STUDENT TEACHING HANDBOOK

COLLEGE OF EDUCATION

Slippery Rock University℠

#18181 8-2024

AGREEMENT OF UNDERSTANDING

An online version of this form is to be submitted by each student teacher on D2L no later than the end of the first week of student teaching

I have read and understand all sections and requirements as stated in the Slippery Rock University Student Teacher Handbook.

_____ _____

Print Name Date

_____

Signature

Acknowledgements

The College of Education would like to thank all
current and former supervisors and cooperating teachers
for contributing to this handbook.

A special thank you to:

Mrs. Charlene Winslow and Mrs. Cathy Fuhs

Slippery Rock University is an equal opportunity employer.

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FOREWORD

The purpose of this handbook is to clearly describe the roles and responsibilities of each team member so that student teaching will be a rewarding learning experience for not only the student teacher, but also the cooperating teacher, and host school district. Let me assure you that everyone involved will have the full support of Slippery Rock University and its College of Education during this crucial time in preparing each teacher candidate to become a highly-qualified, professionally-certified teacher in Pennsylvania.

The College of Education recognizes that student teaching is the culminating experience in the teacher preparation program. The foundation of this experience is a three-way cooperative partnership between the student teacher, cooperating teacher, and university supervisor. For this triad to be effective, all three team members must clearly understand their responsibilities, the practices, and the policies of Slippery Rock University and the Commonwealth of Pennsylvania.

It is my hope that this extremely important experience will provide all participants with personal satisfaction and professional growth. It is with this expectation that I extend my best wishes to all participants, knowing we all will gain much from this experience.

Sincerely,

James A. Preston, D. Ed.
Assistant to the Dean

MISSION STATEMENTS

Mission of the Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education (PASSHE) is focused foremost on student success. PASSHE strives to be among the nation's leading systems of public universities, recognized for providing affordable access to excellent undergraduate and graduate education. PASSHE is responsive to state, regional and national needs through the delivery of quality academic programs, research and service.

To achieve its potential as a System, PASSHE must ensure that the distinct missions and strengths of each of its universities are advanced, even as they seek greater collaboration to make the most of available resources. As part of this effort, PASSHE's Board of Governors has adopted a series of strategic initiatives grounded in the System's mission.

The *PASSHE Strategic Initiatives* are predicated on the need for transformation: in how, when and where learning occurs; in how the resources necessary to ensure learning are pursued, retained and sustained; in how our universities relate to their various communities; and in how we partner with the Commonwealth in creating and delivering a shared vision of the future. Only through transformation, grounded in a thoughtful reexamination of our historic operating practices, will we be assured of thriving in these very difficult economic times.

Mission of the Slippery Rock University

Our Mission
The fundamental mission of Slippery Rock University is to provide high-quality, undergraduate and graduate academic instruction. Complementary missions are to conduct scholarly research, to promote professional performance, and to address the educationally-related economic, health, environmental, social, cultural, and recreational needs of the region served by the university. In accomplishing these missions, Slippery Rock University primarily focuses its efforts in the academic areas of:

the arts and sciences,
business,
communication,
computer and information sciences,
environmental sciences and studies,
health and human services, and
teacher education.

The perspectives of Slippery Rock University are contemporary and futuristic, national and international. The university provides experiences and opportunities for students to demonstrate leadership and to develop confidence and self-reliance; it promotes their intellectual, social, and physical development; and it accomplishes these in an open, caring, nurturing, and friendly environment. Slippery Rock University is committed to serving and empowering all segments of the population that can benefit from its offerings.

The individual and collective excellence for which Slippery Rock University stands will continue to be measured by the quality of its graduates and their successes in serving society.

The College of Education's mission statement is to prepare teacher candidates and related professionals for service in a diverse global community. Within this context, teaching, scholarship, and service are viewed as a triad in which teaching is enlightened by scholarship and applied through service.

The Underlying Vision of the College of Education embraces and upholds The Vision of the Pennsylvania State System of Higher Education (PASSHE) whose ultimate commitment is to prepare students from diverse backgrounds to lead productive and meaningful lives by becoming academically, socially and economically successful locally, regionally and globally. Together, this match in vision between the College of Education and PASSHE is in concert with the vision of our University: Slippery Rock University will excel as a caring community of lifelong learners connecting with the world. The University and College of Education's shared mission and vision work reciprocally to provide high quality instruction through a mission of service that connects scholarship in traditional and non-traditional classrooms which is supported by technology initiatives enjoyed by both teachers and students alike.

Recently the Vision Statement was refined to:

a) Reflect legislative mandates from the Pennsylvania Department of Education
b) Uphold best practices teaching in a technological age of learning by a multicultural student body
c) Stimulate a meta-cognition of reflecting upon the learning. The resultant Vision Statement, which must be taken as a work-in-progress, articulates a rationale for the manner in which teacher candidates are prepared at Slippery Rock University

GLOSSARY OF TERMS

Certification: The official recognition by Pennsylvania that an individual has met state requirements and is approved to practice as a duly certified professional teacher.

Conceptual Framework: The College of Education (COE) Framework for Teaching mirrors Charlotte Danielson's Framework for Teaching (2007) and is organized around four domains, which are subdivided into components and elements. Woven within the domains are six common themes: equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating students with special needs, and appropriate use of technology.

Cooperating Teacher: A fully certified teacher, with a minimum of three years teaching experience, who is responsible for working daily to assist in developing the professional growth of the student teacher through the demonstration of knowledge, skills, and disposition of teaching. The cooperating teacher works with the university supervisor in continually assessing and helping to determine the final evaluation of the student teacher.

Co-Teaching: Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning instruction; and evaluation for a classroom of students.

Dispositions: Are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and how they affect student learning, motivation, and development as well as the educator's own professional growth and development.

Diversity: Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation and geographic region in which they live.

Diverse Student Populations: Populations of students representing varied ethnic, racial and socioeconomic groups, academic abilities, and physical characteristics.

Learner: A child in P-12 schools.

Observation: Experiences in which teacher candidates see and analyze teaching and learning in an actual classroom setting.

Professional Development School: A collaboration between one or more universities and one or more P-12 schools that has the interrelated goals of improved pre-service teacher education, ongoing faculty development, enhanced student learning, and continuous inquiry. Along the lines of the medical model for the schooling of future doctors, a PDS is considered a "teaching hospital".

Professional Performer: Refers to persons who facilitate active learning for an increasingly diverse and inclusive community of learners in a changing, technology-driven environment.

Student Teacher: A teacher candidate who is engaged in practice teaching.

Student Teaching Experience: The 16-week period of the teacher education program, organized and directed by the College of Education, during which the student is placed in an approved school under the supervision of a fully certified cooperating teacher and a university supervisor.

University Supervisor: A university faculty member or other qualified educator employed by the university to supervise and mentor a student teacher during student teaching.

STUDENT TEACHING INFORMATION AND POLICIES

The Student Teaching Program: Student teaching, which requires a partnership between the university and cooperating school districts or school site, has been cited in the literature as the culminating experience, the most beneficial teacher preparation course, and as a transitional period between pre-service and in-service teaching.

Problems often arise from misunderstandings that result from unclear expectations. The expectations stated in this handbook have undergone continual review to provide clarity. Early review and discussion of these expectations will tend to resolve differing opinions before they occur.

General Objectives: The following general objectives specify what student teachers are expected to be able to do, or perform, to be considered competent.

A. Student teachers demonstrate readiness for independent functioning as teachers having completed well-planned and sequenced, state-approved certification programs.

B. Student teachers translate theory into practice during supervised practicums, which include feedback from higher education faculty and school faculty and reflection by candidates on specified competencies, including: planning and preparation, the classroom environment, instruction, and professional responsibilities.

C. Student teachers relate principles and theories of the Framework for Teaching to create meaningful learning experiences for all students in a variety of communities, of different ages, culturally diverse backgrounds, and with special needs.

Conceptual Framework: The Conceptual Framework provides a comprehensive structure in which the various elements (including outcomes) of the professional education programs at Slippery Rock University are embedded and interrelated. Note: The Conceptual Framework was approved by a majority of the faculty and the Teacher Education Advisory Council (TEAC), May, 1993; restructured for clarity, July, 1995; and updated and approved by TEAC, October, 2007. The outcomes associated specifically with the Liberal Studies Program, and applicable to all academic programs, establish a direct linkage to the Conceptual Framework, with the most obvious linkage found in the Professional Proficiency outcome. Teacher education programs historically have been concerned explicitly with the application of knowledge and skills that meet the competencies or standards associated with the teaching profession. The Slippery Rock University teacher education programs are also cognizant of other outcomes and are dedicated to the actualization of those outcomes by their graduates.

Periodic Assessment: The *SRU Framework for Teaching – Progress Assessment*, see appendix section, lists elements among components from the four domains of the Framework. The form is designed to keep the student teacher, cooperating teacher, and university supervisor focused on the many characteristics of effective teaching. Frequent periodic review of these characteristics is most important for the successful professional growth and development of all student teachers. If an occasional misdirection or ill-conceived event should occur, it should not be overlooked by the student teacher, cooperating teacher, or supervisor, but this event should not become the focus of the student teaching experience. However, frequent indefensible acts that are habitual must be addressed and reported to the Office of the Assistant to the Dean. The forms found in the Appendices should provide direction in assessing the student teacher and serve as a guide for providing feedback to the student teacher.

Reflective Self-Evaluation: Every aspect of the evaluative process should include reflective self-evaluation. New professionals need conditioning to become life-long learners by habitually processing feedback and striving for continuous improvement. The ability to generate and test instructional hypotheses is a learned behavior that is limited only by lack of knowledge.

Program Articulation: Recent efforts of the College of Education to achieve program articulation are reflected in this handbook. Each state-approved certification program involves several individual segments that must articulate into a whole.

The COE's plan throughout each program is to consistently emphasize those personal and professional qualities stated as components in the four domains of the "Framework."

Domain I: This domain includes components related to planning and preparation. Everyone, who has entered the classroom as a new professional, remembers the rude awakening that comes from realizing how much one needs to know. The "knowing that you don't know" phenomenon is motivation for most everyone to learn whatever is necessary. Student teachers draw upon a depth of understanding in the liberal studies as well as content areas. Comprehension of concepts shared between and among school subjects is to be demonstrated, as well as an understanding of human growth and development. Knowledge is power; the power to make instructional decisions and to implement them.

Domain II: Domain II addresses the classroom environment. A new professional is to establish and maintain a safe, challenging and supportive learning climate with high expectations for all learners. Creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behaviors and organizing physical space make up the components of this domain.

Domain III: Instruction is central to Domain III. Communicating clearly and accurately are foundational skills for this domain. Using questioning and discussion techniques, engaging students in learning, providing feedback to students and demonstrating flexibility and responsiveness are components included here. Teachers must make hundreds of decisions each day, especially those dealing with lesson plan adjustments based on a variety of effective assessments strategies.

Domain IV: Professional responsibilities, including reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism, are components covered by this domain. Research (Porter and Brophy, 1988) concludes that effective teachers accept personal responsibility for the learning of students. This domain has expanded to include not only classroom interaction.

Validity and reliability are the focus of any system of measurement. Are we attempting to measure that which we purport to measure and to measure it consistently? Well-established criteria, as well as procedures for determining who meets them, are characteristics that differentiate a profession from other occupations. The framework improves focus by providing well-established criteria. It introduces and reinforces the importance of collecting evidence to support formative and summative evaluations.

The Right to Student Teach: Each candidate for teacher certification has earned the right to student teach by completing required coursework within one or more of the Slippery Rock University's state-approved programs. During this process the student successfully maintained or exceeded the prescribed 2.8 minimum grade-point average (GPA) in both baccalaureate and certification programs.

Candidates have also demonstrated personal qualities and abilities considered to be essential to the profession. Among these are care for personal health and grooming, working with others in a congenial fashion, and dealing with the academic and social needs of students with integrity and confidentiality. The traits of enthusiasm, leadership and dependability are also considered to be vital. Candidates have been accepted into the College of Education through a formal, stringent screening process. Once accepted, they are required to maintain high standards to be retained in the program and to eventually earn the right to student teach.

Candidates who wish to student teach will be enrolled in a free D2L Certification Test prep course no later than the end of the semester prior to student teaching. Candidates need to spend at least 6 hours on this course and pass the required assessments prior to the start of the student teaching semester. Passing scores on all required certification exams will exempt a candidate from taking the Certification Test prep course. Candidates are encouraged to seek additional remediation prior to taking their certification exams if evidence (historically poor performance on standardized or computer-based tests, for example) suggests a need. **All candidates should list SRU as a test score recipient when taking certification tests.**

Guest-Host Relationship: Student teachers have been part of the program in many of the schools in western Pennsylvania for decades. In each case a request has been made of the district or school site to host teacher

candidates as they complete their student teaching. Successful completion of this laboratory experience, practice teaching, or student teaching, as it has been called over the years, is a requirement for certification. Student teachers and university supervisors are requested to function within the guidelines of each individual district. As guests of the school where the assignment is made, the student teacher and university supervisor follow the schedule and policies of that school.

Selection of Cooperating Teachers: Slippery Rock University values its school partners and realizes that a close relationship is required so that both the PK -12 learners and student teachers benefit from this relationship. Cooperating teachers play a key role in the growth of the student teacher throughout the semester. The Pennsylvania Department of Education requires that cooperating teachers have a minimum of three years teaching experience and at least one-year experience in their current setting in order to host a student teacher. Slippery Rock University requires that student teachers be placed with teachers who are certified in the same area in which the student teacher is seeking certification and who are skilled in mentoring novice teachers. The College of Education has a screening process that is coordinated with our school partners which assures cooperating teachers are of the highest quality. Slippery Rock University reserves the right to decline an assignment of a student teacher, request a new assignment, or remove a student teacher from an assignment.

Family Education Rights and Privacy Act of 1974: Annually, Slippery Rock University informs students of the Family Education Rights and Privacy Act of 1974 (Buckley Amendment). This Act, with which Slippery Rock University intends to comply fully, was designated to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the United States Department of Education concerning alleged failures by the institution to comply with the Act. The Act also prohibits the disclosure of personally identifiable information contained in a student's education records, except to the extent that the Act and the regulations authorize disclosure without consent.

Local policy explains in detail the procedures to be used by the institution for compliance with the provision of the Act. Copies of the policy are available from the Office of Academic Records and Registration, Room 107, Old Main. The Office of Academic Records and Registration also maintains a Directory of Records which lists all education records maintained on students Slippery Rock University. Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of Academic Records and Registration.

The Triad: The participants in most student teaching programs are often referred to in professional literature as the "triad." This triad has been defined as three people who are brought together to work for a common purpose. Titles for participants vary from institution to institution; the College of Education identifies them as: the student teacher, the cooperating teacher, and the university supervisor. This relationship is a well-established and an accepted arrangement that has existed for years. Its quality and success are inextricably linked to effective communication, knowledge and acceptance of role responsibilities, and the trust that comes when all parties perform according to expectations.

Supervisory Visits: University policy mandates that university supervisors perform a minimum of six formal observations during each semester-long student teaching experience. It is understood that some student teachers will require more attention than others. A formal observation consists of a pre-conference, an observation and a post-conference. Appropriate forms (see the Evaluation/Paperwork Timeline, p. 10-12) must be completed during each visit to serve as an official record of observations and conferences. Slippery Rock University's student teaching supervisors are skilled in providing focused feedback based on the SRU Framework for Teaching. In addition to the observation report that provides feedback in the form of a narrative after each observation, supervisors use the SRU Framework for Teaching and the Rubric for the Assessment of Dispositions twice a semester as additional instruments for feedback and evaluation.

Career Day: The Office of Career Education and Development at Slippery Rock University conducts a mid-semester Career Day near the midpoint of the semester. All students are required to attend this student teacher meeting and will be excused from their student teaching assignment to attend. Additionally, a regional job fair (PERC) is conducted during the spring semester and all student teachers are encouraged to attend this event and are excused from student teaching if they choose to attend.

International Experience during Student Teaching: Each semester, SRU students may have the opportunity to participate in an international experience during the final four weeks of the semester. Student teachers who are selected for this program would complete their student teaching in 12-weeks and then participate in a mostly school-based international experience for the final four weeks of the semester.

Slippery Rock University student teachers from all certification programs are eligible for this program. Generally, students choose this program for the educational and cultural opportunities, to enhance their resume and to enjoy the many cultural and travel experiences. Details are provided the semester prior to student teaching.

Evaluation/Paperwork Timeline - Cooperating Teachers

This is an overview of the forms that will need to be submitted and the timeline when they need to be submitted.

Cooperating Teachers

Item	Required?	Format	When	Comments
W-9 Form	**Yes**, unless submitted previously	Digital	As soon as possible. See tutorial here.	Please refer to electronic communication from the student teaching office for details. https://www.sru.edu/offices/accounting-services/accounts-payable. See "forms" section.
Direct Deposit Form	**No**	Digital	With W-9 Form	Please submit with W-9 Form or by itself if W-9 Form is already on file at SRU. https://www.sru.edu/offices/accounting-services/accounts-payable. See "forms" section.
Honorarium Survey	**Yes**	Anthology Portfolio#	Email typically sent 5 days after start of placement. See tutorial here.	Survey will be distributed through e-mail via Anthology Portfolio. It is used to verify placement details and mailing addresses for honorarium checks. Completing this survey is crucial to providing accurate and timely payments to cooperating teachers.
SRU Framework for Teaching*	**Yes**	Anthology Portfolio#	Varies per placement duration. Details found	Email will be sent with personalized link when appropriate. See tutorial here.
Technology Rubric	**Yes**	Anthology Portfolio#	Near the end of the placement	For student teachers with two cooperating teachers, both are asked to complete this rubric. See video description of this assessment.
End-of- Semester Survey	No	Anthology Portfolio#	Typically, available 5 days prior to end of placement.	Survey will be distributed through e-mail via Anthology Portfolio. This survey is used to gather feedback about the cooperating teacher's experience working with Slippery Rock University.

* The **SRU Framework of Teaching** is based on the four domains of the Danielson Framework (2014) and has been operationalized to describe the levels of expected performance for a pre-service teacher. The assessments requested through Anthology Portfolio are assessments used to provide formative and summative feedback to the student teacher as well communicate performance to the university supervisor. It is also expected that the cooperating teacher will be providing the student teacher periodic feedback throughout the placement period in the form of informal discussions, written feedback, journaling, conferences, etc. If there are concerns about a student teacher before or between the formal evaluations in Anthology Portfolio, the cooperating teacher is encouraged to complete a hardcopy evaluation of the student teacher and share those concerns with the student teacher and the university supervisor prior to these formal evaluations.

Advanced tutorial on navigating Anthology here.

Evaluation/Paperwork Timeline - Student Teachers

Student Teachers

Item	Required?	Format	When	Comments
Act 24 Form	**Yes**	PDF upload in D2L	Before start of semester	Complete digital version, sign and submit in D2L Dropbox.
Medical Info/Emergency Contact Form	**Yes**	D2L Survey	By first observation	Complete form and submit on D2L. Go to "More", then "Surveys".
Student Teaching Handbook Review Acknowledgement	**Yes**	D2L Survey	By first observation	Complete form and submit on D2L. Go to "More", then "Surveys".
SLO Project	**Yes**	Submit in Anthology Portfolio	When supervisor requests	Please see instructions on D2L.
SRU Framework for Teaching Self-Evaluation	**Yes**	Anthology Portfolio (AP)	At end of semester	This will be available in Anthology Portfolio near the end of the semester. Email sent by AP.
PDE 430	**Yes**	Hardcopy	Midterm & Final	Your SRU supervisors should present this to you, discuss, and ask for a signature. Copy of document must be on file in dean's office for PDE certification to be approved.
Other items assigned by your cooperating teacher or university supervisor	Discuss with cooperating teacher and university supervisor	Discuss with cooperating teacher and university supervisor	Discuss with cooperating teacher and university supervisor	Items such as journals, lesson plans, teaching schedules and reflections just to name a few may be requested. Each program is likely to have specific requirements as well.

Passing Student Teaching

1. Basic or better on all components of the final **SRU Framework for Teaching** submitted by the university supervisor
2. Developing or target on all components of the final **SRU COE Disposition Rubric** submitted by the university supervisor
3. Satisfactory or better on all components of the final **PDE 430** as submitted by the university supervisor
4. Basic or better on all components of the **SLO Project**

Evaluation/Paperwork Timeline - Supervisors

University Supervisors

Item	Required?	Format	When	Comments
Visitation Reports	**Yes**	Hardcopy or Digital	After each observation to ST/CT and end of each month to student teaching office.	This is reviewed with the ST after observation and then signed. A copy is provided to all members of the triad. Submit copies to student teaching office via Office 365 folder or as hard copy each month.
SRU-91 Form	**Yes**	Hardcopy or Digital	After student demonstrates "basic" teaching levels	For student teacher who may wish to substitute teach on their host teacher's classroom, this form should be completed and submitted in Office 365 folder or as hard copy.
PDE 430	**Yes**	Hardcopy or digital	Midterm and final	Complete and get signed by student teacher. Submit one copy to student teaching office at midterm and end of semester via the process requested.
PDE 430	**Yes**	Anthology Portfolio	Midterm and final	We ask that scores only be submitted in Anthology Portfolio, in addition to the hardcopy/digital version. This allows for aggregating and disaggregating of data.
SRU Framework for Teaching	**Yes**	Anthology Portfolio	Midterm and final	Please include summary comments based on four domains with final evaluation completed on Anthology Portfolio and discuss with student teacher.
Disposition Rubric	**Yes**	Anthology Portfolio	Midterm and final	Complete on Anthology Portfolio
SLO Project Rubric	**Yes**	Anthology Portfolio	Supervisor determines due date	Submitted by Student Teacher. Complete evaluation on anthology Portfolio. Graduate students will submit alternative project to graduate coordinator.

Substitute Teaching: The university policy regarding the responsibilities of the student teacher in the absence of the cooperating teacher is as follows:

Assumption

1. School districts and Slippery Rock University's teacher preparation programs desire to partner in good faith so that both the development of the student teacher is appropriately supported during the *student teaching* experience and the needs of the school district for substitute teachers can be partially alleviated with the use of qualified student teachers in their buildings.

Context

1. Student teachers are enrolled in an SRU credit bearing course called *student teaching* and are paying tuition for the experience of *student teaching* under the daily mentoring of a cooperating teacher and supervision by a university faculty member.
2. The Pennsylvania Department of Education provides minimum requirements for *student teaching*. These requirements must be met for an individual to be recommended for certification in Pennsylvania. A minimum of 12-weeks of supervised *student teaching* is required by PDE. SRU requires 16-weeks of *student teaching*.
3. Slippery Rock University has specific requirements for the awarding of a degree and the PDE-approved teacher preparation programs within the College of Education have additional requirements for students who are participating in *student teaching*.
4. Slippery Rock University is forever grateful to the school sites who host our student teachers.

Requests of the School District (School Site/Education Facility/Childcare Center)

1. School districts who wish to use an SRU student teacher as a substitute teacher establish a process for providing the "locally issued permit", as described in the legislation, to the student teacher.
2. If student teachers are being considered for substitute teaching, the process for becoming an approved substitute teacher should be communicated to the student teacher directly.
3. School districts should give student teachers the opportunity to decline an offer to act as a substitute teacher on any given day, just like other substitute teachers.
4. School districts make efforts to inform building administrators that only approved student teachers are to be used as substitute teachers.
5. Building administrators adhere to this *Act 91 Substitute Teaching for Student Teachers Policy* provided by Slippery Rock University.
6. School districts may enact stricter guidelines for using student teachers as substitute teachers or choose not to use student teachers as substitute teachers.

Responsibilities of the University/University Supervisor Assigned to the Student Teacher

1. University supervisors will observe their SRU student teachers on a schedule determined collaboratively by the student teaching triad (student teacher, cooperating teacher and university supervisor).
2. University supervisors will use an abbreviated evaluation form, known as the SRU – 91, starting with the first formal observation of the student teacher.
3. Student teachers who receive a "basic +" rating on all components within *SRU Framework for Teaching* identified on the SRU – 91 will be identified as *Eligible for Substitute Teaching*.

4. The university supervisor and the student teacher will sign the SRU - 91 and a copy will be given to the student teacher and submitted to the student teaching office.
5. If the student teacher is deemed *Not Yet Eligible for Substitute Teaching*, the SRU - 91 will be used in subsequent observations until an evaluation of *Eligible for Substitute Teaching* is reached.
6. The Assistant to the Dean's office will provide a "prospective teacher as a substitute teacher" letter directly to the student teacher when requested.

Responsibilities of the Student Teacher

1. Student teachers who desire to be considered for substitute teaching while student teaching will initiate the school district's process for becoming an approved substitute teacher.
2. Student teachers will submit all required paperwork to the school district (or substitute teaching service) in order to become an approved substitute teacher.
3. Student teachers will submit the SRU – 91, that affirms their eligibility to substitute teach while student teaching, to the appropriate school official or substitute teaching service representative, if requested.
4. Student teachers who complete the appropriate steps to become an approved substitute teacher and receive an *Eligible to Substitute Teach* designation by their university supervisor on the SRU – 91 may accept substitute teaching opportunities under the conditions identified in Table 1.
5. Student teachers must notify their university supervisor as soon as possible about any substitute teaching assignments and keep a log of those assignments.

Table 1.

Substitute within their host teacher's classroom.	Substitute within the same building* as their host teacher's classroom, but not in their host teacher's classroom.
✓ One day a week after satisfactory SRU – 91 form is submitted. ✓ For no more **than 10 days total** without permission from the Assistant to the Dean.	✓ Only in emergency situations and only in the same content area as the student teacher is seeking.
✓ Requests to substitute teach in the host teacher's classroom beyond a single day in a week should be made with the Assistant to the Dean.	✓ Assistant to the Dean should be notified within 24 hours each time a student teacher substitutes outside of their host teacher's classroom.
*Student teachers are not permitted to substitute teach outside of their assigned student teaching building.	
Assistant to the Dean | Jim Preston, D.Ed. | (724) 738 – 2293 | james.preston@sru.edu	

STUDENT TEACHER INFORMATION AND RESPONSIBILITIES

Letter to Student Teacher Candidate

Dear Student Teacher,

Congratulations on reaching student teaching, a very important milestone in your career. I know that this experience will be exciting, rewarding, and challenging. Your professional growth will accelerate faster during this time than at any other point in your career.

Be confident as you enter the classroom. Here at Slippery Rock, you have undergone a systematic study of the act of teaching and learning, you have learned the principles that have guided the greatest teachers in the history of education, and you have studied what science tells us about being effective. You have been placed in teaching situations where you have been given coaching and feedback, and, as a result, you now have the mental framework and thinking skills that will make you an effective teacher. Now you need to hone these skills and put them into practice.

However, just as in golf, practice does not make perfect, but perfect practice makes perfect. I was a secondary social studies student teacher. If you are like me, you will make mistakes during student teaching. Lesson ideas that you thought would be terrific might not actually engage your students the way you had planned. But, by seeking feedback from your students, your cooperating teacher, and your university supervisor, and by reflecting on your teaching practices, you will find that your teaching approaches will evolve. Your teaching will grow to the point where you will be doing such things as differentiating instruction to meet the needs of all of your diverse students, using the latest technology to engage your students, and asking questions that make your students realize there is much more to learn than they currently realize. When you reach this point, keep pushing yourself to make these teaching approaches a habit so that they will stay a part of what you do throughout your career.

Keep a positive attitude and work hard!

I wish you all the best.

Keith Dils, Ed. D.
Dean of the College of Education

Professionalism: Student teachers are ***not*** to fraternize with their students. Keep in mind that the public expects higher levels of behavior from educators than it does from other professions. Maintain a "professional distance" between yourself and those you teach. Be friendly but not friends.

Belonging to and participating in professional organizations and demonstrating the standards to which they subscribe are other ways to demonstrate professionalism. It is important to be knowledgeable about your chosen profession.

Maintain professional relationships with your cooperating teacher and your supervisors. If a problem occurs between you and your cooperating teacher, notify your supervisor. If the problem is with the supervisor and you are unable to resolve it, contact the Assistant to the Dean. The Dean of your college is next in the line of appeals.

Finally, professional behavior includes the confidential handling of information, respecting the privacy of students and colleagues, and always attempting to do the best you can.

Professional Dispositions: Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and they affect student learning, motivation, and development as well as the educator's own professional growth and development. As teacher candidates progress through their programs of study, they are expected to develop and display attributes associated with "professionals." The following dispositions, which apply to the university setting, courses, practicum experiences, and student teaching, are deemed essential for every teacher candidate in the College of Education:

- **Professional Responsibility:** Is dependable, accountable & reliable. Exhibits regular attendance, arrives on time, arrives focused and prepared, meets deadlines, and keeps appointments.
- **Professional Communication:** Demonstrates professional oral and written communication skills: speaks clearly, has expansive vocabulary and uses rich oral interactions, effective for the audience, presents effectively. Demonstrates thoughtful and responsive listening and observing.
- **Collaboration & Leadership:** Exhibits interpersonal professional relationships: shows willingness to consider multiple perspectives, interacts with others respectfully.
- **Ethical Behavior:** Maintains professional discretion and confidentiality. The candidate practices legal/ethical conduct: follows SRU student code of conduct and PA Educators code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws.
- **Critical Thinking & Problem Solving:** Shows motivation and initiative. Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed.
- **Commitment to Social Justice & Equity:** Values diversity and appreciate differences, including the languages, communities, and experiences all learners bring to the classroom. Promotes mutual understanding for all community members. Candidates advocate for and support marginalized communities and individuals.
- **Commitment to Reflection on Teaching and Ongoing Learning:** Critically reviews their professional practice and the impact it has on student success. Recognizes the need for and are committed to actively seeking new knowledge, skills, and experiences.

If a problem should arise, the *SRU College of Education – Professional Educator Disposition Rubric* (see appendix section), can be used by the cooperating teacher and university supervisor as a tool to remediate any deficiencies.

Professional Appearance: The wide variety of apparel currently available can make professional dress decisions difficult. Appropriate grooming and choice of apparel have much to do with being an acceptable role model. A well-groomed candidate demonstrates a high level of professional responsibility and attitude regarding the job to be done.

Student teachers should think…	Student teachers should avoid…

• Dress for success
• Dress as a role model
• Dress for decency
• Dress for safety
• Dress for respect
• Dress slightly better than the culture of the school
	• Clothing and accessories that are unsafe
	• Clothing that is too tight
	• Clothing that is too revealing
	• Clothing that is too casual
	• Clothing that brings undue attention to the student teacher
	• Examples of items to avoid
	  • Extremely high heels
	  • Leggings/Yoga Pants
	  • Too much perfume or cologne
	  • Excessive tattoos or piercings
	  • Jeans
	  • Athletic shoes (SWE majors excluded)

Tattoos should be covered with clothing. Jewelry should not be worn in the eyelids or tongue. Student teachers should dress as role models and for safety.

Ultimately, appropriate dress for the classroom will be determined by the dress code provided by the individual school district.

Confidentiality: Student teachers are involved in a privileged situation in which they may be exposed to a wide variety of confidential information. Student records, classroom incidents, and teachers' lounge conversations are all possibly confidential in nature. Violations of confidentiality are considered a breach of professional ethics and cannot be tolerated. If projects or assignments call for testing, taping or interviewing of students in the classroom, it must be cleared with the cooperating teacher and the university supervisor. Teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure.

Punctuality: Most everyone asked to define this term would say "to be on time or promptness." In the College of Education, the term means something more; it is an attitude of readiness that assumes, in addition to being in the right place at the right time, being prepared to perform. This attitude ensures that effective planning, assignments, and responsibilities are all accomplished on or before deadlines. Regarding all program responsibilities, as far as humanly possible, it means being there ready, on time, all of the time.

Attendance: The University sets the beginning and ending dates of student teaching assignments. Between those dates, students are expected to follow the schedule of the district in which they student teach. With exception to scheduled student teaching seminars and attending one career day, student teachers are expected to be present every day that the school is in session. Student teachers have no personal or leave days. Cooperating teachers are not in a position to excuse students for any reason.

Students should not agree to participate in any events that would interfere with the attendance policy stated above. Medical and dental appointments are not to be scheduled during the regular school day. Emergencies should be handled through the university supervisor when possible or the Office of the Assistant to the Dean, when needed.

Personal illness that would prevent students from completing their responsibilities must be reported to the university supervisor according to the prearranged procedure. The death of someone in the immediate family should be reported in the same manner. Timely notification of an absence is important because it will change the plans of the cooperating teacher and may affect the university supervisor. If an extreme circumstance should occur, inform the Office of the Assistant to the Dean. Absences for any reason will be made up at the discretion of the university supervisor in consultation with the cooperating teacher. Unexcused absences are never acceptable and may place satisfactory completion of the student teaching experience in jeopardy.

Student teachers should attend professional development and in-service programs with their cooperating teachers. When the building principal considers attendance by student teachers inappropriate, the student must contact their university supervisor for alternative assignments and the means for documenting these assignments.

Student teachers wishing to schedule employment interviews should clear the date with their cooperating teacher and receive permission in advance from the university supervisors. Absences due to other university functions, such as athletic events, choral presentations, and similar activities require permission by the Assistant to the Dean.

Daily Lesson Plans: PLEASE NOTE! All teaching must be preceded by formal planning. Daily lesson plans, using a format similar to those presented in methods classes and approved by the university supervisor, are to be presented at least a day in advance to cooperating teachers for review and approval. Some cooperating teachers or university supervisors may require lesson plans to be presented more than one day in advance. Student teachers are expected to honor all requests.

Student teachers are required to write detailed plans on the first day of teaching, and this requirement will continue throughout the duration of the student teaching assignment. It is the responsibility of the student teacher to present plans that are organized, dated, and available at the student teaching site at all times. When the university supervisor arrives for a visit, the student teacher should provide the supervisor with a copy of the lesson plan being taught before the presentation begins. Individual supervisors may deviate from this general course of action but planning should precede every teaching episode.

Outside or Extracurricular Activities: Student teachers cannot use outside or extra-curricular activities as an excuse for not performing student teaching duties. While student teaching, candidates may take an additional 3 credit hours of coursework with the permission of their advisors. A course or extra-curricular activity *must not interfere* with the normal workday nor require an early dismissal. A student may accept school-related positions, with or without remuneration, as long as there is no conflict with student teaching or the necessary preparation time. Outside employment while student teaching is strongly discouraged.

Clearances: It is the policy of Slippery Rock University that all student teachers must possess a current Pennsylvania Criminal Background Check (Act 34) and Child Abuse History Clearance (Act 151) and FBI Fingerprint Clearances (Act 114). Current clearances are defined as being obtained within one-year from the start of the placement. Individual school districts may have other requirements and students seeking placement in those school districts must meet those standards. All clearances must indicate **NO RECORD** to ensure a smooth placement**.** Candidates who do have clearances that identify an infraction must have the details of the infraction reviewed by the Dean's Office in order to determine if a placement is possible. Some districts require individual copies; therefore, students should have copies with them on the first day of student teaching. An applicant for student teaching must present the aforementioned documents to the dean's office prior to beginning student teaching for him/her to be placed in a public-school setting.

Act 24 Arrest/Conviction Report and Certification Form: An Act 24 Arrest/Conviction Report and Certification form will be completed by all student teachers prior to the start of student teaching. Student teachers may be required to complete the same form by the school district where they are student teaching. If a student is arrested for any of the violations listed on the Act 24 form they have seventy-two (72) hours to report the violation to the dean's office of Slippery Rock University.

Insurance: All students are required to obtain and maintain liability insurance while student teaching. Student PSEA membership includes professional liability insurance at the appropriate limit.

The Student Health Service fee covers visits to the Student Health Center over the semester. This fee is **not** assessed while you are student teaching. You are still eligible to receive services at the Health Center while student teaching by paying a per visit fee**.** Or, you can opt in to paying the semester fee by contacting **Student Health Services**. If you are taking an additional course (not including online courses) while student teaching, you will pay the Student Health Services fee for the semester and therefore be eligible for services without the per visit fee.

Transportation: Student teachers are responsible for providing their own transportation to their student teaching assignment.

Seminars: The university supervisor manages the seminars and holds the student teachers accountable for the content. Successful completion of student teaching and the issuing of the grade Pass or No Credit includes required seminars.

Impact on Student Learning Projects: All teaching candidates are expected to demonstrate a positive impact on student learning throughout their student teaching experience. It is the responsibility of each program to outline the process of demonstrating this impact on student learning for its teacher candidates. Please refer to the table below for a brief description of each project.

Program Name	Project Name	Faculty Coordinator	Project Description
All Student Teachers	Student Learning Objective Project	Dr. Kathy Melago	Teacher candidates in all programs at Slippery Rock University will complete a Student Learning Objective (SLO) project during student teaching. This project has been designed to provide evidence of the effectiveness of the teacher candidates' teaching and to provide teacher candidates with the opportunity to apply their knowledge of the Danielson Domains through their reflection on their teaching.

Changes in Assignments: Changes in assignments will not occur as a result of differences in personalities or philosophies between the student teacher and the cooperating teacher. These are problems that may occur among professionally certified teachers in the school building when a move would not be possible. The student teacher, with the support of their university supervisor, is expected to think of ways to improve the situation and resolve these differences, if possible. If a resolution is not possible, the completion of student teaching may be delayed.

Non-retention and Withdrawal from Field Experiences and Student Teaching: Although candidates have been admitted to teacher candidacy, their success and dispositions in class work, field experiences, and/or student teaching will continue to be monitored. When evidence is presented that indicates a teacher candidate's behavior is unacceptable due to lack of preparation, lack of content knowledge, lack of pedagogical knowledge and/or lack of professionalism, removal from the field experience or student teaching will result. Removal from a field experience or student teaching is a very serious matter but one that can be reversed after remediation (see "Remediation" below). Those candidates who encounter difficulty in these experiences will be subject to the following classifications.

1. Suspension: A teacher education candidate will be suspended from field experiences or student teaching when available information indicates that prerequisite conditions of eligibility have been compromised. An example of this is a teacher candidate who is suspended from the university for academic or social reasons or for being charged by a municipal authority. The teacher candidate will be suspended from the field experience or student teaching pending resolution of the problem. Ethical breaches and deviations from accepted professional conduct during field experiences are also grounds for suspension. **(Teacher candidates are reminded that they should have professional, not personal or social, relationships with school students.)**

2. Unilateral Withdrawal: A teacher candidate who withdraws from a student teaching assignment without proper consultation with university representatives forfeits the previously earned right to student teach.

3. District-Initiated Withdrawal: A request by the cooperating teacher and/or a district administrator to remove a teacher candidate from an assignment will receive an immediate response from the College of Education. A thorough review of events leading up to the request will determine subsequent actions.

4. University-Initiated Withdrawal: A teacher candidate will be withdrawn when conditions indicate that school students are academically and/or physically at risk as a result of that candidate's inability or unwillingness to: plan, teach, or manage the classroom; maintain a safe learning environment; or demonstrate professional behavior. The decision to withdraw a candidate from a placement is always preceded by earnest, documented attempts by the cooperating teacher, the university supervisor, and the assistant to the dean to assist the student teacher in acknowledging problems and to make appropriate corrections.

5. Situational Withdrawal: A teacher candidate who withdraws from student teaching citing extenuating circumstances which are beyond that candidate's control (such as health or other personal reasons) may request future consideration. Conditions for such considerations should be stated in writing and mutually understood in advance. Agreements will include deadlines and periodic reconsideration and will be reviewed on a semester-by-semester basis. A future change of assignment may also be in order.

Remediation: In most instances, the College of Education faculty and administration will make efforts to remediate the teacher candidate's issues that were the cause of removal. Issues related to content knowledge and pedagogical knowledge may be remediated through additional course work and/or assignments. Issues related to preparation and professionalism are typically more difficult to remediate as those are qualities developed over time and are habits of mind and action. However, the actions that were the cause of removal will be identified and the teacher candidate will be required to correct those actions before reinstatement to the field experience or student teaching.

Appeals: Initial decisions regarding withdrawal from a field experience are the responsibility of the instructor of record of the field experience in consultation with the Department Chairperson or Assistant to the Dean. Initial decisions regarding withdrawal from student teaching are the responsibility of the Assistant to the Dean. Candidates may appeal decisions to the Dean of the College of Education regarding field experience or student teaching withdrawals if the decisions appear to be contrary to college or university policy. The final decision to suspend or withdraw a teacher candidate from any field experience, including student teaching will be the responsibility of the Dean of the College of Education.

The appeal is an academic, not a legal, hearing. A candidate who wishes to be represented by legal counsel must inform the Dean of the College of Education two weeks in advance of the meeting. He/she will then inform the student of the procedures to follow.

Social Media: It has become popular for people to post personal information and opinions on the social media. Please be advised that teachers are role models in society. The Commonwealth of Pennsylvania also has a Professional Practice and Code of Conduct for educators, see appendix section. With this in mind, common sense should dictate that any information posted on the social media should not be embarrassing to the individual or the institution that they represent. Inappropriate pictures or language should never be shared on social media by the teacher candidate. Remember that students, parents, school administrators, university supervisors, cooperating teachers, and community members have the ability to access this information. Should a school district employee or community member find inappropriate information about any student teacher, they have the right to request the removal of a student teacher from their assignment.

SRU Email Account: Because communication is essential to having a positive experience in student teaching, all student teachers are required to check their SRU email accounts daily. This is an essential component of Domain IV: Professional Responsibility.

Pennsylvania Teacher Certification: The Commonwealth of Pennsylvania and the College of Education require the following for teacher certification:

(1) a minimum of 120 credits

(2) a 3.0, or higher, cumulative grade-point average, OR a 2.8 cumulative grade-point average or higher AND a qualifying passing subject area assessment (ACTFL/PECT/Praxis) score as determined by PDE

(3) successful completion of a teacher preparation program

(4) the successful completion of the ACTFL, PECT, or Praxis II tests.

Policy for Certification Recommendation: In order to be recommended for initial certification, students must successfully complete an entire program of study consisting of course work, field experiences, and the student teaching experience. Student teaching must be with a certified cooperating teacher and a Slippery Rock University supervisor.

Slippery Rock University is an CAEP/ACTFL accredited institution. In order for a foreign language student teacher to be recommended by Slippery Rock University for Pennsylvania teacher certification, he or she must attain Advanced-Low or higher on the ACTFL Writing Proficiency Test (WPT) and the ACTFL Oral Proficiency Interview (OPI).

GPA – Qualifying Test Score: **(Taken from PDE Weekly E-mail 8/1/11)**
Current policy requires that the candidate for certification meet the qualifying scores(s) on the appropriate assessment(s) **at the time of application**.

(Taken from PDE Weekly E-mail 7/23/12)
PDE reserves the right to update the GPA/Praxis table annually based on statistical data received by ETS and/or Pearson (our test developers).

Basic Skills Testing: Act 55 of 2022 has suspended the requirement for teaching candidates to demonstrate basic skills for certification. This Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022, requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.

Application for Pennsylvania Teacher Certification

If candidates wish to apply for Pennsylvania certification, they must register with the Pennsylvania Department of Education (PDE) and apply through the Teacher Information Management System (TIMS). Applications cannot be submitted earlier than the first day of the month in which they will graduate.

Before applying, the student must know their final GPA. Therefore, if a student is taking an additional course while student teaching, he/she will need to wait until final grades are posted to determine a final GPA. Students should review their Rock Audit or an official transcript for a final GPA. Directions for the online TIMS application are located on the Pennsylvania Department of Education's web page. Candidates must have passing ACTFL/PAPA/PECT/Praxis scores (required by the Department of Education) to be certified by the Commonwealth.

Once the University has confirmed the candidate's grade point average and the degree award date, the application will be affirmed, recommended and submitted to PDE for review. The Pennsylvania Department of Education is responsible for reviewing the applicant's certification test scores and will notify the candidate when the application is accepted or if further action is required.

Certification by Adding On **(Taken from PDE Weekly E-mail 6/2/2014)**

If an individual wish to add on a certification, they must check the PDE website for the most up to date information regarding the restrictions and the requirements of doing so.

COOPERATING TEACHER INFORMATION AND RESPONSIBILITIES

Letter to Cooperating Teachers

Dear Cooperating Teacher:

Thank you for agreeing to mentor a Slippery Rock University student teacher. As research indicates, and as is obvious to anyone in education, you will have a huge impact on what kind of teacher your student teacher will become. This is a great way for you to contribute to the profession and to impact the countless future students our graduates will teach.

If I can offer any advice, it would be to give your student teacher just enough space. Provide them with a strong example and set the expectations, but also give them just enough space to make mistakes. Give them the spaceto do some experimentation. But, please know that these situations will provide great teachable moments and the coaching and feedback that you and the Slippery Rock University supervisor provide are vital to the shaping of our student teachers.

We encourage our student teachers and their supervisors to be aware of your school district's strategic plan. We encourage them to know the data detailing your students' performance and to prepare specific teaching strategies tailored to your situation. We encourage them to get to know your students and their prior knowledge. We want our student teachers to plan for *your* students and *their* particular confusions about important topics. So, while this student teaching experience will be a tremendous learning opportunity for SRU student teachers, we are also preparing so that this will be a tremendous learning opportunity for your students as well. We want to partner with you to help your students achieve at their highest potential.

I wish you a successful semester. Please do not hesitant to contact us for any reason.

Sincerely,

Keith Dils, Ed. D.
Dean, College of Education

Selection of Cooperating Teachers: The general standards for program approval located in the Pennsylvania School Code require that cooperating teachers have an earned baccalaureate degree, three years of successful teaching experience and at least one year in the district. Cooperating teachers are selected by district officials, in consultation with the student teaching office, as a result of a request for placement by the College of Education.

Role Models: The cooperating teachers' credentials and successful experiences qualify them to work with student teachers. According to the professional literature, the influence of the cooperating teacher is monumental when compared with other parts of the preparation program. Truly great teachers always feel that the job can be done better, and from the first days to the last, they are engaging and encouraging their student teacher in professional development. Their own love of learning is often mimicked by their students with remarkable results. They freely discuss areas of personal and professional dissatisfaction and strategies to deal with them. They point out the difficulties associated with teaching and suggest accommodations. When cooperating teachers are observed by the student teachers, they do not purport to demonstrate perfection, but rather the quest for it.

School Law and Liability: A cooperating teacher, as a professional employed by a school district, carries the full legal responsibility for the students in the classroom. **The student teacher is a guest in the classroom and is not protected by any professional contract or certificate.** Therefore, the responsibility of the cooperating teacher remains constant, whether conducting teaching functions personally or assigning them to a student teacher.

A review of school law and how it affects the student teacher's relationship with the school board, school administrators, fellow teachers, and students is essential because misunderstandings have resulted in unrest, controversy, and litigation. For instance, a certified teacher, holding a professional employee contract, can serve in place of a parent (in loco parentis); a student teacher with neither contract nor certificate cannot. Student teachers should be introduced to district and building policies; this type of information is often contained in the cooperating teacher's district handbook. In view of the district policies and the overall preparation of the student teacher, one is expected to use professional skills and techniques in modifying student behavior and to rely on the professional judgment of the cooperating teacher while meeting the challenges of classroom management.

Before the Student Teacher Arrives: The College of Education (COE) expects that student teachers will arrive at their assignment with a positive attitude. It is important for cooperating teachers to plan ahead and capitalize on this positive attitude.

- Prepare your students for the student teacher's arrival, with your expectations of them.
- Assemble class schedules, curriculum guides, textbooks, district and building policy guides and related materials for the student teacher.

When the Student Teacher Arrives: Suggestions for getting off to a good start include:

- A cordial welcome can mark the beginning of a successful professional relationship.
- When offering access to teaching materials, make a point of describing how you would like them handled and that you also expect the student teacher to find or develop materials of his/her own.
- While introducing your student teacher to your class(es) as someone who will be teaching with you, ensure that your students understand that this person gets the same respect that you expect for yourself.
- The same kind of care should be present while introducing your student teacher to your colleagues. It is easy to forget that they do not know anyone and no one knows them. Later, it is not unusual to have colleagues make polite inquiries about a student teacher's progress or to provide the cooperating teacher with support. Keep in mind that student teachers are also protected by Family Education Rights and Privacy Act of 1974. Cooperating teachers should only discuss the academic progress of the student teacher with the university supervisor and with school district and university administrators when needed.
- There are many classroom realities that cannot be experienced in a university class setting. That which has been approached hypothetically through simulation, now becomes real! There are those who still think that the best way to learn to swim is to be thrown into deep water. *Slippery Rock University does not!*
- Each student teacher has been exposed to best policy and best practice regarding effective instruction. Please help them move from theory to practice by scheduling time to discuss their teaching with them.
- For the student teacher, learning classroom routines is critical to success. Ensure that a variety of non-productive student behaviors, such as vying for attention, inattention and others, are recognized.
- Student teachers need to know where to park, what time to report, who to call if they will be tardy or absent, the time that teachers are dismissed, etc.

Additional topics for discussion for getting off to a good start include:

Physical Arrangements*:*

a. Seating arrangements, seating chart (open seating will retard student teacher's need to quickly learn names)
b. Location of instructional materials, textbooks, curriculum guides, access to technology
c. Bulletin boards, learning centers, family communication sites (i.e. Class Dojo, Google Classroom)
d. Arrangements to enhance special learning needs (cooperative learning, teams, small group, etc.).

Routines:

a. How each day or class is begun
b. Restroom procedures, hall passes, and other requests
c. Use of learning materials, including text books
d. Distribution and collection of materials
e. Student responsibilities (student handbook)
f. Closing of class or school day
g. Lunch, recess, study period
h. How grades are determined and records are kept
i. Submitting lesson plans and returning graded papers
j. Student movement about and outside the classroom (fire drills, assembly, recess, dismissal, etc.)

Transitions:

a. From opening exercises, home room, to first class or lesson
b. To special subjects, lunch
c. Movement about the classroom

Focus on Students:

a. Common characteristics of various age levels
b. Observed individual differences
c. Range of abilities; popular and isolated students
d. Mainstreaming and inclusion procedures
e. Situations that affect student behavior; and special needs

Integration into Full-Time Teaching

Just like the learners in the PK – 12 classroom begin the year at different readiness levels, student teachers enter their student teaching experience at different readiness levels as well. Therefore, it is difficult to provide a definitive schedule for integrating a student teacher into full-time teaching. However, here are some general suggestions.

- Co-planning and co-teaching early on are great ways to maximize the teaching time of a student teacher and determine the readiness level for full-time teaching.
- The goal is to provide the student teacher as much experience with full-time teaching as possible provided they are ready. A minimum of two weeks of full-time teaching is suggested for a 16-week experience.
- Regardless of whether the student teacher is solely responsible for the planning and implementation of the curriculum, he or she should be actively involved by:
    - Assisting with small groups
    - Planning as though he or she would be teaching
    - Observing other teachers
    - Creating teaching materials
    - Evaluating student work
    - Co-planning and co-teaching
- Plan an integration schedule in reverse assuming, at minimum, the final two weeks (one week for 8-week placements) would be full-time teaching by the student teacher and slowly integrate him or her into that schedule.

A Word about Anxiety: Student teachers report to their assignments with varying degrees of readiness, enthusiasm, and anxiety. Some anxiety is desirable, as it primes the body and mind to perform, ("pre-curtain" jitters for those performing before any audience is an example). For some candidates, however, anxiety can cross the line of simple stimulus to become stressful. As simple as it may seem, the way a person is received and the preparations that precede arrival can affect an individual's anxiety level.

A Place of Their Own: Student teachers have reported that having a desk, table or space (sometimes marked with their names) can be one of the most impressive gestures made by a cooperating teacher. A basic set of supplies (paper, pencils, clips, etc.), along with the items mentioned above, will go a long way to make the student teacher feel welcome. This preparation also signals the importance of this individual and the experience.

Instructional Planning is the Mark of a Professional: Occasionally, cooperating teachers are reluctant to press for thorough planning, citing the fact that their own planning does not look that way. With all due respect, shortcuts and sketched plans only work for the experienced teacher who is comfortable with the material and how it is to be presented. In the absence of plans, it is hardly possible to distinguish between an example of effective instruction and a presentation by a verbal individual, who "knows a lot of stuff." That kind of student teacher often operates in a condition of self-deception. Experience while delivering well-planned lessons will tend to encourage the student teacher to become more confident. Confidence is often accompanied by creativity and resourcefulness. Awareness that learned misconceptions can last a lifetime and impede further learning should be motivation enough to plan well.

Professionalism and Confidentiality: The question, "How's your student teacher doing?" is easy to respond to when all is well. When all is not well, confidentiality is essential, unless it is a colleague that is helping. Conferences between student teachers and cooperating teachers should be private, especially when the topic is confidential. Student teachers are expected to exercise confidentiality regarding conversations with you and information about your students and colleagues.

The Conference: The profession of education is perhaps responsible for the origin of the term "conferencing" and its use as a noun, an adjective, and a verb ("conference"). Be that as it may, conferencing skills often spell the difference between successful and unsuccessful teaching and supervision. An increased awareness by the student teacher of teacher and learner behaviors in the classroom can be achieved by *systematic observation*.

From the outset, the relationship between the cooperating teacher and the student teacher is critical. To foster a positive relationship the cooperating teacher can encourage clearer understanding using paraphrasing, perception checking, asking clarifying questions, and offering relevant information. The conference aims at enabling the student teacher to identify possible sources of instructional problems and to hypothesize solutions. Rather than making these identifications themselves, cooperating teachers should provide cues or initiate comparisons of perceptions to encourage the student teacher to become analytic.

Feedback: Professionals, who host a student teacher, have carried several titles over the years, including critic, supervising mentor, and cooperating teachers. Currently, the College of Education prefers the term cooperating teachers because they share their classroom, materials, time, and knowledge. If that's not cooperating, what is? The term critic has lost its favored position over the years, possibly because it seemed to accent the negative. It is, of course, still possible to do that regardless of a title, but the current philosophic disposition sees the cooperating teacher as one who promotes student teacher reflection and improvement of their teaching behavior. The Slippery Rock University grading system is Pass/No Credit in order to emphasize attainment of competence, rather than quality-point-average. The College of Education adopted the "Framework" to make reflection even more systematic than it has been in the past. If a student teacher receives a large amount of negative feedback, it should be presented in a manner that will produce a positive outcome. Negative feedback should be specific, focused, deliberate, and non-judgmental. Students, using audio or video taping, can use systematic observation devised for self-analysis.

When a cooperating teacher observes the student teacher, each of four domains, their components, and essential elements comes under scrutiny to determine what is working and what is not. Comments, describing a lesson as well done or in need of improvement, can be deeply enhanced by specific references using common terminology. The influential effect of cooperating teachers and this practical experience on an individual's future teaching style is solidly proclaimed by the literature as profound. This effect is produced by the following models:

- Feedback should be comprehensive; it should cover all of the criteria indicated for each of the personal and professional qualities contained in the final evaluation. This may include the mention of peripheral factors that may have subtle, yet important, influences on successful teaching, such as mannerisms of one kind or another.

- Feedback should have continuity in that each personal and professional quality, once mentioned, should not be shelved. Continual references to progress or decline, whether gradual or severe, are always in order. Some student teachers are inwardly fragile and need intermittent feedback on that which is going well, even when things appear to be moving along comfortably. Cooperating teachers are encouraged to maintain scripted notes rather than depend on the memory or to make notes on their interim assessment form. To summarize this point, when continuous feedback is provided, midterm assessment (formative evaluation) and concerns associated with the final assessment (summative) should be minimized.

- Feedback should be focused. Student teacher and cooperating teacher should both have a clear understanding of the desired outcomes and any needed behavior changes. Generalized supervisory comments are not likely to bring about these changes.

- Feedback needs to be tailored to fit the individual. Since professional teachers have long subscribed to the importance of individualized learning, student teacher learning is not to be excluded. For some student teachers, gentle nudges may suffice, while for others abundant feedback and concrete examples may be needed in the early stages.

- Feedback should encourage reflection. If positive criticism is provided, students are more likely to reflect on it. Criticism is considered positive, not because it appears favorable, but because it is offered in the spirit of improving professional and personal qualities.

Cooperating teachers are expected to keep accurate records regarding the attendance and punctuality of student teachers and to advise university supervisors early of any problems.

Should Problems Arise: If compatibility controls were a reality, the world would be quite a different place. Role responsibilities are presented here because educators often do not have the same expectations. A quick review of this handbook information will help determine if a problem exists and what to do about it.

One successful approach used by some cooperating teachers is to have a signal, verbal or non-verbal, to indicate the need for a conference or mini-conference. For example, the student teacher is handling the class and the cooperating teacher detects the presence of misinformation or misconception. Recent attention to courtroom drama has acquainted us with "side bar" conversations where attorneys meet with the judge, off to the side in a confidential manner, to review procedure. This would also be favorable practice in the classroom when compared to having the cooperating teacher loudly announce, "You're going to confuse everyone with that, Ms. Brown!" If, in the view of the cooperating teacher, no serious harm will be done, a later conference "in chambers" may result in alterations to the plan and re-teaching. The need for this type of intervention should diminish if effective planning, reviewed by the cooperating teacher, precedes teaching. The "no plan, no teach" policy is reiterated throughout this program. As in the courtroom, the student teacher should also be able to signal for a conference. The confused students may send the signal as well.

Usually, problems should be discussed initially between the student teacher and the cooperating teacher before involving the university supervisor. If a problem continues, the cooperating teacher should call the Office of the Assistant to the Dean, 724-738-2293.

Formal Evaluations: Either two or three formal evaluations are required by the cooperating teacher depending on the length of the assignment. Cooperating teachers with student teachers placed in their classroom for 8-weeks or fewer are asked to complete two formal evaluations. Cooperating teachers who have student teachers for 12 weeks or 16 weeks are asked to complete the formal evaluations three times. These formal evaluations are to be submitted through an online platform called *Anthology Portfolio* and in relation to the SRU Framework for Teaching. An account will be set up for each cooperating teacher prior to the start of the student teaching placement. An operationalized rubric should be completed in relations to the 22 components of the Danielson Framework familiar to all PA certified teachers. Although the evaluation submitted on *Anthology Portfolio* can be viewed by the student teacher and university supervisor, a conversation about the evaluation should occur whenever possible. Comments can be added to the online form and are highly encouraged.

Informal Feedback: Although two or three formal evaluations are requested it is expected that all cooperating teachers will be providing regular formative feedback on a daily or weekly basis. Veteran cooperating teachers may have a process in place for providing this feedback such as post-lesson conferences, journaling with the student teacher, end-of-day meetings, etc. but all cooperating teachers are encouraged to develop a routine for providing feedback. Included in this handbook and made available online, the SRU Framework for Teaching Progress Assessment form could act as one option for providing this formative feedback. Cooperating teachers are encouraged to discuss ideas with the university supervisor assigned to their student teacher for additional ideas.

Recommendations: The term "recommendation" can be misunderstood to mean evaluation. A recommendation should be based upon observations and evaluations and carry with it the idea of support and promotion. The decision to recommend or write a letter of recommendation is a personal one and should not be considered either routine or required.

Honorarium: Cooperating teachers are paid an honorarium. The following list includes guidelines that apply to determining the honorarium amount.

- Slippery Rock University is authorized to provide an honorarium, or gift, to teachers employed in public school districts who provide professional services.
- The amount of the honoraria is determined by the Pennsylvania State System of Higher Education (PASSHE) which regulates the 14 universities in the state system. This amount may change annually due to system budget considerations.
- The PASSHE scale for payment has two levels--first-year cooperating teacher and experienced cooperating teacher. First year cooperating teachers are described as those working with a particular university for the first time. The experienced cooperating teacher has offered service to that particular university in a preceding year(s). Service to other colleges and universities is **not** considered. Universities receive annual notification of rates by the PASSHE. The current full-day semester rate is $290.00 for a first-time cooperating teacher and $580.00 for an experienced cooperating teacher. Full-day, half-semester rates are $145.00 and $290.00, respectively. PASSHE universities' teacher preparation programs are mandated by the Pennsylvania Department of Education, in the General Standards for Program Approval (Standard III, C).
- While similar in many respects, student teaching programs vary sufficiently in philosophy and format, to require different preparation. Cooperating teachers are urged to attend a cooperating teacher workshop at least once in every **five**-year period. A stipend can be issued every **fifth** year, for those who attend more frequently.
- Cooperating teacher workshops are offered each semester to orient new and returning cooperating teachers to the student teaching experience at Slippery Rock University. The time and format of these workshops vary.

RESPONSIBILITIES OF COORDINATOR OF STUDENT TEACHING

The assistant to the dean in the college of education acts as the coordinator of student teaching. The coordinator is responsible for the smooth operation of the student teaching semester. Under their direction, all teacher education candidates are assigned to public or private school sites for the development and assessment of professional competencies. The placement of student teachers in educationally sound environments is fundamental in ensuring that quality candidates are recommended to the state of Pennsylvania for teacher certification. In addition, other major responsibilities of the position include:

- Works with the placement coordinator to maintain a network of contacts and communications with principals and administrators of schools within the university's service area for the purpose of selecting and confirming student teaching assignments.
- Serves as liaison with students, faculty supervisors, cooperating teachers, school districts, administrators, and other designated personnel in public schools in matters related to student teaching.
- Serves as a resource and problem-solver for university and public-school personnel for students in the field.
- Monitors and processes student applications for the student teaching semester to ensure that all university and state requirements are met, including but not limited to: Act 34, Act 114, and Act 151 clearances, certification test scores, and department approvals.
- Conducts college of education professional development sessions for cooperating teachers, university supervisors, and student teachers.
- Informs appropriate university personnel of any changes in teacher certification as per the Pennsylvania Department of Education.
- Serves as a certification officer for the university.

This role is currently being filled by:

James A. Preston, D. Ed.
College of Education
Slippery Rock University
105 McKay Education Building
Slippery Rock, PA 16057
james.preston@sru.edu
724-738-2293
Fax: 724-738-2880

APPENDIX A – Visitation Form

SLIPPERY ROCK UNIVERSITY
STUDENT TEACHING VISITATION FORM

FRAMEWORK FOR TEACHING
DOMAINS:
I. Planning, Preparation and Assessment
II. The Classroom Environment
III. Instruction and Communication
IV. Professional Responsibility

Student Teacher _____
School _____
Visit No _____ Last Visit _____ Today's Date _____
Grade _____ Time
Session Description _____
Type of visit: Observation ( ) Conference ( )

Student Teacher Signature Date

Supervisor Signature Date

APPENDIX B – Guidelines for Progress Assessment

Guidelines for Using the Progress Assessment Form

1. The teacher candidate, cooperating teacher and University supervisor should complete this form before or between formal evaluations are submitted on *Anthology Portfolio* when necessary. **This is an optional assessment.**

2. This form can be used to assess the teacher candidate's instruction and professional dispositions at any time.

3. A score of zero, one, two, three, or N/O (not observed) should be given for each component.

4. Scores should be based upon the quality and quantity of evidence to support performance in each component. Little or no evidence results in a score of zero; some evidence results in a score of one; strong evidence results in a score of two; exceptional evidence results in a score of three.

5. The elements (bullets) listed under each component are to be regarded as representative descriptors for that component. The list is not comprehensive, or exhaustive, and a ranking of three is only possible when a majority of elements are observed. The components are to be scored, not the elements.

6. Evidence of performance is based on observations of class instruction, conferences with the teacher candidate, artifacts (i.e., lesson plans, unit plans, use of resources, etc.), oral and written reflections by the teacher candidate, and assessments of student learning.

7. In some cases, especially in the first eight-week placement, if little or no evidence may be observed due to a lack of opportunities (e.g., communications with families), please indicate by circling N/O.

8. The College of Education highly recommends written comments.

9. The completed forms should facilitate developmental conferences between: the teacher candidate and the cooperating teacher; the teacher candidate and the university supervisor; and if appropriate, a three-way conference among the teacher candidate, the cooperating teacher, and the university supervisor.

10. The conference should be aimed at identifying areas of proficient or distinguished performance by the teacher candidate, and areas which can be improved during the remaining weeks of the placement.

11. The university supervisor may collect the Progress Assessment forms.

12. The College of Education requires that all three parties collect evidence based on frequent observations and conferences. Please maintain accurate and detailed records.

APPENDIX C – Progress Assessment

SLIPPERY ROCK UNIVERSITY
FRAMEWORK FOR TEACHING
PROGRESS ASSESSMENT

Student Teacher_____ **School District** _____

Level: Undergraduate_____ **Post-Baccalaureate** _____

Month/Day/Year_____ **Grade/Subject** _____

Please assess your student teacher's (AKA the "Teacher") performance by circling the number that best characterizes each component. The elements identified under each component describe a proficient or "Target" student teacher. Consider the following when evaluating your student teacher:

3 (Exemplary) – The student teacher clearly understands the concepts underlying the component and implements in a manner that is consistent with a seasoned teacher.
2 (Target) – The student teacher clearly understands the concepts underlying the component and consistently implements. This results in teaching/behavior that is consistent with a novice certified teacher
1 (Near Target) - The student teacher appears to understand the concepts underlying the component and attempts to implement. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Improvement is likely to occur with experience.
0 (Unsatisfactory) - The student teacher does not yet appear to understand the concepts underlying the component. This is revealed in teaching/behavior that is below the licensing standard. Intervention and coaching is needed.
* The **N/O (not observed)** rating scale may be used for the entire component or for the individual elements.

Feel free to write comments in the space available to the right. This teacher education program is committed to a multicultural perspective. Include observations related to diversity, such as race, special needs, gender, ethnicity, lifestyle and socioeconomic factors when appropriate.

Domain 1: Planning and Preparation

Components:

1a: ***Demonstrating Knowledge of Content and Pedagogy*** **N/O 0 1 2 3**

- The teacher displays solid knowledge of the discipline and relationships within the discipline
- Teacher's plans and practice reflect understanding of prerequisite relationships among concepts and topics
- Teacher's plans and practice reflect familiarity with a range of effective pedagogical approaches

1b: ***Demonstrating Knowledge of Students*** **N/O 0 1 2 3**

- Teacher's plans display understanding of the typical developmental characteristics of students as a whole
- Teacher's knowledge of how students learn is accurate and current and this knowledge is applied through planning
- Knowledge of students' skills, knowledge and language proficiency is utilized in planning and records are maintained
- The teacher utilizes knowledge of students' interests and cultural heritage in the planning process
- The teacher's plans reflect knowledge of students' special learning and medical needs

1c: ***Setting Instructional Outcomes*** **N/O 0 1 2 3**

- Outcomes represent high expectations and rigor related to important ideas and required curriculum
- Outcomes follow a logical sequence and are aligned to appropriate standards
- Outcomes are clear, written in the form of student learning and suggest viable methods of assessment
- Outcomes reflect a balance of factual knowledge and conceptual understanding
- Outcomes are suitable for diverse learners

1d: ***Demonstrating Knowledge of Resources*** **N/O 0 1 2 3**

- Planning reflects knowledge of resources for classroom use such as school, community and Internet resources
- Resources are used to extend teacher's content knowledge and pedagogy
- Plans include resources for students (i.e. community resources, families, support services, etc.) when appropriate

1e: ***Designing Coherent Instruction*** **N/O 0 1 2 3**

- Activities planned for learning are appropriate for a range of learners
- Instructional materials and resources support the instructional outcomes and activities
- Instructional groups are thoughtful and appropriate
- Planning reflects an understanding of the connection between a single lesson and the larger unit

1f: ***Designing Student Assessments*** **N/O 0 1 2 3**

- Assessments are aligned with student outcomes and are appropriate for diverse learners
- Assessment criteria and standards are clear to the learners (ex. rubrics are created and shared)
- Formative assessments are well-designed and diverse
- Assessments are used for future planning and for providing feedback to students

Domain 2: The Classroom Environment

Components:

2a: ***Creating an Environment of Respect and Rapport*** **N/O 0 1 2 3**

- Interacts positively with all students from an anti-biased perspective
- Demonstrates genuine concern and respect for all students
- Establishes and maintains appropriate rapport with students as individuals
- Encourages responses and interactions that foster positive relationships among students
- Establishes an environment of respect that values individual differences among students

2b: ***Establishing a Culture for Learning*** **N/O 0 1 2 3**

- Teacher demonstrates a reverence and enthusiasm for the content and students reflect this enthusiasm
- High expectations for learning and achievement are established
- Teacher facilitates students showing pride in their work

2c: ***Managing Classroom Procedures*** **N/O 0 1 2 3**

- Small groups are well-organized and work independently
- Transitions are smooth with minimal loss of instructional time
- Routines for handling materials are established with minimal loss of instructional time
- Performance of non-instructional duties is efficient
- Volunteers and paraprofessionals are used productively

2d: ***Managing Student Behavior*** **N/O 0 1 2 3**

- Standards of conduct are clear and well developed for all students
- Teacher monitors student behavior and is proactive in preventing disruptions
- If student misbehavior occurs, teacher's response is sensitive and highly effective
- Standards of conduct are clear and well developed for all students

2e: ***Organizing Physical Space*** **N/O 0 1 2 3**

- The teacher maintains a safe learning environment and one that is accessible to all students
- Teachers and students use physical resources easily and effectively to advance learning

Domain 3: Instruction and Communication

Components:

3a: ***Communicating with Students*** **N/O 0 1 2 3**

- Teacher's purpose for the lesson/unit is made clear to the students including where situated within the broader learning
- Teacher's directions and procedures are clear to the students and student misunderstandings areanticipated
- Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience
- Teacher's written and spoken language is clear and correct and conforms to standard English

3b: ***Using Questioning and Discussion Techniques*** **N/O 0 1 2 3**

- Teacher's questions are of high quality and vary on Bloom's Taxonomy. Adequate wait time is provided
- Teacher creates genuine discussion or facilitates student led discussions. Student contribution isencouraged
- Teacher ensures that all students participate and all voices are valued

3c: ***Engaging Students in Learning*** **N/O 0 1 2 3**

- Activities and assignments are cognitively engaging for all students and exploration of the content isthe focus
- Instructional groups are productive and appropriate for the purpose of the lesson
- Instructional materials and resources are suitable and engage students in learning theconcepts/procedures
- The lesson has a clearly defined structure around which the activities are organized and pacing is appropriate

3d: ***Using Assessment in Instruction*** **N/O 0 1 2 3**

- Students are fully aware of the criteria and performance standards by which their work will be evaluated
- Teacher monitors progress of groups and individuals actively and systematically
- Teacher's feedback to the students is timely and of consistently high quality
- Teacher facilitates students' self-assessment of their own work against clearly stated criteria

3e: ***Demonstrating Flexibility and Responsiveness*** **N/O 0 1 2 3**

- Teacher successfully adjusts lesson based on close monitoring and formative assessments
- Teacher responds to students' questions and seizes opportunities to extend learning during "teachable moments"
- Teacher persists in seeking approaches for students who struggle, drawing upon a broad repertoire of strategies

Domain 4: Professional Responsibility

Components:

4a: ***Reflecting on Teaching*** **N/O 0 1 2 3**

- Teacher makes an accurate assessment of a lesson's effectiveness and references specific evidence to support the judgment
- Teacher offers specific and realistic suggestions for alternative actions to improve lessons

4b: ***Maintaining Accurate Records*** **N/O 0 1 2 3**

- Teacher's system for maintaining information of student completion of assignments is fully effective
- Teacher's system for maintaining information of student progress in learning is fully effective
- Teacher's system for maintaining information of student progress on non-instructional activities is fully effective
- Teacher's system for maintaining information of student completion of assignments is fully effective

4c: ***Communicating with Families*** **N/O 0 1 2 3**

- Teacher provides frequent information to families, as appropriate, about the instructional program
- Teacher communicates with families about students' progress with respect to cultural norms and responds to concerns
- Teacher's effort to engage families in the instructional program are frequent and successful

4d: ***Participating in a Professional Community*** **N/O 0 1 2 3**

- Relationships with colleagues are based on mutual support and cooperation. Teacher initiates a cooperative spirit
- Teacher actively participates in a culture of professional inquiry and leads when appropriate
- Teacher volunteers to participate in school events, making a substantial contribution
- Teacher volunteers to participate in school projects, making a substantial contribution

4e: ***Growing and Developing Professionally*** **N/O 0 1 2 3**

- Teacher seeks out opportunities for professional development to enhance content and pedagogicalknowledge
- Teacher welcomes feedback from cooperating teacher and university supervisor
- Teacher participates actively in assisting and supporting other educators

4f: ***Showing Professionalism*** **N/O 0 1 2 3**

- Teacher displays high standards of honesty, integrity and confidentiality with colleagues, students and the public
- Teacher is proactive in serving students, seeking out resources when needed
- Teacher advocates for all students and challenges negative attitudes or practices for underserved students
- Teacher maintains an open mind and participates in team decision making
- Teacher complies fully with school, district and Commonwealth standards of conduct for teachers

Student Teacher	Date	Cooperating Teacher	Date

or

		University Supervisor	Date

Additional Comments:

APPENDIX D – PA Code of Conduct

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
(3) Professional educators shall maintain high levels of competence throughout their careers.
(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) Professional educators shall 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.
  (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

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

Section 8. Civil Rights
The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with 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.

The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 - 235.11.

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

http://www.portal.state.pa.us/portal/server.pt/community/guidelines,_policies,_complaint_forms,_reports_and_related_documents_/8850/code_of_conduct/529193

APPENDIX E – SRU Framework for Teaching

SRU Framework for Teaching

Domain 1: Planning and Preparation

Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
1a: Demonstrating knowledge of content and pedagogy	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating knowledge of students	The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes,	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are

	strand and are suitable for only some students.	based on global assessments of student learning, are suitable for most of the students in the class.	whatever way is needed, for different groups of students.	differentiated, in whatever way is needed, for individual students
1d: Demonstrating knowledge of resources	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing student assessment	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting,	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are

	know or follow established routines.	With regular guidance and prompting, students follow established routines.	students follow established classroom routines.	well understood and may be initiated by students.
2d: Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: Using questioning and discussion techniques	Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging students in learning	Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and

		needed to be intellectually engaged.	engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
3e: Demonstrating flexibility and responsiveness	The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad

				range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

Domain 4: Professional Responsibilities

Effective teacher candidates have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
4a: Reflecting on Teaching	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	Even with supervision the teacher candidate demonstrates maintaining information on student completion of assignments and student progress in learning that is nonexistent or in disarray. The records for non-instructional activities are in disarray which results in errors and confusion.	With supervision the teacher candidate demonstrates maintaining information on student completion of assignments and student progress in learning that is rudimentary and partially effective. Records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the cooperating teacher, prone to errors.	With supervision the teacher candidate demonstrates maintaining information on student completion of assignments, student progress in learning, and non-instructional records that is fully effective. .	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Supervised communication with families	The teacher candidate has not demonstrated the cultural, professional, social, and verbal skills necessary for involvement with families.	With supervision, the teacher candidate demonstrates some communication and involvement with families. The teacher candidate makes partially successful attempts to engage families in the instructional program	With supervision, the teacher candidate communicates effectively with families multiple times: making some attempts to successfully engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d:	The teacher candidate's relationships with colleagues are negative	The teacher candidate's professional relationships are cordial and fulfill	The teacher candidate's professional relationships are characterized by	Professional relationships are characterized by mutual support,

Participating in a Professional Community	or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing professionally	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	The teacher candidate interactions are characterized by inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities in the classroom, and other school responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities in the classroom, or other school responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitments to teaching and a willingness to take on responsibilities in the classroom and other school responsibilities as well as some voluntary participation in professional development or after school activities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Slippery Rock University Student Teaching - Student Learning Objective (SLO) Project

Adapted from the "Pennsylvania Teacher Candidate Effectiveness Assessment," created by a PAC-TE subcommittee

Introduction:

Teacher candidates in all programs at Slippery Rock University will complete a Student Learning Objective (SLO) project during student teaching. This process and project has been designed to provide evidence of the effectiveness of the teacher candidates' teaching, to provide teacher candidates with the opportunity to apply their knowledge of the Danielson Domains through their reflection on their teaching, and to provide teacher candidates with an experience similar to what they may complete as part of their future teacher evaluation.

Objective(s):

Through the completion of the Student Learning Objective Project, the teacher candidate will:

- Analyze student data and content standards to identify an area of growth for a target population of students.
- Develop pre- and post-assessments that can be used to determine student growth.
- Develop an instructional plan that reflects best practices in a specific teaching discipline.
- Implement an instructional plan and adapt instruction to the target population of students in the unique qualities of the environment in which they are learning.
- Analyze pre- and post-assessments to determine academic growth.
- Reflect on a cycle of planning, teaching, assessing and analyzing using Charlotte Danielson's *Domains for Teaching*.

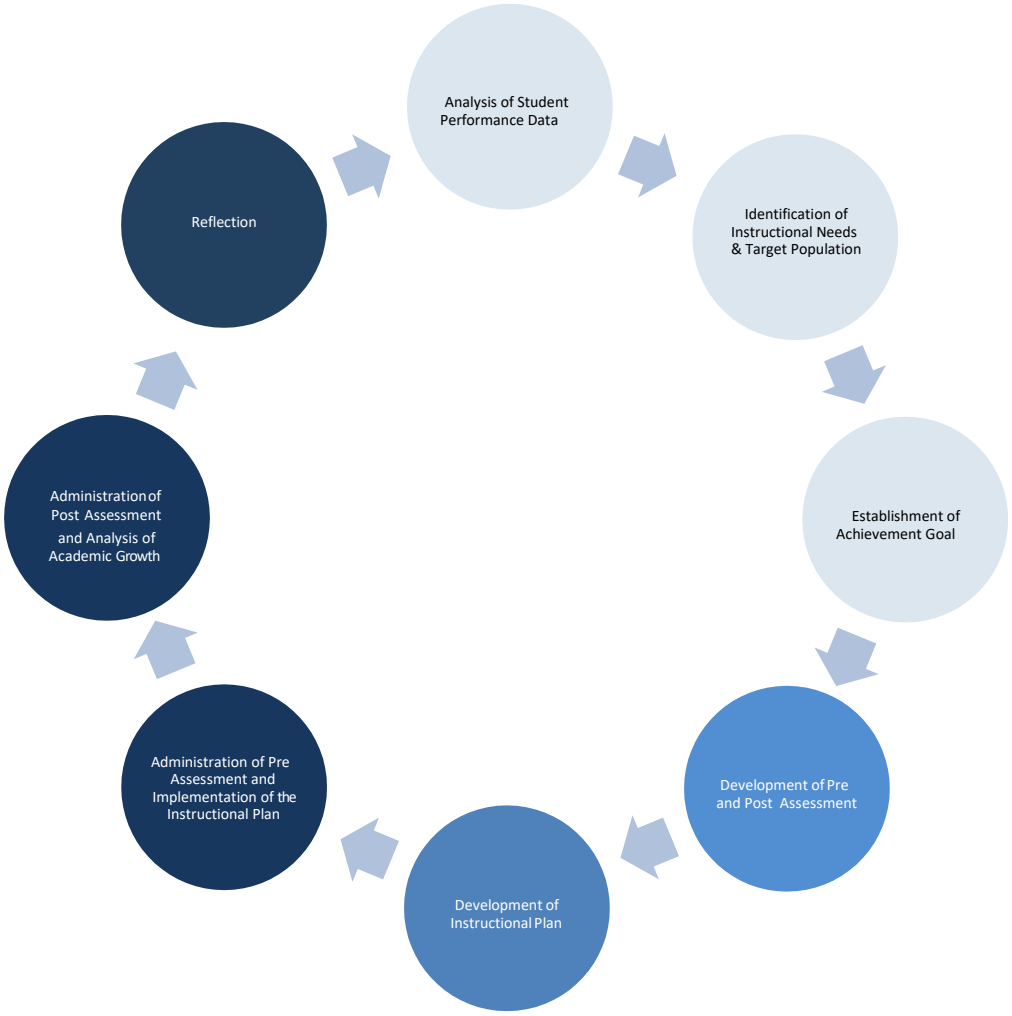
Student Learning Objective (SLO):

The SLO Project is to be completed in three stages. As such, feedback can be provided to the teacher candidate by the cooperating teacher and university supervisor at key stages during the process. The tasks associated with each Stage are outlined below:

SLO Stage	Task
Stage 1	Analysis of Student Performance Data Identification of Instructional Needs Identification of Target Population Establishment of Achievement Goal
Stage 2	Development of Pre and Post-Assessment Development of Instructional Plan
Stage 3	Delivery of Pre-Assessment Delivery of Instructional Plan Delivery of Post-Assessment and Analysis of Academic Growth Reflection

Although delivered in stages, the SLO process should be considered cyclical. The SLO process begins and ends with a review of student performance data. The cyclical nature of the SLO process is illustrated by the following. A description of each task and performance rubrics are included on the following pages.

Student Learning Objective Implementation Cycle



Analysis of Student Performance Data:

The SLO process begins and ends with the analysis of student performance data. In consultation with a cooperating teacher, the teacher candidate will analyze several forms of standards-aligned student performance data to determine the instructional needs of a targeted population of students. Assessments, such as benchmark assessments, diagnostic assessments, or standards-aligned classroom assessments, can all be analyzed to attain student performance data. In all cases, teacher candidates should analyze multiple forms of student performance data to determine the instructional needs of a targeted group of students.

Identification of Instructional Needs:

The identification of instructional needs for a target group of students should emerge through the analysis of student performance data. For the purpose of this assessment, the teacher candidate should confine the identification of instructional needs to one academic standard. The teacher candidate should make this decision in consultation with the cooperating teacher and university supervisor. Academic standards can come from PA Standards (www.pdesas.org/standard/views) or other content-specific standards common in the discipline, such as those commonly found in the individual specialized professional associations that are connected to specific fields of teaching.

Identification of Target Population:

In consultation with the cooperating teacher and university supervisor, the teacher candidate must identify the student population targeted for instruction. A rationale for selecting the target population should be provided and should contain information that aligns with the review of student performance data and the identification of instructional needs. The teacher candidate must also provide background information for the target population.

Establishment of Achievement Goal:

In consultation with the cooperating teacher and university supervisor, the teacher candidate must set an achievement goal. The achievement goal should indicate the intended academic growth for the target population in the academic standard selected and should be reasonable for the target population selected.

Development of Pre- and Post-Test:

In consultation with the cooperating teacher and university supervisor, the teacher candidate must develop a pre- and post-assessment that is designed to produce baseline performance and identify academic growth accordingly. The pre and post-assessment must be directly aligned to the content standard it is intended to assess.

Development of Instructional Plan:

An instructional plan, consisting of a series of lessons that contain a clear beginning and ending date, must be developed in consultation with the cooperating teacher and university supervisor. The instructional plan must address the instructional needs (i.e. content standard) for the target population selected for the SLO. Research-based instructional methodology, best practices, and the instructional components should be used to define the quality of the teacher candidate's instructional plan. Evidenced should be used to validate one's assessment.

Delivery of Pre-Assessment and Instructional Plan:

Under the supervision of the cooperating teacher and (when appropriate) the university supervisor, the teacher candidate must administer the pre-assessment and deliver the instructional plan to the target population. The teacher candidate must analyze the results of the

pre-assessment to establish baseline performance for the SLO. The teacher candidate must then deliver the instructional plan, administering the research-based instructional methodology, best practices, and Danielson components identified in their plan through a series of lessons. Throughout the delivery of the instructional plan, time should be set aside to provide the teacher candidate feedback and time for reflection.

Delivery of the Post-Assessment and Analysis of Academic Growth:

Once the instructional plan has been delivered to the target population, the teacher candidate must administer the post-assessment. The post assessment results should be compared to the baseline results to calculate the academic growth of the target population. Once again, this task should be completed in consultation with the cooperating teacher and (when appropriate) the university supervisor. The academic growth of the target population should be compared to the Achievement Goal set earlier in the SLO process.

Reflection:

An in-depth, written reflection must be completed by the teacher candidate and submitted to both the cooperating teacher and university supervisor. Time should be reserved by the cooperating teacher and university supervisor to review the teacher candidate's reflections with them. The reflection should include:

- a rationale for the academic standard selected that is grounded in the analysis of student performance data.
- a complete description of the population targeted in the SLO Project along with a rationale for their selection.
- identification of the academic growth of all members of the target population using the pre- and post-assessment results.
- identification of the Instructional Goal set for the SLO Project, rationale for the selection of the goal, and an analysis of the success of the goal.
- a description of the academic plan and a rationale for the instructional methodology selected.
- any mitigating factors that may have adversely affected the implementation of the instructional plan and how the plan could be improved in the future.

Student Learning Objective Rubric:

As noted above, the SLO Project is designed to be completed in three stages. As such, feedback can be provided for the teacher candidate by the cooperating teacher and/or university supervisor at key stages along the process. The SLO rubric is scored using a three-point scale in the following categories: Unsatisfactory, Basic, and Proficient. A category of Distinguished is contained in the SLO rubric; however, this category is only included to illustrate performance expectations for practicing teachers. Expecting teacher candidates to achieve this category is unreasonable.

Student Learning Objective (SLO) Process Rubric
Formative Assessment Stage #1 ☐ #2 ☐ #3 ☐

Standards: CAEP 1.1, 1.2, 1.3, 1.5, 2.1, 2.3
SRU Framework for Teaching: 1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e, 4a
SRU Dispositions: 1, 2, 4
ISTE Standards for Educators: 1a, 5a, 5b, 5c, 7b

Classroom Context

Name		**School**		**District**	
Class/Course Title		**Grade Level**		**Total Number of Students**	
Typical Class Size		**Class Frequency**		**Class Duration**	

Analysis of Student Performance Data (Stage 1)
CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #6: Assessment); SRU Framework 1b

Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Use of student performance data for analysis was unclear or non-existent. - Performance data was not linked to any specific standards.	- At least one form of student performance data was analyzed. - Performance data was loosely connected to a specific standard.	Multiple forms of student performance data were analyzed. - Performance data directly connected to a specific standard.	- Multiple forms of student performance data were analyzed. - Performance data was directly connected to an Academic Standard(s), Assessment Anchor(s) and district curriculum.

Identification of Instructional Need & Identification of Target Population (Stage 1)
CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #1: Learner Development, InTASC #2: Learning Differences, InTASC #7: Planning for Instruction); SRU Dispositions #2, 4; SRU Framework 1a, 1b

Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Identification of instructional need was unclear in connection to performance measures. - No rationale existed for selecting the target population.	- Identification of instructional need was loosely connected to performance measures. - Background information related to the target population was reviewed; however, the rationale for selecting the target population was unclear.	- Identification of instructional need was directly connected to performance measures. - Background information related to the target population was reviewed and the rationale for selecting the target population was clear.	- Identification of instructional need was directly connected to the analysis of multiple forms of student performance data and collaboration with one's peers. - A direct connection between student performance data, Academic Standard, Assessment Anchor and its Eligible Content existed. Background information was researched for the subgroup of students selected and a rationale for the target population of students was clear.

Achievement Goal (Stage 1)
CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #6: Assessment); SRU Framework 1c

Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- The Achievement Goal was not connected to the identified instructional need or performance measures. - The achievement goal was unreasonable for the target population.	- The Achievement Goal was loosely connected to the identified instructional need and/or performance measures. - The Achievement Goal was somewhat reasonable for the target population.	- The Achievement Goal was directly connected to the identified instructional need and/or performance measures. - The Achievement goal was reasonable for the target population.	- The Achievement Goal was directly connected to the identified instructional need(s), Academic Standard(s), Assessment Anchor and its eligible content. - The Achievement goal took into consideration needs specific to the target population (e.g. process monitoring, specially designed instruction, etc.). - The Achievement goal was highly appropriate for the target population.

Development of Pre and Post-Assessment (Stage 2) *CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #6: Assessment); SRU Framework 1f*			
Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Pre and post-assessments not aligned to the instructional standard identified for analysis. - Pre and post-assessments were not appropriate for the target population. - Pre and post-assessments were not designed to elicit measurable data.	- Pre and post assessments were somewhat aligned to the instructional standard identified for analysis. - Pre and post-assessments were somewhat appropriate for the target population. - Pre and post-assessments are designed to attain measurable data.	- Pre and post-assessments fully aligned to the instructional standard identified for analysis. - Pre and post-assessments were appropriate for the target population. - Pre and post-assessments are designed to attain measurable data related to the intended learning objectives.	- Pre and post-assessments directly aligned to the content standard(s) identified for the target population. - Pre- and post-assessments were carefully designed for the target population and meaningful data can be generated to inform future instructional decisions using the pre and post-assessments.
Development of Instructional Plan (Stage 2) *CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #4: Content Knowledge, InTASC #7: Planning for Instruction); SRU Framework 1a, 1e*			
Unsatisfactory (0)			Distinguished
- Use of content specific rubric created to be consistent with standards and best practices advocated by the Specialized Professional Association associated with the teacher candidate's area(s) of specialization. **This area differs per department and/or program.** ***see specific program related rubric provided by program coordinator/supervisor if made available**	- Use of content specific rubric created to be consistent with standards and best practices advocated by the Specialized Professional Association associated with the teacher candidate's area(s) of specialization. **This area differs per department and/or program.** ***see specific program related rubric provided by program coordinator/supervisor if made available**	- Use of content specific rubric created to be consistent with standards and best practices advocated by the Specialized Professional Association associated with the teacher candidate's area(s) of specialization. **This area differs per department and/or program.** ***see specific program related rubric provided by program coordinator/supervisor if made available**	- The Instructional plan consisted of a complete unit that contained a clear beginning and ending date. Instructional outcome was clearly identified and directly connected to the identified instructional need(s), Academic Standard(s), Assessment Anchor(s) and Eligible Content. - Instructional plan was based on research- based instructional methodology. - A sound rational for the selection of the instructional methodology selected was included. - The instructional plan took into consideration needs specific to the subgroup of students selected (e.g. I.E.P. ELL, etc.). - Multiple forms of follow-up student performance data were analyzed to determine the effectiveness of the instructional plan.
Delivery of Pre-Assessment (Stage 3) *CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #6: Assessment); SRU Framework 3d*			
Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Pre-assessment was administered to the target population. - Protocol interfered with the attainment of valid baseline data.	- Pre-Assessment was administered to the target population. - Testing protocol did not interfere with the attainment of valid baseline data.	- Pre-Assessment was administered to the target population following appropriate testing protocol. - Pre-Assessment scores were calculated to identify baseline performance for the target population.	- Pre-Assessment was administered to the target population in congruence with each learner's needs (e.g. IEP, ESL, etc.). - Baseline data was established that was valid.

Delivery of Instructional Plan (Stage 3) *CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #8: Instructional Strategies); SRU Framework 3a, 3b, 3c, 3d, 3e*			
Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Instructional delivery was not congruent with the instructional plan. - Research-based instructional methodologies, best practices, and Danielson components were not delivered acceptably. - The timeline established for the instructional plan was not adhered to even in consideration of unforeseen circumstances. (e.g. snow day, etc.)	- Instructional delivery was congruent with the instructional plan. - Research-based instructional methodologies, best practices, and Danielson components were delivered but corrections were necessary. - The instruction somewhat adhered to in consideration of unforeseen circumstances. (e.g. snow day, etc.).	- Instructional delivery was consistent with the instructional plan. - Research-based instructional methodology, best practices, and Danielson-components were delivered professionally. - The instructional timeline was adhered to in consideration of unforeseen circumstances (e.g. snow day, etc.).	- Instructional delivery was congruent with the instructional plans and professional adjustments were made as learner needs dictated. - Research-based methodology, best practices, and Danielson-components were exceptionally delivered. - The instructional timeline was adhered to in consideration of unforeseen circumstances (e.g. snow day, etc.). - The remainder of the class was appropriately accommodated given their individual instructional needs through a variety of means (differentiated instruction, co- teaching, technology-based instruction, etc.).
Delivery of Post-Assessment and Analysis of Academic Growth (Stage 3) *CAEP 1.1: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #6: Assessment); SRU Framework 3d*			
Unsatisfactory (0)	**Basic (1)**	**Proficient (2)**	**Distinguished**
- Post-assessment was administered to the target population. - Testing protocol interfered with attainment of valid data. - Post-assessment scores were not compared to pre-assessment scores and no reasonable identification of growth was identified.	- Post-assessment was administered to the target population. - Testing protocol did not interfere with the attainment of valid post-assessment data. - Post-assessment scores were calculated and compared to the pre-assessment results and the academic growth for the target population was somewhat identified.	- Post-assessment was administered to the target population following appropriate testing protocol. - Post-assessment scores were calculated and compared to the pre-assessment results and the academic growth for the target population was clearly identified.	- Post-assessment was professionally administered to the target population following appropriate testing protocol. - Post-assessment results were calculated and compared to the pre-assessment results and the academic growth of the target population was clearly identified. - The academic growth of the target population determines the score for this section (as outlined below).
***Note this section is not scored. This SLO model is scored for process, not outcome. Performance Outcome should be noted and included in the teacher candidate's Reflection (below).**			
0% to 69% of students met the PI targets.	70% to 79% of students met the PI targets.	80% to 94% of students met the PI targets.	95% to 100% of students met the PI targets.

Instructional Reflection (Stage 3) *CAEP 1.1, 1.2: Candidate Knowledge, Skills, and Professional Dispositions (InTASC #9: Professional Learning and Ethical Practice); SRU Dispositions #1; SRU Framework 4a*			
Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished
- Reflection related to the SLO process was minimal or non-existent. - Reflection on the instructional growth and mastery of the target population was not included or unclear. - Rationale for selecting the target population and the instructional plan was not clear. - An analysis related to the effectiveness of the instructional plan was not included or unclear. - No connections were made to Danielson Domains.	- Reflection related to the SLO process was provided. - Reflection was unclear in identifying the instructional growth and mastery of all members of the target population. - Rationale for selecting the target population and instruction plan was unclear. - Reflection included an analysis of the effectiveness of the Instructional Plan but did not include mitigating factors that may have impeded academic progress. - Minimal or weak connections were made to Danielson Domains.	- Reflection related to the SLO Process was in-depth. - Reflection identified the academic growth and mastery of all members of the target population through the analysis of multiple forms of pre- and post-assessment data. - Reflection included a rationale for selecting the target population and for selecting the instructional plan. - Reflection included an analysis of the effectiveness of the instructional plan implemented, including mitigating factors that may have detracted from performance gains. - Strong connections were made to multiple Danielson Domains.	- Reflection related to the SLO process was in-depth and included a collaborative discussion with one's peers. - Reflection identified the academic growth of all members of the target population through the analysis of multiple forms of pre- and post-assessment data. - Reflection included a rationale for selecting the target population. - Reflection included a rationale for selecting the instructional plan as well as recommendations how the instructional plan could inform educators who will teach the target population in the future. - Reflection included a rational for selecting the instructional plan. The rationale included an analysis of the effectiveness of the instructional plan implemented, including mitigating factors that may have detracted from performance gains for the target population. - The SLO reflection includes recommendations for further SLO development to support student achievement of standards in this targeted content area. - Strong connections were made to all four Danielson Domains.

APPENDIX G – Classroom Management

Effective Classroom Management

Effective classroom management is critical to the student teacher being successful. Classroom management refers to all of the things teachers do to organize students, space, time and materials to maximize effective teaching and student learning (Wong & Wong, 1998). Research has shown effectively managed classrooms and high student achievements are linked. Wong and Wong identify two objectives of classroom management:

1. Enhance student involvement and cooperating
2. Establish a positive working environment

Use these tips to strengthen classroom management:

- Post classroom expectations, rewards and consequences.
- Promote positive action. Acknowledge inappropriate behavior but reinforce the action's positive counterpart.
- Circulate through the room. Physical proximity to students can stop inappropriate behavior before it starts.
- Say please and thank you every chance you get.
- Incorporate music into your classroom when possible.
- Use your lesson plans.
- Post assignments daily.
- Post a schedule or agenda.
- Use positive praise.
- Plan for student successes.
- Plan for student rewards.
- Have a back-up activity for those unexpected events.
- Establish procedures for student tardiness, bathroom breaks and lack of ready-to-use supplies.
- Have something for students to do when they complete assignments early.
- Use cooperative learning strategies.
- Catch students being good and reinforce that behavior.
- Tell students you appreciate their efforts and class contributions.
- Make sure your students know what to do in the classroom.
- Model the behaviors you want your students to engage in.
- Devote time at the beginning of the school year to teach class rules to your students.
- Roleplay problem causing situations before they occur.
- Every day, make your initial contact with each student a positive one. Each day say "Good morning" or "How are you?"
- Set limits for behavior by telling students your tolerance level.
- Ignore behaviors that may possibly increase by attending to them.
- Develop a signal to let students know behavior is unacceptable.
- Reinforce students for appropriate behavior.
- Provide students with breaks from work when they become agitated or bored.
- Redirect bored students back to task by offering help, discussing the assignment or complimenting the student's accomplishment on the completed part of the task.
- Make a direct appeal to the student's sense of fairness.

The First Days of School by Harry and Rosemary Wong is a book you may need to find. This highly readable book shows the difference between an effective and ineffective teacher. The Wongs systematically outline the techniques used by effective teachers.

APPENDIX H – Disposition Rubric

SRU College of Education – Professional Educator Dispositions Rubric

Attribute	***Unable to Assess:***	***Unsatisfactory (U):***	***Emerging (E):***	***Developing (D):***	***Target (T):***
Professional Responsibility Is dependable, accountable & reliable. Exhibits regular attendance, arrives on time, arrives focused and prepared, meets deadlines, and keeps appointments.	UA	Fails to meet professional responsibilities such as assignments, clearance submissions, or other paperwork. Frequently misses deadlines or misses appointments without appropriate communication. Submits paperwork that is incomplete or inaccurate. Frequently requests exceptions or demonstrates a lack of ownership for work.	Meets professional responsibilities with some prompting and developmentally appropriate guidance (i.e., communication via syllabi, course materials, email reminders, etc.). Regularly meets deadlines and attends meetings, or communicates exceptions. Paperwork in complete and demonstrates an attempt to meet all expectations.	Meets professional responsibilities with minimal prompting and a developmentally appropriate level of guidance. Regularly meets all expectations, including deadlines, communication, and details of assignments and other responsibilities.	Consistently meets professional responsibilities with a developmentally appropriate level of guidance. Plans for requirements and deadlines. Is consistently proactive, present, prompt, and prepared. Communicates exceptions appropriately.
Criterion Rating:					
Professional Communication Demonstrates professional oral and written communication skills: speaks clearly, has expansive vocabulary and uses rich oral interactions, effective for the audience, presents effectively. Demonstrates thoughtful and responsive listening and observing.	UA	Written, oral, or nonverbal communication is inappropriate for educational settings or the intended audience. Does not demonstrate active listening and observation.	Tries to communicate effectively but the results are inconsistent. Meaning may be interrupted and/or may not demonstrate an awareness of audience and situation. May lack awareness of nonverbal communication, including active listening and observation.	Demonstrates an effort to communicate effectively, and is consistently successful. Considers the audience and situation. Demonstrates proficient use of content-specific academic language. Uses nonverbal communications appropriately. Listens and observes actively.	Consistently communicates effectively across contexts. Adapts written and oral communication to situations appropriately. Demonstrates mastery of content-specific academic language. Uses nonverbal communication effectively. Demonstrates thoughtful and responsive listening and observation.
Criterion Rating:					
Collaboration & Leadership Exhibits interpersonal professional relationships: shows willingness to consider multiple perspectives, interacts with others respectfully.	UA	Does not work willingly or effectively with others. Discourages or undermines the work of others.	Participates appropriately with colleagues or peers. Supports participation and success for all.	Contributes to groups with colleagues or peers. Demonstrates commitment to team success. Encourages and supports participation.	Contributes to effective group functioning when working with colleagues or peers. Contributes to equity in labor, planning, and execution of tasks. Encourages and supports participation and success for all, and provides constructive feedback to others when appropriate.
Criterion Rating:					

SRU College of Education – Professional Educator Dispositions Rubric

Attribute	***Unable to Assess:***	***Unsatisfactory (U):***	***Emerging (E):***	***Developing (D):***	***Target (T):***
Ethical Behavior Maintains professional discretion and confidentiality. The candidate practices legal/ethical conduct: follows SRU student code of conduct and PA Educators code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws.	UA	Fails to uphold the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs of students, the work setting, and the profession. Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of their behavior on students' behavior.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct. Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.
Criterion Rating:					
Critical Thinking & Problem Solving Shows motivation and initiative. Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed.	UA	Does not address problems or seek solutions. Does not gather, analyze, or use data to make informed decisions.	The candidate demonstrates an emerging practice of the educator attribute(s) and has begun displaying signs of intellectual curiosity.	When presented with a problem, candidate seeks solutions. Shows willingness to compromise and be flexible. Is mostly self-reliant and uses appropriate assistance.	The candidate is flexible and quickly adapts to classroom circumstances. Is self-reliant when possible and seeks appropriate assistance when necessary. Consistently seeks a variety of different perspectives and uses them to analyze professional contexts.
Criterion Rating:					

SRU College of Education – Professional Educator Dispositions Rubric

Attribute	***Unable to Assess:***	***Unsatisfactory (U):***	***Emerging (E):***	***Developing (D):***	***Target (T):***
Commitment to Social Justice & Equity Values diversity and appreciate differences, including the languages, communities, and experiences all learners bring to the classroom. Promotes mutual understanding for all community members. Candidates advocate for and support marginalized communities and individuals.	UA	Explicitly shows bias against certain individuals or categories of individuals. Behaves in a manner that is discriminatory, intolerant, or closed minded. Resists working with some groups or individuals. Makes derogatory remarks, or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promote stereotypes or demean others. May demonstrate resistance or defensiveness if provided feedback.	Appears open to include all individuals and categories of individuals in interactions with students, colleagues, and peers. Demonstrates respect in interactions with and referring to all individuals. Demonstrates an awareness of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that diversity is mentioned but not critically analyzed. When needed, revises according to feedback	Interacts with sensitivity and consideration to diverse populations in interactions with students, colleagues, and peers. Considers multiple perspectives in interactions with and when referring to all individuals. Demonstrates analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and appreciation of diversity. Seeks and revises according to feedback.	Uses a critical, intersectional lens to guide interactions with students, colleagues, and peers. Demonstrates a commitment to informed and equitable interactions and references. Demonstrates actions based on critical and ongoing analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and justice orientation. Advocates for inclusion and consideration of diverse perspectives. Seeks, provides, and revises according to feedback.
Criterion Rating:					
Commitment to Reflection on Teaching and Ongoing Learning Critically reviews their professional practice and the impact it has on student success. Recognizes the need for and are committed to actively seeking new knowledge, skills, and experiences.	UA	Does not demonstrate intellectual engagement with material or others. Does not seek or take advantage of learning opportunities.	Shows interest in personal growth and professional development. Verbal and written contributions demonstrate basic knowledge of material and interest in material and engagement with others. May take advantage of learning opportunities. Positions represent more personal experience than incorporated knowledge.	Shows commitment to personal growth and professional development. Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others. Takes advantage of learning opportunities. Positions represent knowledge beyond personal experience or perspectives.	Takes a collaborative stance toward personal growth and professional development. Demonstrates continuous intellectual engagement with materials and others. Seeks and takes advantage of learning opportunities; deepens understanding of theory, research, and evidence-based practices. Intentionally expands position to incorporate knowledge beyond personal experience or perspectives.
Criterion Rating:					

SRU College of Education – Professional Educator Dispositions Rubric

Student Name: **Faculty Name:**

Assessment Setting: Class_____/ Field _____ **Assessment Date:**

Directions for Faculty: Please select the rating for each criterion according to the rating descriptors below. In the Notes section, please offer any qualitative feedback for the student regarding particular evidence of strengths and/or possibilities for growth. Then, sign the document and return to the student.

Rating Descriptors:

Unable to Assess (UA):	*Unsatisfactory (U):*	*Emerging (E):*	*Developing (D):*	*Target (T):*
		Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
The practitioner was unable to assess the educator attribute(s) within their setting.	The candidate does not exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	The candidate demonstrates an **emerging** practice of the educator attribute(s).	The candidate **applies** the educator attribute(s) as a developing educator.	The candidate **models** the educator attribute(s) at an **exemplary level consistent with best practice**.

Notes:

Faculty Signature:

APPENDIX I – PDE 430

_____ Mid
_____ Final

Slippery Rock University - Evaluation Sheet for the PDE 430 Form

Name: _____ Banner ID: A00 _____
Last First Middle

Subject(s) Taught: _____ Grade Level: _____

School Year: _____ Term: _____ Major: _____

District/IU: _____ *if dual major, list both _____

School: _____

Category I - Planning and Preparation Rating: ☐ 0 Unsatisfactory ☐ 1 Satisfactory ☐ 2 Superior ☐ 3 Exemplary

Justification for Evaluation Rating (be specific and give examples):

Sources of Evidence: (Check all that apply and append any supplementary documentation for ***Unsatisfactory*** rating).

☐ Lesson/Unit Plans ☐ Information about Students (*including IEPs*) ☐ Resource Documents
☐ Resource/Materials/Technology ☐ Student Teacher Interviews ☐
Other: _____
☐ Assessment Materials ☐ Classroom Observations

Category II - Classroom Environment Rating: ☐ 0 Unsatisfactory ☐ 1 Satisfactory ☐ 2 Superior ☐ 3 Exemplary

Justification for Evaluation Rating (be specific and give examples):

Sources of Evidence: (Check all that apply and append any supplementary documentation for ***Unsatisfactory*** rating).

☐ Classroom Observations ☐ Student Teacher Interviews ☐ Instructional Resources/Materials/Technology/Space
☐ Informal Observations/Visits ☐ Visual Technology ☐
Other: _____

Category III - Instructional Delivery Rating: ☐ 0 Unsatisfactory ☐ 1 Satisfactory ☐ 2 Superior ☐ 3 Exemplary

Justification for Evaluation Rating (be specific and give examples):

Sources of Evidence: (Check all that apply and append any supplementary documentation for ***Unsatisfactory*** rating).

☐ Classroom Observations ☐ Student Teacher Interviews ☐ Instructional Resources/Materials/Technology
☐
☐ Informal Observations/Visits ☐ Student Assignment Sheets Other: _____
☐ Assessment Materials ☐ Student Work

Category IV - Professionalism Rating: ☐ 0 Unsatisfactory ☐ 1 Satisfactory ☐ 2 Superior ☐ 3 Exemplary

Justification for Evaluation Rating (be specific and give examples):

Sources of Evidence: (Check all that apply and append any supplementary documentation for ***Unsatisfactory*** rating).

☐ Classroom Observations ☐ Student Teacher Interviews ☐ Student Work
☐ Informal Observations/Visits ☐ Written Documentation ☐ Instructional Resources/Materials/Technology
☐ Assessment Materials ☐ Student Assignment Sheets ☐
Other: _____

Overall Rating:

Category	**Unsatisfactory (0 Pts.)**	**Satisfactory (Min. of 4 Pts**	**Superior (Min. of 8 Pts.)**	**Exemplary (Min. of 12 Pts.)**
Rating (Indicate ✓)				

A Satisfactory rating of (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 (be specific and give examples):

Our signatures below signify that the complete five page PDE430 document including the performance criteria, which appear in the Student Teacher Handboook, was reviewed and made a part of the evaluation which is summarized above.

Required Signatures:

Supervisor Signature: _____ **Print Name:** _____ **Date:** _____

Student Teacher Signature: _____ **Print Name:** _____ **Date:** _____

Top page (original): Teacher Certification Office - **Yellow page (2nd):** Student Teacher Supervisor - **Pink Page (3rd):** Student

Performance, Evaluation: Categories and Performance Indicators
(see Student Teaching Handbook for complete form)

Category I: Planning and Preparation – Student teacher 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, their knowledge of assigned students and his/her instructional context.
Alignment: 354.33. (1)(*i*)(A),(B),(C),(G),(H)

Student Teacher'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 constructions of lesson plans and setting instructional goals.

Category II: Classroom Environment – Student Teacher 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 behavio r.
Alignment: 354.33. (1)(*i*)(E),(B)

Student Teacher'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

Category III: Instructional Delivery – Student Teacher, 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)(*i*)(D),(F),(G)

Student Teacher'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

Category IV: Professionalism – Student Teacher 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'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 the 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

APPENDIX J – Supervisor Evaluation

UNIVERSITY SUPERVISOR EVALUATION

Semester Date _____

Name of University Supervisor _____

Please circle the number which best describes your university supervisor:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

	SA	A	D	SD
1. My university supervisor observed my student teaching sufficiently to evaluate it fairly.	4	3	2	1
2. My university supervisor made suggestions that were constructive and/or helpful.	4	3	2	1
3. My university supervisor helped and encouraged me to self-evaluate.	4	3	2	1
4. My university supervisor encouraged me to contact him/her whenever needed.	4	3	2	1
5. My university supervisor tried to hold a conference after each observation.	4	3	2	1
6. My university supervisor was open-minded and receptive to my comments, questions and concerns.	4	3	2	1
7. My university supervisor was encouraging and supportive.	4	3	2	1
8. It was apparent that my university supervisor took an interest in my professional development.	4	3	2	1
9. My university supervisor encouraged mutual honesty in all of our meetings and conferences.	4	3	2	1
10. My university supervisor demonstrated a commitment to working with me.	4	3	2	1
11. My university supervisor functioned as a sensitive team member with me and my classroom teacher.	4	3	2	1
12. My university supervisor permitted me to raise questions or make comments before decisions were made that concerned me.	4	3	2	1
13. My university supervisor represented Slippery Rock University well.	4	3	2	1

Appendix K - COE Technology Competence Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
Learners' Needs	Technology is selected without considering learners' needs and abilities.	Technology is used that meets the needs of most students.	Uses technology to create learning experiences that foster independence and meet all learners' needs and abilities.	Uses technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
Content Standards	Content standards are not reference prior to selecting technology tools.	Technology integration is motivated by content standards.	Technology integration is aligned with content standards.	Designs authentic learning activities that align with content area standards and uses digital tools and resources to maximize active, deep learning.
Innovation	Does not incorporate innovative digital learning environments that engage and support learning.	Incorporation of innovative digital learning environments is minimal or has minimal effect on practice.	Uses innovative digital learning environments that support learning for all students.	Explores and applies instructional design principles to create innovative digital learning environments that engage and support learning for all students.
Technology Management	No connection to digital platforms, virtual environments, hands-on makerspaces or in the field.	Minimal or inefficient management of technology and student learning strategies.	Management of technology and student learning strategies is evident in digital platforms, virtual environments, hands-on makerspaces and/or in the field.	Management of technology and student learning strategies is effective and evident in digital platforms, virtual environments, hands-on makerspaces or in the field.
Learning Opportunities	Opportunities for computational thinking are absent.	Learning opportunities using a design process and computational thinking are used in problem solving.	Learning opportunities incorporating a design process and computational thinking are evident in curricula and practice.	Provides learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems creatively.
Creativity	Does not demonstrate creativity in expressing, communicating ideas, knowledge or connections.	Demonstrates interest and attempts at creative communication of ideas, knowledge or connections.	Models creativity and creative expression in communicating ideas, knowledge or connections (using technology).	Provides opportunities that nurture creativity and creative expression to communicate ideas, knowledge or connections (using technology).
Alternatives	No alternative* ways for demonstrating competency or reflecting on learning are provided to learners. * See examples below	Alternative* ways to demonstrate competency and self-reflection by the learner using technology are minimally provided. * See examples below	Alternative* ways to demonstrate competency and self-reflection by the learner using technology are mostly provided. * See examples below	Alternative* ways to demonstrate competency and self-reflect by the learner using technology effectively and appropriately provided. * See examples below
Assessment	Does not use technology in the design or implementation of assessment methods, to accommodate learners' needs or provide timely feedback.	Minimally attempts to incorporate technology into formative and summative assessments, in providing feedback to students and informing instruction.	Often incorporates technology to design into formative and summative assessments in providing feedback to students and informing instruction.	Effectively uses technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
Communicate to Stakeholders	Does not communicate assessment results to stakeholders.	Communicates assessment results to some but not all stakeholders.	Uses assessment data to inform practice and communicates results with students, parents and other stakeholders.	Use assessment data to guide progress and to effectively communicate with students, parents and education stakeholders to build student self-direction.