# Pre-Student Teaching Semester Handbook

# King’s College

# Education Department

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**PROFESSIONAL EDUCATION UNIT**

**Conceptual Framework Abstract**

King’s College Education Department Vision Statement

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

**King’s College Education Department Mission Statement**

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

**Goals of the Education Unit**

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

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

**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.

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

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

### Description

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

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

**Pre-Student Teaching Schedule**

**Fall 2019**

***Part-time Dates:***

***3 Consecutive Hours in Field***

***Part-time Dates: (13 total days)***

***3 Consecutive Hours in Field***

October 1

October 3

October 8

October 15

October 17

October 22

October 24

October 29

October 31

November 5

November 7

November 12

November 14

***Full Time Dates: (13 total)***

***Full time schedule based on placement***

November 15

November 18 - 22 (5 days)

November 25 & 26 (2 days)

December 3 to 6 (4 days)

The last full-time day is **Friday, December 6, 2019**

**Theme Cycle Presentations:**

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

Tuesday, December 10, 9:30 am to 11:00 am

Theme Cycle Overview, September 20 at 10 am

Proposed Virtus Training: September 27, 10 am to 12pm

**Binders will be due on Monday, December 2 by 4:30 pm**

\*Uploaded to Taskstream by Monday, December 9, 2019 at 9 am

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

#### Scheduling/School Placement

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

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

#### General Requirements of Schools

1. **Appearance:** Dress and grooming must be comparable to the professionals in the building. Male students will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female students will wear moderate to long skirts and dresses or dress slacks. Blouses and dress tops should not be tight fitting or have low necklines. One set of earrings is permissible for females, but no other piercing. If a student has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Cigarettes are not permitted on school grounds.
2. **Attendance:** Students are expected to be present at the school at their arranged date and time. If you must be absent, notify the school, the classroom teacher, and theme cycle professors as soon as possible. It is the student’s responsibility to arrange a make-up session.
3. **Courtesy:** Students are to report to the main office when entering the building. Since students are guests of the schools, they are expected to abide by the school’s regulations, including no tobacco products. Students are to show respect during prayers and pledge ceremonies. School personnel will report any infraction of the above regulations to the coordinator of the pre-student teaching experience.

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

**Specific Course Requirements**

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

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

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

1. **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.
	1. **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.

* 1. **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.
	2. **Weekly Reflection:** One general reflection will be completed for submission on Friday. This reflection should be no less than one page, double spaced. Reflections on experiences will be discussed in special methods courses.
	3. **Experiential Reflection**: Student will prepare a written reflection of overall experience near the end of the semester.
	4. **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.
1. **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.
2. **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.
3. **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 time-line 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:

1. An integrated concept map / unit plan.
2. Introduction & timeline
3. Diversity Summary
4. Theme Cycle Lesson Plans:
	1. **Pre-Assessment** of Student Knowledge Related to Theme (ELA, Science and Math should be Pre-Assessed
	2. Five (5) Lessons Using King’s College Lesson Plan Format
		1. 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
	3. Representative Artifacts/Samples of Student Work for Each Lesson
	4. Reflections on each of five (5) the lessons should be included following each lesson plan and student work samples
	5. **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
5. Technology Use Summary
6. Communication with Families (Minimal Requirements Below)
	1. Newsletter
	2. Introductory and Departure/Thank You Letter to Families
	3. Creation and Communication of an Interactive Activity (including materials) that a family could do together
	4. Development of Classroom Website with Photos, Interactive Materials & Links for Students and Families related to each subject and Theme
	5. Copy of school report card template with reporting categories with reflection regarding effectiveness of reporting categories and procedures for communicating progress
7. Experiential Reflection
8. **Required Documentation**
	1. **Teacher evaluations** for three (3) theme cycle lessons. Please turn these in to King’s College Supervisor as soon as each is completed for entry into TaskStream.
	2. **King’s Pre-Student Teaching Supervisor Evaluation** This is retained by supervisor and entered into TaskStream.
	3. **Time Sheet:** Please submit with Theme Cycle Portfolio

**All completed components of Theme Cycle Portfolio Due:** Monday, December 2, 2019 by 4:30 PM in Education Department. Students should include a typed list of entries/portfolio components that are not included in binder and place this form in left folder of binder.

**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, movie-maker, 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.

**Theme Cycle Contract – Fall 2019**

Theme Cycle Contract – Due Monday, November 4, 2019

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 my

 (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

# Due to Dr. Sunny Weiland by Wednesday, October 9, 2019

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 2019**

**Orientation Meeting with Teacher: Date \_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time Spent** **In Classroom****(minimum 3 hrs)** | **Of this time, how much time spent in collaboration with teacher?** | **Signature of Classroom Teacher** |
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**\*\* You are expected to be in the classroom for the full day for the days designated as full days even if you have completed your hour requirement. There are no exceptions to this requirement.**

**\*\*\* Theme Cycle Portfolio Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by 4 PM in Education Department**

**\*\*\*\*Theme Cycle Presentations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Standard Components of the King’s College Lesson Plan***

**Instructional Objective(s)**

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

**Anticipatory Set/Motivation**

In every lesson the teacher provides initial motivation and focus for the lesson.

Sometimes this focus takes the form of a review of previous knowledge important to this

lesson; at other times it is designed to gain the students' attention. Indicate the way

the lesson will be started.

**Materials and Resources**

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

**Procedures/ Input/ Modeling**

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

**Guided Practice/ Checking for Understanding**

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

**Accommodations and Adaptations**

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

**Closure**

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

**Assessment (s)**

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

**Independent Practice/ Assignment**

The student independently exhibits the behaviors set forth in the instructional

objectives. To accomplish this, the student might complete problems, write a paper,

do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

**King’s College Lesson Plan**

Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| PA Academic Standards PA Core StandardsNational 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.* |

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

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

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

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

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

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

Post Lesson Reflection for Observed Classes:

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

1. academic strengths/areas to improve

2. classroom management strengths/areas to improve

3. any other additional reflections on the lesson

**King’s College**

**Pre-Student Teaching Experience Reflection**

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

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

(1) How the experience benefited you?

(2) What would you change if you had the opportunity?

(3) What did you learn about teaching?

(4) What did you learn about yourself?

# King’s College

**Pre-Student Teaching Experience**

# Diversity Summary

Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Include diversity found in the classroom including:**

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

****

PENNSYLVANIA’S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession

Section 2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24P.S. §§ 12-1251 – 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

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

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

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

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

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

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

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

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

**(9**) Professional educators shall 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 2019**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory Beginning Teacher****0** | **Beginning Teacher** **1** | **Basic Beginning Teacher** **2** | **Developing Basic Teacher****3** | **Competent Beginning Teacher****4** | **Score/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, 6dCEC #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 development connect ideas and consideration of all students’ needs and abilities is demonstrated through implementation.
 | 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 knowledge of how children at these stages of development connect ideas and consideration of all students’ needs and abilities is demonstrated through implementation.
 | 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.
 |    |
| 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, 2aCEC 1.1, 1.2, 5.1, 6.3 |  | Candidate does not summarize diversity found in the classroom including:age,gender,culture,ability,skill,disability,modality, & medical nor include description as to how differentiation will take place. | Candidate summarizes diversity found in the classroom including:age,gender,culture,ability,skill,disability,modality,& medicaland description as to how differentiation will take place to meet ***some*** learner needs. | Candidate summarizes diversity found in the classroom including:age,gender,culture,ability,skill,disability,modality,& medicaland description as to how differentiation will take place to meet ***most*** learner needs. | Candidate thoroughly summarizes 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. |   |
| English Language ArtsNAEYC #4c, 5a, 5b, 5cCEC #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
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| Science NAEYC #4c, 5a, 5b, 5cCEC #3.1, 3.2, 5.1, 5.7 | Student met one or less 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 two 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 three 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 four 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 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
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|  |   |
| MathematicsNAEYC #4c, 5a, 5b, 5cCEC #3.1, 3.2, 5.1, 5.7 | Student met one or none of following criteria:* 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.
 | Student met two of the following criteria:* 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.
 | Student met three of the following criteria:* 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.
 | Student met four of following criteria:* 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.
 | Student met all of the following criteria: * 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.
 |     |
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| **THEME CYCLE LESSON EVALUATION** |  |  |
| ObjectivesNAEYC 5aCEC #5.6 | No objectives stated. | Objectives stated but do not include what students will know or be able to do and are procedural in natureObjectives are not aligned with stated academic standards. | Objective(s) stated but not stated in the form of what students will know ***or*** be able to doObjectives are partially aligned with stated academic standards. | Some objective(s) stated with reference to what students will know and be able to doObjectives are mostly aligned with stated academic standards. | Objective(s) clearly stated with reference to what students will know and be able to do ***and*** includes how the students will demonstrate what they know and are able to do and under what circumstances this will take place.Objectives completely aligned with stated academic standards.  |   |
| Academic StandardsNAEYC 5a, 5b, 5cCEC #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 LevelNAEYC 5a, 5b, 5cCEC #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 ResourcesNAEYC 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 appropriateThe candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and individual who have specialized expertise). |   |
| Anticipatory SetNAEYC 1cCEC #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 ProceduresNAEYC 1c, 4b, 4cCEC #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 do not engage students in learning. Procedures do not include modeling and guided practice. | 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 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. |   |
|  |   |
| ClosureNAEYC 3a, 4bCEC# 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 EvaluationPre-AssessmentFormative AssessmentsPost-Assessment (Authentic Assessment)NAEYC 3a, 3b, 3c, 3dCEC# 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 alignment between report card categories and academic expectations.
 | 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.
 |   |
| TechnologyNAEYC 4b, 6cCEC #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, 6cCEC #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
 |   |
| Reflection NAEYC 4d, 6c, 6d | No reflection provided. | Student creates each of the following reflections at a **beginning** level of performance:* Experiential reflection on the pre-student teacher experience;
* ideas for revisions to theme and/or lessons based on experiences.
 | Student creates each of the following reflections at a **basic** level of performance:* 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.
 | Student creates each of the following reflections at a **developing** level of performance:* 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.
 | Student creates each of the following reflections at a **competent** level of performance:* One thorough reflection per each lesson
* ­Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences.
 |   |
| 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 possible points**

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

|  |  |  |
| --- | --- | --- |
| **Total Points Earned out of 72** | **Letter Grade** | **Corresponding %** |
| 72-71 | A | 100% |
| 70 – 67 | A | 95 % |
| 66 – 65 | A- | 90% |
| 64 – 61  | B + | 85% |
| 60 - 58 | B | 83% |
| 57 | 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ELEMENTS | **EXCEPTIONAL****(>3.33 @Above “B+” )** | **GOOD****(3.00 @“B”)** | **AVERAGE****(2.00 @“C”)** | **DEFICIENT****(<2.0 @Below “C“)** |
| **I.****CONTENT:** **\*Purpose Statement****\*Main & Sub Ideas****\*Supporting Details** ***\*Discipline-Specific*** ***Content*** | -Purpose was crystal clear, thorough, & eloquent.-Ideas were thorough, accurate, substantive, & clear.-Supporting Details were very substantive & very nicely varied. | -Purpose was clear and thorough.-Ideas were clear, accurate, & thorough.-Supporting Details were substantive & somewhat varied.  | -Purpose was sufficiently clear & literate.-Ideas were sufficiently clear & accurate.-Supporting Details were sufficient, but needed much more substance & variety.  | -Purpose was unclear &/or ill-worded.-Ideas were unclear &/or inaccurate.-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** **\*Design, Sequence,**  **& Structure of Ideas** **\*Transitional**  **Language** **\*Timing-Out Message** ***\*Discipline-Specific***  ***Formatting*** | -Intro & Summary, (including ‘Opener’ & ‘Closer’) were very clear, effective, & compelling. -Main & Sub Ideas were very clearly & logically formatted & developed. -Transitional Phrasing was functional, effective, & strategic.-Presentation was very nicely balanced in time & idea development throughout message.-Demonstrated effective & strategic utilization of expected formatting for message. | -Intro & Summary, (including ‘Opener’& ‘Closer’) clearly & effectively framed the message.-Main & Sub Ideas were clearly & logically developed.-Transitional Phrasing was both functional & effective.-Presentation hit time constraints and was mostly well balanced in idea development. -Demonstrated effective command of expected formatting for message. | -Intro & Summary, (including ‘Opener’ & ‘Closer’) functionally framed the message.-Main & Sub Ideas at least sufficiently covered topic.-Transitional Phrasing was fully present.-Presentation hit basic overall time constraints for length.-Demonstrated some command of expected formatting for message. | -Intro &/or Summary, (including ‘Opener’ &/or ‘Closer’) were missing or deficient.-Main & Sub Ideas did not sufficiently cover the topic.-Transitional Phrasing was missing or only partially present.-Presentation either ran significantly long or significantly short.-Demonstrated little or no understanding of expected formatting for message. |

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

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| **III.** **LANGUAGE:****\*Correctness**, **Clarity,**  **Concreteness, &**  **Conciseness of**  **Wording**  **\**Discipline-Specific***  ***Terminology*** **\**Color & Creativity***  ***in Word Choice*** | -Wording was correct & clear & eloquent in grammar & syntax.-Wording was most effectively concise, concrete, & compelling.-Demonstrated effective & strategic utilization of pertinent terminology throughout message.-Wording was consistently colorful, creative, & strategic.  | -Wording was competently correct & clear in grammar & syntax.-Wording was concrete and concise enough for the subject matter.-Demonstrated effective command of pertinent terminology.-Wording manifested consistent color &/or creativity in message.  | -Wording was mostly correct & clear in grammar & syntax. -Wording was generally concise enough but needed to be more concrete for the matter.-Demonstrated some command of pertinent terminology at times.-Wording manifested some color & creativity in message.  | -Wording was too frequently incorrect &/or unclear in grammar & syntax.-Wording was too vague &/or too rambling &/or too abstract.-Demonstrated little or no understanding of pertinent terminology.-Wording lacked color & creativity.  |

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

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

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

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

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

**Evaluator(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**GRADE LEGEND:**

**A = >3.67**

**A- = 3.67**

**B+ = 3.33**

**B = 3.00**

**B- = 2.67**

**C+ = 2.33**

**C = 2.00**

**C- = 1.67**

**D = 1.00**

**F = <1.00**

# King’s College

# Pre-Student Teaching Semester

# Rubric to Assess Professionalism

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

**Pre-Student Teaching Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Completion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2** | **3** | **4** |
| **Fails to speak or act in a professional manner.****Displays lack of confidence or limited enthusiasm for teaching or for working with students;****Shows lack of sincerity or concern for students or their families;****Is not punctual or dependable.** | **Speaks or acts in a professional manner.****Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well;****Shows a willingness to learn and grow;****Is sometimes not punctual or dependable.** | **Speaks and acts in a professional manner.****Displays confidence and enthusiasm for teaching and working with students and families;****Makes constant efforts to learn and improve practice;****Is mostly punctual and dependable.** | **Speaks and acts in a professional manner.****Projects enthusiasm and a high degree of energy for teaching;****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 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: Teacher Evaluation Rubric**

# King's College Pre-Student Teaching Evaluation

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| --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory**  | **Basic**  | **Proficient**  | **Distinguished**  | **Score/Level** |
| 1a:Demonstratingknowledge ofcontent andpedagogy | In planning and practice,the teacher candidatemakes content errors ordoes not correct errorsmade by students. Theteacher candidate displayslittle understanding ofprerequisite knowledgeimportant to studentlearning of the content.The teacher candidatedisplays little or nounderstanding of the rangeof pedagogical approachessuitable to student learningof the content.  | The teacher candidate isfamiliar with the importantconcepts in the discipline butdisplays a lack of awareness ofhow these concepts relate toone another. The teachercandidate indicates someawareness of prerequisitelearning, although suchknowledge may be inaccurateor incomplete. The teachercandidate’s plans and practicereflect a limited range ofpedagogical approaches to thediscipline or to the students.  | The teacher candidatedisplays solid knowledge ofthe important concepts inthe discipline and how theserelate to one another. Theteacher candidatedemonstrates accurateunderstanding ofprerequisite relationshipsamong topics. The teachercandidate’s plans andpractice reflect familiaritywith a wide range ofeffective pedagogicalapproaches in the subject.  | The teacher displays extensiveknowledge of the importantconcepts in the discipline and howthese relate both to one anotherand to other disciplines. Theteacher demonstratesunderstanding of prerequisiterelationships among topics andconcepts and understands the linkto necessary cognitive structuresthat ensure student understanding.The teacher’s plans and practicereflect familiarity with a widerange of effective pedagogicalapproaches in the discipline andthe ability to anticipate studentmisconceptions  |   |
| 1b:Demonstratingknowledge ofstudents | The teacher candidatedisplays minimalunderstanding of howstudents learn—and littleknowledge of their variedapproaches to learning,knowledge and skills,special needs, and interestsand cultural heritages—and does not indicate thatsuch knowledge isvaluable.  | The teacher candidate displaysgenerally accurate knowledgeof how students learn and oftheir varied approaches tolearning, knowledge and skills,special needs, and interestsand cultural heritages, yet mayapply this knowledge not toindividual students but to theclass as a whole.  | The teacher candidateunderstands the activenature of student learningand attains informationabout levels of developmentfor groups of students. Theteacher candidate alsopurposefully acquiresknowledge from severalsources about groups ofstudents’ varied approachesto learning, knowledge andskills, special needs, andinterests and culturalheritages  | The teacher understands the activenature of student learning andacquires information about levelsof development for individualstudents. The teacher alsosystematically acquires knowledgefrom several sources aboutindividual students’ variedapproaches to learning, knowledgeand skills, special needs, andinterests and cultural heritages.  |   |
| 1c:Settinginstructionaloutcomes | The outcomes representlow expectations forstudents and lack of rigor,and not all of theseoutcomes reflect importantlearning in the discipline.They are stated as studentactivities, rather than asoutcomes for learning.Outcomes reflect only onetype of learning and onlyone discipline or strandand are suitable for onlysome students.  | Outcomes representmoderately high expectationsand rigor. Some reflectimportant learning in thediscipline and consist of acombination of outcomes andactivities. Outcomes reflectseveral types of learning, butthe teacher candidate has madeno effort at coordination orintegration. Outcomes, basedon global assessments ofstudent learning, are suitablefor most of the students in theclass.  | Most outcomes representrigorous and importantlearning in the disciplineand are clear, are written inthe form of student learning,and suggest viable methodsof assessment. Outcomesreflect several differenttypes of learning andopportunities forcoordination, and they aredifferentiated, in whateverway is needed, for differentgroups of students.  | All outcomes represent high-levellearning in the discipline. They areclear, are written in the form ofstudent learning, and permit viablemethods of assessment. Outcomesreflect several different types oflearning and, where appropriate,represent both coordination andintegration. Outcomes aredifferentiated, in whatever way isneeded, for individual students.  |   |
| 1d:Demonstratingknowledge ofresources | The teacher candidate isunaware of resources toassist student learningbeyond materials providedby the school or district,nor is the teachercandidate aware ofresources for expandingone’s own professionalskill.  | The teacher candidate displayssome awareness of resourcesbeyond those provided by theschool or district for classroomuse and for extending one’sprofessional skill but does notseek to expand thisknowledge.  | The teacher candidatedisplays awareness ofresources beyond thoseprovided by the school ordistrict, including those onthe Internet, for classroomuse and for extending one’sprofessional skill, and seeksout such resources.  | The teacher’s knowledge ofresources for classroom use andfor extending one’s professionalskill is extensive, including thoseavailable through the school ordistrict, in the community, throughprofessional organizations anduniversities, and on the Internet  |   |
| 1e:Designingcoherentinstruction | Learning activities arepoorly aligned with theinstructional outcomes, donot follow an organizedprogression, are notdesigned to engagestudents in activeintellectual activity, andhave unrealistic timeallocations. Instructionalgroups are not suitable tothe activities and offer novariety.  | Some of the learning activitiesand materials are aligned withthe instructional outcomes andrepresent moderate cognitivechallenge, but with nodifferentiation for differentstudents. Instructional groupspartially support the activities,with some variety. The lessonor unit has a recognizablestructure; but the progressionof activities is uneven, withonly some reasonable timeallocations.  | Most of the learningactivities are aligned withthe instructional outcomesand follow an organizedprogression suitable togroups of students. Thelearning activities havereasonable time allocations;they represent significantcognitive challenge, withsome differentiation fordifferent groups of studentsand varied use ofinstructional groups  | The sequence of learning activitiesfollows a coherent sequence, isaligned to instructional goals, andis designed to engage students inhigh-level cognitive activity.These are appropriatelydifferentiated for individuallearners. Instructional groups arevaried appropriately, with someopportunity for student choice.  |   |
| 1f:Designing studentassessment | Assessment procedures arenot congruent withinstructional outcomes andlack criteria by whichstudent performance willbe assessed. The teachercandidate has no plan toincorporate formativeassessment in the lesson orunit  | Assessment procedures arepartially congruent withinstructional outcomes.Assessment criteria andstandards have beendeveloped, but they are notclear. The teacher candidate’sapproach to using formativeassessment is rudimentary,including only some of theinstructional outcomes.  | All the instructionaloutcomes may be assessedby the proposed assessmentplan; assessmentmethodologies may havebeen adapted for groups ofstudents. Assessmentcriteria and standards areclear. The teacher candidatehas a well-developedstrategy for using formativeassessment and hasdesigned particularapproaches to be used.  | All the instructional outcomes maybe assessed by the proposedassessment plan, with clear criteriafor assessing student work. Theplan contains evidence of studentcontribution to its development.Assessment methodologies havebeen adapted for individualstudents as the need has arisen.The approach to using formativeassessment is well designed andincludes student as well as teacheruse of the assessment information.  |   |
| 2a:Creating anenvironment ofrespect andrapport | Patterns of classroominteractions, bothbetween teachercandidate and studentsand among students, aremostly negative,inappropriate, orinsensitive to students’ages, culturalbackgrounds, anddevelopmental levels.Student interactions arecharacterized by sarcasm,put-downs, or conflict.The teacher candidatedoes not deal withdisrespectful behavior.  | Patterns of classroominteractions, both betweenteacher candidate and studentsand among students, aregenerally appropriate but mayreflect occasionalinconsistencies, favoritism,and disregard for students’ages, cultures, anddevelopmental levels. Studentsrarely demonstrate disrespectfor one another. The teachercandidate attempts to respondto disrespectful behavior, withuneven results. The net resultof the interactions is neutral,conveying neither warmth norconflict.  | Teacher-student interactionsare friendly and demonstrategeneral caring and respect.Such interactions areappropriate to the ages,cultures, and developmentallevels of the students.Interactions among studentsare generally polite andrespectful, and studentsexhibit respect for the teachercandidate. The teachercandidate respondssuccessfully to disrespectfulbehavior among students.The net result of theinteractions is polite,respectful, and businesslike,though students may besomewhat cautious abouttaking intellectual risks.  | Classroom interactions betweenteacher and students and amongstudents are highly respectful,reflecting genuine warmth, caring,and sensitivity to students asindividuals. Students exhibitrespect for the teacher andcontribute to high levels of civilityamong all members of the class.The net result is an environmentwhere all students feel valued andare comfortable taking intellectualrisks.  |   |
| 2b:Establishing aculture for learning | The classroom culture ischaracterized by a lack ofteacher candidate orstudent commitment tolearning, and/or little orno investment of studentenergy in the task athand. Hard work and theprecise use of languageare not expected orvalued. Medium to lowexpectations for studentachievement are thenorm, with highexpectations for learningreserved for only one ortwo students.  | The classroom culture ischaracterized by littlecommitment to learning by theteacher candidate or students.The teacher candidate appearsto be only “going through themotions,” and studentsindicate that they areinterested in the completion ofa task rather than the quality ofthe work. The teachercandidate conveys that studentsuccess is the result of naturalability rather than hard work,and refers only in passing tothe precise use of language.High expectations for learningare reserved for those studentsthought to have a naturalaptitude for the subject  | The classroom culture is aplace where learning isvalued by all; highexpectations for bothlearning and hard work arethe norm for most students.Students understand theirrole as learners andconsistently expend effort tolearn. Classroom interactionssupport learning, hard work,and the precise use oflanguage.  | The classroom culture is acognitively busy place,characterized by a shared belief inthe importance of learning. Theteacher conveys high expectationsfor learning for all students andinsists on hard work; studentsassume responsibility for highquality by initiatingimprovements, making revisions,adding detail, and/or assistingpeers in their precise use oflanguage.  |   |
| 2c:Managingclassroomprocedures | Much instructional timeis lost due to inefficientclassroom routines andprocedures. There is littleor no evidence of theteacher candidate’smanaging instructionalgroups and transitionsand/or handling ofmaterials and supplieseffectively. There is littleevidence that studentsknow or followestablished routines  | Some instructional time is lostdue to partially effectiveclassroom routines andprocedures. The teachercandidate’s management ofinstructional groups andtransitions, or handling ofmaterials and supplies, orboth, are inconsistent, leadingto some disruption of learning.With regular guidance andprompting, students followestablished routines.  | There is little loss ofinstructional time due toeffective classroom routinesand procedures. The teachercandidate’s management ofinstructional groups andtransitions, or handling ofmaterials and supplies, orboth, are consistentlysuccessful. With minimalguidance and prompting,students follow establishedclassroom routines.  | Instructional time is maximizeddue to efficient and seamlessclassroom routines andprocedures. Students take initiativein the management of instructionalgroups and transitions, and/or thehandling of materials and supplies.Routines are well understood andmay be initiated by students.  |   |
| 2d:Managing studentbehavior | There appear to be noestablished standards ofconduct, or studentschallenge them. There islittle or no teachercandidate monitoring ofstudent behavior, andresponse to students’misbehavior is repressiveor disrespectful ofstudent dignity  | Standards of conduct appear tohave been established, buttheir implementation isinconsistent. The teachercandidate tries, with unevenresults, to monitor studentbehavior and respond tostudent misbehavior.  | Student behavior is generallyappropriate. The teachercandidate monitors studentbehavior against establishedstandards of conduct.Teacher response to studentmisbehavior is consistent,proportionate, and respectfulto students and is effective  | Student behavior is entirelyappropriate. Students take anactive role in monitoring their ownbehavior and/or that of otherstudents against standards ofconduct. Teacher monitoring ofstudent behavior is subtle andpreventive. The teacher’s responseto student misbehavior is sensitiveto individual student needs andrespects students’ dignity.  |   |
| 2e:Organizingphysical space | The classroomenvironment is unsafe, orlearning is not accessibleto many. There is pooralignment between thearrangement of furnitureand resources, includingcomputer technology,and the lesson activities.  | The classroom is safe, andessential learning is accessibleto most students. The teachercandidate makes modest use ofphysical resources, includingcomputer technology. Theteacher candidate attempts toadjust the classroom furniturefor a lesson or, if necessary, toadjust the lesson to thefurniture, but with limitedeffectiveness.  | The classroom is safe, andstudents have equal access tolearning activities; theteacher candidate ensuresthat the furniturearrangement is appropriate tothe learning activities anduses physical resources,including computertechnology, effectively.  | The classroom environment issafe, and learning is accessible toall students, including those withspecial needs. The teacher makeseffective use of physical resources,including computer technology.The teacher ensures that thephysical arrangement isappropriate to the learningactivities. Students contribute tothe use or adaptation of thephysical environment to advancelearning.  |   |
| 3a:Communicatingwith students | The instructional purposeof the lesson is unclear tostudents, and thedirections and proceduresare confusing. The teachercandidate’s explanation ofthe content contains majorerrors. The teachercandidate’s spoken orwritten language containserrors of grammar orsyntax. The teachercandidate’s vocabulary isinappropriate, vague, orused incorrectly, leavingstudents confused.  | The teacher candidate’sattempt to explain theinstructional purpose haspartial success, and/ordirections and proceduresmust be clarified afterinitial student confusion.The teacher candidate’sexplanation of the contentmay contain minor errors;some portions are clear;other portions are difficultto follow. The teachercandidate’s explanationconsists of a monologue,with no invitation to thestudents for intellectualengagement. Teachercandidate’s spokenlanguage is correct;however, his or hervocabulary is limited, ornot fully appropriate to thestudents’ ages orbackgrounds.  | The teacher candidateclearly communicatesinstructional purpose ofthe lesson, includingwhere it is situated withinbroader learning, andexplains procedures anddirections clearly. Teachercandidate’s explanation ofcontent is well scaffolded,clear and accurate, andconnects with students’knowledge and experience.During the explanation ofcontent, the teachercandidate invites studentintellectual engagement.Teacher candidate’sspoken and writtenlanguage is clear andcorrect and usesvocabulary appropriate tothe students’ ages andinterests.  | The teacher links theinstructional purpose of thelesson to student interests; thedirections and procedures areclear and anticipate possiblestudent misunderstanding. Theteacher’s explanation of contentis thorough and clear, developingconceptual understandingthrough artful scaffolding andconnecting with students’interests. Students contribute toextending the content and helpexplain concepts to theirclassmates. The teacher’sspoken and written language isexpressive, and the teacher findsopportunities to extend students’vocabularies.  |   |
| 3b:Using questioningand discussiontechniques | Teacher candidate’squestions are of lowcognitive challenge,require single correctresponses, and are askedin rapid succession.Interaction betweenteacher candidate andstudents ispredominantly recitationstyle, with the teachercandidate mediating allquestions and answers. Afew students dominatethe discussion  | Teacher candidate’squestions lead studentsthrough a single path ofinquiry, with answersseemingly determined inadvance. Alternatively,the teacher candidateattempts to frame somequestions designed topromote student thinkingand understanding, butonly a few students areinvolved. Teachercandidate attempts toengage all students in thediscussion and toencourage them torespond to one another,but with uneven results.  | Although the teachercandidate may use somelow-level questions, he orshe asks the studentsquestions designed topromote thinking andunderstanding. Teachercandidate creates agenuine discussionamong students,providing adequate timefor students to respondand stepping aside whenappropriate. Teachercandidate successfullyengages most students inthe discussion, employinga range of strategies toensure that most studentsare heard.  | Teacher uses a variety orseries of questions orprompts to challengestudents cognitively,advance high-level thinkingand discourse, and promotemetacognition. Studentsformulate many questions,initiate topics, and makeunsolicited contributions.Students themselves ensurethat all voices are heard inthe discussion.  |   |
| 3c:Engaging studentsin learning | Learning tasks andactivities, materials,resources, instructionalgroups and technology arepoorly aligned with theinstructional outcomes orrequire only roteresponses. The pace of thelesson is too slow or toorushed. Few students areintellectually engaged orinterested.  | Learning tasks andactivities are partiallyaligned with theinstructional outcomes butrequire only minimalthinking by students,allowing most to bepassive or merelycompliant. The pacing ofthe lesson may not providestudents the time needed tobe intellectually engaged.  | The learning tasks andactivities are aligned withthe instructional outcomesand designed to challengestudent thinking, the resultbeing that most studentsdisplay active intellectualengagement with importantand challenging content andare supported in thatengagement by teachercandidate scaffolding. Thepacing of the lesson isappropriate, providing moststudents the time needed tobe intellectually engaged.  | Virtually all students areintellectually engaged inchallenging contentthrough well-designedlearning tasks andsuitable scaffolding bythe teacher and fullyaligned with theinstructional outcomes. Inaddition, there isevidence of some studentinitiation of inquiry andof student contribution tothe exploration ofimportant content. Thepacing of the lessonprovides students thetime needed tointellectually engage withand reflect upon theirlearning and toconsolidate theirunderstanding. Studentsmay have some choice inhow they complete tasksand may serve asresources for one another  |   |
| 3d:Using Assessmentin Instruction | There is little or noassessment or monitoringof student learning;feedback is absent or ofpoor quality. Students donot appear to be aware ofthe assessment criteriaand do not engage inself-assessment.  | Assessment is usedsporadically by teachercandidate and/or studentsto support instructionthrough some monitoringof progress in learning.Feedback to students isgeneral, students appearto be only partially awareof the assessment criteriaused to evaluate theirwork, and few assesstheir own work.Questions, prompts, andassessments are rarelyused to diagnose evidenceof learning  | Assessment is usedregularly by teachercandidate and/or studentsduring the lesson throughmonitoring of learningprogress and results inaccurate, specificfeedback that advanceslearning. Students appearto be aware of theassessment criteria; someof them engage in self-assessment.Questions,prompts, assessments areused to diagnose evidenceof learning  | Assessment is fullyintegrated into instructionthrough extensive use offormative assessment.Students appear to be awareof, and there is someevidence that they havecontributed to, theassessment criteria. Studentsself-assess and monitor theirprogress. A variety offeedback, from both theirteacher and their peers, isaccurate, specific, andadvances learning.Questions, prompts,assessments are usedregularly to diagnoseevidence of learning byindividual students  |   |
| 3e: Demonstratingflexibility andresponsiveness | The teacher candidateadheres to the instructionplan in spite of evidenceof poor studentunderstanding or lack ofinterest. Teachercandidate ignores studentquestions; when studentsexperience difficulty, theteacher candidate blamesthe students or theirhome environment.  | The teacher candidateattempts to modify thelesson when needed andto respond to studentquestions and interests,with moderate success.Teacher candidateaccepts responsibility forstudent success but hasonly a limited repertoireof strategies to drawupon.  | The teacher candidatepromotes the successfullearning of all students,making minor adjustmentsas needed to instructionalplans and accommodatingstudent questions, needs,and interests. Drawing ona broad repertoire ofstrategies, the teachercandidate persists inseeking approaches forstudents who havedifficulty learning.  | Teacher seizes anopportunity to enhancelearning, building on aspontaneous event or studentinterests, or successfullyadjusts and differentiatesinstruction to addressindividual studentmisunderstandings. Teacherpersists in seeking effectiveapproaches for students whoneed help, using anextensive repertoire ofinstructional strategies andsoliciting additionalresources from the school orcommunity. In addition tothe characteristics of“proficient”: The teacher’sadjustments to the lesson aredesigned to assist individualstudents. Teacher seizes on ateachable moment toenhance a lesson. Theteacher conveys to studentsthat s/he won’t consider alesson “finished” until everystudent understands and thats/he has a broad range ofapproaches to use. Inreflecting on practice, theteacher can cite others in theschool and beyond whoms/he has contacted forassistance in reaching somestudents.  |   |
| 4a:Reflecting onTeaching | The teacher candidate doesnot know whether a lessonwas effective or achievedits instructional outcomes,or the teacher candidateprofoundly misjudges thesuccess of a lesson. Theteacher candidate has nosuggestions for how alesson could be improved.  | The teacher candidate has agenerally accurate impressionof a lesson’s effectivenessand the extent to whichinstructional outcomes weremet. The teacher candidatemakes general suggestionsabout how a lesson could beimproved.  | The teacher candidate makesan accurate assessment of alesson’s effectiveness and theextent to which it achievedits instructional outcomesand can cite generalreferences to support thejudgment. The teachercandidate makes a fewspecific suggestions of whatcould be tried another timethe lesson is taught.  | The teacher makes a thoughtfuland accurate assessment of alesson’s effectiveness and theextent to which it achieved itsinstructional outcomes, citingmany specific examples from thelesson and weighing the relativestrengths of each. Drawing on anextensive repertoire of skills, theteacher offers specific alternativeactions, complete with theprobable success of differentcourses of action.  |   |
| 4b:MaintainingAccurate Records | Even with supervision theteacher candidatedemonstrates maintaininginformation on studentcompletion of assignmentsand student progress inlearning that is nonexistentor in disarray. The recordsfor non-instructionalactivities are in disarraywhich results in errors andconfusion.  | With supervision the teachercandidate demonstratesmaintaining information onstudent completion ofassignments and studentprogress in learning that isrudimentary and partiallyeffective. Records for noninstructionalactivities areadequate but inefficient and,unless given frequentoversight by the cooperatingteacher, prone to errors.  | With supervision the teachercandidate demonstratesmaintaining information onstudent completion ofassignments, studentprogress in learning, andnon-instructional records thatis fully effective.  | The teacher’s system formaintaining information on studentcompletion of assignments, studentprogress in learning, and noninstructionalrecords is fullyeffective. Students contributeinformation and participate inmaintaining the records.  |   |
| 4c:Supervisedcommunicationwith families | The teacher candidate hasnot demonstrated thecultural, professional,social, and verbal skillsnecessary for involvementwith families.  | With supervision, the teachercandidate demonstrates somecommunication andinvolvement with families.The teacher candidate makespartially successful attemptsto engage families in theinstructional program  | With supervision, the teachercandidate communicateseffectively with familiesmultiple times: making someattempts to successfullyengage families in theinstructional program.  | The teacher communicatesfrequently with families in aculturally sensitive manner, withstudents contributing to thecommunication. The teacherresponds to family concerns withprofessional and culturalsensitivity. The teacher’s efforts toengage families in the instructionalprogram are frequent andsuccessful.  |   |
| 4d:Participating in aProfessionalCommunity | The teacher candidate’srelationships withcolleagues are negative orself-serving. The teachercandidate avoidsparticipation in aprofessional culture ofinquiry, resistingopportunities to becomeinvolved. The teachercandidate avoids becominginvolved in school eventsor school and districtprojects recommended bythe cooperating teacher.  | The teacher candidate’sprofessional relationships arecordial and fulfillschool/district dutiesrecommended by thecooperating teacher;including involvement in aculture of inquiry, schoolevents and/or school/districtprojects when asked.  | The teacher candidate’sprofessional relationships arecharacterized by mutualsupport and cooperation;include active participationin a culture of professionalinquiry, school events andschool/district projects,making substantialcontributions.  | Professional relationships arecharacterized by mutual support,cooperation and initiative inassuming leadership in promotinga culture of inquiry and makingsubstantial contributions toschool/district projects.  |   |
| 4e:Growing andDevelopingprofessionally | The teacher candidateengages in no professionaldevelopment activities toenhance knowledge orskill. The teachercandidate resists feedbackon teaching performancefrom either supervisors ormore experiencedcolleagues. The teachercandidate makes no effortto share knowledge withothers or to assumeprofessionalresponsibilities  | The teacher candidateparticipates to a limitedextent in professionalactivities when they areconvenient. The teachercandidate engages in alimited way with colleaguesand supervisors inprofessional conversationabout practice, includingsome feedback on teachingperformance. The teachercandidate finds limited waysto assist other teachers andcontribute to the profession.  | The teacher candidate seeksout opportunities forprofessional development toenhance content knowledgeand pedagogical skill. Theteacher candidate activelyengages with colleagues andsupervisors in professionalconversation about practice,including feedback aboutpractice. The teachercandidate participatesactively in assisting othereducators and looks for waysto contribute to theprofession.  | The teacher seeks out opportunitiesfor professional development andmakes a systematic effort toconduct action research. Theteacher solicits feedback onpractice from both supervisors andcolleagues. The teacher initiatesimportant activities to contribute tothe profession.  |   |
| 4f:ShowingProfessionalism | The teacher candidateinteractions arecharacterized byinconsistentprofessionalism in dress,grooming, communication,timeliness, commitment toteaching, ability to take onresponsibilities in theclassroom, and otherschool responsibilities.  | The teacher candidateinteraction are characterizedby honest, genuine butinconsistent professionalismin dress, grooming,communication, timeliness,commitment to teaching,ability to take onresponsibilities in theclassroom, or other schoolresponsibilities.  | The teacher candidatedisplays high standards ofhonesty, integrity, andconfidentiality in interactionswith colleagues, students,and the public. The teachercandidate demonstrates fullcommitments to teaching anda willingness to take onresponsibilities in theclassroom and other schoolresponsibilities as well assome voluntary participationin professional developmentor after school activities.  | The teacher can be counted on tohold the highest standards ofhonesty, integrity, andconfidentiality and takes aleadership role with colleagues.The teacher is highly proactive inserving students, seeking outresources when needed. Theteacher makes a concerted effort tochallenge negative attitudes orpractices to ensure that allstudents, particularly thosetraditionally underserved, arehonored in the school. The teachertakes a leadership role in team ordepartmental decision making andhelps ensure that such decisionsare based on the highestprofessional standards. The teachercomplies fully with school anddistrict regulations, taking aleadership role with colleagues.  |   |
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| **Student teacher Candidate: Date: Time: Lesson Topic: Grade Level:** **Fall 2017** **Observer: Please Circle: Cooperating Teacher Supervisor Observation #: 1 2/Video 3 4**  |
| **This column completed by student teacher with rubric self-assessment and input from observer.** | **Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit.**STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference. | **This column completed by** **student teacher with rubric self-assessment and input from observer.** |
|  | **DOMAIN 1: Planning and Preparation** | **DOMAIN 4: Professional Responsibilities** **List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components** |  |
| * U (0)
* D (1)
* P (2)
 | 1a. Demonstrating Knowledge of Content and Pedagogy: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?*  | 4a. Reflecting on Teaching: *What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1b. Demonstrating Knowledge of Students: *Characterize the class. How will you modify this lesson for groups or individual students?* | 4b. Maintaining Accurate Records: *How do you track student learning as it relates to this lesson?*  | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1c. Selecting Instructional Outcomes: *What do you want students to learn during this lesson?*  | 4c. Communicating with Families: *By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?* | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1d. Demonstrating Knowledge of Resources: *What resources were considered for this lesson and rejected? Why? What resources will be used? Why?*  | 4d. Participating in a Professional Community: *In what ways is today’s lesson related to collaboration with colleagues?*  | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1e.Designing Coherent Instruction: *List very briefly the steps of the lesson.* | 4e. Growing and Developing Professionally: *What aspects of this lesson are the result of some recent professional learning?* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1f: Designing Student Assessments: *How will you measure the goals articulated in 1c? What does success look like?*  | 4f: Showing Professionalism: *High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.* | * U (0)
* D (1)
* P (2)
 |
| **This column completed by student teacher with input from the observer.** | **STEP 3:** Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. \*Additional sheets may be attached for evidence collection.**Step 4:** Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric. **Step 4:** Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation. **Step 5:** Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form. **KEY: U = Unsatisfactory; D=Developing; P = Proficient** | **This column completed by** **student teacher** **with input from the observer.** |
|  | **DOMAIN 2: Classroom Environment** | **DOMAIN 3: Instruction** |  |
| * U (0)
* D (1)
* P (2)
 | **2a. Creating a Climate of Respect and Rapport** *Teacher Interaction with Students; Student Interactions with One Another* | **3a. Communicating with Students***Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2b. Creating a Culture for Learning** *In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?* | **3b. Using Questioning and Discussion Techniques***Quality of Questions; Discussion Techniques; Student Participation* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2c. Managing Classroom Procedures***Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?* | **3c. Engaging Students in Learning***Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2d. Managing Student Behavior***Expectations; Monitoring of Student Behavior; Response to Student Misbehavior* | **3d. Assessing Student Learning***Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 2**e**. **Organizing the Physical Space***Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?* | **3e. Demonstrating Flexibility and Responsiveness***Lesson adjustment; Response to Students; Persistence* | * U (0)
* D (1)
* P (2)
 |

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

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| **Student teacher Candidate: Date: Time: Lesson Topic: Grade Level:** **Fall 2017** **Observer: Please Circle: Cooperating Teacher Supervisor Observation #: 1 2/Video 3 4**  |
| **This column completed by student teacher with rubric self-assessment and input from observer.** | **Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit.**STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference. | **This column completed by** **student teacher with rubric self-assessment and input from observer.** |
|  | **DOMAIN 1: Planning and Preparation** | **DOMAIN 4: Professional Responsibilities** **List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components** |  |
| * U (0)
* D (1)
* P (2)
 | 1a. Demonstrating Knowledge of Content and Pedagogy: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?*  | 4a. Reflecting on Teaching: *What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1b. Demonstrating Knowledge of Students: *Characterize the class. How will you modify this lesson for groups or individual students?* | 4b. Maintaining Accurate Records: *How do you track student learning as it relates to this lesson?*  | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1c. Selecting Instructional Outcomes: *What do you want students to learn during this lesson?*  | 4c. Communicating with Families: *By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?* | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1d. Demonstrating Knowledge of Resources: *What resources were considered for this lesson and rejected? Why? What resources will be used? Why?*  | 4d. Participating in a Professional Community: *In what ways is today’s lesson related to collaboration with colleagues?*  | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1e.Designing Coherent Instruction: *List very briefly the steps of the lesson.* | 4e. Growing and Developing Professionally: *What aspects of this lesson are the result of some recent professional learning?* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1f: Designing Student Assessments: *How will you measure the goals articulated in 1c? What does success look like?*  | 4f: Showing Professionalism: *High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.* | * U (0)
* D (1)
* P (2)
 |
| **This column completed by student teacher with input from the observer.** | **STEP 3:** Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. \*Additional sheets may be attached for evidence collection.**Step 4:** Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric. **Step 4:** Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation. **Step 5:** Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form. **KEY: U = Unsatisfactory; D=Developing; P = Proficient** | **This column completed by** **student teacher** **with input from the observer.** |
|  | **DOMAIN 2: Classroom Environment** | **DOMAIN 3: Instruction** |  |
| * U (0)
* D (1)
* P (2)
 | **2a. Creating a Climate of Respect and Rapport** *Teacher Interaction with Students; Student Interactions with One Another* | **3a. Communicating with Students***Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2b. Creating a Culture for Learning** *In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?* | **3b. Using Questioning and Discussion Techniques***Quality of Questions; Discussion Techniques; Student Participation* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2c. Managing Classroom Procedures***Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?* | **3c. Engaging Students in Learning***Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2d. Managing Student Behavior***Expectations; Monitoring of Student Behavior; Response to Student Misbehavior* | **3d. Assessing Student Learning***Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 2**e**. **Organizing the Physical Space***Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?* | **3e. Demonstrating Flexibility and Responsiveness***Lesson adjustment; Response to Students; Persistence* | * U (0)
* D (1)
* P (2)
 |

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

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| **Student teacher Candidate: Date: Time: Lesson Topic: Grade Level:** **Fall 2017** **Observer: Please Circle: Cooperating Teacher Supervisor Observation #: 1 2/Video 3 4**  |
| **This column completed by student teacher with rubric self-assessment and input from observer.** | **Instructions:** **Step 1:** PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit.**STEP 2:** Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during pre-observation conference. | **This column completed by** **student teacher with rubric self-assessment and input from observer.** |
|  | **DOMAIN 1: Planning and Preparation** | **DOMAIN 4: Professional Responsibilities** **List any evidence for D4 that relates to the lesson being taught; evidence not required for all D4 components** |  |
| * U (0)
* D (1)
* P (2)
 | 1a. Demonstrating Knowledge of Content and Pedagogy: *What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?*  | 4a. Reflecting on Teaching: *What reflections caused you to design the lesson as you did? (Answer after the lesson: Have the objectives of the lesson been met by all or some of the students?)* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1b. Demonstrating Knowledge of Students: *Characterize the class. How will you modify this lesson for groups or individual students?* | 4b. Maintaining Accurate Records: *How do you track student learning as it relates to this lesson?*  | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1c. Selecting Instructional Outcomes: *What do you want students to learn during this lesson?*  | 4c. Communicating with Families: *By what methods have you been communicating with families to make them aware of what their student is learning in the classroom?* | * U (0)
* D (1)
* P (2)
* N/A
 |
| * U (0)
* D (1)
* P (2)
 | 1d. Demonstrating Knowledge of Resources: *What resources were considered for this lesson and rejected? Why? What resources will be used? Why?*  | 4d. Participating in a Professional Community: *In what ways is today’s lesson related to collaboration with colleagues?*  | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1e.Designing Coherent Instruction: *List very briefly the steps of the lesson.* | 4e. Growing and Developing Professionally: *What aspects of this lesson are the result of some recent professional learning?* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 1f: Designing Student Assessments: *How will you measure the goals articulated in 1c? What does success look like?*  | 4f: Showing Professionalism: *High standards of honesty, integrity, and confidentiality are maintained. The candidate is professional in appearance and demeanor.* | * U (0)
* D (1)
* P (2)
 |
| **This column completed by student teacher with input from the observer.** | **STEP 3:** Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. \*Additional sheets may be attached for evidence collection.**Step 4:** Teacher candidate should review evidence and self-assess by highlighting on the corresponding rubric where they place lesson based on evidence. Teacher candidate may note additional evidence to be discussed on their rubric. **Step 4:** Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation. **Step 5:** Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form. **KEY: U = Unsatisfactory; D=Developing; P = Proficient** | **This column completed by** **student teacher** **with input from the observer.** |
|  | **DOMAIN 2: Classroom Environment** | **DOMAIN 3: Instruction** |  |
| * U (0)
* D (1)
* P (2)
 | **2a. Creating a Climate of Respect and Rapport** *Teacher Interaction with Students; Student Interactions with One Another* | **3a. Communicating with Students***Expectations for Learning; Directions and Procedures; Explanations of Content; Use of Oral and Written Language* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2b. Creating a Culture for Learning** *In what ways have a culture for learning been established in this classroom? How does this lesson encourage the student to take responsibility for their own learning?* | **3b. Using Questioning and Discussion Techniques***Quality of Questions; Discussion Techniques; Student Participation* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2c. Managing Classroom Procedures***Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers And Paraprofessionals Do classroom routines and procedures result in little or no loss of instructional time?* | **3c. Engaging Students in Learning***Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | **2d. Managing Student Behavior***Expectations; Monitoring of Student Behavior; Response to Student Misbehavior* | **3d. Assessing Student Learning***Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress* | * U (0)
* D (1)
* P (2)
 |
| * U (0)
* D (1)
* P (2)
 | 2**e**. **Organizing the Physical Space***Is the classroom safe? What technology resources available in the classroom are utilized for the lesson.? Are adjustments made to the classroom furniture for group activities?* | **3e. Demonstrating Flexibility and Responsiveness***Lesson adjustment; Response to Students; Persistence* | * U (0)
* D (1)
* P (2)
 |

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