K - 8 PRE-STUDENT TEACHING SEMESTER HANDBOOK

KING'S COLLEGE
EDUCATION DEPARTMENT

Wilkes-Barre, Pennsylvania 18711

Revised
Fall 2025

K-8 Pre-Student Teaching Field Experience Handbook

Pre-Student Teaching Semester Handbook

King's College
Education Department

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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.

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.
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

Pre-Student Teaching 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. November 19

Fall 2025 Pre-Student Teacher Experience

Part-time Dates: (11 total ½ days) *Tuesdays & Thursdays, 3 Consecutive Hours in Field*	*Full Time Dates: (13 total full-time days)* *Full time schedule based on placement schedule*
September 30	November 13
October 2	November 14
October 7	November 17
October 14	November 18
October 16	November 19
October 21	November 20
October 23	November 21
October 28	November 24
October 30	November 25
November 4	December 2
November 6	December 3
	December 4
To be discussed – Friday, October 31 – Happy Halloween	December 5*Last Full-Time Day

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. <u>No</u>

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.

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. Sunny Weiland*** *withing the first 2-weeks of your placement*

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. Engaging the learners and providing 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.

c.   **Weekly Reflection:** Reflections will be completed each week and discussed within a methods course. Specific prompts for this reflection will be shared. This reflection should be no less than one page, double spaced. Reflections on experiences will be discussed in special methods courses.

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

e.   **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 are into at least two lessons (i.e. at least 2 lessons include mathematics, 2 include science and 2 include English language arts

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. Components of these may be 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

d. Development of Classroom Website with Photos, Interactive Materials & Links for Students and Families related to each subject and Theme

e. 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 lesson is completed.

b. **King's Pre-Student Teaching Supervisor Evaluation** * This is shared with the student and retained by supervisor.

c. **Time Sheet:** Please submit with Theme Cycle Portfolio

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.

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: _____

King's College
Pre-Student Teaching Experience

Information Exchange Sheet
Please complete Form with this information by Friday, October 3, 2025

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: _____

King's College Pre-Student Teaching Experience
Time Sheet for Fall 2025

Orientation Meeting with Teacher: **Date**   **Time** _____

Date	Time Spent at Classroom/School	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.

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 used for General and Special Education Classes

Student Teacher

_____Date_____

Grade _____   Subject
_____Topic_____

PA Academic Standards	
PA Core Standards	
National Standards	
Objective *What are the students expected to learn at the end of the lesson?*	Assessment(s) *Often formative.*
Objective *What are the students expected to learn at the end of the lesson?*	Assessment(s) *Often formative.*
Add objectives, if needed.	***Add assessments, if needed.***

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

Anticipatory Set/ Motivation

Procedures

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

<u>Closure</u> *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.)*

<u>Post Lesson Reflection for Observed Classes:</u>
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 Experiential
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 keeping 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 2022

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/Level
Concept Map & Cross-Curricular Connections (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) NAEYC 4b, 4c, 5a, 5b, 5c, 6d CEC #3.1; 3.2, 5.7	No Concept Map Included	The concept map: ● 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	The concept map: ● Illustrates partial integration of science, literacy and mathematics by incorporating each content area in at least two lessons. ● Attempts to states what students will be learning **_or_** 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	The concept map: ● 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 **_and_** 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	The concept map: ● 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 **_and_** 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 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.	development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	
Introduction (includes grade level, description of theme, reflection, timeline) NAEYC 3b, 4a, 4d, 5a	No Introduction Included	Introduction includes details of theme cycle placement including one of the following: · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including effectively including two of the following: · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including effectively including three of the following: · Description of theme ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including all of the following: · Description of theme selected ● Description of grade level · Reflection on choice · Daily Timeline detailing all activities with students while in field	
Diversity Summary NAEYC 1a, 1c, 2a CEC 1.1, 1.2, 5.1, 6.3		Candidate does not summarize diversity found in the classroom including: age, gender, culture, ability, skill, disability,	Candidate summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality, & medical	Candidate summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality,	Candidate thoroughly summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality,	

		modality, & medical 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: ● 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	Student met two of the following criteria: ● 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	Student met three of the following criteria: ● 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	Student met four of the following criteria: ● 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	Student met all of following criteria: ● 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	Student met three of the following criteria:	Student met four of the		

  	• 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	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	Student met all of the 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	

	Student met one or none of following criteria:	Student met two of the following criteria:	Student met three of the following criteria:	Student met four of following criteria:	Student met all of the following criteria:	
Mathematics <mark>NAEYC #4c, 5a, 5b, 5c</mark> <mark>CEC #3.1, 3.2, 5.1, 5.7</mark>	● 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.	● 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.	● 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.	● 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.	● 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.	
THEME CYCLE LESSON EVALUATION	Each of the components below will be assessed using your lesson plans.					
Objectives <mark>NAEYC 5a</mark> <mark>CEC #5.6</mark>	No objectives stated.	Objectives stated but do not include what students will know or be able to do and are procedural in nature	Objective(s) stated but not stated in the form of what students will know **or** be able to do Objectives are partially aligned with stated academic standards.	Some objective(s) stated with reference to what students will know and be able to do Objectives are mostly aligned with stated	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	

		Objectives are not aligned with stated academic standards.		academic standards.	and under what circumstances this will take place. Objectives completely aligned 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 engagement (60-79%)	Anticipatory set was built on students' prior knowledge and motivated the students to learn. High levels of active student participation and engagement (80-100%).	
Instructional Procedures NAEYC 1c, 4b, 4c CEC #5.1, 5.6, 5.7	No instructional procedures	Instructional procedures are not clear. Instructional procedures demonstrate plans to engage students in learning a very low proportion of the time (0-39%%). Instructional procedures do not align with learning objectives. Instructional procedures do not include instructional groups to support student learning and differentiation. Instructional procedures are not aligned with learning needs of students. Instructional procedures	Instructional procedures are somewhat clear. Instructional procedures demonstrate plans to engage students in learning a small proportion of the time (40-59%). Instructional procedures are partially aligned with learning objectives. Instructional procedures include some instructional groups to support student learning and differentiation. Instructional procedures are partially aligned with learning needs of students. Instructional procedures do not engage students in learning. Procedures reflect some modeling but no guided practice.	Instructional procedures are clear. Instructional procedures demonstrate plans to engage students in learning a moderate proportion of the time (60-79%). Instructional procedures are aligned with learning objectives. Instructional procedures include some instructional groups to support student learning and differentiation. Instructional procedures are aligned with learning needs of students. Procedures reflect some modeling and guided practice.	Instructional procedures are clear and include pacing information and transition information. Instructional procedures demonstrate plans to engage students in learning a high proportion of the time (80 – 100%). Instructional procedures are fully aligned with learning objectives. Instructional procedures include instructional groups to support student learning and differentiation. Instructional procedures are fully aligned with learning needs of students. Procedures reflect explicit modeling and guided practice	

		do not engage students in learning.

Procedures do not include modeling and guided practice. | | | with details of alternate strategies for guided practice and additional modeling opportunities for diverse learners. | |
| Adaptations

NAEYC 1a, 3b, 3c, 6d, 6e

CEC#1.2, 2.2, 3.2, 3.3, 5.2, 5.3 | No adaptations included | No plans to provide appropriate adaptive and / or inclusive teaching and learning strategies.

No plans to accommodate for students with individualized instruction plans

No plans to accommodate for diverse learners.

Alternate assessments for students with exceptional needs were not utilized. | Plans to integrate adaptive and inclusive teaching and learning strategies, but strategies are not fully aligned with learner needs.

Plans to accommodate for some students with individualized instruction plans.

Plans to adapt for some diverse learners.

When necessary, a few alternate assessments for students with exceptional needs were utilized | Plans include integration of adaptive and inclusive teaching and learning strategies that align with learner needs.

Plans to accommodate for some students with individualized instruction plans.

Plans to adapt for many diverse learners including those having learning needs, English language learners, and students needing enrichment.

When necessary, some alternate assessments for students with exceptional needs were utilized | Plans include integration of adaptive and inclusive teaching and learning strategies that fully align with learner needs.

Plans to accommodate for all students with individualized instruction plans.

Plans to adapt for all diverse learners including those having learning needs, English language learners, cultural differences, learning preferences, and students needing enrichment.

When necessary, alternate assessments for students with exceptional needs were utilized. | |
| Closure

NAEYC 3a, 4b

CEC# 4.1 | No plans for closure | Closure does not relate to lesson. | Closure includes the teacher summarizing key points or the students summarizing one idea. | Closure includes the students summarizing key points. | Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole. | |

					Closure activities provide students with preview into future learning.	
Assessments and Evaluation Pre-Assessment Formative Assessments within lessons Post-Assessment (Authentic Assessment) NAEYC 3a, 3b, 3c, 3d CEC# 4.1, 4.2, 4.3, 4.4	Student demonstrates at an unsatisfactory level one or less of the of the following: ● Evidence of **aligned** pre-assessment, formative assessments and authentic assessment. ● 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	Student demonstrates at a beginning level one or more of the of the following: ● Evidence of **aligned** pre-assessment, formative assessments and authentic assessment. ● 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	Student demonstrates at a basic level two or more of the of the following: ● Evidence of **aligned** pre-assessment, formative assessments and authentic assessment. ● 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.	Student demonstrates at a developing level three or more of the of the following: ● Evidence of **aligned** pre-assessment, formative assessments and authentic assessment. ● 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.	Student demonstrates at a competent level all of the following: ● Evidence of **aligned** pre-assessment, formative assessments and authentic assessment. ● 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.	

		alignment between report card categories and academic expectations.				
Technology Use NAEYC 4b, 6c CEC #5.2, 5.3	No evidence of technology integration.	Teacher has one type of technology integrated into the lessons. **or** Students in the classroom use one form of technology.	Teacher has one type of technology integrated into the lessons. Students in the classroom use one form of technology.	Teacher has two types of technology integrated into the lessons. Students in the classroom use one form of technology.	Teacher using multiple (three or more) types of technology integrated into the lessons. Students in the classroom use two or more different technological applications.	
Family-School-Community Partnerships ● Newsletter ● Introductory Letter /Thank you Letter ● Interactive Family Activity with Manipulatives or Interactive Website NAEYC 2a, 2b, 2c, 4a, 6a, 6c CEC #2.1, 6.4, 7.1, 7.2, 7.3:	No evidence of communication with parents and families.	Student creates each of the following family connections at a **beginning** level **one or more** of the following or an artifact is missing: ● Newsletter ● Introductory Letter/Thank you Letter ● Interactive Family Activity with Manipulatives or Interactive Website	Student creates each of the following family connections at a **basic** level **one or more** of the following: ● Newsletter ● Introductory Letter/Thank you Letter ● Interactive Family Activity with Manipulatives or Interactive Website	Student creates each of the following family connections at a **developing** level **two or more** of the following: ● Newsletter ● Introductory Letter/Thank you Letter ● Interactive Family Activity with Manipulatives or Interactive Website	Student creates each of the following family connections at a **competent** level of performance: ● Newsletter ● Introductory Letter/Thank you Letter ● Interactive Family Activity with Manipulatives or Interactive Website	
Reflections Lesson Reflections (5) Experiential Reflection	No reflection provided.	Student creates each of the following reflections at a **beginning** level of performance:	Student creates each of the following reflections at a **basic** level of performance: ● One reflection per each lesson	Student creates each of the following reflections at a **developing** level of performance:	Student creates each of the following reflections at a **competent** level of performance: ● One thorough	

NAEYC 4d, 6c, 6d		• Experiential reflection on the pre-student teacher experience; • ideas for revisions to theme and/or lessons based on experiences.	• Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences.	• 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.	reflection per each lesson • - Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences.	
Conventions	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 3-4 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-2 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors	
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 points**
- 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.
  - Science   66/72 = 90%
  - Math   68/72 = 95%
  - ELA   69/72 = 95%

Grading Scale Available on the Following Page

Portfolio Grade Scale

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%

KING'S COLLEGE: Oral Communication - Master Grading Rubric			

Student: _____   **Course:** _____   **Grade:** _____

ELEMENTS	4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0			
	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 *Discipline-Specific Content	-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.

	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

4 - 3.33	3 - 2.33	2 - 1.33	1 - 0
-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 to be more concrete for the matter.	-Wording was too frequently incorrect &/or unclear in grammar & syntax. -Wording was too vague &/or too rambling &/or too abstract.

*Discipline-Specific Terminology

-Demonstrated effective & strategic utilization of pertinent terminology throughout message.	-Demonstrated effective command of pertinent terminology.	-Demonstrated some command of pertinent terminology at times.	-Demonstrated little or no understanding of pertinent terminology.

*Color & Creativity in Word Choice

-Wording was consistently colorful, creative, & strategic.	-Wording manifested consistent color &/or creativity in message.	-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:

*Vocal Delivery

-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.

*Non Vocal Delivery

-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.

*Execution of Performance Aids

-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:

*Manifested confidence & command in Delivery.
*Manifested enthusiasm & energy in Presence.

-Anxiety was not at all evident in presentation. -Presentation was poised, confident, & commanding. -Message manifested high energy & abundant enthusiasm for subject.	-Anxiety was mostly well-managed. -Presentation was poised & confident. -Message was delivered with good energy & obvious enthusiasm.	-Anxiety was at times evident in presentation. -Presentation was adequately poised but need more confidence. -Message was delivered with sufficient energy but lacked enthusiasm.	-Anxiety significantly affected presentation -Presentation lacked poise & confidence. -Message manifested little energy or enthusiasm.

Gave a Full & Genuine Effort \ \ *Execution in Performance Mode*	-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	=	<1.0

King's College

Pre-Student Teaching Semester(s)

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
Fails to speak or act in a professional manner.	**Speaks or acts in a professional manner.**	**Speaks and acts in a professional manner.**	**Speaks and acts in a professional manner.**
Displays lack of confidence or limited enthusiasm for teaching or for working with students;	**Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well;**	**Displays confidence and enthusiasm for teaching and working with students and families;**	**Projects enthusiasm and a high degree of energy for teaching;**
Shows lack of sincerity or concern for students or their families;	**Shows a willingness to learn and grow;**	**Makes constant efforts to learn and improve practice;**	**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;**
Is not punctual or dependable.	**Is sometimes not punctual or dependable.**	**Is mostly punctual and dependable.**	**Is always punctual and dependable.**

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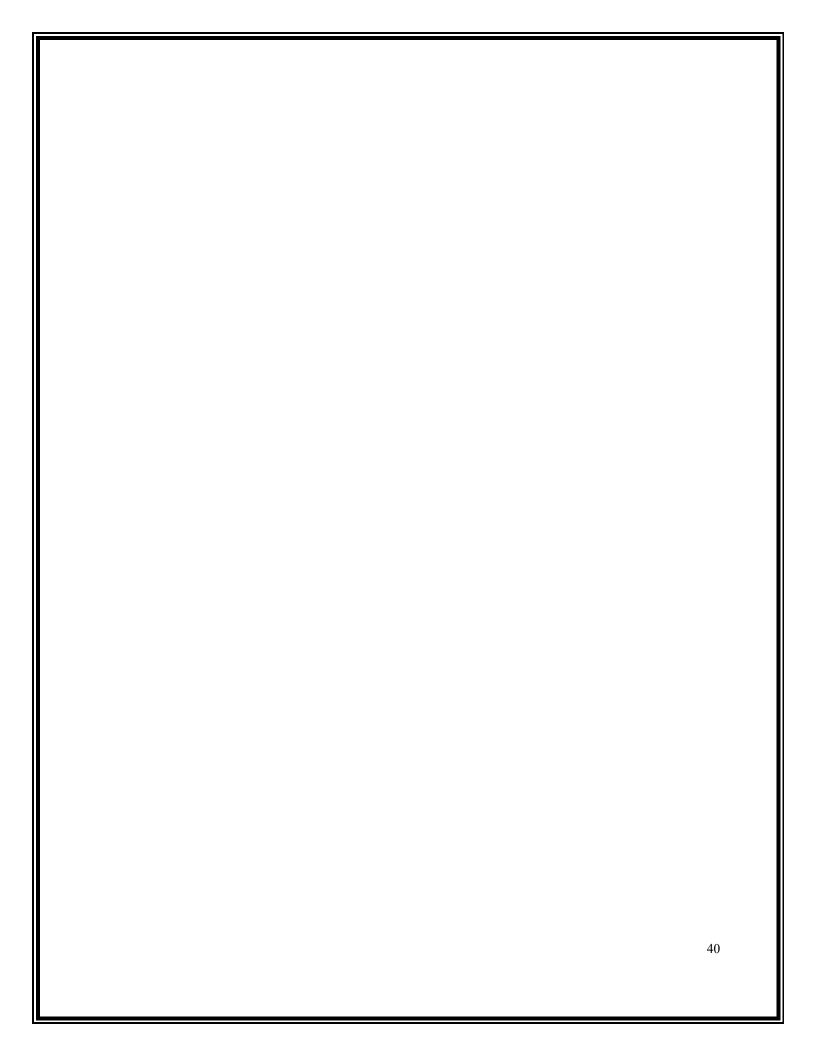**PERMISSION FOR PHOTOGRAPH/VIDEOTAPING FORM**

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: 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

APPENDIX B: Suggested Schedule for Completion

Suggested Schedule for 2025 Theme Cycle Field Experience and Portfolio

Please note that these dates are general guidelines and targets to help support your completion of this robust learning experience!

Component	Suggested Completion Date	Check off your completion or make notes for self-monitoring!!
Concept Map	Friday, 11/7	
Introduction	Thursday, 10/16	
Timeline	Ongoing, do daily	
Diversity Summary	Thursday, 10/23	
Pre-Assessment	Implement before lessons, suggested for between October 23 and November 13, 2025	
Theme Cycle Lesson Plan 1, Artifacts, and Reflections (do immediately after lesson)	Suggested Completion week of October 28	
Theme Cycle Lesson Plan 2, Artifacts, and Reflections	Suggested Completion week of 11/4	
Theme Cycle Lesson Plan 3, Artifacts, and Reflections	Suggested Completion week of 11/13	

Theme Cycle Lesson Plan 4, Artifacts, and Reflections	Suggested Completion week of 11/17	
Theme Cycle Lesson Plan 5, Artifacts, and Reflections	Suggested Completion week of 11/24	
Parent Connections	Dr. Yurko will establish timeline for: • Introductory Letter: • Newsletter: Family Involvement: Parent Involvement/Connection: Week of 10/13	
Technology Use Summary	Suggested Completion as you implement in lessons, complete by 11/25	
Post-Assessment	Suggested Completion very soon after final lesson (11/24 recommended)	
Experiential Reflection	Suggested Completion by Monday, December 1, 2025	
Rubric for Professionalism	Suggested Completion – Tuesday, December 2, 2025	
Hard Copy Portfolios	O'Hara Hall, Education Department by Wednesday, December 3 by 5 pm Any outstanding materials can be added after day 1 presentations.	
Moodle Upload	By Monday, 12/9 by 9 am *before presentations	

- *Please include a cover sheet, such as this one, identifying any outstanding information.*
- *Please check off information as you complete it*
- *Please organize your portfolio in the order that is reflected in the table above. And include a table of contents, with dividers between major sections*
- *Any artifacts of student work, projects, worksheets, can be redacted and included or projects/worksheets can be scanned and included.*
- *Any physical artifacts can placed in paper protection sheets*
- *All other papers in portfolio should be included without any form of plastic covers/clear sheets.*

APPENDIX C: King's College Student Teaching Evaluation Rubric

This rubric specifies criteria related to rating each component on the observation form. It explains what it means to be unsatisfactory, developing, proficient or distinguished. Please note that pre-service candidates generally cannot be rated as distinguished.

Link to the Observation Rubric

APPENDIX D: Observation Forms (3 copies)

Domains 1 & 4: Off-Stage Domains, evidence to be documented/completed by the teacher candidate before the lesson and submitted to the observer two days prior to the lesson. Domains 2 & 3: On-Stage Domains, Evidence to be gathered by cooperating teacher or observer.

Link to the Observation Forms