Secondary Methods Courses
PRE-STUDENT TEACHING
SEMESTER HANDBOOK

KING'S COLLEGE
EDUCATION DEPARTMENT

Wilkes-Barre, Pennsylvania 18711

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Secondary
Pre-Student Teaching Field Experience
Handbook

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Pre-Student Teaching Experience – Content Methods

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, candidates will be assigned a school and classroom for structured observations and teaching experiences connected with their content area methods class. Pre-student teachers are expected to be in the field for 25 hours.

While in the classrooms, candidates will:
- complete at least three (3) **structured observations of lessons**
- Candidates will also prepare and teach **three (3) different lessons** once 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.

In addition to what is noted in this handbook, the requirements and number of observations and lessons for the pre-student teaching experience will be discussed in the content methods courses. Fulfillment of requirements will be part of the grading procedures for the courses.

Requirements

Candidates will need to have submitted a valid clearance packet. *There are no exceptions to this requirements.*

Scheduling/School Placement

Although the scheduling for the experience is flexible as to days of the week that a candidate is in the classroom, candidates must be scheduled to be in a classroom when their subject area is being taught <u>without</u> disrupting the school and teacher's schedules. *As noted below, candidates are to reach out to their classroom teacher via e-mail to set up the first meeting.* Candidates will be responsible for providing their own transportation to their co-operating school.

Candidates will begin their field experience by contacting the classroom teacher that they are assigned to and arrange an orientation meeting before the observations begin. At the orientation meeting, candidates will introduce themselves, learn about the school, arrange for visits, obtain a bell schedule and their classroom 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 classroom teacher. The candidate's expectations of this experience should be shared with their classroom teacher. We also encourage the classroom 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. Most of this information is found on the school district's website which should be reviewed by the candidate before they visit the school.

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 mentoring skills with the students.
5. To develop and practice teaching skills.

General Requirements of Teacher Candidates

1. **Appearance:** 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 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, prayers, and public announcements.

   School personnel have the right to report any infraction of the above regulations to the field experience coordinator, methods instructor, or Education Department Chairperson.

State Requirements:
This field experience addresses the following PDE field experience competencies:
Stage 3:
A. Planning and Preparation
B. Classroom Environment
C. Instructional Delivery
D. Professional Conduct
E. Assessment
F. Knowledge of Diverse Learners

Policies and Procedures

Before candidates may begin their field experience, the completed field experience packet must be given to the Director of Field Placements at King's College. Without the proper documentation, candidates will not be permitted to enter the assigned school. All requirements are available on the King's College Education page. **Candidates should retain and take a copy of clearances with them to the school.**

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 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 uploaded to TaskStream and submitted to the instructor. Candidates are required to be in the classroom, observing or teaching, for 25 hours.

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 methods instructor will explain the requirements for completing the observations. Observation "evidence collection forms" and rubric are available on the King's College Education site to download to your computer. https://www.kings.edu/academics/undergraduate_majors/education/forms.

5. **Lesson Presentations:** Guidelines and specifications for lessons will be provided by your methods instructor. All lesson plans are to be available for the classroom teacher to review <u>at least 2 days</u> before presentation. Classroom teachers are to 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.** The methods instructors will review the lesson plan format with the candidates.

   b. **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 classroom teacher may provide the topic for the lesson.

6. **Evaluation – Classroom Teacher:** Each time a candidate presents a lesson, 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. The classroom teacher will complete at least one observation using the formal Danielson rubric. This form is available on the King's College Education website: https://www.kings.edu/academics/undergraduate_majors/education/forms

7. **Evaluation – King's Supervisor:** King's teacher candidates can expect at least one classroom observation by a King's College supervisor. This person is normally the methods instructor. 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 methods instructor. The first section should include the following: the time sheet and information exchange form. The rest of the items to be included are described in the Required Activities found below. The documents should also be uploaded to TaskStream.

Required Activities:

1. **Introduction:**
   a. **Principled Teaching (Domain 4):** Assist the teacher in the daily conduct of the class (tasks such as taking attendance, recording grades, making copies, etc.) **Document what you have done and when.**
   b. **Learning Experiences (Domain 3):** Work with small groups and individuals who need assistance with their class work. **Document what you have done and when.**
2. **Diversity Summary (Knowing and Valuing Students, Domain 1) and Principled Teaching (Domain 4):**
   Engage in a collaborative conversation with your cooperating teacher asking their views on:
   - Classroom management techniques
   - Strategies for teaching special needs or "at risk" students
   - Beliefs/philosophy of education

   Document: Write a description of the diversity (age, gender, culture, or ability) that you encountered in this teacher's classroom. Describe the strategies used to manage the classroom, differentiate for learners and the teacher's philosophy of education.
3. **Engaging Families (Domain 4):**
   Most districts utilize a district website (possibly with teacher pages) and grade communication software to communicate with parents. **Write about one additional innovative way you might use to communicate with parents/guardians.**
4. **Learning Environments and Learning Experience (Domains 2 & 3):**
   Observe a minimum of <u>three</u> lessons your cooperating teacher presents. **Write <u>one</u> reflection based on the components of the King's College Lesson Plan (i.e., objectives, anticipatory set, materials, etc.) and the *Danielson Framework* to guide your reflection. Be sure to include a "conclusion".**
5. **Lesson Plans (Planning and Preparation, Domain 1): Create at least three (3) lesson plans using the King's College format and <u>teach</u> the lessons. Include how you plan to differentiate instruction for the diverse learners that you have identified. Have your cooperating teacher review all lesson plans before you implement them.**

   <u>One</u> of the classes that you will be teaching should be formally evaluated by your cooperating teacher. Your college instructor will evaluate another lesson that you will teach. In both cases, the Danielson Evaluation Instrument will be used. Before the pre-observation conference, complete Domains 1 and 4. The observer will fill out Domains 2 and 3 and discuss these sections with you at the time of the post-conference. **The three (3) lesson plans and the respective evaluations (Domains 1 and 4 and Domains 2 and 3) should be uploaded to your Watermark account as "evidence".**

   To complete this section, AFTER you have taught your lessons, write a reflection of your experiences, using the Lesson Reflection Guidelines that follow this section.

6. **Planning and Preparation (Domain 1):** Select an ORIGINAL worksheet (or activity) that was used when you taught a class, and which was included in your lesson plan. Analyze the success of this worksheet/activity and include areas on which to improve its usage, if used again.

7. **Planning and Preparation (Domain 1):** At least one of your lesson plans (that you used to teach a class) should contain the use of TECHNOLOGY. Write an evaluation of the use of this technology to enhance instruction. Explain the reason(s) for using this form of technology in your lesson and discuss the success of its implementation and areas on which to improve its usage in the future.

8. **Planning and Preparation (Domain 1) or Learning Environment (Domain 2):** Evaluate the effectiveness of the classroom arrangement for different activities, i.e., whole class instruction, group work, experiments, etc. Provide a reflection related to the current state of the classroom and what you might change, modify, or adapt if this were the classroom where you were assigned to teach. (Diagrams would enhance this evaluation).

9. **Final Reflection:** Write a reflection of your entire field experience – what components did you find most beneficial? What did you learn about yourself, about teaching, etc.?

10. **Conventions: overall appearance, organization, grammar, and spelling.**

Lesson Reflection Guidelines

After teaching your three lessons and receiving feedback from your cooperating teacher and college supervisor, reflect on your experiences and write a double-spaced reflection and analysis that addresses the following prompts.

Part I: Planning and Preparation

What did you learn from planning and preparing your lessons? What might you do differently when planning future lessons?

Part II: Learning Environment

Write a detailed description of your host classroom and the setting of your lessons addressing the following:
- *What did you do to facilitate a cohesive classroom environment?*
- *How did you attempt to accomplish student interaction?*
- *What strategies did you use to keep the students' attention?*

Reflecting critically on yourself within the classroom environment by addressing the following:
- *What went well with the way that you interacted with students?*
- *What challenges did you encounter with classroom management?*
- *What do you want to do in the future to improve your classroom management?*

Part III: Learning Experiences

Critically examine the instruction of your lesson by addressing the following:
- *How well did you communicate clearly and accurately with your students?*
- *How well did you engage students in learning?*
- *What adjustments did you make to your instruction while you were teaching? Did these adjustments work?*
- *What worked well as you instructed students?*
- *What challenges did you face with instruction?*
- *How do you think you would address these challenges if you encountered them in the future?*

Appendix

Attach your three lesson plans AND the evaluations of your cooperating teacher and college supervisor to this section.

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_____

Field Experience Time Sheet

Field Experience Hours Documentation

Please visit: https://www.kings.edu/
Go to "Education Degree"
Scroll to Student Resources (at bottom of this page)

* Please use black or blue ink to complete this form.
* This document must be included in your portfolio and uploaded to Moodle

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._

Tips:
    _(1)_ Use the Bloom's Taxonomy to choose a better verb.
    _(2)_ State objectives in terms of what the pupils are expected to learn in observable form.
    _(3)_ Each objective should be linked to an assessment item.

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

Tips:

(1) Describe the instructional materials to be utilized by the teacher and the students that are fully aligned with advancing the lesson objectives.
(2) The materials should be developmentally appropriate.
(3) Try to integrate UDL items: Include audio-visual and computer technology. *The teacher candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and individuals who have specialized expertise.)*
(4) All relevant resources and materials should be attached.

<u>Anticipatory Set/Motivation</u>

Tips:

What "grabs" the students' attention? Sometimes takes the form of a review of a previous lesson.

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

Check the activity teaching style:

Individual	Pairs	Small group	Large group	Jigsaw	Student Centered
	Teacher Centered	Discussion	Lecture	Cooperative groups	Student Roles
	Explorative activity	Experiment	Reflection	Project Based	

Tips:

(1) Estimate how long each activity will take
(2) Would someone unfamiliar with the lesson be able to follow your directions?
(3) Provide time for students to practice skills or to synthesize knowledge. (Describe)
(4) How will you check for understanding and provide feedback?
(5) Self-evaluate:

My procedures engage students for a high proportion of the time (80 to 100%).
My procedures/activities align with the learning objectives.
My procedures help to support and differentiate learning.
My procedures align to student learning needs.
I considered structures and scaffolds to support engagement.

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

Accommodations/Modifications required for individual students: (Mark an X or the applicable items).

	Accommodations		HIGH LEVERAGE and/or Evidence PRACTICES for Inclusive Classrooms		CEC HLP: Collaboration
	Checking for Understanding		**Behaviorism:** Prompting, Task Analysis, ABA, TEACCH, Systematic Direct Instruction, Explicit Instruction		Leading professionals & families
	Chunking		**Constructivism:** Schema Building, Inquiry Based, Project Based		Collaborate with families to support students
	Fine motor/perceptual skills		**Pragmatism:** Social, Functional, project-based learning		**CEC HLP ASSESSMENT Practices**
	Electronic Texts		**Metacognitive:** Self-monitoring, Peer Support, Advocacy		Multiple Sources of Information
	Extended Response Time				Interpreting and communication Assessment Information
	External Positive Reinforcement (e.g. Tokens, stickers, etc..)		TEACCH™		Reflecting on Assessment Data
	Fine motor/perceptual skills		WICOR™		**CEC HLP Instruction:**
	Hands on activities		AVID™		Identify & Prioritize Long & Short term goals
	Intrinsic Motivation/Reinforcement		Marzano™		Systematically Design Instruction
	Small Group Instruction		Orton-Gillingham or other phonics-based reading.		Adapt curriculum tasks & Materials for specific learning goals
	Other:		OTHER		Teaching Cognitive & Metacognitive Strategies
					Provide scaffolded Supports

	Universal Design for Learning		**CEC HLP: Social/Emotional/Behavioral Practices**		Explicit instruction
	Multiple Means of Representation		Consistent, Organized, Respectful Learning Environment		Flexible Grouping
	Multiple Means of Engagement		Using Feedback to improve outcomes		Assistive & Instructional Technologies
	Multiple Means of Performance/Assessment		Teaching Social Skills		Intensive Instruction
			Functional Behavioral Assessment & Behavior Interventions		Active Engagement Strategies

Tips: Try to concentrate your efforts on using Universal Design and CEC High Leverage Practices because you can support a wider range of students.

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

Tips: The teacher helps students review what has been learned in the lesson. *Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole.* This may include facilitating students' summarization of the lesson, students questioning each other about what happened during the lesson, the students' report of their progress, a formative assessment for evaluation by the teacher and uncovering the 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 of the instructional experience. *Closure activities may provide students with a preview into future learning.*

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.)*

Tips: 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.

Secondary Methods Field Experience Portfolio

	Unsatisfactory (0)	Developing (1)	Proficient (2)
1. Professional Summary a. Responsibilities	Lists responsibilities.	Lists responsibilities and documents when they were done.	Lists and explains how the tasks aided the instruction of the students; documents when they were done.
b. Works with small groups or individuals who need assistance	Lists what was done.	Lists what was done and documents when they took place.	Gives detailed explanation of what was done (including subject material) and includes a critique of how the students responded.
2. Diversity Summary a. Description of the diversity in classes observed	Lists diversity facts encountered in classes observed	Explains the diversity encountered in the classes observed	Explains how the diversity encountered in the classes impacts the delivery of instruction
b. Co-operating teacher's classroom management style.	Briefly describes the co-operating teacher's classroom management style.	Explains in more detail the co-operating teacher's classroom management style.	Explains the co-operating teacher's classroom management style in detail and gives examples of how it impacts instruction.
c. How co-operating teacher differentiated for learners	Simply describes how the co-operating teacher differentiates for learners.	Explains in detail how the co-operating teacher differentiates for learners.	Explains in detail how the co-operating teacher differentiates for learners using examples.
d. (Option 1) Cooperating teacher's philosophy of education OR d. (Option 2) If cooperating teacher expresses no particular philosophy of education	Simply describes the co-operating teacher's philosophy of ed. OR A simple philosophy of ed. based on observing the coop's teaching style.	Explains in detail the co-operating teacher's philosophy of ed. and gives examples of how it is implemented. OR A well written philosophy of ed. citing specific examples noted while observing the co-op's teaching style.	Contrasts the co-operating teacher's philosophy of ed. with your own using examples. OR A well written philosophy of ed. citing specific examples noted while observing the co-op's teaching style, including whether there was any differentiation.
3. Family-School-Community Partnership	States only what the school district provides for family-school partnership.	Briefly writes an innovative way to communicate w/families that is different from the district's offerings.	Provides a rationale for the innovative way to communicate w/families that is different from the district's offerings.
4. Reflection on Classroom Environment and Instruction (Based on a minimum of 3 lessons observed.)	Briefly gives an overview of observations and no references to Danielson Domains 2/3.	Lists classes observed and includes topics of instruction. References Danielson Domains 2/3. No or weak conclusion.	Lists classes observed and includes topics of instruction. References Danielson Domains 2/3. Strong conclusion.
5. Lesson Plans a. Attach 3 lesson plans	One or more areas were not included in the	The reflection covered all of the areas required	Well written reflection covering all areas and

used for teaching; b. Include Co-operating Teacher's Evaluation and Methods Instructor's Evaluation c. Write a reflection of your experiences using Appendix B as a guide.	reflection: planning and preparation, classroom environment or instruction. Not attachments included.	but one or more of the sections was simply written and included limited examples. Missing attachments.	included how differentiation was used and what was learned and how these lessons could influence future teaching. All attachments included.
6. Planning and Preparation (Original worksheet or activity used in instruction)	Simply includes a worksheet or description of activity used in lesson.	Explains rationale for the worksheet or activity used in lesson.	Explains rationale for the worksheet or activity used in lesson and evaluates whether or not it was effective; suggests how it might be altered if used again.
7. Planning and Preparation Technology –how was it used to enhance instruction	Lists how technology was incorporated in a lesson.	Lists technology used and explains why this technology was used in the lesson.	Explains the choice to use this technology in the lesson and discusses the success of its implementation or ways it could be improved if used in the future.
8. Classroom Environment (Diagrams would enhance this evaluation.)	Describes the room arrangement of the observed classroom.	Describes the room arrangement of the observed classroom and evaluates its effectiveness for different kinds of instruction.	Describes the room arrangement of the observed classroom and evaluates its effectiveness for different kinds of instruction. Offers a plan how the observer might change or adapt the classroom environment for their own use.
9. Final Reflection What did you learn about yourself, about teaching?	Briefly states what was learned by this field experience.	Provides specific examples of how this field experience impacted the observer.	Provides specific examples of how this field experience impacted the observer an provides an explanation of additional experiences the observer might want to have in the future.
10. Conventions: Overall appearance including cover page, grammar, spelling.	Poor presentation. No cover page. Poorly organized; difficult to find required sections. Multiple spelling and/or grammar errors.	Good presentation including cover page. Fairly organized. Some spelling and/or grammar errors.	Well presented and organized. Cover page included. No spelling or grammar errors.

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 Employe 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—121268), 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 employes, 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

The professional educator may not: (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

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 employe. (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.

(4)   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.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11
All questions should be directed to the
Professional Standards and Practices
Commission at (717) 787-6576

Appendix A: King's College Student Teaching Evaluation Rubric (Fall 23 – Spring 24)

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
1a: Demonstrating knowledge of content and pedagogy	• The teacher candidate makes content errors. • The teacher candidate does not consider prerequisite relationships when planning. • The teacher candidate's plans use inappropriate strategies for the discipline.	• The teacher candidate's understanding of the discipline is basic and displays a lack of awareness how concepts relate to one another. • The teacher candidate's knowledge of prerequisite relationships is inaccurate or incomplete. • The lesson plan has limited instructional strategies, and some are not suitable to the content.	• The teacher candidate can identify important concepts of the discipline and their relationships to one another. • The teacher candidate's knowledge of prerequisite relationships is accurate or complete. • Instructional strategies in the lesson plan are suitable to the content.	• The teacher candidate uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher candidate seeks out information from all students about their cultural heritages. • The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.	
1b: Demonstrating knowledge of students	• The teacher candidate does not understand child development characteristics and has unrealistic expectations for students. • The teacher candidate does not try to identify the varied ability levels among students in the class. • The teacher candidate takes no responsibility to learn about students' medical or learning disabilities.	• The teacher candidate has knowledge of developmental theory but does not seek to integrate it into lesson planning. • The teacher candidate is aware of the different ability levels in the class but plans to teach to the "whole group." • The teacher candidate recognizes that students have different interests and cultural backgrounds but does not draw on their contributions when planning the lesson.	• The teacher candidate knows, for groups of students, their levels of cognitive development and differentiates the lesson plan accordingly. • The teacher candidate is aware of the special needs represented by students in the class and makes provision for those needs in the lesson. • The teacher candidate is well informed about student's cultural heritages and incorporates this knowledge in lesson planning.	• The teacher candidate uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher candidate seeks out information from all students about their cultural heritages and incorporates this into the lesson plan. • The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
		• The teacher candidate is aware of medical issues and learning disabilities with some students but does not appear to incorporate this into the lesson plan.			
1c: Setting instructional outcomes (objectives)	• Objectives lack rigor. • Objectives do not represent important learning in the discipline. • Objectives are not clear or are stated as activities. • Objectives are not suitable for many students in the class.	• Objectives represent a mixture of low expectations and rigor. • Some objectives reflect important learning in the discipline. • Objectives are suitable for most of the students in the class.	• Objectives represent high expectations and rigor. • Objectives are written in terms of what students will learn rather than do. • Objectives represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Objectives, differentiated where necessary, meet the needs of groups of students in the class.	• The teacher candidate's plans reference curricular frameworks to ensure accurate sequencing. • The teacher candidate connects the objectives to previous and future learning. • Objectives are differentiated to encourage individual students to take educational risks.	
1d: Demonstrating knowledge of resources	• The teacher candidate uses only materials provided by the cooperating teacher. • Although the teacher candidate is aware of some special student needs, he/she does not inquire about possible resources to meet those needs.	• The teacher candidate uses materials located in the school but does not search beyond the school for resources that would enhance the lesson. • The teacher candidate locates materials and resources for students with special needs but does not use them in the lesson.	• The teacher candidate provides resources outside the classroom for all students to draw on. • The teacher candidate facilitates the use of internet resources. • Resources are multidisciplinary.	• The teacher candidate maintains a log of resources for student reference. • The teacher candidate facilitates student contact with resources outside the classroom. • The teacher candidate expands his/her knowledge of resources through professional organizations.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
1e: Designing coherent instruction	• Learning activities appear to be boring and/or not well aligned to the instructional goals. • Materials are not developmentally appropriate or do not meet instructional objectives. • Lesson plan is not structured or sequenced and is unrealistic in its expectations. • Instructional group activities do not support learning objectives.	• Learning activities appear to be moderately challenging. • Learning resources are suitable, but there is limited variety. • Lesson structure is uneven or may be unrealistic about time expectations (pacing.) • Instructional group activities appear to only partially support objectives.	• Learning activities are matched to instructional objectives. • Activities provide opportunity for higher-level thinking. • Instructional student groups appear to maximize learning and build on students' strengths. • The lesson plan is well structure, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher candidate provides a variety of appropriately challenging resources that are differentiated for students in the class. • The lesson plan differentiates for individual student needs.	
1f: Designing student assessment	• Assessments do not match instructional objectives. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future lessons.	• Only some of the instructional objectives are addressed in the planned assessments. • Assessment criteria are vague. • Lesson plan refers to the use of formative assessments, but they are not fully developed. • Assessment results are used to design future lesson plans for the whole class, not individual students.	• All of the objectives have a method for assessment. • Lesson plan indicates modified assessments when they are necessary for some students. • Lesson plan includes formative assessments to use during instruction. • Assessment criteria are clearly written.	• Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.	
2a: Creating an environment of respect and rapport	• The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of	• The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity.	• Talk between teacher and students and among students is uniformly respectful. • The teacher candidate successfully responds to disrespectful behavior among students.	• The teacher candidate demonstrates knowledge and caring about individual students' lives beyond the class and school.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
	insecurity, hurt, or discomfort. • The teacher candidate displays no familiarity with, or caring about, individual students. • The teacher candidate disregards disrespectful interactions among students.	• The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results. • The teacher candidate attempts to make connections with individual students, but with mixed results.	• The teacher candidate makes general connections with individual students. • Students exhibit respect for the teacher candidate.	• When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher candidate or other students. • The teacher candidate respects and encourages all students' efforts in the class.	
2b: Establishing a culture for learning	• The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors – i.e. district, state, national standards. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher candidate does not correct them.	• The teacher candidate's energy is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to meet external demands. • The teacher candidate conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher candidate's only primary concern appears to be to complete the lesson.	• The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher candidate demonstrates a high regard for students' abilities. • All students expend outstanding effort to complete work of high quality.	• The teacher candidate communicates a passion for the subject and lesson. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content of the lesson. • Students take initiative in improving the quality of their work.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
2c: Managing classroom procedures	• Students not working with the teacher candidate are not productively engaged. • Transitions are disorganized or non-existent with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • Paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher candidate are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Paraprofessionals require frequent supervision.	• Students are productively engaged during small group or independent work. • Transitions between large and small group activities are evident. • Routines for distribution and collection of materials and supplies work efficiently. • Paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher candidate, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently.; • Students themselves ensure that transitions and other routines are accomplished smoothly. • Paraprofessionals take initiative in their work, but with the affirmation of the teacher candidate.	
2d: Managing student behavior	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher candidate does not monitor student behavior. • Some students disrupt the classroom, without apparent awareness on the part of the teacher candidate or with an ineffective response.	• The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher candidate attempts to keep track of student behavior, but with no apparent system. • The teacher candidate's response to student misbehavior is inconsistent; sometimes harsh; other times lenient.	• Standards of conducts appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher candidate's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher candidate silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
2e: Organizing physical space	• There are physical hazards in the classroom, endangering student safety. • Some students can't see or hear the teacher candidate or see the board. • Available technology is not being used, even if it is available, and its use would enhance the lesson.	• The classroom environment is safe and all students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher candidate makes limited use of available technology and other resources.	• The classroom is safe and arranged to fully support the instructional objectives and learning activities. • The teacher makes appropriate use of available technology in the classroom.	• Modifications are made to the classroom to accommodate students with special needs. • Students take the initiative to adjust the classroom to support the learning activities. • The teacher candidate and students make extensive and imaginative use of available technology.	
3a: Communicating with students	• At no time during the lesson does the teacher candidate convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher candidate makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's vocabulary is not appropriate to the age or culture of the students and/or includes errors of vocabulary.	• The teacher candidate provides little elaboration or explanation of what the students will be learning. • The teacher candidate's explanations of the content consists of a monologues, with minimal participation or intellectual engagement by students. • The teacher candidate makes no serious content errors but made minor ones. • The teacher candidate's explanations of content are purely procedural, with no indication how	• The teacher candidate states clearly, at some point during the lesson, what the students will be learning. • The teacher candidate's explanation of content is clear and invites student participation and thinking. • The teacher candidate makes no content errors. • The teacher candidate describes specific strategies students might use, inviting them to interpret them in the context of what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher candidate explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher candidate invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher candidate offers vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
		students can think strategically. • The teacher must clarify the learning task so students can complete it. • When the teacher candidate attempts to explain academic vocabulary, it is only partially successful. • The teacher candidate's vocabulary is too advanced, or too juvenile, for students.	• If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson.	• The teacher candidate points out possible areas for misunderstanding.	
3b: Using questioning and discussion techniques	• Questions are rapid-fire requiring a single correct answer. • Questions do not invite student thinking, beyond "recall." • The teacher candidate doe not ask students to explain their thinking. • All discussion is between the teacher candidate and students; students are not invited to speak directly to one another. • Only a few students dominate the discussion.	• The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher candidate invites students to respond directly to one another's ideas, but few students respond. • The teacher candidate calls on many students, but only a small number actually participate in the discussion. • The teacher candidate asks students to explain their reasoning, but only some students attempt to do so.	• The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher candidate makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by the teacher candidate. • The teacher candidate calls on most students, even those who don't initially volunteer. • The teacher candidate asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher candidate builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion with deeper questions and thought processes. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all the students in the class are engaged in the discussion.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
3c: Engaging students in learning	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed (pacing is poor.) • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and /or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their learning. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	
3d: Using Assessment in Instruction	• The teacher candidate gives no indication of what high-quality work looks like. • The teacher candidate makes no effort to determine whether students understand the lesson.	• There is little evidence that the students understand how their work will be evaluated. • The teacher candidate monitors understanding through a single method, or without eliciting evidence of	• The teacher candidate makes the standards of high-quality work clear to students. • The teacher candidate elicits evidence of student understanding. • Students are invited to assess their own work and	• Students indicate that they clearly understand what is high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher candidate is constantly 'taking the pulse" of the class;	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
	• Students receive no feedback, or feedback is global or directed to only one student. • The teacher candidate does not ask students to evaluate their own or classmates' work.	understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher candidate makes only minor attempts to engage students in self-or peer assessment.	make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including student; it is specific and focused on improvement.	
3e: Demonstrating flexibility and responsiveness	• The teacher candidate ignores indications of student boredom (disengagement) or lack of understanding. • The teacher candidate brushes aside students' questions. • The teacher candidate conveys to students that when they have difficulty learning, it is their own fault. • In reflecting on practice, the teacher candidate does not indicate that it is important to reach all students. • The teacher candidate makes no attempt to adjust the lesson in response to student confusion.	• The teacher candidate makes minimal attempts to incorporate students' questions and interests into the lesson. • The teacher candidate conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them. • In reflecting on practice, the teacher candidate indicates the desire to reach all students but does not devise strategies for doing so. • The teacher candidate's attempts	• The teacher candidate incorporates students' interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher candidate cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher candidate makes adjustments to the lesson.	• The teacher candidate seizes on a teachable moment to enhance a lesson. • The teacher candidate conveys to students that he/she won't consider a lesson "finished" until every student understands and that he/she has a broad range of approaches to use. • In reflecting on practice, the teacher candidate can cite others in the school and beyond whom he/she has contacted for assistance in reaching some students. • The teacher candidate makes adjustments, as needed, to assist individual students.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
		to adjust the lesson are only partially successful.			
4a: Reflecting on Teaching	• The teacher candidate reflects on the lesson but draws incorrect conclusions about its effectiveness. • The teacher candidate makes no suggestions for improvement. .	• The teacher candidate has a general sense of whether or not the instructional objectives were effective. • The teacher offers general modifications for future instruction.	• The teacher candidate accurately assesses the effectiveness of how the objectives of the lesson were met. • The teacher candidate identifies specific ways in which a lesson might be improved.	• The teacher candidate's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher candidate's suggestions for improvement draw on extensive background and understanding.	
4b: Maintaining Accurate Records	• There is no system for either instructional or non-instructional records. • Record keeping systems are in disarray and provide incorrect or confusing information.	• The teacher candidate has a process for recording student work completion. • The teacher candidate's process for tracking student progress is cumbersome to use. • The teacher candidate has a process for tracking some, but not all, non-instructional information.	• The teacher candidate's process for recording completion of student work is efficient and effective. • The teacher candidate has an efficient and effective process for recording student attainment of learning goals. • The teacher candidate's process for recording non-instructional information is both efficient and effective.	• Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.	
4c: Supervised communication with families	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking.	• School or district created materials about the instructional program are sent home. • The teacher candidate maintains a school-required grade book but does little else to	• The teacher candidate regularly sends home information about student progress. • The teacher candidate develops activities designed to engage families successfully and	• Students regularly develop materials to inform their families about the instructional program. • Students contribute to regular and ongoing projects designed to	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
	• There is some culturally inappropriate communication.	inform families about student progress. • Some of the teacher candidate's communications are inappropriate to families' cultural norms.	appropriately in their children's learning. • The teacher candidate's communications are appropriate to families' cultural norms.	engage families in the learning process. • Students maintain records about their learning progress and share this information with their families.	
4d: Participating in a Professional Community	• The teacher candidate's relationships with colleagues are characterized by negativity or combativeness. • The teacher candidate avoids or does not participate in school activities and/or district projects outside of school hours.	• The teacher candidate has good relationships with colleagues. • When asked or invited, the teacher candidate participates in school activities and/or district projects outside of school hours.	• The teacher candidate has supportive and collaborative relationships with colleagues. • The teacher candidate frequently volunteers to participate in school activities and/or district projects outside of school hours.	• The teacher candidate regularly contributes to events that positively impact school life. • The teacher candidate regularly contributes to school activities and/or district projects outside of school hours.	
4e: Growing and Developing professionally	• The teacher candidate is not interested in any activity that might enhance knowledge or skill. • The teacher candidate purposefully resists discussing performance with his/her supervisors.	• When invited, the teacher candidate participates in professional activities when they are provided by the school/district. • The teacher candidate reluctantly accepts feedback from supervisors and sporadically puts their recommendations into practice.	• The teacher candidate seeks opportunities for continued professional development to enhance content knowledge and pedagogical skill. • The teacher candidate accepts feedback from supervisors and puts their recommendations into practice as often as possible.	• The teacher candidate actively seeks feedback from supervisors that will enhance their classroom performance. • The teacher candidate seeks membership in professional organizations that will enhance their classroom performance.	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
4f: Showing Professionalism	• The teacher candidate is dishonest. • The teacher candidate does not dress professionally. • The teacher candidate does not notice the needs of students. • The teacher candidate engages in practices that are self-serving. • The teacher candidate does not follow school and/or district regulations or only when they serve his/her needs.	• The teacher candidate is honest. • The teacher candidate dresses professionally. • The teacher candidate notices the needs of students but is inconsistent in addressing them. • The teacher candidate complies with school/district regulations.	• The teacher candidate is honest and is known for having high standards of integrity. • The teacher candidate dresses and acts in a professional manner. • When invited, the teacher candidate attends team and departmental meetings. • The teacher candidate works to provide opportunities for student success. • The teacher candidate complies completely with school/district regulations.	• The teacher candidate is highly regarded for his/her professionalism. • The teacher candidate consistently dresses and acts in a professional manner. • When invited, the teacher candidate actively participates in team and departmental meetings. • The teacher candidate is highly proactive in serving students. • The teacher candidate consistently and completely complies with school/district regulations.	

Appendix B: Observation Forms

Student Teacher Candidate: Date: Time/Period: Lesson Topic: Fall '23/Sp'24 Grade Level: Observer: Circle: Cooperating Teacher Supervisor Observation #: 1 2 3 4		
Student teacher fills out. Leaves rating blank.	**Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. **STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during their conference.	**Student teacher fills out. Leaves rating blank.**
	DOMAIN 1: Planning and Preparation **DOMAIN 4: Principled Teaching**	
o U(0) o D(1) o P (2)	**1a. Applying Knowledge of Content and Pedagogy**: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?* **4a. Reflective Practice:** *What caused you to design the lesson as you did?*	o U(0) o D(1) o P(2)
o U(0) o D(1) o P (2)	**1b. Knowing and Valuing Students**: *Characterize the class. How will you modify this lesson for groups or individual students?* **4b.Documenting Student Progress:** *How do you track student learning for this lesson and how is this recorded?*	o U(0) o D 1) o P(2)
o U(0) o D(1) o P (2)	**1c. Setting Instructional Outcomes:** *Instructional objectives reflect standards and communicate high expectations for students.* **4c. Engaging Families**: *By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?*	o U(0) o D(1) o P(2)
o U(0) o D(1) o P (2)	**1d. Using Resources Effectively**: *What resources will be used? Why?* **4d .Contributing to School Community and Culture**: *In what ways do you contribute to the school community outside of the classroom?*	o U(0) o D(1) o P(2)
o U(0) o D(1) o P (2)	**1e. Planning Coherent Instruction:** *List briefly the steps of the lesson.* **4e. Growing and Developing Professionally**: *What aspects of this lesson are the result of some feedback recently received from your mentors?*	o U(0) o D(1) o P(2)
o U(0) o D(1) o P\(2)	**1f: Designing and Analyzing Assessments**: *How will you measure the objectives articulated in 1c? What does success look like?* **4f. Acting in Service of Students:** *Acting with care, honesty and integrity with students, families, and colleagues.*	o U(0) o D(1) o P(2)

Student Teacher Candidate:		Date:	Time/Period:	Lesson Topic:	
Fall '23/Sp'24 **Grade Level:** **Observer:**			Circle: Cooperating Teacher Supervisor	Observation #: 1 2 3 4	

Student teacher fills out. Leaves rating blank.		**Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. **STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during their conference.		Student teacher fills out. Leaves rating blank.	
		DOMAIN 1: Planning and Preparation	**DOMAIN 4: Principled Teaching**		
○	U(0) D(1) P (2)	**1a. Applying Knowledge of Content and Pedagogy**: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?*	**4a. Reflective Practice:** *What caused you to design the lesson as you did?*	○	U(0) D(1) P(2)
○	U(0) D(1) P (2)	**1b. Knowing and Valuing Students**: *Characterize the class. How will you modify this lesson for groups or individual students?*	**4b.Documenting Student Progress:** *How do you track student learning for this lesson and how is this recorded?*	○	U(0) D 1) P(2)
○	U(0) D(1) P (2)	**1c. Setting Instructional Outcomes:** *Instructional objectives reflect standards and communicate high expectations for students.*	**4c. Engaging Families:** *By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?*	○	U(0) D(1) P(2)
○	U(0) D(1) P (2)	**1d. Using Resources Effectively**: *What resources will be used? Why?*	**4d .Contributing to School Community and Culture**: *In what ways do you contribute to the school community outside of the classroom?*	○	U(0) D(1) P(2)
○	U(0) D(1) P (2)	**1e. Planning Coherent Instruction:** *List briefly the steps of the lesson.*	**4e. Growing and Developing Professionally**: *What aspects of this lesson are the result of some feedback recently received from your mentors?*	○	U(0) D(1) P(2)
○	U(0) D(1) P\(2)	**1f: Designing and Analyzing Assessments**: *How will you measure the objectives articulated in 1c? What does success look like?*	**4f. Acting in Service of Students:** *Acting with care, honesty and integrity with students, families, and colleagues.*	○	U(0) D(1) P(2)

Student Teacher Candidate:		Date:	Time/Period:		Lesson Topic:		
Fall '23/Sp'24							
Grade Level:							
Observer:		Circle: Cooperating Teacher	Supervisor		Observation #: 1 2 3 4		
Student teacher fills out. Leaves rating blank.		**Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. **STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during their conference.				**Student teacher fills out. Leaves rating blank.**	
		DOMAIN 1: Planning and Preparation	**DOMAIN 4: Principled Teaching**				
o	U(0) D(1) P (2)	**1a. Applying Knowledge of Content and Pedagogy**: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?*	**4a. Reflective Practice:** *What caused you to design the lesson as you did?*		o o o	U(0) D(1) P(2)	
o o o	U(0) D(1) P (2)	**1b. Knowing and Valuing Students**: *Characterize the class. How will you modify this lesson for groups or individual students?*	**4b.Documenting Student Progress:** *How do you track student learning for this lesson and how is this recorded?*		o o o	U(0) D 1) P(2)	
o o o	U(0) D(1) P (2)	**1c. Setting Instructional Outcomes:** *Instructional objectives reflect standards and communicate high expectations for students.*	**4c. Engaging Families:** *By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?*		o o o	U(0) D(1) P(2)	
o o o	U(0) D(1) P (2)	**1d. Using Resources Effectively**: *What resources will be used? Why?*	**4d .Contributing to School Community and Culture**: *In what ways do you contribute to the school community outside of the classroom?*		o o o	U(0) D(1) P(2)	
o o o	U(0) D(1) P (2)	**1e. Planning Coherent Instruction:** *List briefly the steps of the lesson.*	**4e. Growing and Developing Professionally**: *What aspects of this lesson are the result of some feedback recently received from your mentors?*		o o o	U(0) D(1) P(2)	
o o o	U(0) D(1) P\(2)	**1f: Designing and Analyzing Assessments**: *How will you measure the objectives articulated in 1c? What does success look like?*	**4f. Acting in Service of Students:** *Acting with care, honesty and integrity with students, families, and colleagues.*		o o o	U(0) D(1) P(2)	

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	DOMAIN 2: Learning Environments	**DOMAIN 3: Learning Experiences**	
○ U(0) ○ D(1) ○ P(2)	**2a. Cultivating Respectful and Affirming Environments** *Teacher interaction with students; student interactions with one another; various cultures respected and affirmed.*	**3a. Communicating about Purpose and Content** *Teacher communicates goals and objectives of the lesson; directions and procedures are clear. Explanations of content is presented clearly. Use of oral and written language is appropriate.*	○ U 0) ○ D(1) ○ P(2)
○ U(0) ○ D(1) ○ P(2)	**2b. Fostering a Culture for Learning** *In what ways have a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning?*	**3b. Using Questioning and Discussion Techniques** *Questions (and discussions) challenge students to reason and justify their thinking. The teacher strives to engage each student to actively participate in the lesson.*	○ U(0) ○ D(1) ○ P(2)
○ U(0) ○ D(1) ○ P(2)	**2c. Maintaining Purposeful Environments** *Management of instructional groups; transitions; management of materials and supplies; performance of non-instructional duties. Do classroom routines and procedures result in little or no loss of instructional time?*	**3c. Engaging Students in Learning** *The lesson includes multiple and effective opportunities for students to think, reflect an demonstrate their understanding of what is being taught.*	○ U(0) ○ D(1) ○ P(2)
○ U(0) ○ D 1) ○ P(2)	**2d. Supporting Positive Student Behavior** *Expectations; monitoring of student behavior; response to student misbehavior*	**3d. Using Assessment for Learning** *Teacher monitors learning and makes us of specific strategies to elicit evidence of understanding.*	○ U(0) ○ D(1) ○ P(2)
○ U(0) ○ D(1) ○ P(2)	**2e. Organizing Spaces for Learning** *Is the learning space safe and designed and adjusted as necessary to support and facilitate learning?*	**3e. Responding Flexibly to Student Needs** *When needed, teacher alters or replaces pre-planned activities based on students' understanding or questions.*	○ U(0) ○ D(1) ○ P(2)

0 – 21: Unsatisfactory   22 - 33: Developing   34 – 44: Proficient

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