STUDENT TEACHING HANDBOOK

Special Education: ED420, ED422, ED424, ED426
Elementary Education: ED440, ED442, ED444, ED446
Secondary Education: ED450, ED452, ED454, ED456
# Table of Contents

Mission and Statement of Objectives ............................................................................................................. 3

Introduction and Preparation for Student Teaching Experience
  including obtaining required Clearances ........................................................................................................ 4

Making Contact with School Placement ........................................................................................................ 5

General Guidelines for Student Teachers ....................................................................................................... 6

Introduction for Cooperating Teachers .......................................................................................................... 9

General Guidelines for Cooperating Teachers ............................................................................................. 10

Introduction for University Supervisors ....................................................................................................... 13

Dress Code for Field Placements and Student Teachers ............................................................................. 14

Weekly Responsibilities 7-wk placements (Elementary Education) ............................................................. 15

Weekly Responsibilities 14-wk placements (Special Education & Secondary Education) ....................... 19

Student Teaching Assignments .................................................................................................................... 23

Guidelines for Thematic/Integrated Unit ..................................................................................................... 25

Lesson Plan Guidelines ............................................................................................................................... 26

General Guidelines for Organizing Professional Portfolio ..................................................................... 28

Evaluation of Student Teacher .................................................................................................................. 31

Formal Evaluation Schedule ...................................................................................................................... 32

  Mid-Term and Final Evaluation Conferences ............................................................................................ 33

Feedback and Evaluation Forms ................................................................................................................ 34

  Lesson Observation Feedback Form .......................................................................................................... 35

  Narrative Feedback/Comment Form .......................................................................................................... 36

  Student Teacher Evaluation Form ............................................................................................................ 37

  Professional Rubric ................................................................................................................................... 38

  Student Teacher Self-Evaluation (2 copies) ............................................................................................... 39

  Rubric for Evaluation of Student Teacher Portfolio ............................................................................. 41

  Student Teaching Self-Evaluation Videotaped Lesson ............................................................................ 42

Letter of Request for Parents’ Permission to Videotape Lesson (suggested draft) ........................................ 43

Instructions for using Pennsylvania Statewide Evaluation Form for Student Professional
  Knowledge and Practice (PDE 430) ............................................................................................................. 44

Sample Copy of Pennsylvania Statewide Evaluation Form (PDE 430) ...................................................... 47

Code of Conduct (from PDE Web site) .......................................................................................................... 52

Cooperating Teacher Reimbursement Sheet ............................................................................................ 55

Student Teacher Special Incident Report Form .......................................................................................... 56
DeSales University’s Education Department prepares future teachers to recognize that each student is unique and unrepeatable. Those preparing for a career in education learn to recognize and respect that each student has a distinctive character and special gifts. The true educator helps his/her students to fully develop their talents and skills, and to know themselves. In the words of Saint Francis de Sales: "Do not wish to be anything but what you are, and try to be that perfectly." Salesian Spirituality stresses the importance of carrying out the duties of our teaching vocation – this means that the teacher must strive to become a scholar, a communicator, a mentor, a role model, and a reflective learner led by the optimistic Christian humanism of Francis de Sales.

Accordingly, the goal of the Education Department at DeSales University is to enable graduates to achieve the following objectives.

- Teach independently in private or public school settings, achieved by field-based studies, methods courses, and liberal arts education.
- Teach students from diverse cultural backgrounds, achieved by emphasis in methods courses
- Teach students with diverse learning styles, achieved by methods courses that are grounded in research and stress teaching styles that meet the needs of all students.
- Teach students with learning or emotional challenges within inclusive classrooms, achieved through the special education minor.
- Use instructional technology to enhance the curriculum, achieved through technology embedded in academic content courses and in all methods courses.
- Use pedagogical strategies grounded in empirical research in order to ensure that graduates of the program can apply sound teaching techniques to classroom situations.
- Use teaching methods that are developmentally appropriate for all students, achieved by courses in educational and developmental psychology.
- Use appropriate assessment techniques to meet the needs of individual learners.

Adopted 1/00
**Student Teaching Handbook**  
**Early Childhood Education Certification, Elementary Education Certification**  
**Secondary Education Certification, Special Education Certification**

**For Student Teachers…**

**Introduction**

Soon you will begin one of the most important phases of your teacher preparation. During student teaching, you will experience many of the triumphs and the difficulties of the teaching profession. Whether or not your teaching experience is as rewarding as it should be depends on your dedication to becoming the best teacher you can be through the 14-week program. Being prepared, well-rested, and open to suggestions are three attributes that will be helpful. Give as much of yourself as possible to your teaching commitment.

Read the materials in this handbook carefully and if anything is unclear, discuss it with us. In anticipation of a successful student teaching experience, we offer to you any assistance we can give. We commend your generosity in seeking a career in the service of others.

**Preparation for a Successful Student Teaching Experience**

The Field Placement Coordinator in the DeSales Education Department has made the arrangements for the student teaching assignment and has notified each candidate of the specific placement. It is then the responsibility of each prospective student to become familiar with the details of their assignment. You will have had to receive each of the clearances listed below prior to entering the schools. **No student will be permitted to begin the field experience without providing proof that all clearances have been obtained.** A copy goes to the Education Department for your student file; you retain the original as you will most probably also be asked to provide proof to the schools at which you are placed.

All student teachers, including students fulfilling field experience, who have direct contact with children, **must** provide a copy of their Pennsylvania State Criminal History Background Check (Act 34, Section 1-111 of the PA School Code of 1985), their Federal Criminal History Record Check (Act 114, Section 111 of the Public School Code of 2007) and Child Abuse Clearance (Sections 6354-6358 of the Public Welfare Code, Act 151 of 1994) to the Education department for their student files. **THE DATE ON THE CLEARANCES MUST BE LESS THAN ONE-YEAR-OLD AT THE TIME THEY BEGIN THEIR FIELD EXPERIENCE.**

PA Request for Criminal Record Check ($10):
[www.psp.state.pa.us/psp/lib/psp/sp4-164.pdf](http://www.psp.state.pa.us/psp/lib/psp/sp4-164.pdf)
- or -
GET AN **INSTANT ** PENNSYLVANIA CRIMINAL HISTORY CLEARANCE ONLINE ($10)
[https://epatch.state.pa.us/Home.jsp](https://epatch.state.pa.us/Home.jsp)

PA Child Abuse History form ($10):
[www.dpw.state.pa.us/resources/documents/pdf/FillinForms/DPWchildabuse.pdf](http://www.dpw.state.pa.us/resources/documents/pdf/FillinForms/DPWchildabuse.pdf)

FBI Criminal History Background Check ($40)
[www.pde.state.pa.us](http://www.pde.state.pa.us)
[Click on Act 114 Requirements Federal Fingerprinting, Click on FBI Federal Criminal History]

Obtain/submit evidence of a negative Tuberculin Test (Mantoux test required) from a physician or the DeSales Health Center. **THE RESULTS-READ DATE MUST BE LESS THAN ONE-YEAR-OLD AT THE TIME YOU BEGIN YOUR FIELD EXPERIENCE.** (Please note: some school districts require TB test results to be less than three months old. However, we recommend that you don’t have your TB test redone until you learn of your school placement, since too many tests taken in a short period of time can result in a false-positive read.)

Tuberculin (TB) test
Your physician can write the test date and the result date on a prescription pad form.
-or-
You can get it done at the DeSales Health Center, McShea Union Center ($5)
Making Your First Contact with the School Placement

1. You may have already met your cooperating teacher in a previous semester during field observations. Whether or not you have previously met your cooperating teacher(s), it is recommended that you write a letter of (re)introduction to him/her providing some relevant information about yourself. Shortly before starting your student teaching experience, contact the school and the cooperating teacher to arrange for a convenient time to meet.

2. Whether or not you have previously met the principal of the school at which you are placed, it is recommended that you write a letter of introduction and appreciation for the opportunity to student teach in the school. On the first day, visit to the school office and introduce yourself to the secretary or receptionist.

3. Use your initial meeting with the cooperating teacher to become more acquainted with the school, classroom, and students. During this meeting, request any textbooks and materials that you will be using during your student teaching experience. Discuss your duties and responsibilities. Let your cooperating teacher be your guide with respect to the depth of the interview meeting.

4. Secure information regarding the school, classroom calendar, and daily bell schedule. You will be expected to follow the local school district’s calendar during the semester. Also, ask for your cooperating teacher’s schedule. Familiarize yourself with the school handbook regarding policies and procedures, especially with regard to dress, conduct, and discipline of students.

5. You, as a student teacher, are representing DeSales University. It is expected that you use appropriate judgment in your dress, conduct, and speech. Avoid those things that might be deemed questionable.
These guidelines will assist you in meeting your responsibilities and maximizing the benefits of this student teaching experience.

**Attendance and Punctuality:** As a student teacher, you are expected to arrive at your school by the sign-in time of regular teachers, be prompt in arriving to classes, and remain until the regular teacher-dismissal time. You are expected to attend faculty meetings, departmental meetings, parent-teacher conferences, in-service days, and IEP/team meetings (if permitted). Regular attendance and punctuality are mandatory for your successful completion. You are considered a professional employee and notification of your absence or tardiness is required; you must notify the principal and cooperating teacher, as well as your university supervisor. Over the 14-week field placement student teachers are granted four excused absences. Illness, professional development such as conferences, meetings, career fairs, interviews, and varsity sports obligations are considered excused absences. Snow days are excused unless the number of absences exceed the four excused absences. Absences for reasons other than illness must be approved in advance by the university supervisor. Absences due to extended illness will be made up upon consultation with the university supervisor, the cooperating teacher, and the program director. Unexcused absences and/or tardiness may result in a lowered or failing grade during the student teaching experience. Ten percent (10%) of missed experience due to unexcused absences and/or late arrivals will immediately result in an “F” in the “Professional Collaboration” and “Professional Practice and Conduct” courses.

**Written work:** As a student teacher, you will be judged on the quality of the written documents (e.g., application, personal statements) that are required for the field experience. Unfortunately, some developing teachers are identified as sloppy and careless merely because they do not take the extra effort of well-written expression, or they do not proofread their written products prior to submission. You should ensure that your written work contains correct punctuation and spelling, is grammatically correct, (use grammar and spell check), and possesses a logical sequence of ideas.

**Interpersonal Relationships:** Teaching is a profession that is deeply involved with people and programs. Without good personal relationships, the programs do not develop to their greatest expectations. Maintain good interpersonal relationships with cooperating teachers, students, administrators, faculty, and parents. Work closely with your cooperating teacher and develop a friendly, but objective, attitude toward your students—become interested in them, their problems and needs, but remember that your relationship with the students must be a professional one. When you are in charge, you are responsible for everything that occurs in the classroom. Most importantly, never leave the classroom unattended. Also, consult with your cooperating teacher in all cases of classroom management and emergencies.

Try to use the student teaching experience to learn the various roles and responsibilities of the individuals who populate the school. Getting to know other teachers, related-services personnel, paraeducators, support staff, and administrators can only enhance the benefits of your field experience.
**Dress and Grooming:** Your professional dress sets a tone in the classroom and leaves an impression for consideration of future employment. For your daily routine in the school, dress according to the professional standard of the school placement rather than the standards on the DeSales University campus. If in doubt, consult with your cooperating teacher during the initial meeting or follow the example of the other teachers in the building. (See Field Experience and Student Teaching Dress Code on page 14).

**Daily and Weekly Obligations:** The demands placed on a student teacher are considerable. The time and effort required of most student teaching experiences equal or even exceed those typical of full-time teaching positions. Wherever possible, limit the time devoted to extracurricular activities, additional courses, and jobs to allow for the maximum opportunity for success. Plan to get some well-deserved rest in order to meet your daily and weekly obligations.

In addition to your daily attendance at the school, you are required to prepare for and attend weekly seminars on the DeSales University campus, as well as maintain a journal to record daily reflections on the student teaching experience. Your journal and lesson plans need to be available for review at the seminars. You also need to develop a professional portfolio as the student teaching experience progresses. Seeking a teaching position involves establishing a portfolio of personal information, recommendations, sample lessons and unit plans, and evaluation, which can be sent to prospective employers. The process of developing a portfolio can be found within this handbook and will be discussed in the weekly seminars.

**Role and Responsibilities of Student Teacher**
The student teacher has a responsibility to self and others during this experience.

**Responsibility to Students:** The student teacher must come to class prepared to teach effectively. This preparation should include thorough lesson planning and the necessary consultations with the cooperating teacher and university supervisor. Students in the class depend on the student teacher to follow through with planned activities. Therefore, the student teacher must avoid unnecessary absences, be prompt in following through on promised events, and avoid promising things that will not be delivered. The student teacher should be a model of appropriate conduct and controlled in his/her responses to negative or frustrating events.

**Responsibility to the Cooperating Teacher:** The student teacher should maintain clear lines of communication with the cooperating teacher by discussing situations in a direct, diplomatic manner. If questions about goals or the methods used to obtain student teaching goals are raised, it is the responsibility of the student teacher to initiate requests for assistance. Finally, because the education of students in the class is the ultimate responsibility of the cooperating teacher, the student teacher must share activity or lesson plans well in advance of their implementation (at least one week). This will allow the cooperating teacher to provide constructive feedback prior to the delivery of the activity or lesson.
**Responsibility to the University.** The best way for the student teacher to represent the University is to:

1. Put forth the maximum effort possible in all facets of the field experience.
2. Be open to suggestions from various school-based personnel.
3. Be involved in team-based solutions to problems.
4. Do a fair share of the non-instructional and extracurricular duties required of teachers.
5. Be enthusiastic and positive during instructional and non-instructional tasks.
6. Facilitate the cooperative relationship between the visiting university supervisor and the school-based teachers and administrators.
7. Maintain a professional and ethical demeanor when dealing with students’ problem behaviors and confidential records.

For Cooperating Teachers…

Introduction

During the 14 weeks of student teaching, you will become the most important person involved in the professional preparation of a new teacher. The quality and quantity of the student teacher’s experiences will depend largely on your decisions. As a cooperating teacher, you will play many roles—Instructor, counselor, mentor, model, confidant, and friendly guide. The experiences the student teacher will have in your classroom will play a major part in shaping his/her future teaching behavior. Your feedback to the student teacher will be critical in his/her formation. The modeling you use for instructional planning, classroom management, assessment, and professional relationships will impact on his/her development.

The student who is coming to you has completed the professional requirements for student teaching. It is reasonable to assume this training has prepared him/her to participate with some measure of effectiveness in a classroom. However, you should remember he/she is not yet a fully prepared or qualified teacher. The reality of classroom experience is a necessary and crucial part of the teacher preparation sequence.

Your student teacher can grow in confidence, professional attitude, and teaching competence with your guidance. As competence is developed, he/she can be expected to gradually assume more of the responsibilities of a certified teacher. Although the rate at which these responsibilities are assumed will vary in individual cases, your judgment will be a major determining factor.

Working with student teachers can be a uniquely rewarding experience. Few persons have a greater influence on the development of prospective teachers than their cooperating teachers. Thank you for accepting the responsibility of working as a cooperating teacher with our student in your classroom. Your efforts will make student teaching a creative, fulfilling experience for our student and at the same time provide a skilled candidate for our profession. We look forward to working with you to guide our student teacher on this vital step in his/her teaching career. You can be assured of the support and cooperation of personnel from DeSales University as we embark on this venture. Thank you again for your commitment to work with DeSales University.
General Guidelines for Cooperating Teachers

These suggestions are presented to assist you in the development of your student teacher. The DeSales University Education faculty hopes you will use these ideas in the way most suitable to your classroom and your individual student teacher, so that you can maintain the viability of your classroom while adding a new human variable: your student teacher.

Preparing for Your Student Teacher

Planning for the student teacher experience should not be postponed until he/she arrives. As soon as the assignment has been made, you can begin preparations. You may wish to:

1. Plan for a work space that the student teacher can call his/her own—a desk or table, no matter how small, is very helpful.
2. Secure a school handbook and sketch of the building for your student teacher’s use.
3. Prepare a copy of the bell schedule and your teaching schedule.
4. Prepare your pupils to accept another person into their classroom. Explain some of the ways you will be working together.

Initial Contact with your Student Teacher

Even if the student teacher has spent some time in your classroom, he/she may feel quite insecure as the time for actual student teaching draws near. Perhaps one of the greatest services you can render is to build a feeling of personal security and confidence. The following suggestions may help your student teacher feel immediately part of the school and community.

1. Plan for your student teacher to assume some responsibilities immediately.
2. Establish regular conference times for discussing the various aspects of student teaching responsibilities.
3. Provide opportunities for your student teacher to meet other staff members and school personnel.
4. Assist your student teacher in becoming acquainted with the community.
Observing the Student Teacher

One of the most difficult aspects of becoming a cooperating teacher is to be an observer, and not a participator, in your own classroom! As much as you give the student in terms of materials, curriculum guides and ideas, each student teacher has a unique personality, and must be given the latitude to develop his/her own teaching style and learn from “on-the-feet” decisions in the classroom. In particular, we have found the following guidelines to be beneficial in establishing the student teacher as an authority figure in the classroom.

1. If you are going to be present in the classroom, please be there before the class begins and remain until the end, staying unobtrusively in the back of the room. Going in and out, or moving around the room, distracts the students’ attention and causes them to re-evaluate their behavior requirements.

2. During the class period, if a student asks you (the cooperating teacher) for help (including during group work or seat work), please direct the student to ask the student teacher; your help diminishes the authority of the student teacher.

3. If a student asks you for a pass or privilege (e.g., to go to a locker or bathroom), again direct the student to ask the student teacher.

4. Occasionally, the student teacher may not know some piece of information or may make an error. Please do not provide correction openly in front of students; however, please do provide correction and guidance in private. Have the student teacher provide the correct information or answer to the students during the lesson or at a later time.

Relationship between Cooperating Teacher and Student Teacher

Please assist your student teacher to have a successful experience by:

1. Creating the proper climate for the student teacher to assume responsibility for a class.
2. Encouraging the student teacher to gradually assume additional classroom responsibility.
3. Supporting the student teacher in the role of “teacher.”
4. Providing guidance in lesson planning and evaluation.
5. Familiarizing the student teacher with curriculum materials and methods.
6. Assisting the student teacher to become acquainted with the total school program.

Success in the student teaching program is dependent upon the relationship established between the student teacher and the cooperating teacher. The student teacher realizes that the primary responsibility of the cooperating teacher is to his/her students and that day-to-day decisions will be made on the basis of this concept.
Role and Responsibilities for Cooperating Teacher

The cooperating teacher will have the greatest amount of direct contact with the student teacher. Hopefully, a mentor relationship will be forged between the cooperating teacher and the student teacher. Cooperating teachers may best assist the student teacher by:

1. Being models of effective instructional procedures and paragons of tempered professional practice.
2. Being well-schooled in the ability to share their instincts of teaching.
3. Preparing their environment to maximize opportunities for novice teachers to succeed and learn from their errors.
4. Observing and evaluating student’s performance while ensuring that little damage is occurring to the often fragile self-concept of the novice teacher.
5. Setting the pace for the integration of the student into classroom activities, allowing gradually increased levels of responsibility.

IMPORTANT NOTE: Although DeSales University student teachers are well prepared to take on the responsibility of classroom duties, they should not be left in sole charge of the classroom. DeSales University becomes liable if anything happens to the children within the classroom when the student teacher is left in charge for long periods of time. Cooperating teachers may and should feel comfortable leaving the student teacher for short periods of time. However, if the teacher is absent for a day or more, or has an extended meeting outside of the classroom, then the school principal must hire a substitute teacher. The student teacher cannot replace the teacher for the day, or even half-a-day.
For University Supervisors…

The university supervisor will conduct weekly observations within the student teaching placement. The supervisor assumes primary responsibility for the success of student teaching experiences. The supervisor is the direct representative of the university and serves as the liaison between the best interest of the students and the requirements of the school. The university supervisor should foster professional development, provide honest performance feedback, and constructively smooth over possible rough spots during the teaching experience.

In addition to liaison responsibilities, the university supervisor assumes two responsibilities in the development of the pre-service educator. First, the university supervisor monitors the progress of the student using periodic direct observation of lessons, meetings with the cooperating teacher and the student teacher, and critiquing of lesson plans, unit projects, and behavioral change efforts. Second, the supervisor is the link between the student’s university-inspired idealism and the real-world issues of the school.

DRESS CODE
FIELD EXPERIENCE AND STUDENT TEACHING

Acceptable Dress for Men:
- Collared shirt
- Tie
- Slacks/dress khakis
- Closed toe, hard or soft soled shoes

Acceptable Dress for Women:
- Dress
- Suit; either jacket and skirt or jacket and matching dress pants
- Blouse with skirt, jumper, or dress pants

Please note: All dresses, skirts, and jumpers may not be more than 3 inches above the knee.

GUIDELINES
The following items are prohibited:
- Clothing, makeup, hair color, or attachments that are, in the opinion of the cooperating school’s staff or DeSales University, disruptive to the teaching and learning process. This includes extremes in hair color or styles, exposed tattoos or other body markings, exposed body piercings, etc.
- Clothing that exposes the midriff or that is revealing or tight, including sheer or mesh attire, halter tops, off-the-shoulder tops, etc.
- Clothing that contains symbols or words which contain profanity, nudity, acts of violence, or is sexual in nature.
- Clothing that in word or symbol promotes alcoholic beverages, tobacco products or the use of illegal or controlled substances.
- Torn clothing or denim clothing
- Sneakers, flip-flops, and footwear that may present a hazard.
- Visible undergarments.
- Hats, hoods, headbands, bandanas, or sunglasses worn inside the building except during designated school events or activities for which such attire has been approved (i.e. Spirit Day, Eagles Day)
Elementary Education Student Teaching Weekly Responsibilities

At the beginning of the semester, the typical student teacher will arrive eager, excited, and anxious to begin teaching. These desires are natural and are to be encouraged, but for a successful experience the student teacher should have time to become oriented to the new surroundings and types of responsibilities. Therefore it is best if the student teacher can observe classes for a period of time and only gradually assume responsibilities assigned by the cooperating teacher.

The student teaching experience is sometimes described as consisting of four phases: observation, participation, cooperative team-teaching, and independent teaching. Although the student teacher’s activities during the program will not be so neatly compartmentalized, these terms generally describe the recommended process for gradually enlarging the scope of the student teacher’s responsibilities.

[The following schedule is to be followed for both 7-week experiences in elementary student teaching. *In the second placement, student teachers are expected to teach one minor subject area in the first week of their new placement.]

**Week 1**

**Student Teacher:**
- Learn school and classroom disciplinary rules, routines, and emergency procedures.
- Observe classroom teacher for management and instructional strategies.
- Learn students' names and become actively interested in them.
- Learn names of building faculty and staff.
- Become acquainted with school’s professional resources and library materials.
- Become acquainted with technology resources.
- Become acquainted with classroom resources and curricular materials.
- Become acquainted with the community served by the school.
- Assist with routine activities, such as attendance, supervision of lunch, escorting students to special classes, etc.
- Help individual students as directed by classroom cooperating teacher.
- Write a letter of introduction to parents with the approval of the classroom teacher and building principal. (See pg. 43 for sample of letter requesting permission to videotape students as part of your course requirement.)
- Participate in professional development activities.
- Special Education student teachers: become acquainted with where school houses special ed files.
- Special Education student teachers: secure consent for case study.
- *Elementary Education student teachers: In the second 7-week placement, teach one minor subject area.*

**Cooperating Teacher:**
- Introduce student teacher to building principal, colleagues, and students.
- Provide student teacher with school handbook and classroom/school rules and procedures.
- Discuss philosophy and methods behind school and classroom management policies.
- Show student teacher where to keep personal belongings and provide a work space.
- Begin to develop tentative plans for student teacher to follow in assuming instructional responsibilities.
- Discuss instructional and curricular materials. Provide materials to student teacher.
- Acquaint student teacher with where special education and academic files are held.
- Assist in securing consent for case study (where applicable).

**University Supervisor:**
- During the first week, make initial visit and meet with the cooperating teacher and student teacher.
- During initial visit, answer questions about student teaching policies, procedures, and responsibilities.
- Discuss the importance and purpose of paperwork requirement.
- Check on initial adjustment of student and classroom cooperating teacher.
Week 2

Student Teacher:
____ Continue to observe classroom teacher.
____ Assist with individual students.
____ Continue to assist with routine activities such as attendance, homeroom, supervision of lunch, escorting students to special classes, etc.
____ Co-plan and co-teach a minimum of one, and a maximum of three, classes per day.
____ Begin to assemble lesson-plan notebook with self-evaluations and journal reflections.
____ Discuss teaching episodes and reflect with the classroom teacher on the teaching and learning process.
____ Develop instructional material(s) to help classroom teacher.
____ Participate in professional development activities.
____ Special Education student teachers: begin to develop and accumulate and review special education documents.

Cooperating Teacher:
____ Continue to orient student to classroom, school policies, and procedures.
____ Co-plan and co-teach a minimum of one, and a maximum of three, classes/lessons with the student teacher.
____ Confer with student teacher on a daily basis about the teaching and learning process.
____ Continue to develop plan for allowing student teacher to phase into assuming full instructional responsibilities.
____ Continue to share and discuss curricular materials and other professional resources with student teacher.
____ Assist student teacher with gathering course-required paperwork.
____ Complete first observation and weekly feedback form and discuss with student teacher.

University Supervisor:
____ Make initial visit, if not done during first week, and complete weekly feedback form.
____ Answer questions about student teaching responsibilities, policies, and procedures.
____ Check with student teacher and classroom teacher about adjustment.
____ Ask to see any instructional materials student teacher is developing.

Week 3

Student Teacher:
____ Continue to observe classroom teacher.
____ Assume total responsibility for routine activities such as attendance, homeroom, supervision, etc.
____ Plan and implement three lessons/classes per day.
____ Keep lesson plans in portfolio.
____ Reflect on the teaching and learning process on a regular basis within the journal.
____ Confer with cooperating teacher on a regular basis.
____ Develop instructional materials to facilitate the teaching and learning process.
____ Develop definite plan to assume full instructional responsibilities including planning, teaching, and evaluating the learning process.
____ Participate in professional development activities.
____ Organize and review previous special education documents (where applicable).

Cooperating teacher:
____ Review student teacher's lesson plans and make suggestions.
____ Confer with student on a regular basis to facilitate reflection of teaching and learning process.
____ Discuss problems/concerns with university supervisor.
____ Complete observation and weekly feedback form and discuss with student.

University Supervisor:
____ Complete at least one observation of student teacher and discuss observation and progress.
____ Confer with classroom teacher about student teacher's progress.
____ Discuss problems/concerns with Director of Elementary, Secondary, or Special Education.
____ Check that student teacher has received and discussed first weekly feedback form with cooperating teacher.
____ Review lesson plans and reflections.
**Weeks 4 - 6**

**Student Teacher:**
- Plan and implement all instructional responsibilities planned with classroom teacher (aiming for a minimum of 5 weeks of full instructional responsibility).
- Keep lesson plans organized in portfolio.
- Complete bulletin board requirements.
- Complete the learning center requirements.
- Reflect on the teaching and learning process on a regular basis within the journal.
- Confer with the classroom teacher on a regular basis.
- Participate in professional development activities.
- Meet with classroom teacher to discuss mid-term evaluation form by the end of week 7 (Elementary Education: by the end of week 4).
- Review and organize special education documents.
- Complete draft of paperwork (RR, IEP) by end of week 5 (where applicable)
- Videotape one lesson and submit to university supervisor.
- Self-evaluate the videotape.

**Cooperating Teacher:**
- Review lesson plans and materials that coincide with instructional responsibilities.
- Confer and reflect with student teacher on a regular basis.
- Provide student feedback on bulletin board and learning centers.
- Complete weekly and lesson feedback forms and discuss with student.
- Gradually withdraw from instruction once comfortable with student teacher’s competence.
- Discuss plans for phasing student out of instructional activities by the end of the week.
- Discuss possible observations/visitations for student teacher for the last week.
- Complete 3-2-1 evaluation with University Supervisor in week 4.
- Complete mid-term evaluation and discuss with student and university supervisor by end of week 6.

**University Supervisor:**
- Complete remaining observations, fill out forms, and discuss with student teacher.
- Review classroom teacher weekly- and lesson-feedback forms.
- Review student teacher’s lesson plans and discuss reflections.
- Discuss student teacher’s bulletin board and learning centers.
- Review instructional materials.
- Discuss plans to phase student teacher out of responsibilities (for Elementary Education student teachers).
- Provide feedback of student teacher’s videotape.
- Complete mid-term evaluation (PDE 430) by the end of week 4 and discuss with student (for Elementary Education student teachers).
- Ensure drafts are returned to student teacher by end of week 6 to discuss in seminar.
Week 7 (Final week of first or second experience for Elementary Education)

**Student Teacher:**
- Continue to plan and teach agreed-upon number of classes/lessons during "phase-out" period.
- Complete a self-evaluation.
- Review and discuss final evaluations with classroom teacher and university supervisor.
- Return all materials to classroom teacher.
- Finish professional development activities.
- Assemble professional portfolio for submission by due date.
- Say "good-bye" to students, building principal, and classroom teacher.
- Write thank you note to classroom teacher.
- Request letters of recommendation.
- Obtain any missing components for paperwork completion.

**Cooperating teacher:**
- Complete 3-2-1 and Professional Rubric and discuss with student and university supervisor by end of week.
- Collect all materials given to student teacher.
- Provide copy of final evaluation to university supervisor.
- Assist with any last-minute paperwork needs.

**University Supervisor:**
- Complete mid-term evaluation and Professional Rubric and discuss with student and university supervisor by end of week.
- Collect and turn in all forms to university (supervisory logs, mileage forms, etc.).
- Evaluate the student teacher’s portfolio.

Adapted from: Indiana University, South Bend. Student Teaching Handbook. (Linda Young, Director of Student Teaching & Field Experiences)
At the beginning of the semester, the typical student teacher will arrive eager, excited, and anxious to begin teaching. These desires are natural and are to be encouraged, but for a successful experience the student teacher should have time to become oriented to the new surroundings and types of responsibilities. Therefore it is best if the student teacher can observe classes for a period of time and only gradually assume responsibilities assigned by the cooperating teacher.

The student teaching experience is sometimes described as consisting of four phases: observation, participation, cooperative team-teaching, and independent teaching. Although the student teacher’s activities during the program will not be so neatly compartmentalized, these terms generally describe the recommended process for gradually enlarging the scope of the student teacher’s responsibilities.

**Week 1**

**Student Teacher:**
- Learn school and classroom disciplinary rules, routines, and emergency procedures.
- Observe classroom teacher for management and instructional strategies.
- Learn students’ names and become actively interested in them.
- Learn names of building faculty and staff.
- Become acquainted with school's professional resources and library materials.
- Become acquainted with technology resources.
- Become acquainted with classroom resources and curricular materials.
- Become acquainted with the community served by the school.
- Assist with routine activities, such as attendance, supervision of lunch, escorting students to special classes, etc.
- Help individual students as directed by classroom cooperating teacher.
- Write a letter of introduction to parents with the approval of the classroom teacher and building principal. (see pg. 43 for sample of letter requesting permission to videotape students as part of your course requirement.)
- Participate in professional development activities.
- Special Education student teachers: become acquainted with where school houses special education files.
- Special Education student teachers: secure consent for case study.

**Cooperating Teacher:**
- Introduce student teacher to building principal, colleagues, and students.
- Provide student teacher with school handbook and classroom/school rules and procedures.
- Discuss philosophy and methods behind school and classroom management policies.
- Show student teacher where to keep personal belongings and provide a work space.
- Begin to develop tentative plans for student teacher to follow in assuming instructional responsibilities.
- Discuss instructional and curricular materials. Provide materials to student teacher.
- Acquaint student teacher with where special education and academic files are held.
- Assist in securing consent for case study (where applicable).

**University Supervisor:**
- During the first week, make initial visit and meet with the cooperating teacher and student teacher.
- During initial visit, answer questions about student teaching policies, procedures, and responsibilities.
  - Discuss the importance and purpose of paperwork requirement.
- Check on initial adjustment of student and classroom cooperating teacher.
Week 2
Student Teacher:
___ Continue to observe classroom teacher.
___ Assist with individual students.
___ Continue to assist with routine activities such as attendance, homeroom, supervision of lunch, escorting students to special classes, etc.
___ Co-plan and co-teach a minimum of one, and a maximum of three, classes per day.
___ Begin to assemble lesson-plan notebook with self-evaluations and journal reflections.
___ Discuss teaching episodes and reflect with the classroom teacher on the teaching and learning process.
___ Develop instructional material(s) to help classroom teacher.
___ Participate in professional development activities.
___ Special Education student teachers: begin to develop and accumulate and review special education documents.

Cooperating Teacher:
___ Continue to orient student to classroom, school policies, and procedures.
___ Co-plan and co-teach a minimum of one, and a maximum of three, classes/lessons with the student teacher.
___ Confer with student teacher on a daily basis about the teaching and learning process.
___ Continue to develop plan for allowing student teacher to phase into assuming full instructional responsibilities.
___ Continue to share and discuss curricular materials and other professional resources with student teacher.
___ Assist student teacher with gathering course-required paperwork.
___ Complete first observation and weekly feedback form and discuss with student teacher.

University Supervisor:
___ Make initial visit, if not done during first week, and complete weekly feedback form.
___ Answer questions about student teaching responsibilities, policies, and procedures.
___ Check with student teacher and classroom teacher about adjustment.
___ Ask to see any instructional materials student teacher is developing.

Week 3-5
Student Teacher:
___ Continue to observe classroom teacher.
___ Assume total responsibility for routine activities such as attendance, homeroom, supervision, etc.
___ Plan and implement three lessons/classes per day.
___ Keep lesson plans in portfolio.
___ Reflect on the teaching and learning process on a regular basis within the journal.
___ Confer with cooperating teacher on a regular basis.
___ Develop instructional materials to facilitate the teaching and learning process.
___ Develop definite plan to assume full instructional responsibilities including planning, teaching, and evaluating the learning process.
___ Participate in professional development activities.
___ Organize and review previous special education documents (where applicable).

Cooperating teacher:
___ Review student teacher’s lesson plans and make suggestions.
___ Confer with student on a regular basis to facilitate reflection of teaching and learning process.
___ Discuss problems/concerns with university supervisor.
___ Complete first observation and concerns and weekly feedback form and discuss with student.

University Supervisor:
___ Complete at least one observation of student teacher and discuss observation and progress.
___ Confer with classroom teacher about student teacher's progress.
___ Discuss problems/concerns with Director of Secondary or Director of Special Education.
___ Check that student teacher has received and discussed first weekly feedback form with cooperating teacher.
___ Review lesson plans and reflections.
**Weeks 6-12**

**Student Teacher:**
- Plan and implement all instructional responsibilities planned with classroom teacher (aiming for a minimum of 5 weeks of full instructional responsibility).
- Keep lesson plans organized in portfolio.
- Complete bulletin board requirements. (K-7)
- Complete the learning center requirements. (K-7)
- Reflect on the teaching and learning process on a regular basis within the journal.
- Confer with the classroom teacher on a regular basis.
- Participate in professional development activities.
- Meet with classroom teacher to discuss mid-term evaluation form by the end of week 7
- Review and organize special education documents
- Complete draft of paperwork (RR, IEP) by end of week 5 (where applicable)
- Videotape one lesson and submit to university supervisor.
- Self-evaluate the videotape.
- Assist in planning of IEP (Special Education only).

**Cooperating teacher:**
- Review lesson plans and materials that coincide with instructional responsibilities.
- Confer and reflect with student teacher on a regular basis.
- Provide student feedback on bulletin board and learning centers.
- Complete weekly and lesson feedback forms and discuss with student.
- Gradually withdraw from instruction once comfortable with student teacher's competence.
- Discuss plans for phasing student out of instructional activities by the end of the week 14.
- Discuss possible observations/visitations for student teacher for the last week.
- Complete 3-2-1 evaluation and discuss with student and University Supervisor by end of week 14.
- Have student teacher assist in the creation/review of an IEP (Special Education only).

**University Supervisor:**
- Complete remaining observations, fill out forms, and discuss with student teacher.
- Review classroom teacher weekly- and lesson-feedback forms.
- Review student teacher's lesson plans and discuss reflections.
- Discuss student teacher’s bulletin board and learning centers. (K-7)
- Review instructional materials.
- Discuss plans to phase student teacher out of responsibilities.
- Provide feedback of student teacher’s videotape.
- Complete mid-term evaluation (PDE 430) by the end of week 7 and discuss with student.
- Discuss and review student input into IEP w/cooperating teacher and student teacher (Special Education only).
Final Weeks – Weeks 13-14

Student Teacher:
- Continue to plan and teach agreed-upon number of classes/lessons during “phase-out” period.
- Complete a self-evaluation.
- Review and discuss final evaluations with classroom teacher and university supervisor.
- Return all materials to classroom teacher.
- Finish professional development activities.
- Assemble professional portfolio for submission by due date.
- Say “good-bye” to students, building principal, and classroom teacher.
- Write thank you note to classroom teacher.
- Request letters of recommendation.

Cooperating Teacher:
- Complete final evaluation and discuss with student and university supervisor by end of week 14.
- Collect all materials given to student teacher.
- Provide copy of final evaluation to university supervisor.

University Supervisor:
- Complete final evaluation and discuss with student and cooperating teacher by end of week 14.
- Collect and turn in all forms to university (supervisor logs, mileage forms, etc.).
- Evaluate the student teacher’s portfolio.
- Complete final evaluation (PDE 430) by the end of week 14 and discuss with student.

Students dual majoring in Special Education must complete a set of special education paperwork. The paperwork required consists of the RR (Re-evaluation Report), IEP (Individualized Education Program), and NOREP (Notice of Recommended Educational Placement). Paperwork must be completed on the state mandated forms (available on Pattan’s web site) and must comply with DeSales University’s standards. The paperwork must be completed in the special education rotation of student teaching.

Adapted from: Indiana University, South Bend. Student Teaching Handbook. (Linda Young, Director of Student Teaching & Field Experiences)
Student Teaching Assignments

1. **Weekly Seminars**: 1 ¼ -hour seminars are held weekly at DeSales University and attendance is mandatory. Student teachers are expected to prepare for each seminar by reading the assigned chapters in the course textbook. The seminars are also issue-driven in that the student teachers bring their experiences to the class to foster problem-solving. **Some special sessions are scheduled for all student teachers**: Orientation, Introductory Meeting, Universal Precautions & Safety Issues, Portfolio Development, and Resume Construction. In addition, Mock Interviews are scheduled for each student the last week of student teaching.

2. **Classroom Schedules**: Schedules should clearly indicate the classes you have taught each week. A new schedule should be made each week, and the schedule should be available at each seminar meeting.

3. **Lesson Plans**: The DeSales University Lesson Plan Format (page 26) must be used to prepare a written/typed lesson plan for each curriculum area it is initially taught by the student teacher. After the university supervisor has reviewed these lesson plans, the university supervisor will inform the student teacher that he/she may begin to use it. The same process is used with each curriculum area as the student teacher adds the curriculum area to his/her instructional day. All lesson plans for the current instructional week should be available to the cooperating teacher and the university supervisor. Lesson plans must be reviewed with the cooperating teacher before the instructional week begins to insure accuracy and completeness.

4. **Teaching Strategies**: Student teachers are required to model a variety of different teaching strategies during the experience. Possible strategies include: inquiry-based learning, discovery-based learning, cooperative learning, demonstration, whole-class discussion, role-play, reciprocal teaching, and storytelling. Strategies used should be recorded on the lesson plan form.

5. **Thematic Units (two for Elementary/one for Special Education, Unit Plans for Secondary)**: Student teachers will prepare and teach two thematic or integrated units during this experience. Each lesson and subject taught will be organized around a common theme. The unit plan should be typed in an outline form using the thematic unit format on page 25.

6. **Special Education only (RR/IEP/NOREP)**: Students dual majoring in Special Education must complete a set of special education paperwork. The paperwork required consists of the RR (Re-evaluation Report), IEP (Individualized Education Program), and NOREP (Notice of Recommended Educational Placement). Paperwork must be completed on the state mandated forms (available on Pattan’s web site) and must comply with DeSales University’s standards. The paperwork must be completed in the special education rotation of student teaching.
7. **Two Bulletin Boards**: Elementary Education and Special Education students teaching at an elementary level will plan, construct, and photograph two bulletin boards (i.e., motivational, instructional, or manipulative). Each bulletin board should be used in conjunction with the thematic/integrated units.

8. **Learning Centers**: Elementary Education and Special Education students teaching at an elementary level will plan, construct, and photograph two learning centers as part of the two thematic units. These learning centers may be used by students during a lesson or may be available during structured free-time to practice learned skills.

   www.teachervision.com
   www.instech.tusd.k12.az.us.com

9. **Reflection Journal**: Reflect upon each day of the student teaching experience. Each journal should be dated and include an in-depth reflection on the teaching experience. Each week there are assigned questions that are related to the readings in the textbooks. These questions serve as journaling prompts for that week. Students should respond to one question per day. Where no question has been assigned, students may address an issue or reflect on what he/she has experienced on a particular day. The reflection journal should be available for the university supervisor during each observation and at each seminar meeting.

10. **Videotape lesson**: Students are required to videotape at least one of their lessons, which the university supervisor did not observe, and self-evaluate using the videotaped lesson student evaluation form. This videotape must be available during the final seminar meeting to be viewed and evaluated by a peer.

11. **Self-Evaluation**: Students must complete a self-evaluation of the student teaching experience at the mid-point and end of each experience. This self evaluation should be a component of the final evaluation conference, held with the student teacher, university supervisor, and cooperating teacher.

12. **Student Teaching Portfolio**: This portfolio will be developed and refined as the student teaching experience progresses. The portfolio is divided into two parts. Part I will reflect Danielson’s Domain 4 and should contain the professionalism components required by the university. Artifacts in Part I include: resume; statement of educational philosophy, including classroom management perspectives; letters of reference; transcripts and Praxis scores; student teaching evaluation forms; TB test results and background checks, including FBI fingerprinting results; and other artifacts that you deem evidence of your accomplishments during your student teaching or academic study. Part II will reflect Danielson’s Domains 1, 2, and 3. Artifacts to include in Part II include: neatly typed sample lesson plans, which may be part of a thematic unit, with all applicable handouts, student work, and photographs of bulletin boards and learning centers. Each section of the portfolio should be preceded by a rationale or introduction that explains how the evidence demonstrates your competence.
Guidelines for the Thematic/Integrated Unit

1. **Theme/Topic.** Select a general theme. Finalization of the theme and its topics will be done in collaboration with your cooperating teacher. The thematic unit must be developmentally appropriate for the grade and age of students being taught.

2. **Organization:** Write an overview of the unit. Clearly articulate the importance of the unit and its core concepts. Identify the content knowledge and skills that will be taught. Note the corresponding state standards and create essential questions that will be addressed through the instruction of each lesson. Describe the sequential development of the unit.

3. **Instructional resources.** Identify instructional resources that will be used, including technological and community resources. These resources are not always the materials used during implementation of the unit, but materials used by the teacher to develop and design the unit.

4. **Plan and design individual lessons.** Create a minimum of six lessons that include effective instructional strategies. Remember to incorporate both technology and the creative arts. Instructional experiences and activities should be multisensory and teach to students’ mind styles, learning styles, and/or multiple intelligences.

   Include in your plans any accommodations or modifications you will be making for any diverse learners. Include various forms of assessment that are both appropriate and aligned with the objectives of the individual lessons. You may include a culminating performance assessment for the unit.

   Follow the DeSales lesson plan format found on page 26-27 for all lessons.

5. **Mechanics.** These professional documents should have no errors in spelling, grammar, etc.
Lesson Plan Guidelines  
*(Special Education student teachers should consult with supervisor for any variations)*

Title the lesson.

State the Pennsylvania Academic Performance Standard(s).

**Instructional Objective:** Must include the following components: (1) Student (2) Skill (3) Condition (4) Criteria. You may have cognitive, affective, and psychomotor skill objectives.

**Prerequisite Skill Level:** State the skill(s) and level(s) that students currently perform in order to learn the concept of the lesson and meet the stated objectives.

**Instructional Strategies:** List instructional strategies employed during the lesson, which can be found within the textbook.

**Materials:** List all materials used during the lesson, no matter how minute. Selected materials should facilitate students’ learning and support instructional methods. Materials may provide intrinsic reinforcement to improve students’ learning and used by the teacher to gain and maintain students’ attention and motivation; in addition, encourage and increase time-on-task.

**Introduction:** Write the introduction to the lesson. State what the teacher will do and say to gain students’ attention and prepare students to learn.

**Teaching Procedure:** Write the teaching procedures used to convey the concept. State what the teacher will do and say to motivate and encourage students to actively participate. This section must place an emphasis on instructional methods and activities that are child-centered and creative; yet minimize errors, have high student engagement, and indicate the use of corrective feedback and positive reinforcement. This section must also emphasize a focus on addressing the diverse learning styles and multiple intelligences of students. The teacher should use this section to provide an explanation or model of a skill or concept, guide students through application of the skill or concept in a variety of situations, and provide many opportunities for independent application that will ensure mastery and generalization.

**Closure:** Write the closing procedures to the lesson. State what the teacher will do and say to summarize the learning experience or emphasize the important aspects of the lesson. Teachers may (or have students) remind students what they accomplished during the lesson and/or conduct a culminating activity that brings all the activities conducted within the lesson together.

**Evaluation of Student Learning:** Write the evaluation methods that will be used to assess students’ learning and progress during, and subsequent to, the lesson. Evaluations conducted during the lesson may include direct observation and monitoring of students’ progress or peer-/self-observation with corrective feedback. Evaluations conducted after the lesson should be as immediate as possible and directly relevant to the skills/concepts taught during the lesson. Teachers should conduct evaluations that assess the success of the stated objectives to ensure that the evaluations are relevant to the skills/concepts taught. If this evaluation is not conducted immediately after the lesson, the teacher must identify maintenance activities carried out until the students are evaluated.

**Accommodations:** Indicate what adjustments are to be made to the lesson plan to accommodate individual needs in an inclusive classroom.
**Enhancement/Enrichment Activities**: Write the activities that will be used to enrich or enhance the skills/concepts learned during the lesson. Many times these activities will provide students with the experiences necessary to reach higher-order cognitive levels than teachers are able to provide during time-limited lessons. These activities may include experiences that will enable students to analyze, synthesize, and evaluate concepts beyond the scope of a single lesson or unit.

**Teacher Self-Evaluation**: The teacher should complete this section of the lesson after using it to teach to one group of students. This section is intended for the teacher to reflect on his/her instructional planning and implementation during the lesson. Teachers should determine whether the instructional design or implementation needs changing based on several factors: daily reflections, students meeting lesson objective(s), evaluation results conducted during and after the lesson, and students’ feedback during and after the lesson.

<table>
<thead>
<tr>
<th>ABBREVIATED LESSON PLAN FORMAT</th>
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<tbody>
<tr>
<td>(keep key elements—be more succinct)</td>
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</table>

<table>
<thead>
<tr>
<th>Title of Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Pennsylvania Academic Standards:</td>
</tr>
<tr>
<td>Instructional Objectives:</td>
</tr>
<tr>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>Activities/Procedures:</td>
</tr>
<tr>
<td>Evaluation of Students’ Learning:</td>
</tr>
<tr>
<td>Teacher Self-evaluation:</td>
</tr>
</tbody>
</table>
General Guidelines for Organizing Professional Portfolios

*(Sheet protectors should only be used for certificates, transcripts, formal documents—do not use sheet protectors for lesson plans or all other materials. A portfolio that is too cumbersome to flip through is unappealing.)*

The following guidelines are intended as tips for ease of assembly and effective organization. Most will apply to whatever general pattern of organization is followed. These guidelines are intended as tips to organizing your portfolio, not a requirement.

1. Use a good quality leather-looking three-ring portfolio (found wherever office supplies are sold). Choose a color that does not soil easily.

2. Begin with an identification page that includes name, address, and telephone number. Pictures are optional.

3. Place multiple-page or otherwise irregularly shaped entries in plastic sleeves or pockets. Do not damage any artifact in order to include it. For example, do not hole-punch a certificate, or transcript. *(See above for guidelines for using sheet protectors.)*

4. Remember that portfolios are representative, not comprehensive. For example, choose one or two representative notes from students: do not include all thirty cards received the day you left practicum! Make sure all entries are securely attached within the portfolio. Bulky artifacts should not be included. A picture may be substituted for real items.

5. Include a Table of Contents that identifies the overall organization of the portfolio. Indicate and label the sections clearly. Color-coding and/or oversize dividers may be helpful.

6. Within each section, include a Table of Contents and for each entry, as well as a Statement of Rationale.

7. If using journal entries, supervisors' observations, or other written documents as evidence, highlight the sentence or two on the page that directly applies to the point made in your accompanying rationale or reflection.

8. If using academic papers as evidence of subject area knowledge, add a brief abstract of the paper to the cover page and insert the whole paper in a plastic sleeve.*

9. Many teachers who engage in portfolio development include a videotape or digitalized record of teaching episodes recorded over time. The inclusion of such a videotape or CD is optional.

10. In general, arrange your portfolio in a way that makes it easy for you and reviewers to identify the goals you set and your subsequent progress or achievement.

11. Remember that portfolios are dynamic. To facilitate easy changes, set up word-processing files for your statements of rationale, reflections, and table of contents, etc.

12. If questions or difficulties arise, ask faculty and colleagues for assistance. Similarly, if you have suggestions, please share your ideas.
COMMONLY ASKED QUESTIONS EDUCATION STUDENTS ASK WHEN PUTTING TOGETHER A PORTFOLIO.

Why should I have a portfolio?

- Many administrators are now expecting them in interviews—you don't want to appear unprepared.
- A well-done portfolio represents you and your teaching ability in a way the interview setting normally would not allow. Saying that you believe in alternative assessment is great, but being able to show examples makes the point stronger!

What does a portfolio have in it? Here is a list of things that are commonly put into portfolios for education majors, however, use your imagination. Anything goes, as long as it makes you look good!

- **Table of Contents** - This allows the reader to find specific information quickly.
- **Part I**
  - **Resume** - Make sure it is free of spelling/grammatical errors and is on good quality paper.
  - **Philosophy Statement** – Try to keep it to about a half page—you want to make your point and move on. Be sure to mention that you love kids. (If that would be a lie, do us all a favor and don't go into teaching!) Don't change your philosophy statement for the school at which you are interviewing. You need to be happy where you'll teach, just as they need someone who will fit the school. Pretending to be someone you aren’t is not a good way to get a job, no matter how desperate you are!
  - **Statement of Classroom Management** – This statement should flow from your philosophy and indicate how you plan to handle the classroom – materials, behavior, instruction.
  - **Letters of reference** - These must be from people who have directly observed you when you were student teaching: cooperating teacher, university supervisor, and/or principal.
  - **Letters from professors** - These are also fine to use, but they don't hold as much weight as people who have seen you interact with students. From the interviewer’s point of view, your performance in a classroom is not as important as your teaching abilities.
  - **Evaluations** – These attest to your teaching ability. Include evaluations from the university supervisor and the cooperating teacher.
  - **Transcripts** – Although you will not have an official transcript for submission of your professional portfolio at the end of student teaching, you should place an official transcript in your portfolio.
  - **Teacher Certification (Praxis) Scores** – Include a copy of the ETS printout.
  - **Awards and certificates** – Include certificates for outstanding accomplishments.
  - **Clearances** – PA Criminal History Clearance, Child Abuse Clearances, FBI Fingerprinting Clearance, and TB test results.
• Part II:
  ✓ Sample lesson plans - Ones you used during student teaching of which you are particularly proud. Include examples of alternative assessments – performance assessments and corresponding rubrics, etc. Also, include samples of students work, providing a range of responses which you have assessed. Include photos of the students working in these lessons which serve as visual indication that you like kids and are capable of having your own classroom.

• Other artifacts - Include evidence regarding your classroom management skills, other activities that you have engaged in while in the classroom – tutoring, etc.

How do I organize my portfolio? Presentation counts!
• The best ones are in nice leather-looking three-ring binders, because info can be added or removed. Include a table of contents and dividers to separate the sections.
• Do all the typing yourself on a computer demonstrating all the computer skills you have. Nice fonts, Word Art, and other special features give a high quality look to the portfolio. Technology skills are required.
• Use good-quality paper throughout the portfolio to make it look just a bit nicer. Plus the paper in the portfolio will then match your resume.
• Photographs are a definite plus. Use a digital camera.
• Good organization of your portfolio will show that you will be able to do the same in your classroom.

Please refer to the “Rubric for Evaluation of Student Teaching Portfolio” for information regarding the evaluation of your portfolio (page 41).
Evaluation of the Student Teacher

Introduction

As the student teaching experience progresses, the cooperating teacher, student teacher, and university supervisor will become involved in the evaluation of the experience. After each significant teaching performance, the student teacher will need immediate feedback.

The forms used to formally evaluate the student teacher’s classroom performance will be given to the cooperating teacher, student teacher, and the university supervisor. These forms have been designed so that all parties involved in student teaching can provide consistent feedback.

Evaluation Criteria

The student teacher will be rated on a combination of traits: professional knowledge and resources; professional development; professional collaboration; and professional practice and conduct. Each of these criteria has been delineated on the weekly, mid-term, and final evaluation forms. Not all of the criteria which are listed need to be used in every evaluation, especially if a particular criterion was not observed.

Feedback from the Cooperating Teacher and University Supervisor

The cooperating teacher may give feedback to the student teacher in the format that he/she chooses; however, the DeSales University Student Teacher Evaluation, Narrative Feedback/Comment, or Lesson Observation Feedback forms must be used when making the formal weekly evaluation. (The DeSales University Student Teacher Evaluation form must be used at least once prior to mid-term and final evaluations.) The University Supervisor will use one or more of these forms during each of the weekly observation visits. Writing brief observation reports, discussing whole lessons, discussing particular teaching techniques that were or were not affective, and videotaping and reviewing class sessions are all valuable. It goes without saying that discussions with the student teacher should be held privately, and never within earshot of students or other faculty members.

The most important evaluation guideline we can give is to approach this sensitive task of evaluation with sympathy and professionalism. We all vary in our ability to accept criticism, but if the criticism is approached constructively and conducted in a professional manner, the follow-up conference should bring growth to the student teacher.

Some questions that may lead to self-evaluation by the student teacher include: “How do you think it went?” “If you had it to do over again, how would you do it?” “Would you change anything?” “Do you feel you achieved your objective with the class?”

Make positive comments about the strengths observed, followed by suggestions for improvement of future lessons. Concentrating on one aspect of the teaching task at a time should make improvement in teaching seem less formidable. If difficulties arise in these conferences, it is important that the university supervisor be apprised of this fact as soon as possible and complete a special incidence report form.
Formal Evaluation Schedule

Each evaluator is asked to rate the student teacher only on those traits for which he/she has sufficient evidence.

**Student Teacher**
The student teacher can evaluate his/her own teaching prior to the follow-up conferences with the cooperating teacher or the university supervisor. After the lesson is discussed, the student teacher can compare his/her evaluation with the observer’s evaluation. The student teacher is required to complete one formal self-evaluation at the end of the placement using the Student Teacher Self-Evaluation Form.

**Cooperating Teacher**
The cooperating teacher can evaluate any or all of the teaching conducted in the student teaching experience, and/or complete many formative evaluations during the student teaching experience. The cooperating teacher is required to complete a weekly formal evaluation using one of the following forms: “Student Teacher Evaluation Form (page 37),” “Narrative Feedback/Comment Form (page 36),” or “Lesson Observation Feedback Form (page 35).” *(The Student Teacher Evaluation Form must be used at least once prior to mid-term and final evaluations.)* In addition, the cooperating teacher should consult with the University Supervisor regarding mid-term and final evaluations, using the “Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice” (PDE430, page 47), and the Professionalism Rubric (page 38). *(The University Supervisor is responsible to completing and retaining the PDE430 forms to determine the candidate’s level of performance and proficiency in each category on the PDE.)*

**University Supervisor**
The DeSales University supervisor will conduct observations and evaluate student teachers using the DeSales weekly observation forms, and PDE430 (“Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice”) and the DeSales Professional Rubric forms for the mid-term and final evaluations. The student teacher will be graded based on these evaluations, in consultation with the cooperating teacher. Copies of evaluations will be given to the cooperating teacher and the student teacher. *(Note: The student teacher should allow for a minimum of 20 minutes after each observation for conferencing with the university supervisor.)*

**Contact Information:**

| Elementary Education | Dr. Patricia Coughlin  
| Early Childhood | Director Elementary Education  
| 610-282-1100 x1849, Dooling Hall 120C  
| Patricia.Coughlin@desales.edu |
| Special Education | Dr. Eve Puhalla  
|  | Director Special Education  
| 610-282-1100, x 1752, Dooling Hall 120H  
| eve.puhalla@desales.edu |
| Secondary Education | Rev. John Fisher  
|  | Director of Secondary Education/Department. Chair  
| 610-282-1100, x1323, Dooling Hall 120D  
| john.fisher@desales.edu |
Mid-Term and Final Evaluation Conferences

1. The student teacher, the university supervisor, and the cooperating teacher must meet and discuss the mid-term and final evaluation. The university supervisor will assign a grade. The student teaching portfolio must be submitted to the university supervisor prior to the final conference.

2. The student teacher is required to schedule an appointment with the DeSales University Director of his/her program (Elementary Education, Secondary Education, or Special Education) at the end of the experience. The Director will conduct a 15-minute informal exit interview with the candidate to discuss the student teaching experience. The candidate will submit the professional portfolio and the Application for Pennsylvania Professional Education Certification application (PDE 338G) to the Director at the time of the interview. *DeSales University must have your passing Praxis score labels in order to process your application.*
FEEDBACK

A AND D

EVALUATION FORMS
# LESSON OBSERVATION FEEDBACK FORM

The Cooperating Teacher and/or University Supervisor may use this form to assist the student teacher to obtain objective feedback on his/her instructional planning and delivery.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Teacher Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Academic Standard:</td>
</tr>
<tr>
<td>Subject Area:</td>
<td>Title of Lesson:</td>
</tr>
</tbody>
</table>

**Instructional Planning and Strategies:**

**Initiate Lesson:**

**Development of Lesson: Strategies, Engagement of Students, etc.:**

**Interaction with Students:**

**Closure of Lesson:**

**Use of Evaluation:**

Evaluator ________________________________________ Position ____________________________________

Student Signature ______________________________________ Date _______________________________

---

Student Teacher (White)           University Supervisor (Yellow)       Cooperating Teacher (pink)

Revised Fall  2007
DESALES UNIVERSITY
EDUCATION DEPARTMENT

Narrative Feedback/Comment Form

Student Name ___________________________  Grade/Placement Level ________________________

School District ___________________________  School _________________________________

The Cooperating Teacher and/or University Supervisor should use this evaluation/feedback form to assist
the student teacher in meeting the requirements of the program. The Cooperating Teacher and/or
University Supervisor should evaluate and comment on the student teacher’s performance in the
following areas.

**Instructional Planning and Preparation:**

**Management of Classroom Environment:**

**Instructional Delivery:**

**Professionalism:**

Evaluator _____________________________________ Signature _______________________________________

Student Signature _____________________________   Date ___________________________________________

Student Teacher (White)  University Supervisor (Yellow)  Cooperating Teacher (pink)
DESALES UNIVERSITY EDUCATION PROGRAMS
Student Teacher Evaluation Form

The Cooperating Teacher and/or University Supervisor should use this evaluation/feedback form to assist the student teacher in meeting the requirements of the program. The Cooperating Teacher and/or University Supervisor should evaluate and comment on the student teacher’s performance in the following areas.

Student Teacher __________________________________________________________  Grade/Placement ____________________
School District ___________________________________________________________ School ____________________________

*Rate on a Performance Scale: 3 (Exemplary), 2 (Superior), 1 (Satisfactory), 0 (Unsatisfactory)

Student Teacher’s performance appropriately demonstrates: (Circle the appropriate number)

I. Planning and Preparation
   A. Knowledge of content        3   2   1   0   N/A
   B. Knowledge of pedagogy            3   2   1   0   N/A
   C. Knowledge of Pennsylvania’s K – 12 Academic Standards               3   2   1   0   N/A
   D. Knowledge of students and use of knowledge to impart instruction         3   2   1   0   N/A
   E. Use of resources, materials, or technology available through the school     3   2   1   0   N/A
   F. Instructional goals that show a recognizable sequence with adaptations for individual student needs
   G. Assessments of student learning aligned to the instructional goals and adapted as required for student needs
   H. Use of education psychological principles/theories in the construction of lesson plans and setting instructional goals

II. Management of Classroom Environment
   A. Expectations for student achievement with value placed on the quality of student work 3   2   1   0   N/A
   B. Attention to equitable learning opportunities for students       3   2   1   0   N/A
   C. Appropriate interactions between teacher and students and among students        3   2   1   0   N/A
   D. Effective classroom routines and procedures resulting in little or no loss of instructional time 3   2   1   0   N/A
   E. Clear standards of conduct and effective management of student behavior 3   2   1   0   N/A
   F. Appropriate attention given to safety to the extent that it is under the control of student teacher 3   2   1   0   N/A
   G. Ability to establish and maintain rapport with students     3   2   1   0   N/A

III. Instructional Delivery
   A. Knowledge of content and pedagogical theory through their instructional delivery 3   2   1   0   N/A
   B. Instructional goals reflecting Pennsylvania K-12 standards 3   2   1   0   N/A
   C. Communication of procedures and clear explanations of content 3   2   1   0   N/A
   D. Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
   E. Use of questioning and discussion strategies that encourage many students to participate 3   2   1   0   N/A
   F. Engagement of students in learning and adequate pacing of instruction 3   2   1   0   N/A
   G. Use of informal and formal assessments to meet learning goals and monitor learning 3   2   1   0   N/A
   H. Flexibility and responsiveness in meeting learning goals and monitor student learning 3   2   1   0   N/A
   I. Integration of disciplines within the educational curriculum 3   2   1   0   N/A

IV. Professionalism
   A. Knowledge of school/district procedures/regulations related to prompt attendance, professional dress, etc; 3   2   1   0   N/A
   B. Knowledge of school/district requirements for maintaining accurate records and communicating with families 3   2   1   0   N/A
   C. Knowledge of school and/or district events 3   2   1   0   N/A
   D. Knowledge of district or college’s professional growth and development opportunities 3   2   1   0   N/A
   E. Integrity, ethical behavior, professional conduct as stated in Code of Conduct for Educators; local, state, and federal laws/regulations
   F. Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators 3   2   1   0   N/A
   G. Ability to cultivate professional relationships with school colleagues 3   2   1   0   N/A
   H. Knowledge of Commonwealth requirements for continuing professional development and licensure 3   2   1   0   N/A

Evaluator ______________________ Signature ____________________________
Student Signature ______________________ Date: ______________________

Student Teacher (White)   University Supervisor (Yellow)   Cooperating Teacher (pink)

Revised Fall 2007
# PROFESSIONALISM RUBRIC

**Student Name _______________________________**  **Grade/Placement Level ___________**

**School District ____________________________**  **School ______________________________**

<table>
<thead>
<tr>
<th>CANDIDATE DEMONSTRATES:</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A commitment to developing the highest educational and quality-of-life potential of children</td>
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<td>Promotion and maintenance of a high level of professional competence and integrity</td>
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<td>Engagement in professional activities</td>
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<td>Acceptance of the value of diversity in educational practice</td>
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<td>Striving to advance professional knowledge and skills regarding the education of children</td>
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<td>Working within the standards and policies of the profession and educational agency</td>
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<td>Upholding the laws, regulations, and policies governing the delivery of educational services to children</td>
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<tr>
<td>Consistent and equitable treatment of students, fellow educators, and parents.</td>
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<tr>
<td>Imparting to students principles of good citizenship and societal responsibility</td>
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<tr>
<td>Acceptable and professional language and communication skills</td>
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<tr>
<td>Open-mindedness, knowledge and use of appropriate judgment and communication skills when responding to an issue within the educational environment.</td>
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<tr>
<td>Keeping in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity</td>
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<tr>
<td>Exerting reasonable effort to protect students from conditions which interfere with learning or are harmful to the student’s health and safety</td>
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<tr>
<td>Not condoning or participating in unethical or illegal acts, nor violating professional standards adopted by professional organizations, and federal and state governments</td>
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</tbody>
</table>

**Professionalism Rubric Key**

3 = Exemplary level of performance  
2 = Superior level of performance  
1 = Satisfactory level of performance  
0 = Unsatisfactory level of performance  
N/A = Skill area does not apply or not observed

**Evaluator _______________________________**  **Signature ____________________________**

**Student Signature ________________________**  **Date _________________________________**

Student Teacher (White)  University Supervisor (Yellow)  Cooperating Teacher (pink)

Revised Fall 2007  

38
DESALES UNIVERSITY EDUCATION PROGRAMS
Student Teacher Self-Evaluation

| Student Teacher ________________________________ | Date ________________ |
| School Name ________________________________ | Grade ____________ |

During your student teaching experience, your cooperating teacher and university supervisor have evaluated your performance based on a combination of four traits: planning and preparation, management of classroom environment, professional knowledge and performance, and professional practice and conduct. Please use these same criteria to guide your own personal reflections and self-evaluation of your student teaching performance. This self-evaluation should be completed at the mid-point and end of the student teaching experience.

**Instructional Planning and Preparation**
Strengths:

Areas for Improvement:

**Management of Classroom Environment**
Strengths:

Areas for Improvement:

**Instructional Delivery**
Strengths:

Areas for Improvement:

**Professionalism**
Strengths:

Areas for Improvement:

Student Teacher Signature ________________________________ Date ________________

Cooperating Teacher ________________________________ Date ________________

Revised Fall 2007
Student Teacher __________________________________ Date ________________

School Name ____________________________________ Grade _______________

During your student teaching experience, your cooperating teacher and university supervisor have evaluated your performance based on a combination of four traits: planning and preparation, management of classroom environment, professional knowledge and performance, and professional practice and conduct. Please use these same criteria to guide your own personal reflections and self-evaluation of your student teaching performance. This self-evaluation should be completed at the mid-point and end of the student teaching experience.

**Instructional Planning and Preparation**

**Strengths:**

Areas for Improvement:

**Management of Classroom Environment**

**Strengths:**

Areas for Improvement:

**Instructional Delivery**

**Strengths:**

Areas for Improvement:

**Professionalism**

**Strengths:**

Areas for Improvement:

Student Teacher Signature ______________________________________ Date ______________________

Cooperating Teacher ___________________________________________ Date ________________
DeSales University  
Rubric for Evaluation of Student Teaching Portfolio:

<table>
<thead>
<tr>
<th>Standard Evaluated</th>
<th>1 Ineffective (Detracts from overall presentation or missing)</th>
<th>2 Marginal (Does not greatly add or detract from portfolio)</th>
<th>3 Effective (Helps to communicate message/directions are followed)</th>
<th>4 Compelling (Greatly enhances information presented/creative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page or Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td></td>
<td></td>
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<tr>
<td>Philosophy Statement</td>
<td></td>
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<tr>
<td>Statement of Classroom Management</td>
<td></td>
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<tr>
<td>Letters of Reference : preferably from those individuals who have seen you teach</td>
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<tr>
<td>Evaluations by Cooperating Teacher, Supervisor, and Self- Evaluation w/rationale</td>
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<tr>
<td>Copy of your transcripts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PRAXIS scores</td>
<td></td>
<td></td>
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<tr>
<td>Awards; certificates</td>
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<tr>
<td>TB test, Criminal and Child Abuse Check</td>
<td></td>
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<tr>
<td>PART I</td>
<td>Four showcase lesson plans w/rationale. Each lesson plan should include:</td>
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<tr>
<td></td>
<td>• Lesson in De Sales format</td>
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<td></td>
<td>• Teacher-created materials for the lesson</td>
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<td>• Sample(s) of students’ work from the four lessons plans</td>
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<td></td>
<td>• Sample(s) of students’ assessments from the four lesson plans: remember to include examples of alternative assessments.</td>
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<td></td>
<td>• Photos from the lesson. Include photos of yourself, students, and the bulletin boards or learning centers you’ve created that correspond to the lessons</td>
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<td>Other artifacts – for example, classroom management materials, etc.</td>
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<td></td>
<td>Videotape or CD of teaching w/rationale</td>
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<tr>
<td>PART II</td>
<td>Overall organization, effort, &amp; appearance:</td>
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<td></td>
<td>• Clarity of presentation</td>
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<td></td>
<td>• Mechanics</td>
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<td></td>
<td>• Attractiveness</td>
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<td>• Followed directives</td>
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</tbody>
</table>

Student Name ______________________________________________________
Evaluator ____________________________________ Date _________________
Student Teaching Videotaped Lesson
Student Self-Evaluation

Student Name: ______________________________________________________________

Date Taught: __________________________ Date Viewed: ______________________

Placement: ______________________________________ Grade Level: _______________

Academic Content Area: __________________________________________________________________

Lesson Title: ________________________________________________________________________

Comment on the following aspects of the videotaped lesson, stating use of effective instruction and areas of needed improvement:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Proficient</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Planning:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Physical arrangement</td>
<td></td>
<td></td>
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<tr>
<td>Materials</td>
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<td>Teaching procedures</td>
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<tr>
<td>Instructional strategies</td>
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<tr>
<td>Instructional activities</td>
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<tr>
<td><strong>Instructional Delivery:</strong></td>
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<tr>
<td>Introduction</td>
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<tr>
<td>Use of instructional time</td>
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<td>Use of corrective feedback</td>
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<td>Use of questions</td>
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<tr>
<td>Pacing of lesson</td>
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<tr>
<td>Interactions with students</td>
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<tr>
<td>Enthusiasm</td>
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<tr>
<td>Closure</td>
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<tr>
<td><strong>Communication Skills:</strong></td>
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<tr>
<td>Voice quality</td>
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<tr>
<td>Voice level</td>
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<tr>
<td>Language use</td>
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<tr>
<td>Eye contact</td>
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<tr>
<td>Physical comfort</td>
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<tr>
<td><strong>Comments:</strong></td>
<td></td>
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</tbody>
</table>
Dear Parents and Guardians:

I am enjoying my student teaching experience in your child’s classroom at _____________________ School. One of the course requirements at DeSales University is to videotape myself teaching a lesson. I respectfully request your permission for your child to be videotaped as part of the class during a lesson I will teach.

The videotape, which I use to assess my application of various teaching principles, is viewed by my university supervisor who comes to the school weekly to observe me. The university supervisor will provide me with professional feedback that I can implement to improve my teaching skills. A short clip of the videotape is also viewed by my peers so that they can witness my professional growth and understand the dynamics of the class in which I am teaching. Please note that neither the school nor the class is identified by name. If called upon to respond during the lesson, only students’ first names are used. Upon completion of my certification, I would also like to have the option to use the videotape or clips of the videotape within my portfolio to aid in securing a teaching position.

I respectfully ask your permission to include your child in the lesson being videotaped. Please sign the form below and return it to your child’s classroom by __________________.

I thank you for your consideration and appreciate the opportunity to work with your child at _____________________ School.

Sincerely,

Sign your name
Type your name, Student Teacher

---------------------------------------------------------------------------------------------------------------------

I grant ___________ permission to videotape my child within a class lesson at ________________ School. I give him/her the right to use the videotape only in the instances stated above. I understand that my child will not be identified by his/her full name. I hereby warrant that I am free to give permission and further warrant that the information I have provided is, to the best of my knowledge, true and accurate.

______________________________________________________________  __________________________
Signature of Parent/Guardian      Date

______________________________________________________________  __________________________
Student name           Grade

______________________________________________________________
Address

Home Phone # ___________________ Work Phone # _______________________________
Using the Pennsylvania Statewide Evaluation Form for
Student Professional Knowledge and Practice—
Pennsylvania Department of Education—PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher/candidate:
   Category I- Planning and Preparation
   Category II- Classroom Environment
   Category III-Instructional Delivery
   Category IV-Professionalism

Each category has student teacher/candidate performance indicators that support the category’s evaluation on a continuum from Exemplary through Unsatisfactory. The “Student Teacher/Candidate’s Performance Appropriately Demonstrates” indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category’s results, are evaluated through the review of the defined “Student Teacher/Candidate’s Performance Demonstrates” indicators in each of the four categories.
2. The student teacher/candidate’s demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. The judgment of the performance for the rating of any category is based on:
   • the rater’s overall evaluation of performance in each category and
   • is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.
SOURCES OF EVIDENCE
1. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate’s performance/level of proficiency.
2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate’s performance/level of proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION
1. After reviewing the results of the student teacher/candidate’s performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator’s decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator’s comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.
3. The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.
EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate’s demonstrated performance will be made and checked, resulting in either a particular level of proficiency.

2. The signature of the evaluator, usually the student teacher/candidate’s supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with “I disagree with this rating.”

3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher with a clear understanding of the evaluator’s overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

*The level of proficiency indicated in each of the four categories will added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period.*

*At least a satisfactory rating must have been be achieved in each of the 4 categories.*
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate’s Last Name  First  Middle  Social Security Number

Subject(s) Taught  Grade Level

This form is to serve as a permanent record of a student teacher/candidate’s professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate’s performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania’s K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

Category Exemplary 3 Points  Superior 2 Points  Satisfactory 1 Point  Unsatisfactory 0 Points

Criteria for Rating

<table>
<thead>
<tr>
<th>Rating</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Justification for Evaluation

Revised Fall 2007
### Category II: Classroom Environment

Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate’s performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

### Sources of Evidence

(Choose all that apply and include dates, types/titles, and number)

- Classroom Observations
- Informal Observations/Visits
- Student Teacher/Candidate Interviews
- Visual Technology
- Resources/Materials/Technology/Space
- Other

### Category Exemplary 3 Points Superior 2 Points Satisfactory 1 Point Unsatisfactory 0 Points

**Criteria for Rating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
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<td>The candidate rarely or never and inadequately or superficially demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

**Rating**

(Indicate □)

### Justification for Evaluation
### Category III — Instructional Delivery

Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

**Alignment:** 354.33. (1)/(D)/(F)/(G)

Student Teacher/candidate’s performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

### Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

### Category Exemplary 3 Points Superior 2 Points Satisfactory 1 Point Unsatisfactory 0 Points

<table>
<thead>
<tr>
<th>Criteria for Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance.</td>
<td></td>
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<tr>
<td>The candidate <strong>usually</strong> and <strong>extensively</strong> demonstrates indicators of performance.</td>
<td></td>
</tr>
<tr>
<td>The candidate <strong>sometimes</strong> and <strong>adequately</strong> demonstrates indicators of performance.</td>
<td></td>
</tr>
<tr>
<td>The candidate <strong>rarely or never</strong> and <strong>inappropriately or superficially</strong> demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

### Rating (Indicate √)

#### Justification for Evaluation
Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate’s performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college’s professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)
- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

Category
<table>
<thead>
<tr>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
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</tr>
</tbody>
</table>

Rating
(Indicate √)

Justification for Evaluation
### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
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</tr>
</tbody>
</table>

**Rating (Indicate √)**

Note: This assessment instrument must be used a minimum of two times. A **satisfactory rating (1)** in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

**Justification for Overall Rating:**

---

Student Teacher/Candidate’s Last Name  First  Middle  Social Security Number

District/IU  School  Interview/Conference Date

School Year: __________ Term: __________

Required Signatures:

**Supervisor/Evaluator:** ____________________________  Date: __________

**Student/Teacher Candidate:** ____________________________  Date: __________

(Confidential Document)
Code of Conduct

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
(b) Professional educators are expected to abide by the following:
(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employe Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
(3) Professional educators shall maintain high levels of competence throughout their careers.
(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), 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.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.
Section 10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally 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.
DeSALES UNIVERSITY
EDUCATION DEPARTMENT

Cooperating Teacher Reimbursement Sheet

The stipend that you will be paid as a cooperating teacher is comparable with the stipend set by the State Board of Higher Education. DeSales University will process your reimbursement as quickly as possible at the end of the student teaching/practicum experience. Thank you.

Semester: ________________________________________________

<table>
<thead>
<tr>
<th>Practicum: Elementary _____</th>
<th>Student Teaching: Elementary _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum: Special Education ______</td>
<td>Student Teaching: Secondary ______</td>
</tr>
<tr>
<td>(One full-day per week)</td>
<td>Student Teaching: Special Education ______</td>
</tr>
<tr>
<td></td>
<td>(Full time)</td>
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<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction II ______</th>
<th>7-Week Experience</th>
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</thead>
<tbody>
<tr>
<td>(One full-day per week)</td>
<td>(Elementary 1st or 2nd experience – possible secondary)</td>
</tr>
<tr>
<td></td>
<td>14-Week Experience</td>
</tr>
<tr>
<td></td>
<td>(Special Ed/Secondary Ed)</td>
</tr>
</tbody>
</table>

Cooperating Teachers: Please complete information below for our records

<table>
<thead>
<tr>
<th>Cooperating Teacher Certification Area(s):</th>
<th>Number of years teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of years at current school:</td>
</tr>
</tbody>
</table>

Cooperating teacher name: ________________________________________________________________

Social security number: _________________________________________________________________

Address: _____________________________________________________________________________

____________________________________________________________________________________

City: ____________________________ State: ____________________________ Zip Code: ____________

School district: ________________________________

School: _____________________________________________________________________________

Student teacher name: _________________________________________________________________

Please return this form to the University Supervisor
or mail to the address below at the beginning of the experience:

DeSales University
Education Department
2755 Station Avenue
Center Valley, PA 18034
(610) 282-1100 x1465
DeSALES UNIVERSITY
Student Teaching
Special Incident Report Form

Student Name

School District ________________ School ____________________________

Cooperating Teacher ________________ University Supervisor ________________

Date of Incident ________________ Date Form Completed ________________

Description of Incident/Concerns

Recommendations for Remediation/Support:

1. 

2. 

3. 

4. 

Progress Report:

Final Conclusions/Recommendations:
Indicate decision:  
a. Continue in current placement  
b. Remove from current placement  
c. Continue in current placement with support needed (requires another special incident form)  
d. Placement at an alternative school

Revised Fall 2007