors along with Regular Lesson evaluations completed by the cooperating teachers. (Student Lesson Plans must be attached to Lesson Evaluations.)

6**. Evaluation – Co-operating Teacher:** Each time students present a lesson, the co-operating teacher will provide feedback in terms of teaching style and subject content. Students should allow for time after teaching to confer with the co-operating teacher.

7**. Evaluation – King’s Supervisor:** King’s teacher candidates can expect at least one classroom

observation by a King’s College supervisor. 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 one week in advance. If scheduling does not permit a visit, a videotaped lesson is to be submitted to the supervisor for evaluation.

The teacher candidate will then make an appointment with the King’s College supervisor to review the video-taped lesson.

8**. Lesson Observation Schedule** - Exact time, date, classroom number and name of co-operating teacher are to be submitted to the King’s College Supervisor one week prior to the King’s college supervisor observing the candidate’s teaching a lesson.

9**. Binder**: At the conclusion of the field experience, the student will submit a binder to the

EDUC 350 instructor with two sections, clearly labeled. The first section should include the following: the time sheet, information exchange, six observations, the three lessons to be graded with the appropriate reflections and cooperative teacher evaluations, and the experiential reflection. The second section should be a copy of the first section. This will be removed by the EDUC 350 instructor.

**King’s College**

**Pre-Student Teaching Field Experience**

# Information Exchange

Candidate’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Telephones \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Work)

Telephone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Home, optional)

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_RM\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Education Department Field Experience Log Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please use black or blue ink to complete this log. Submission Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| Date | School/Agency | Time(s) | Total Hours | School/Agency Rep Signature | School/Agency Rep  PRINT Name | School/Agency Rep Contact Information (Phone) |
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King’s College Pre-Teacher Candidate Observation Form

***(INTASC Principles listed in parentheses)***

***This is the GENERAL form used by the co-operating teacher to observe a candidate.***

Teacher Candidate’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

Name of Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer’s Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rating scale: 1=unsatisfactory, 2=satisfactory, 3=above average, 4=superior, NA=not applicable (circle one)

|  |  |  |
| --- | --- | --- |
| I. Efficient Use of Instructional Time | *Rating* | Comments |
| *a. Appropriate goals and objectives were set (2,7)*  *The goals and objectives corresponded with the state standards.* | *1 2 3 4 or NA* |  |
| *b. Lesson was well paced (2)* | *1 2 3 4 or NA* |
| *c. Entire class monitored and/or more than one activity/group was attended to at a time (2,5). Classroom management techniques (e.g., proximity) used effectively.* | *1 2 3 4 or NA* |
| *II. Instruction* |  |
| *d. Attention gained (1,2,4)*  *▪A strategy was used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.*  *▪Strategies related directly to the learning in the lesson.*  *▪Visuals, ambiguity, curiosity, noise, or other ways were effectively used* | *1 2 3 4 or NA* |
| *e. Previous knowledge recalled (2,4).* | *1 2 3 4 or NA* |
| *f. Purpose/Objective of the lesson made clear (1,4)*  *It was clear what students were to be learning and why they were learning it.* | *1 2 3 4 or NA* |
| *g. Teacher Input Provided*  *Skills or concepts of the lesson were introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was appropriate (2,4)* | *1 2 3 4 or NA* |
| *h. Teacher guided practice was adequate and appropriate (2,4)*  *The teacher and students worked through examples together as needed before expecting students to do similar problems on their own.* | *1 2 3 4 or NA* |
| *i. Repetition of key concepts occurred throughout the lesson (2,4)* | *1 2 3 4 or NA* |

***(See reverse side)***

|  |  |  |
| --- | --- | --- |
| *j. A variety of instructional materials were used to actively engage the students. (2,3,4,6)* | *1 2 3 4 or NA* |  |
| *k. All of the students were actively engaged in the learning throughout the lesson. (2,4)* | *1 2 3 4 or NA* |
| *l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (4)*  *Open-ended questions were used, diverse perspectives were explored.* | *1 2 3 4 or NA* |
| *m. Higher order thinking skills were used. (4)*  *Higher levels of Bloom’s Taxonomy* | *1 2 3 4 or NA* |
| *n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (8)* | *1 2 3 4 or NA* |
| *o. The lesson ended with closure/review that focused on the main objectives of the lesson. (3,4)*  *The students were able to summarize the learning rather than the student teacher having to do this for them.* | *1 2 3 4 or NA* |
| *p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (2,4,8)*  *e.g., direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.* | *1 2 3 4 or NA* |
| *q. Relevant subject areas & “real world” problems were integrated into the lesson. (1,2,3,7)* | *1 2 3 4 or NA* |
| *r. Inclusion of special needs student occurred. (2,3)* | *1 2 3 4 or NA* |
| *s. Individual differences were addressed. (2,3,5)* | *1 2 3 4 or NA* |
| *t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (2,3)* | *1 2 3 4 or NA* |
| *u. Diversity issues were addressed in an appropriate manner. (2,3,6,10)* | *1 2 3 4 or NA* |
| *III. Personal and Professional Characteristics* | |
| *v. Displayed Enthusiasm. (1,6)* | *1 2 3 4 or NA* |
| *w. Exhibited Confidence. (1)* | *1 2 3 4 or NA* |
| *x. Displayed empathy. (5,9,10)* | *1 2 3 4 or NA* |
| *y. Spoke and acted in a professional manner. (9,10)* | *1 2 3 4 or NA* |

***(Adopted from Purdue University’s guide to their teaching observation form)***

# Generic Rubric for Classroom Observation EDUC 350

Top of Form

| **Levels/Criteria** | **1** | **2** | **3** | **4** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| A. Appropriate Content was covered in the subject area when appropriate | Failed to demonstrate the knowledge and skills to teach the content area by building on students’ prior understandings | Sometimes demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings | Mostly demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings | Always demonstrated the knowledge and skills to teach the content area by building on students’ prior understandings |  |
| b. Pacing Lesson was well paced INTASC (2) | Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group | Sometimes paced lesson too fast for some individuals and provided no accommodation for those falling behind | Mostly paced the lesson so that it was not too slow and provided accommodations for those falling behind | Always effectively paced the lesson and kept students from falling behind by individualizing instruction and also maintained motivation for students by introducing new examples, illustrations, or new concepts when appropriate |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. | | | |
| c. Classroom Management Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (INTASC 2,5; | Individuals and groups were never kept on task and a classroom management plan starting with least invasive interventions (e.g., eye contact and proximity) to most invasive interventions was not evident | Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently | Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was attempted but used sometimes unsuccessfully | Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively; |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | | | |
| d. Attention gained (INTASC 1,2,4)  A strategy was used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.  Strategies related directly to the learning in the lesson. Visuals, ambiguity, curiosity, noise, or other ways were effectively used | A strategy was never used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.  Strategies never related directly to the learning in the lesson.  Visuals, ambiguity, curiosity, noise, or other ways were not used effectively | A strategy was sometimes used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.  Strategies sometimes related directly to the learning in the lesson.  Visuals, ambiguity, curiosity, noise, or other ways were not used effectively | A strategy was often used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.  Strategies related directly to the learning in the lesson.  Visuals, ambiguity, curiosity, noise, or other ways were used effectively | A strategy was always used to gain the students’ attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.  Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding.  Visuals, ambiguity, curiosity, noise, or other ways were always used effectively |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| e. Previous knowledge recalled (INTASC 2,4). | Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding | Strategies were sometimes related directly to the learning in the lesson and addressed common preconceptions that would have hampered learning for understanding | Strategies related directly to the learning in the lesson and often addressed common preconceptions that would have hampered learning for understanding | Strategies related directly to the learning in the lesson and addressed common preconceptions that would have hampered learning for understanding. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| f. Purpose/Objective of the lesson made clear (INTASC 1,4) | It was not clear what students were to be learning and why they were learning it. | It could be somewhat inferred what students were to be learning but no discussion of why they were learning it | It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it. | Objectives were clearly posted for all to see and there was a clear discussion of why they were learning it. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| g. Teacher Input Provided (INTASC 2, 4, 6) | Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4) | Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4) |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| h. Teacher guided practice was adequate and appropriate (INTASC 2, 4) | The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own | The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own | The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own | The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were expected to do similar problems on their own. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4) | No repetition took place | Some repetition took place but no use of mnemonics or organization of the material into meaningful patterns was used to help students learn and remember (when appropriate) | Repetition took place and mnemonic devices used to help students learn and remember (when appropriate) | Repetition occurred, mnemonic devices used, chunking and the organization of the material into meaningful patterns used to help students learn and remember essential facts and concepts |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6) | No instructional materials were used | Instructional materials were used but their use was not aligned with the lesson objectives | A variety of instructional materials were used and they were aligned with the lesson objectives | A variety of instructional materials were used and they were aligned with the lesson objectives and they helped to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4) | All students were off task | Most students were off task | All students appeared to be engaged in the lesson activities | All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrated their engagement |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4) | Open-ended questions were never used, and diverse perspectives were never explored | Open-ended questions were sometimes used, and diverse perspectives were never explored | Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored | Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| m. Higher order thinking skills were used. (INTASC 4) i.e., critical thinking and problem solving | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached | Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate | Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8) | Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson | Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson | Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given | Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | | | |
| o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4) | No summary took place | The teacher candidate summarized the lesson | The students were asked to summarize the learning | The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway (essential principle) or application of the objectives to students’ lives or the “real world” when possible. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. | | | |
| p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8) | Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. | Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. | An appropriate amount of the following strategies were used so that most of the diverse students’ needs for learning were met direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc | An appropriate amount of the following strategies were used so that all of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  **Principle:** 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. | | | |
| q. Relevant subject areas & “real world” problems were integrated into the lesson. (INTASC 1,2,3,7) | No reference to the application of the content was made | A brief reference was made concerning the application of the content | It was clear how the subject could be applied to “real world” problems | Students were engaged in real world problem solving by applying lesson content to the solution of real world problems |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. | | | |
| r. Inclusion of special needs student occurred. (INTASC 2,3) | No IEP’s were referenced, no accommodations were made, and many pathways to learning were not provided | IEP’s were referenced, but no accommodations were made, and many pathways to learning were not provided | IEP’s were referenced, and some accommodations were made, but not enough pathways to learning were provided | IEP’s were referenced, accommodations were made, many pathways to learning were provided and students with special needs were incorporated into the classroom so that their strengths could be showcased |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | | | |
| s. Individual differences were addressed. (INTASC 2,3,5) and adaptations made for diverse students | Individual differences were not addressed | Some instruction built on students’ prior knowledge and experiences and some differentiated instruction took place | Instruction clearly built on students’ prior knowledge and experiences; however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students’ differing learning styles, interests, abilities, and culture | Instruction clearly built on students’ prior knowledge and experiences, and differentiated instruction and accommodations took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided that met the needs of the students’ learning styles. Student’s individualized learning opportunities were supported by providing meaningful experiences that engage their interests, abilities, and culture |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | | | |
| t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3) (TESOL Standard 3) | No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used | Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used | Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were mostly used and some integration of language skills, and adapted classroom resources were used | Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | | | |
| u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10) and adaptations made for diverse students | Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were consistently used | Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were not consistently used | Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, of multi-cultures were sometimes used | Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one’s own preferences, and of multi-cultures were used |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |
| v. Displayed Enthusiasm. (INTASC 1,6) | Voice inflection, smiling, gestures were never used when appropriate | Voice inflection, smiling, gestures were sometimes used when appropriate | Voice inflection, smiling, gestures were mostly used when appropriate | Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | |
| w. Exhibited Confidence. (INTASC 1) | Never projected voice, or led the class by example | Sometimes projected voice, but did not lead the class by example | Always projected voice when appropriate, and mostly led the class by example | Always projected voice when appropriate, and always led the class by example |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | | | |
| x. Displayed empathy. (INTASC 5,9,10) | Never listened to students and never served as students’ advocate | Sometimes listened to students and attempted to serve as student advocate | Always listened to students when appropriate and sometimes served as students’ advocate when determining, for example, that factors in the students’ environment outside of school may be influencing the students’ life and learning | Always listened to students when appropriate and always served as students’ advocate when appropriate (e.g., when determining that factors in the students’ environment outside of school may be influencing the students’ life and learning) |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  **Principle:** 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |
| y. Acted and appeared in a professional manner. (INTASC 9) | Failed to start and/or end on time and failed to wear professional attire. |  |  | Started and ended on time and wore professional attire. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | | | |
| z. Family and community connections (INTASC 10) | No collaboration with colleagues, family, and community despite being appropriate for lesson. | Minimal collaboration with colleagues, family, and community despite being appropriate for lesson. | Some evidence of collaboration with colleagues, family, and community that is appropriate for lesson. | Significant collaboration with colleagues, family and community that is appropriate for lesson. |  |
| **Standards**  **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**  **Principle:** 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. | | | |

Bottom of Form

King’s College

**Pre-Student Teaching Field Experience**

**Lesson Plan**

### Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Co-op Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PA Standards \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INTASC Standards \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructional Objective(s)**

**Materials and Resources Needed**

**Motivation/Anticipatory**

**Procedures (To include Input, Modeling, Hands-on/Minds-on Activities, and Demonstrations where appropriate)**

#### Adaptations (Address the 3 Tiers)

## Closure

**Assessment**

**King’s College**

**Pre-Student Teaching Field Experience**

**Lesson Reflection**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. How did the motivation activities arouse the students’ interest?

2. How were your teaching procedures effective for presenting the content?

3. How were the lesson materials appropriate and effective?

4. Describe how students participated in the lesson.

5. Which of Gardner’s multiple intelligences did you apply to accommodate differences in

learning styles?

6. What classroom management techniques did you use?

7. What was the most effective aspect of the lesson?

8. What was the least effective aspect of the lesson?

9. How would you adjust your lesson plan for the future?

10. How were standards met?

11. How was progress feedback given to students throughout the lesson?

12. What knowledge did you gain from the formal and/or informal assessments that would impact your future teaching of this group of students?

Additional comments:

[Skip to main content](http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=15&Q=76982&teachingNav=|5474|&teachingNav=|1906|&pp=12&n=1#navskip#navskip)Teaching in PA

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|  | **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) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10). (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.  **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 in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator. (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.  **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 a student's 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 distorts or misrepresents 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. |