Department of Secondary Education

Student Teaching
Handbook
2014-2015

An NCATE Accredited Member
of the
State System of Higher Education
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Cooperating Teacher General Information

The Department of Secondary Education is pleased to work with you as a cooperating teacher for a Kutztown University teaching candidate. You provide an invaluable service, not only to our teacher candidate preparation program, but also to the future generation of young professionals. The Secondary Education Department sincerely values our partnership in this effort and will assist you in any way possible during the weeks our teacher candidate is with you.

You are the person with whom the teacher candidate will associate most closely during clinical experience. It is important that you establish and maintain a positive relationship with your teacher candidate including a mutual exchange of information, ideas and concerns. You should not hesitate to call upon the university supervisor for consultation whenever any concern arises. If a situation needs immediate attention and the university supervisor is not available you should contact the Director of Clinical Experience and Outreach.

Cooperating teachers are selected jointly by the university and the local school authorities. The minimum qualifications for a cooperating teacher listed in the School Code of Pennsylvania include:

- Baccalaureate degree
- A valid teaching certificate (Instructional I or Instructional II) in the subject area taught
- Three full years of successful experience in an approved school
- A minimum of one year experience in the present school

Additional Kutztown University requirements:

- Expertise in her/his area of teaching
- Models the philosophy of “lifelong learning”
- Uses proven teaching strategies
- Commits to mentor teacher candidates
- Allows the teacher candidate to participate fully in the teaching process
- Provides an equal educational opportunity to all teacher candidates
- Agrees to participate in an orientation program for cooperating teachers at KU

Compensation

- Stipend rates are set annually by the Pennsylvania State System of Higher Education (PASSHE)

Selection and Participation

- Receiving schools agree to have only one teacher candidate assigned to a classroom where a KU teacher candidate is placed.
- Receiving school agrees not to use teacher candidate as a substitute teacher.
- Placement of a teacher candidate with a particular cooperating teacher must be confirmed by the administrator designated by the district (i.e., central office administrator or building principal) and the Clinical Experience and Outreach Office at Kutztown University.
- District policy dictates the placement frequency of a teacher candidate with an individual cooperating teacher.
Preparing for the teacher candidate

Before your teacher candidate arrives, it is important for you to prepare a classroom space. We suggest that a desk be available prior to arrival. Introduce your teacher candidate to the students as soon as possible the first day and allow him/her to “break the ice” by making a brief statement to the class.

Developing a positive working relationship

Prior to beginning the clinical experience, you will receive your teacher candidate’s resume. S/he will also arrange to make a preliminary visit to your classroom and give you the opportunity to share curricular standards, goals and objectives, curricular topics to be presented, arrival and dismissal times, daily sign-in procedures, use of security badges, parking regulations, weather delay or cancellation information, emergency guidelines and other procedures.

Maintaining the relationship

Formal communication: You will observe and evaluate a minimum of three lessons using the KU in-progress evaluation form. The first evaluation could provide a general evaluation of the teacher candidate’s progress during the first week or two. The evaluations are usually of a specific lesson independent from the lessons observed by the university supervisor.

Informal communication: Informal feedback should occur frequently. You and your teacher candidate may choose to communicate through a journal and provide feedback about specific lessons and allow him/her to raise questions or to reflect on the day’s activities. Your teacher candidate is encouraged to initiate discussions whenever and wherever possible (i.e., prior to the beginning of the school day, during preparation periods and/or after school).

Beginning the experience: Most teacher candidates approach their clinical experience assignments with a degree of uncertainty. The first few days will be important in setting a positive tone for the experience. You may help your teacher candidate ease into the clinical experience in the following ways.

1. Find time for informal conversations
3. Discuss standards, curriculum objectives and topics for the assignment.
4. Explain information pertinent to the teaching processes used in the various classes or subject areas noting where experimentation would be possible and/or appreciated
5. Introduce the teacher candidate to colleagues
6. Take time to acquaint the teacher candidate with the school facilities: labs, library, faculty laboratory, and lunchroom

Timetable for participation

Individual differences will determine the timeline in which your teacher candidate will assume responsibility for teaching lessons. Generally, the sooner s/he begins teaching, the better the experience. Some type of pre-clinical experience prior to clinical experience will have been completed. Your
teacher candidate should take on teaching responsibilities gradually with the goal of teaching 100% of your schedule for at least two weeks.

The first week may be devoted to observing students and routines, assisting with administrative details (i.e., attendance and lunch count) and analyzing your lessons. Most teacher candidates are ready to begin teaching by the second week. Initial teaching could involve co-teaching, teaching a lesson later in the day after first observing the lesson or following the routine for a lesson previously observed.

During the second week, your teacher candidate should assume responsibility for teaching a subject or class that was observed several times during the first week. Before the end of the first week, you should alert the teacher candidate to the subject or class in which the first lesson will be taught. Discussions about the curriculum topics, methods and materials used should occur prior to assigning the first lesson. The teacher candidate should continue with the teaching responsibility for this subject or class for the duration of the assignment.

We recommend that your teacher candidate increase his/her teaching load each week by adding a subject or class until the teacher candidate is teaching full time. Full time teaching usually should occur for at least two weeks; however, some extremely capable teacher candidates may be able to take full responsibilities earlier and for a longer period of time.

**Preparing for teaching responsibilities**

Your teacher candidate must submit lesson plans two days prior to implementation so you have ample time to review the plans and to make necessary suggestions. The university supervisor will explain the lesson plan format that is required by the department or certification program during his/her first visit. Your teacher candidate is not permitted to teach without a lesson or unit plan that you have approved. This “two day prior approval” schedule permits time for revisions before the lesson is taught. You should encourage him/her to try as wide a variety of teaching methods as possible. An effective cooperating teacher demonstrates sound teaching methods and models the use of a variety of instructional resources and media.

**Weekly schedules**

The supervisor builds his/her visitation schedule around the teaching schedules. Weekly schedules are turned in each Tuesday at an on-campus practicum. Please try to supply your teacher candidate with an accurate projection of his/her teaching responsibilities on a Wednesday to Tuesday cycle. The university supervisor will collect schedules for the next week at the required weekly practicum on Tuesday afternoon.

Last minute changes in schedule are at times unavoidable but changes that occur soon after the weekly schedule submitted must be communicated to the supervisor.

**Evaluation**

Both you and the university supervisor will write in-progress evaluations using KU evaluation forms during the assignment. These should be done at regular intervals throughout the assignment as listed on the calendar that is included in the packet that you received from the Office of Clinical Experience and
Outreach. Copies of each evaluation should be given to your teacher candidate and university supervisor.

Many supervisors and cooperating teachers use a modified “clinical supervision model.” This involves a pre-observation conference: lesson goal and objectives are discussed, possible areas of concerns are noted targets or goals are review. These targets could be skill-based (e.g., oral language, questioning, management) or content-based (e.g., depth of information, organization of concepts) and are a carryover from the previous lesson observation/evaluation. During the actual observation your teacher candidate’s performance is carefully viewed and recorded in detail. Concerns are noted and movement toward the targets is assessed. The final step is the post-observation conference: you and your teacher candidate review the observation report. Encourage your teacher candidate to make inferences about his/her effectiveness. The post-observation conference becomes a planning conference. Focusing on a small number of targets after each observation is more effective in facilitating improvements than identifying many targets.

If your teacher candidate is not responding to your suggestions the university supervisor should be apprised in a timely manner. The use of a “three-way conference” (teacher candidate, cooperating teacher and university supervisor) is often helpful in clarifying situations offering suggestions and establishing a timeline for change. Some cooperating teachers have found that a written “mid-assignment performance review” is helpful. KU provides a form and requires input from the teacher candidate, cooperating teacher and university supervisor. If needed, the chair of the department is available to mediate serious problems. The Director of Clinical Experience should also be notified of any concerns with teacher candidates or supervision.

Based on these formative (lesson) evaluations, as well as other informational observations, you will write a summative (formal) evaluation form and the supervisor will complete a PDE 430 form. Please remember that potential employers will read the summative evaluations as a part of the candidate screening process. The contents and appearance of the final evaluation are important. A template for preparing the final evaluation is available and can be secured from the university web site.

As the instructor of record for the clinical experience and practicum course, the university supervisor has the sole responsibility for assigning the final letter grade to the teacher candidate for each assignment. Because of the guidelines established by the Family Educational Rights and Privacy Act (FERPA), copies of evaluations shall not be distributed to individuals or outside agencies without a written request from the teacher candidate.
Policies

Attendance Policy

- The clinical experience is comprised of a complete fifteen week semester. A teacher candidate is expected to be in attendance at all sessions of every school day for the entire fifteen weeks. Undergraduate candidates will have two placements while graduate candidates will have one placement.
- There are no authorized absences. Illness, death in one’s family, interviews and emergencies are the only acceptable reasons for non-attendance.
- No cooperating teacher has the authority to excuse his/her teacher candidate except in the case of illness or extreme emergency. In all cases, the university supervisor must be notified as soon as possible.
- A teacher candidate is charged with the responsibility of notifying both cooperating teacher and supervisor of pending absences as soon as possible. Requests for interviews or other exceptions must be approved in advance by both cooperating teacher and university supervisor. The supervisor and cooperating teacher are expected to keep a specific record of the date and reason for all cases of lateness or absence.
- All absences must be made up during scheduled school or University vacation time or at the conclusion of the semester following the second assignment.

Professionalism

- Attention by the teacher candidate to daily duties, as assigned by the cooperating teacher, is a matter of professional responsibility as well as of academic expectancy.
- Teacher candidacy is a full-time responsibility and must take precedence over other commitments. Clinical experience encompasses a full teaching day; each teacher candidate reports to and departs from the school on the same schedule required of the cooperating teacher. Because of their value to professional growth, teacher candidates are expected to attend parent-teacher conferences, in-service programs, faculty meetings and other activities.
- A teacher candidate is expected to be professional at all times. Conversation, dress, manner, and relationships with administrators, teachers, and students in the school must be maintained on a professional level. *See Professional Disposition Inventory for Teaching Candidates*

Legal Issues

- During a strike or work stoppage, teacher candidates must refrain from teaching or participating in school activities. Teacher Candidates are not to report to their respective schools. In such an event, teacher candidates are to maintain daily contact with their supervisor and the Director of Clinical Experience & Outreach. When the strike or work stoppage has been settled, teacher candidates will be informed by the University as to when to return to their school assignments.
- Liability insurance is available to teacher candidates through membership in the student chapter of PSEA. Liability insurance is also available from a variety of insurance companies and the local A.F.T.
Substitute Teaching by Teacher Candidates - Our Affiliation Agreement (February, 1997), with schools and agencies working with our teacher candidates states in the fifth provision of the Agreement:

**FIFTH:** “The (School District or Agency) agrees that no teacher candidate shall be used as a substitute teacher at any time during their clinical experience assignment. This provision recognizes that the teacher candidate is uncertified and by Pennsylvania law cannot function as a substitute teacher.”

- A substitute teacher must hold a valid Pennsylvania certificate to teach in Pennsylvania public schools. Since teacher candidates normally do not hold a valid certificate, their assignments as substitute teachers violate the school code.
- In the event that one’s cooperating teacher is absent, a qualified substitute teacher must be assigned to his/her duties.
- Teacher candidates should not be assigned to cover another teacher’s classroom schedule -- Lunch, Hall, Bus, or Study Hall Duty. However, they should assist their cooperating teacher with these duties when requested to do so.
- University policy prohibits the release of the teacher candidate to accept a teaching position prior to successful completion of his/her clinical experience. Receiving compensation for clinical experience is also prohibited.

**Role and Responsibilities of the Cooperating Teacher**

Clinical Experience is the single most important experience in any teacher education program. The cooperating teacher has a major role in the preparation of future teachers. You provide the foundation for his/her success as a teacher. In accepting this responsibility, you are participating in the education of a new member of the teaching profession.

**Orienting your Student Teacher**

The following checklist is recommended as a guide to preparing for and receiving your teacher candidate:

- Prepare pupils for your teacher candidate’s arrival.
- Provide teaching manuals, textbooks, and curriculum guides.
- Familiarize yourself with your teacher candidate’s resume.
- Provide class roster(s), daily schedule(s), seating chart(s), and class rules.
- Provide a desk or table to serve as a work space for your teacher candidate.
- Acquaint your teacher candidate with the school building, policy, and staff.
- Familiarize your teacher candidate with pupils’ backgrounds/needs.

**Observing Your Teacher Candidate ... Teaching in Your Classroom**

The following is a suggested list of items that might be considered before observing a lesson regarding the planning for that particular lesson:

- Have prerequisite skills for the lesson been determined.
• Is the purpose of the lesson clear to the teacher and the teacher candidate?
• Are the methods appropriate to the lesson?
• Is there continuity to the lesson with a beginning and ending?
• Does the teacher candidate have his/her lesson plan in on time?
• Does the teacher candidate plan to enrich the lesson with material beyond the textbook or manual?
• Are the outcomes/objectives clearly written and understood?
• Is the teacher candidate prepared to teach the lesson?
• Are new lessons related to previous lessons and experience?

The following is a suggested list of items that might be considered while observing a lesson regarding the implementation of that particular lesson:

• Does the teacher candidate show enthusiasm and self-assurance while teaching? Are the lesson outcomes/objectives clear to the students and achieved during the lesson?
• Are students given an opportunity for active participation?
• Can the teacher candidate deviate from the plan without losing continuity?
• Does the teacher candidate summarize and motivate the lesson successfully?
• Do questioning techniques create an atmosphere for critical thinking on the part of the students?
• Does classroom management interfere with the lesson?
• Are audio-visual materials employed effectively?
• Are assessment techniques utilized by the teacher candidate?
• Do voice, appearance, and manner of the teacher candidate aid the lesson?
• Does the teacher candidate have an understanding of the subject matter being presented?

Conferencing with your Teacher Candidate

A major focus for successful conferences with your teacher candidate is building a climate of trust. The following list provides direction for you when establishing a climate of trust with your teacher candidate:

• View your supervisory role as supportive for your teacher candidate during his/her clinical experience.
• Listen actively, reflectively, and empathetically.
• Focus on descriptive rather than judgmental comments and values.
• Try to accurately interpret emotions, tone of voice, and body language.
• State desirable behaviors in positive terms.
• Provide frequent positive feedback about your teacher candidate’s behaviors that are effective and desirable.
• Provide opportunities for your teacher candidate to practice new skills in a low-risk atmosphere.
CHECKLIST FOR COOPERATING TEACHERS

The following checklist provides suggestions for use by cooperating teachers.

Before the teacher candidate arrives:

_______ Inform the pupils and parents, when possible
_______ Collect materials for the teacher candidate to use
_______ Set aside desk and workspace for the teacher candidate
_______ Outline basic teaching responsibilities for the candidate
_______ Have a copy of the class schedule for the teacher candidate
_______ Review teacher candidate’s background information
_______ Verify teacher candidate’s arrival with principal
_______ Duplicate class lists and seating charts
_______ List days of special schedules and days on which school will be closed

During the first week:

_______ Orient the teacher candidate to the school, school personnel, support services, pupils, and community
_______ Arrange a meeting with the principal and the teacher candidate
_______ Share school rules, regulations, policies (give the teacher candidate the teacher handbook and calendar)
_______ Discuss expectations for teacher candidate with respect to:
    _______ Confidentiality
    _______ Working hours
    _______ Procedures to follow in case of illness
    _______ Personal property
    _______ Procurement of supplies
    _______ Other general responsibilities
_______ Explain your method of classroom or laboratory management and discipline, and review district policy and philosophy about these items
_______ Assist in arranging observations of other teachers
_______ Give the teacher candidate informal opportunities to adjust to being in front of the class
Explain your methods of testing and grading, of recordkeeping, and reporting to parents

Help the teacher candidate become familiar with the location and the operation of equipment

Provide the opportunity for the teacher candidate to work with individual pupils

Share curriculum and review educational goals

Confer with the teacher candidate daily

Provide daily feedback on the teacher candidate’s performance

Check and initial the teacher candidate’s lesson plans at least one week in advance of their use

**During the second week:**

Explain developmental characteristics of the age group

Explain unique characteristics of individual pupils and how these characteristics directly affect learning

Permit the teacher candidate to accept more and more teaching responsibilities

Check and initial the teacher candidate’s plans before the lessons are presented

Provide the teacher candidate with opportunities to observe and assist in parent conferences

Demonstrate a variety of teaching techniques

Alert the principal and the university supervisor of significant problem areas which the teacher candidate is experiencing

Provide both written and oral feedback to the candidate

Confer with the teacher candidate daily

Assist the teacher candidate in fulfilling the practicum requirement

**During the remainder of the experience:**

Demonstrate a variety of teaching techniques

Promote self-evaluation of lessons by the teacher candidate (This reflection will help him/her to develop a perception of his/her strengths and weaknesses)

Give the teacher candidate an opportunity to accept full responsibility for the class/schedule

Encourage increasingly independent lesson plan development by the teacher candidate
Continue informal daily evaluations noting the teacher candidate’s strengths and weaknesses

Assist the teacher candidate in developing skills to analyze his/her teaching performance,

Commend the teacher candidate for his/her strengths

Permit the teacher candidate freedom to try his/her own ideas and techniques; reassure the teacher candidate that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique

Demonstrate techniques which will help the teacher candidate remediate weaknesses

Confer with university supervisor throughout the term and in preparing the final teacher candidate evaluation

Complete and share your final evaluation with teacher candidate and university supervisor

The University Supervisor Duties and Responsibilities

As the KU supervisor for our teacher candidates you will provide the most important link to our local school communities. Our teacher candidates and cooperating teachers will look to you for support during clinical experience assignments. Your expertise and experience will lend itself well to our teacher candidates as you help prepare the next generation of young professionals.

Primary Duties

The university supervisors support, guide and provide continuity for the KU pre-service teacher education program. All supervisors are faculty members in the College of Education and the College of Liberal Arts and Sciences at Kutztown University, have basic education classroom experience, and are certified in the area they supervise. The university supervisor acts as a liaison between the university and the cooperating school or agency. The supervisor communicates suggestions from the schools and agency to the Office of Clinical Experience and Outreach to facilitate the continuous improvement of the clinical experience program.

Observations and Evaluations

The university supervisor makes a minimum of three formal visits per placement to the cooperating school to observe the teacher candidate at work in the classroom or clinic setting. These visits might all be unannounced or a mix of announced and unannounced. During the observation/evaluation visits, the university supervisor will try to meet with the teacher candidate prior to the lesson (and if possible with the cooperating teacher) to discuss progress since the previous visit, observe and document the lesson, and evaluate the teacher candidate’s skills.

The university supervisor conducts a post-observation conference with the teacher candidate after an observed lesson. This conference could be a “two-way conference” between the university supervisor.
and the teacher candidate or a “three-way conference” with the university supervisor, cooperating teacher and the teacher candidate. We recommend reflection and self-evaluation. The supervisor will supply copies of the evaluation form to all conference participants after the lesson.

The university supervisor, in consultation with the cooperating teacher, has the sole responsibility for assigning the final grade for each clinical experience assignment. The supervisor builds his/her visitation schedule around the teaching schedule of his/her candidates’ weekly schedules that are submitted each Tuesday at the on-campus practicum.

The supervisor is also responsible for a weekly practicum, usually on the KU campus. Teacher candidates provide the next week’s teaching schedule at the beginning of practicum. The supervisor:

- Provides group leadership and guidance to the teacher candidate, seminars for the discussion of common problems and refining teaching skills and individual guidance for the teacher candidate.
- Personally observes and writes feedback of activities in the classroom and school facility.
- Meets the cooperating teachers as a group or as individuals.
- Suggests solutions for identified problems and follow-up on all messages concerning problems as soon as possible.
- Visits the teacher candidate and completes written observations during each half of the semester noting strengths and offering suggestions for improvement where appropriate.
- Conducts conferences with the teacher candidate and cooperating teacher immediately following, or as soon as possible following, all lessons observed.
- Confers with the cooperating teacher about the letter grade and evaluation report.
- Uses the PDE 430 form to evaluate the teacher candidate for each placement and submit the form to Taskstream.

**Withdrawal from Clinical Experience**

The following procedure will be followed for any problem with the teacher candidate during his/her clinical experience:

1. The University supervisor will contact the chair of the department and discuss the issue.

2. The College of Education chair will meet with the teacher candidate and the University supervisor. Prior to this meeting within the Department of Secondary Education, the chair will contact the LAS chair of the University supervisor to inform him/her of the meeting.

3. The problem may be resolved at this stage.

4. If the teacher candidate needs to be removed from this clinical experience, the Director of Clinical Experience and Outreach will be notified and will then notify the school of this decision.

5. The chair may find another placement for the teacher candidate when one or two weeks remain in the clinical experience assignment.
CHECKLIST FOR UNIVERSITY SUPERVISORS
The university supervisor serves as a liaison between Kutztown University and the cooperating teacher participating in the student teaching program. The supervisor’s responsibilities include:

Information and Orientation:
_______ Serving as a resource person for the cooperating teacher and school district
_______ Assisting the cooperating teacher in completing the official paper work required for the program
_______ Identifying potential cooperating teachers in the school
_______ Conferring about the experiences and responsibilities the teacher candidate should have under the direction of the cooperating teacher
_______ Explaining procedures used to evaluate the teacher candidate

Observations, classroom visits, and practicum:
_______ Contacting the cooperating teacher and teacher candidate within the first week
_______ Observing the teacher candidate for a minimum of three visits per placement
_______ Consulting regularly with the cooperating teacher on the performance of the teacher candidate
_______ Discussing with the cooperating teacher possible techniques and methods for use by the teacher candidate
_______ Inviting the cooperating teacher’s suggestions and recommendations for enhancing the teacher candidate’s experience
_______ Planning and conducting professional seminars

Evaluations:
_______ Evaluating in written and oral form the performance of the teacher candidate in the classroom or laboratory
_______ Conferring with the cooperating teacher following each classroom or laboratory observation
_______ Discussing the final evaluation of the teacher candidate with the cooperating teacher prior to awarding the final grade(s)
_______ Retaining all written evaluations and observations for one year after assignment is completed
## Basic Information

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Grade Level/Course</td>
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<tr>
<td>Title</td>
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### Standards
Pennsylvania Common Core Standards (and/or Learned Society Standards):

### Objective(s)
(Use Bloom’s Verbs)
Student will be able to:

### Duration

### Vocabulary

### Materials/Resources/Equipment

### Instructional Strategies and Procedures

### Assessment
Formative and/or Summative

### Assignments

### Self-Reflection
Kutztown University of Pennsylvania
Clinical Experience Evaluation Form
In-Progress Evaluation

### Lesson Observation  General Assessment  In-Progress Evaluation

Teacher Candidate ___________________________ Cooperating Teacher & School ___________________________

Subject ___________________________ Time ______ Date _______ KU Supervisor ________________________

Evaluator’s Signature ___________________________ Check one:  Supervisor  Cooperating Teacher

<table>
<thead>
<tr>
<th>Category I: Planning and Preparation</th>
<th>Rating</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>A. Knowledge of content</td>
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<td></td>
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<tr>
<td>B. Knowledge of pedagogy</td>
<td></td>
<td></td>
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<tr>
<td>C. Knowledge of Pennsylvania’s K-12 Academic Standards</td>
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<td></td>
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<tr>
<td>D. Knowledge of students and how to use this knowledge to impact instruction</td>
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<tr>
<td>E. Use of resources, materials or the technology available through the school or district</td>
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<tr>
<td>F. Instructional goals that show a recognizable sequence with adaptations for individual student needs</td>
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<tr>
<td>G. Assessments of student learning aligned to the instructional goals and adapted for individual student needs</td>
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<tr>
<td>H. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals</td>
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**Comments:**

### Category II: Classroom Environment

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>A. Expectations for student achievement with value placed on the quality of student work</td>
<td></td>
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<tr>
<td>B. Attention to equitable learning opportunities for students</td>
<td></td>
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<tr>
<td>C. Appropriate interactions between teacher and students and among students</td>
<td></td>
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<tr>
<td>D. Effective classroom routines and procedures resulting in little or no loss of instructional time</td>
<td></td>
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<tr>
<td>E. Clear standards of conduct and effective management of student behavior</td>
<td></td>
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<tr>
<td>F. Appropriate attention given to safety in the classroom to the extent it is under the control of the teacher candidate</td>
<td></td>
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<tr>
<td>G. Ability to establish and maintain rapport with students</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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Ratings:
- 3 Exemplary (Consistently & Thoroughly)
- 2 Superior (Usually & Extensively)
- 1 Satisfactory (Sometimes & Adequately)
- 0 Unsatisfactory (Rarely or never/Inappropriately or superficially)
## Category III: Instructional Delivery

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Used for evidence collected during the lesson</td>
</tr>
</tbody>
</table>

A. Use of knowledge of content and pedagogical theory through his/her instructional delivery

B. Instructional goals reflecting Pennsylvania K-12 standards

C. Communication of procedures and clear explanations of content

D. Use of instructional goals that show a recognizable sequence, clear student expectation and adaptations for individual student needs

E. Use of questioning and discussion strategies that encourage many students to participate

F. Engagement of students in learning and adequate pacing of instruction

G. Feedback to students on their learning

H. Use of informal and formal assessments to meet learning goals and to monitor student learning

I. Flexibility and responsiveness in meeting the learning needs of students

J. Integration of disciplines within the educational curriculum

**Comments:**

## Category IV: Professionalism

<table>
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<tr>
<th>Rating</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Used for evidence collected before and after the lesson</td>
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</table>

A. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like

B. Knowledge of school or district requirements for maintaining accurate records and communicating with families

C. Knowledge of school and/or district events

D. Knowledge of district or college’s professional growth and developmental opportunities

E. Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional and Conduct for Educators, and local, state, and federal laws and regulations

F. Effective communication, both oral and written with students, colleagues, paraprofessionals related service personnel and administrators

G. Ability to cultivate professional relationships with school colleagues

H. Knowledge of Commonwealth requirements for continuing professional development and licensure

**Comments:**

**General Comments:**

This Clinical Experience evaluation serves as a tangible basis for discussion among the cooperating teacher, the KU supervisor and teacher candidate.
**Kutztown University College of Education**  
**Professional Disposition Inventory**

**Dispositions** are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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1. **Communication**: the candidate communicates appropriately
   - a) engages in positive dialogue to resolve problems
   - b) encourages participation with all group members/avoids dominating conversations
   - c) maintains confidentiality in all interactions
   - d) speaks professionally to and about others

2. **Interpersonal skills**: the candidate develops, maintains and models appropriate relationships
   - a) shares responsibility of the group equitably
   - b) listens openly before stating opinions
   - c) manages personal emotions in conflict situations
   - d) seeks out problem resolution with appropriate parties
   - e) lists and demonstrates ways to anticipate, prevent and solve problems
   - f) works as a team member to build consensus
   - g) takes responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor)

3. **Reflective Wisdom**: Demonstrates commitment to personal and professional growth as a standard of excellence
   - a) accepts constructive feedback and modifies personal conduct as needed, as part of the learning and professional growth process
   - b) exhibits integrity and ethical behavior as required by PA code of Professional Practices and Conduct
   - c) evaluates self on progress and sets realistic goals for self improvement
   - d) reflects upon strengths and weaknesses of his or her own work and offers alternative actions if necessary

4. **Cultural Awareness**: the candidate demonstrates civility and respect for diversity
   - a) exhibits fair, consistent, and equitable treatment of all
   - b) adjusts practice to ensure fairness and success for all students
   - c) advocates on behalf of all learners and families
   - d) promotes a positive learning environment that values and fosters respect for all learners

5. **Critical Thinking**: the candidate is able to think critically and effectively solve problems
   - The candidate:
     - a) articulates and demonstrates effective procedures for problem solving
     - b) demonstrates ability to discuss a problem from the perspective of stakeholders
     - c) identifies and utilizes appropriate policies, procedures and chain of authority to solve problems

6. **Scholarly Inquiry**: the candidate demonstrates a commitment to personal and academic growth as a standard of excellence
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:
   i. Category I- Planning and Preparation
   ii. Category II- Classroom Environment
   iii. Category III-Instructional Delivery
   iv. 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
   • 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.

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 4 categories will be used 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 achieved in each of the 4 categories.
The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience--once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.

2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

The PDE 430 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 the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the student teacher/candidate’s college file. Student teacher/candidate’s should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this in an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
17-787-3470
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education
(8/1/03)
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate’s Last Name | First | Middle | Social Security Number | Grade Level
--- | --- | --- | --- | ---

Subject(s) Taught
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
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other
(Including IEP’s)

<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>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>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating (Indicate \(\sqrt{\) )

Justification for Evaluation
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 (Check all that apply and include dates, types/titles, and number)

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</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>
</tr>
<tr>
<td>Informal Observations/Visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teacher/Candidate Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources/Materials/Technology/Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.


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
---|---|---|---|---
**Criteria for Rating**
| The candidate consistently and thoroughly demonstrates indicators of performance. | The candidate usually and extensively demonstrates indicators of performance. | The candidate sometimes and adequately demonstrates indicators of performance. | The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. |

### 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)(a)(1)(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 | Exemplary 3 Points | Superior 2 Points | Satisfactory 1 Point | Unsatisfactory 0 Points
---|---|---|---|---
**Criteria for Rating**
| The candidate consistently and thoroughly demonstrates indicators of performance. | The candidate usually and extensively demonstrates indicators of performance. | The candidate sometimes and adequately demonstrates indicators of performance. | The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. |

### 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>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

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<table>
<thead>
<tr>
<th>Student Teacher/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>District/IU</th>
<th>School</th>
<th>Interview/Conference Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year:</td>
<td>Term:</td>
<td></td>
</tr>
</tbody>
</table>

**Required Signatures:**

**Supervisor/Evaluator:**

Date: _____________________

**Student/Teacher Candidate:**

Date: _____________________

(Confidential Document)