



**EDUCATION DEPARTMENT**

**Handbook For  
The Professional Semester  
In Secondary Education**

**For**

**Student Teachers, Cooperating Teachers,  
University Faculty And School Administrators**

*La Salle University  
Secondary Education  
1900 West Olney Avenue  
Philadelphia, PA 19141  
215-951-1190*

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## **FOREWORD**

The Education Program's certification program is approved by the Pennsylvania Department of Education and leads to a Masters of Arts/Bachelor of Arts degree and recommendation for Instructional I teacher certification in secondary education. Areas of certification in secondary education include biology, chemistry, communication (non-print media), earth and space science, English, French, general science, German, Italian, mathematics, social studies and Spanish. Anyone applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the PRAXIS Series (Professional Assessments for Beginning Teachers).

The primary goal of the program is excellence in teaching. To achieve this goal, the best efforts of committed students, concerned faculty, and dedicated cooperating teachers are required. The key to the success of these endeavors is the assignment of La Salle students to student teaching sites in which exemplary teachers cooperate in developing the professional expertise of the pre-service students.

The purpose of this handbook is to serve as a general guide. The Education Program recognizes the collaborative nature of preparing teachers and welcomes comments, criticisms, and/or suggestions from the users of this guide. In this way, the department can monitor the quality and effectiveness of its programs and make necessary improvements.

## **THE PROFESSIONAL SEMESTER**

The Professional Semester is scheduled during the spring semester by all secondary education candidates who have been approved for student teaching by the Education Department.

During the first two weeks of the spring semester, student teachers meet everyday at La Salle University for instruction in special methods of teaching and for special topic seminars which focus on issues such as diversity in the high school, adjusting the curriculum to meet the needs of special learners in the secondary classroom, legal issues, sexual harassment, substance abuse among adolescents, and using school based health services to support students. Student teachers are then clustered in groups of three or paired when possible according to their academic teaching areas, and each group reports to its practicum site beginning the first Monday following these first two weeks of on-campus instruction.

Student teachers return to La Salle University at least twice during the Professional Semester for further instruction in special methods and for participation in special topic seminars.

In addition to classroom instruction, student teachers are required to fulfill a series of assignments and activities that introduce them to the support services and administrative procedures related to secondary education. (See Appendix A).

To be recommended for teacher certification, student teachers must complete all requirements of the Professional Semester.

## **THE PROFESSIONAL SEMESTER: THE UNIVERSITY CURRICULUM**

The student enrolled in the professional semester must be approved by the director and the candidacy committee of the Education Department. This requires an overall academic GPA of 3.00. In addition, in the education courses taken, the student must demonstrate effective oral and written communication skills, be known by the faculty as being of good moral character, demonstrate appropriate human relations skills, and behave in a manner consistent with the expectations of the teaching profession.

The Education Department reserves the right to reject any applicant for student teaching or professional certification who does not meet the aforementioned requirements and the detailed requirements in the La Salle University Bulletin. A student who demonstrates unprofessional conduct and/or inadequate preparation/performance may be dismissed from the program.

Upon successful completion of the student teaching experience, the student teacher will be eligible for recommendation for teacher certification. The certification process includes:

- submission of completed General Application for PA Certificate form to the appropriate office (Grad Ed office/EDC office) (See Appendix B)
- passing scores on all relevant sections of the PRAXIS series.

The student teacher should also be aware of the Commonwealth of Pennsylvania's requirement that all prospective employees of Pennsylvania schools must undergo a PA criminal record check, a PA child abuse history clearance and an FBI federal criminal history clearance. These applications may be obtained from the Education Office.

## **THE SECONDARY EDUCATION PROGRAM**

Prior to the Professional Semester, the undergraduate student will have completed the following:

- One-hundred eight (108) credit hours of coursework, including required courses in the student's academic specialty (e.g. chemistry, English, social studies). (See Appendix C for a listing of courses required in the respective content areas for teacher certification).
- Twenty-four (24) credit hours in professional education, including
  - EDC 103 Educational Psychology: Student Learning
  - EDC 104 Educational Psychology: Student Diversity
  - EDC 224 Adolescent Development
  - EDC 225 Differentiating Instruction for Adolescents through Educational Technology
  - EDC 304 Reading in the Content Area
  - EDC 306 Foundations of American Education
  - EDC 401 The Art and Science of Teaching
- Pre-student teaching field experiences, including on-site observation and analysis of classroom instruction and dynamics, diagnostic assessment of reading in the content area, tutoring, small group instruction, and observation and analysis of instruction in classrooms focusing on special needs learners.

**Or**

## **THE GRADUATE SECONDARY EDUCATION PROGRAM**

Prior to the Professional Semester, the graduate student will have completed the following:

- Required courses in the student's academic specialty (e.g. chemistry, English, social studies) (See Appendix C)
- Thirty (30) credit hours in professional education, including
  - EDC 501 Cognitive Development and Education
  - EDC 502 Social Development and Education
  - EDC 510 Human Exceptionalities
  - EDC 601 Foundations of Education
  - EDC 613 Teacher's Role
  - EDC 603 Curriculum Development
  - EDC 602 Teacher and Technological Advances
  - EDC 617 Reading in the Content Area
  - EDC 647 **and** EDC 648 The Integrated Secondary Education Practicum

## **THE PROFESSIONAL SEMESTER: PURPOSE AND COMPETENCIES**

The general purpose of student teaching is to provide practice, under supervision and guidance, in the many experiences encountered in teaching. This more extensive, full-time classroom practicum is one basis for professional growth. The student is expected to:

- develop positive professional attitudes and relationships;
- apply theoretical and conceptual knowledge, which has been acquired in university courses, to practical situations;
- refine the intellectual, moral, social, and personal qualities necessary for successful teaching;
- become familiar with the purposes, programs, and organization of American schools;
- understand the role of the school in relation to the community the school serves;
- foster reflective thought, critical analysis, problem solving, and creative action;
- plan instructional content and activities, apply validated methods, and evaluate teaching effects;
- participate in a progressively increasing variety of instructional responsibilities;
- develop a developmental perspective that addresses the needs of all students;
- adjust the curriculum and methods of instruction to meet the needs of learners;
- develop positive attitudes toward continued professional growth and development.

In addition, the student teacher is expected to demonstrate adequacy in the following specific competencies and attributes:

### **Planning Skills**

The student teacher will:

- utilize an instructional design model based upon current theory and practice;
- consistently plan for instruction;
- identify objectives, procedures, materials, and evaluation issues when planning instruction;
- use informal and formal assessment of students' abilities to develop appropriate educational objectives;
- develop instruction to provide for individual learner's needs and strengths;
- maintain a journal which demonstrates thoughtful reflections and which relates experiences and activities to principles of human growth and development and to principles of learning;

## **Instructional Skills**

The student teacher will:

- consistently select reasonable and appropriate objectives;
- use direct teaching to an objective by effectively explaining, modeling, questioning, planning relevant activities, and providing feedback;
- vary instructional methods (e.g. lecture, discussion, and cooperative learning);
- monitor student progress and adjusts teacher behavior;
- consistently apply principles of learning to instruction;
- demonstrate enthusiasm for teaching;
- demonstrate flexibility to deviate from lesson plan whenever necessary;

## **Knowledge of Content and Child Development**

The student teacher will:

- present accurate information;
- present concepts congruent to the student's level of cognitive, social, emotional, moral, and physical development;
- employ references and resources to expand knowledge;

## **Classroom Management Skills**

The student teacher will:

- establish and consistently apply principles of classroom management to maintain appropriate classroom environment;
- use time efficiently;
- employ strategies to facilitate smooth transitions between lessons and between components of lessons;
- provide positive feedback frequently throughout instruction;
- apply the least intrusive behavior management strategy;
- understand classroom management as a proactive rather than a reactive concept;

## **Educational Technology**

The student teacher will:

- reflect understanding of principles governing selection of appropriate materials;
- demonstrate ability to use a wide variety of idea and product technologies to complement content objectives and learner needs;
- employ commercial and teacher-made materials;
- adapt media to meet the needs of students and content;

## **Human Relations Skills**

The student teacher will:

- communicate appropriately and effectively with colleagues, parents, students, and school personnel;
- demonstrate initiative in assuming teaching and non-teaching responsibilities;
- accept constructive criticism;
- change teaching behavior based upon the suggestions and recommendations of the cooperating teacher and university supervisor;
- consistently meet scheduled responsibilities on time;
- foster student acceptance and respect;
- provide notice of absence or tardiness to appropriate school and university personnel;

## **Professional Attributes**

The student teacher will:

- take personal responsibility for all actions;
- use written and spoken English correctly;
- manifest mastery of the requisite systematic body of knowledge that provides a solid base for teaching and learning;
- support and cooperate with colleagues;
- demonstrate a willingness to teach every child irrespective of kinship, politics, race, religion, sex, social status, or handicapping condition.

## **PROFESSIONAL SEMESTER: GENERAL POLICIES FOR STUDENT TEACHING**

- *Attendance.* If illness or an emergency should require the student teacher to be absent from school, the student teacher will inform the supervisor, cooperating teacher, the school principal, and the Education Program at La Salle University (215-951-1879). Repeated tardiness and/or absences in excess of three (3) days during any semester requires extensions of time in student teaching. The student teacher is required to arrive at the student teaching site one-half hour before the scheduled start of the school day.
- *Calendar.* The student follows the school calendar of the assigned student teaching site.
- *Transportation.* The student teacher is responsible for arranging reliable transportation to and from the practicum site (See Appendix D).
- *Attire and Grooming.* The student teacher will conform to the accepted practices in grooming and professional attire that are practiced in the school. A student should observe other teachers and ask the cooperating teacher and principal for guidance in these matters.
- *Outside Activities.* The student teaching experience must be the primary focus of the student's attention during the Professional Semester. The student teacher will make no plans for involvement in activities that would interfere with the performance of teaching responsibilities or seminar coursework in any way. If there is a pressing need for employment or for involvement in any other activity during the practicum, written notification must be submitted to the Chair of the Education Department for approval prior to the start of the professional semester (See Appendix D).
- *Proper Communication and Placement Issues.* Most of the time, problems that are encountered in student teaching are precipitated by poor communication or miscommunication. These problems can usually be resolved by talking with the right people, at the right time and in the right place. If you feel that a problem may be developing begin by *immediately speaking to the person with whom you have concerns*. Then follow the proper hierarchy outlined below:
  1. Speak with your cooperating teacher. If you can not resolve the problem...
  2. Speak with your supervisor. If you can not resolve the problem...
  3. Speak with the Administrative Director of Secondary Education. If you can not resolve the problem...
  4. Speak with the Chair of the Education Department.

On RARE occasions a change of placement may be discussed and recommended. In this case, the student must complete the Change of Placement form (Appendix E) and submit this form to the Chair of the Education Department. This will only be considered or recommended after the above outline has been followed.

- *Grading.* To maintain program standards, individual student teaching grades are determined by the student's supervisor in consultation with the Chair of the Education Department and the supervisors of the professional semester. Assessment criteria used for grading student teachers are listed below:

Grade A: Superior Performance

- Excellence in all areas
- Mastery of all required competencies (See pp. 6-8)
- Progression through developmental stages relating to all professional and non-professional activities without delays attributed to the student teacher (See p. 12)
- Consistently reflective and analytic journal entries
- Excellent Unit Project
- Excellent participation in all seminars
- Excellent written assignments and short papers required in seminar
- Documentation of superior performance by a portfolio must be submitted by the student teacher. The portfolio should begin with a brief justification presenting the student teacher's rationale for the submission of the portfolio. This rationale should highlight the philosophical and developmental themes demonstrated during the student teaching experience.

(See Appendix R for Contents of the Portfolio)

The portfolio material should be submitted in a one-inch, three-ring binder clearly marked with the student teacher's name on the front.

The student teacher should review the portfolio with the supervisor before it is submitted for final evaluation. The supervisor's signature indicates only that the portfolio has been reviewed prior to submission to the evaluation committee. The signature is not an indication of support. The completed Portfolio Submission Form must be the first page of the portfolio (See Appendix F).

Grade B: Very Good Performance

- Mastery of all required competencies (See pp. 6-8) or
- Mastery of all required competencies with weakness in one (1) area
- Progression through developmental stages relating to all professional and non-professional activities without delays attributed to the student teacher (See p. 12)
- Reflective and analytic journal entries
- Very good Unit Project
- Very good participation in all seminars
- Very good written assignments and short papers required in seminar

Grade C: Adequate Performance:*Renders Recommendation for Teacher Certification Uncertain*

- Mastery of all competencies (See pp. 6-8) with weakness in two (2) areas
- Difficulties in progressing through developmental stages relating to all professional and non-professional activities, with delays attributed to the student teacher (See p. 12)
- Maintenance of journal, with limited evidence of reflection and analysis
- Average Unit Project
- Average participation in all seminars
- Average written assignments and short papers required in seminar

Grade D: Poor Performance*Passable for Graduation but unacceptable for recommendation for Teacher Certification*

- Mastery of all required competencies (See pp. 6-8) with weaknesses in three (3) areas
- Difficulties in progressing through developmental stages relating to all professional and non-professional activities, with delays attributed to the student teacher (See p. 12)
- Journal with no evidence of reflection or analysis
- Poor Unit Project
- Poor participation in seminars
- Poor written assignments and short papers required in all seminars

Grade F: Failing Performance

- Weakness in four (4) areas of competency (See pp. 6-8)
- Limited or no progress through developmental stages relating to all professional and non-professional activities, with delays attributed to the student teacher (See p. 12)
- Journal with no evidence of reflection or analysis
- Gross misconduct
- Very poor Unit Project
- Very poor participation in seminars
- Very poor written assignments and short papers required in seminar

Grade I: Incomplete

- Incomplete grades must be approved by the Secondary Education Supervisory Committee
- Incomplete grades are converted to F (failure) after a grace period, which is determined at the time an incomplete is granted

- *Action Plan:* The student teacher must develop with the cooperating teacher a systematic plan of experiences and activities to achieve the goals of student teaching. The sequence below provides a framework for such activities; however, the exact schedule or Action Plan will be developed collaboratively by the cooperating teacher and the student teacher and will be reviewed by the supervisor. The schedule listed below may vary according to the individual student teacher's needs and readiness (See Appendix G).
  - Week 1: orientation to curriculum, school policies, individual classroom procedures
  - Week 1: orientation to curriculum, school policies, individual classroom procedures; observation of cooperating teacher; observation of other teachers recommended by the cooperating teacher
  - Week 1 and 2: interviews with school personnel, instruction of 1 class or 1 intensive block class
  - Week 2 or 3: instruction of 1 or 2 classes
  - Week 3 or 4: instruction of 3rd class or 2 intensive block classes
  - Week 7: completed midterm evaluation by cooperating teacher and university supervisor's completion of the LaSalle University formative evaluations and the PDE 430: Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice
  - Week 8 or 9: instruction of 4th and/or 5th class
  - Week 9 thru 12 or 13: instruction of all mandated classes or equivalent intensive schedule classes
  - Week 13 or 14: final written evaluation by cooperating teacher and university supervisor's completion of the La Salle University formative and summative evaluations as well as the PDE 430: Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice
- *Journal and Lesson Plans:* The student teacher is required to maintain a written journal of reflections/analyses and a record of lesson plans and evaluations. Journals will be available for the supervisor only, while lesson plans must be discussed with the cooperating teacher and be available to the supervisor at each visit (See Appendix H).
- *Seminar Attendance:* Special Methods Seminars are scheduled at La Salle University during the first two weeks of the Professional Semester and scheduled Mondays thereafter. The student teacher must attend and participate in these seminars.
- *Observations:* To assess progress, the supervisor observes the student teacher a minimum of four times during the Professional Semester. Individual conferences follow each visitation. The student teacher should assist in arranging conferences between the cooperating teacher and the supervisor.
- *Student Teacher Self-Evaluation:* The student teacher is required to evaluate his/her progress at the completion of the Professional Semester (See Appendix I). The evaluation is discussed with the cooperating teacher and then submitted to the supervisor.

### **The Candidacy Committee**

Students seeking teacher certification are monitored by the Education Department Chair in consultation with the Candidacy Committee when appropriate. The Candidacy Committee consists of three members of the faculty/administration, excluding the chairperson, in the Education Department, appointed on a yearly basis.

A Candidacy Committee may be convened to examine the cases of students whose situations fall outside of accepted department policy. When reviewing these special cases the committee may use its discretion in making a recommendation for a more appropriately tailored course of action, or conversely, a more immediate course of action, such as removal from the program.

### **Appeal of Candidacy Committee Decisions on the Basis of Nonacademic and/or Academic Criteria**

A student who is denied candidacy at any stage for any reason, including noncompliance with the nonacademic/professional criteria, has a right to appeal this decision. In such an instance, the student must follow these procedures:

- a. The student must initiate in writing the complaint procedure within two weeks after the student has been informed that he/she has been denied candidacy. This letter must be forwarded to the appropriate Dean and must contain a complete and detailed exposition of the reasons for the student's complaint.
- b. The Dean will request the Chair of the Education Department to forward to him/her a letter explaining the reasons for which the student was denied candidacy.
- c. The Dean will then meet separately with the Chair of the Education Department and the student to discuss the reasons for which candidacy was denied. After these meetings, the Dean will render a judgment on the case.
- d. If the student is dissatisfied with the decision of the Dean, the student may initiate a formal appeal with the Provost. The Provost will then appoint an appeals committee consisting of two students and three faculty members, none of whom shall be associated with the Education Department.
- e. If the appeals committee finds that the Education Department has denied the student candidacy for sufficient cause, the case will be dismissed. If the appeals committee judges that the Education Department has not demonstrated sufficient cause for denying candidacy to the student, the student will be readmitted to the program by the Education Department.

## **THE ROLE OF THE STUDENT TEACHER**

The student teacher is engaged in acquiring practical experience and skill under the guidance of a classroom teacher. As such, the student functions in a dual capacity. The student teacher is a learner who should observe good teaching practices and who should recognize how educational theory, child development, and subject matter are coordinated in learning situations. The student teacher is a responsible educator as well. In both of these roles, the student is expected to demonstrate a satisfactory level of achievement. (See competency areas, pp. 6-8)

## THE ROLE OF THE COOPERATING TEACHER

In accordance with Pennsylvania Department of Education standards, each cooperating teacher must be certified in the subject competency for the grade and subject which he or she is teaching and in which the student teacher is seeking certification. The cooperating teacher must have a minimum of three years teaching experience.

The Education Department does not wish to offer a fixed model for the supervision of its student teachers. Instead, suggestions are presented which the Education Department faculty believe will permit flexibility, individuality, and guidance.

The cooperating teacher occupies a unique position. He or she has the opportunity to demonstrate the various ways of successfully meeting the challenge that teaching presents, the satisfaction gained through successful teaching, the responsibilities that must be accepted, and the magnitude and importance of the overall teaching enterprise.

In order to be an effective mentor to the student teacher, the cooperating teacher:

- meets with the supervisor in order to become acquainted with La Salle University's educational philosophy, program, and overall expectations for student teaching;
- provides the student teacher with an orientation to the school and the department, including student texts and appropriate teacher manuals;
- assists the student teacher during the initial weeks of the placement with planning and instruction;
- functions as a resource person throughout the student teaching practicum;
- monitors lesson planning throughout the semester and initials those that are satisfactory;
- on a regular basis, observes the student teacher in the classroom and provides written and/or oral feedback regarding his or her performance relative to the following:
  - instructional techniques
  - classroom management
  - mastery of content
  - test construction and assessment strategies
  - individualizing instruction
  - use of media in support of instruction
  - issues relating to gender and multiculturalism
- meets regularly with the university supervisor;
- provides written evaluations of the student teacher at the midterm and at the end of the semester. (See Appendices J and K). Such evaluations include narrative accounts of the student teacher's strengths and weaknesses, but they do not include the assignment of a letter grade.

## **THE ROLE OF THE UNIVERSITY SUPERVISOR**

The supervisor is the direct contact between La Salle University, school personnel, and the student teacher. The responsibilities of the supervisor include but are not limited to the following:

- participates in all training sessions conducted by the Education Department;
- serves as the liaison between the Education Department and the placement sites;
- establishes personal relationships and explains student teaching procedures with appropriate school faculty and administration;
- reports directly to the Chair of the Education Department;
- plans and conducts all special methods seminars;
- approves the student teacher's Action Plan (See Appendix G);
- observes each student teacher at least four times during the semester;
- provides both oral and written feedback in a timely manner after each observation and completes a formative evaluation for each observation (four formal observations required; see Appendix L);
- completes a minimum of two Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice – PDE 430;
- evaluates each student teacher's lesson plans and journal;
- meets on a regular basis with the cooperating teacher and school administrators;
- insures that each student teacher completes the checklist of required activities;
- maintains student teacher file with copies of formal evaluations;
- participates in the Secondary Education Supervisory Committee;
- submits grades for each student teacher to the Education Department and to the Registrar;
- prepares a summative evaluation for each student teacher (See Appendix M);
- participates in year-end student teacher portfolio review process.

## **ROLE OF THE ADMINISTRATIVE DIRECTOR OF SECONDARY EDUCATION**

The Administrative Director of Secondary Education has the overall responsibility for administrating all field placements under the auspices of the Education Department. The responsibilities of the director include but are not limited to the following:

- works with district school administrators in the securing of placement sites;
- works with local school administrators in the selection of cooperating teachers;
- in conjunction with the Chair of the Education Department, develops agenda for supervisors' meetings.

## **PROGRAM EVALUATION**

University supervisors, cooperating teachers, and student teachers are requested to participate in evaluating La Salle University's Secondary Education Program. Supervisors' meetings throughout the Professional Semester provide opportunities for on-going assessment of the student teaching experience. Cooperating teachers are invited to evaluate the program in written format at the end of the placement (See Appendix N). Student teachers also evaluate the entire teacher preparation program at the end of the professional semester experience (Appendix O).

## **APPENDIX A**

### **Professional Semester Activities Checklist**

**LaSalle University Department of Education  
Secondary Education Program**

NAME \_\_\_\_\_ EDC. 470 \_\_\_\_\_

**CHECKLIST OF REQUIREMENTS FOR STUDENT TEACHING**

	Date	Signature
1. Attend Faculty Meeting	_____	_____
2. Attend Departmental Meeting	_____	_____
3. Attend Union Meeting	_____	_____
4. Attend PTA Meeting	_____	_____
5. Attend Parent Conference	_____	_____
6. Observe School Disciplinary Proceedings	_____	_____
7. Meeting with Curriculum/Studies	_____	_____
8. Meeting with Counselor	_____	_____
9. Meeting with Principal	_____	_____
10. Visit Rostering Office (Examine Process)	_____	_____
11. Observe Physical Education Programs or participate in school's athletic program	_____	_____
12. Participate in lunch duty	_____	_____
13. Participate in study hall	_____	_____
14. Observe Special Education Class	_____	_____
15. Visit Media Center	_____	_____
16. Visit Computer Center	_____	_____
17. Assist with Report Cards	_____	_____
18. Cooperate in school "club" programs	_____	_____
19. Attend In-Service Program	_____	_____
20. Attend Class Trip	_____	_____

## **APPENDIX B**

### **Student Application For Pennsylvania Certification**

Revised PDE 338 G form:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506869&mode=2>

**NOTE: a new online procedure for applying for state certification will be in place for the spring 2012 semester. Information about the new process for applications will be forwarded to student teachers when it becomes available.**



## **APPENDIX C**

### **Course Requirements For Teacher Certification In Academic Areas**

**La Salle University Department of Education  
Secondary Education Program  
BIOLOGY CERTIFICATION**

_____	Biology 210	Cellular Biology and Genetics
_____	Biology 220	Structure and Function of Organisms
_____	Biology 230	Diversity, Evolution and Ecology
_____	Math 113	Algebra and Trigonometry
_____	Math 120	Calculus and Analytic Geometry I
_____	Physics 105	General Physics I
_____	Physics 106	General Physics II
_____	Geology 153	Field Studies in Environmental Science
_____	Chemistry 111	General Chemistry I
_____	Chemistry 112	General Chemistry II
_____	Chemistry 201	Organic Chemistry I
_____	Chemistry 202	Organic Chemistry II

*Any four of the following courses—courses must be selected with approval of the department:*

_____	Biology 301	Comparative Vertebrate Anatomy
_____	Biology 303	Microbiology
_____	Biology 305	General Physiology
_____	Biology 306	Neuromuscular Physiology
_____	Biology 310	Genetics
_____	Biology 314	Biometrics
_____	Biology 400	Marine Biology
_____	Biology 402	Cell Biology
_____	Biology 403	Principles of Ecology
_____	Biology 404	Field Ecology
_____	Biology 405	Histology
_____	Biology 406	Developmental Biology
_____	Biology 412	Biochemistry (pre-req for 418)
_____	Biology 418	Molecular Biology
_____	Biology 470	Special Topics in Biology

**La Salle University Department of Education  
Secondary Education Program  
CHEMISTRY CERTIFICATION**

_____	Chemistry 111	General Chemistry I
_____	Chemistry 112	General Chemistry II
_____	Chemistry 201	Organic Chemistry I
_____	Chemistry 202	Organic Chemistry II
_____	Chemistry 212	Quantitative Analysis
_____	Chemistry 301	Physical Chemistry I
_____	Chemistry 302	Physical Chemistry II
_____	Chemistry 311	Instrumental Analysis
_____	Chemistry 403	Advanced Inorganic Chemistry
_____	Chemistry 411	Biochemistry I
_____	Physics 105	General Physics I
_____	Physics 106	General Physics II
_____	Biology 210	Cellular Biology and Genetics
_____	Math 120	Calculus and Analytic Geometry I
_____	Math 221	Calculus and Analytic Geometry II

**La Salle University Department of Education  
Secondary Education Program  
COMMUNICATION CERTIFICATION**

_____	Communication 101	Intro to Mass Media
_____	Communication 102	Interpersonal Communication
_____	Communication 150	Presentation Skills
_____	Communication 205	Communication Theory and Research
_____	Communication 400*	Communication Ethics (2 credits)
	<i>and</i>	
_____	Communication 401*	Communication Portfolio (1 credit)
		<b>*Taken concurrently</b>
_____	English 180	Introduction to Literary Studies
_____	English 245	Survey of British Literature to 1798
	<i>or</i>	
_____	English 246	Survey of British Literature since 1798
_____	English 248	Survey of American Literature to 1865
	<i>or</i>	
_____	English 249	Survey of American Literature since 1865
_____	English 324	Shakespeare

**CHOOSE TRACK:**

**Mass Media Track**

_____	Communication 208	Video Field Production
_____	Communication 301	Media in America
_____	Communication 302	Broadcast Journalism
_____	Communication 348	Media Research
_____	Communication 358	TV Studio Production
_____	Communication 308	Communication Law
_____	Communication 408	Media Production Practicum

*or*

**Journalism Track**

_____	Communication 206	Fundamentals of Journalism
_____	Communication 208	Video Field Production
_____	Communication 302	Broadcast Journalism
_____	Communication 306	In-Depth Reporting
_____	Communication 308	Communication Law
_____	Communication 356	Online Journalism
_____	Communication 406	Community Journalism

**17 required courses**

**La Salle University Department of Education  
Secondary Education Program  
EARTH AND SPACE SCIENCE CERTIFICATION**

_____	Geology 151	Environmental Geology
_____	Geology 152	Oceanography
_____	Geology 154	Astronomy
_____	Geology 202	Earth Materials I
_____	Geology 203	Earth Materials II
_____	Geology 204	Optical Mineralogy
_____	Geology 205	Paleontology and the History of Planet Earth
_____	Geology 301	Sedimentology
_____	Geology 303	Structural Geology
_____	Physics 105	General Physics
_____	Chemistry 111	General Chemistry I
_____	Chemistry 112	General Chemistry II
_____	Mathematics 120	Calculus I

**La Salle University Department of Education  
Secondary Education Program  
ENGLISH CERTIFICATION**

_____	English 180	Introduction to Literary Studies
_____	English 245	Survey of British Literature to 1798
_____	English 246	Survey of British Literature since 1798
_____	English 248	Survey of American Literature to 1865
_____	English 249	Survey of American Literature since 1865
_____	English 315	Young Adult Literature
_____	English 318	Advanced Composition and the Writing Process
_____	English 324	Shakespeare
_____	English 417	History & Structure of the English Language
_____	English 438	World Literature, Non-Western Tradition
_____	English 480	Capstone Seminar
_____	English 300+	300-400 Level Free Elective

***Any one of the following courses:***

_____	English 351	Gender & Ethnicity *
_____	English 352	Genre & Form *
_____	English 367	Literature & Film *
_____	English 370-379	Special Topics *
_____	English 437	World Literature, Western Tradition *
_____	English 441	Studies in British Literature to 1700
_____	English 442	Studies in British Literature 1700-1900
_____	English 446	Studies in American Literature to 1900

***\*with permission of English Department Chair***

**La Salle University Department of Education  
Secondary Education Program  
FOREIGN LANGUAGE CERTIFICATION**

**French:**

\_\_\_\_\_ 10 courses in French beyond the 100 level

**German:**

\_\_\_\_\_ 10 courses in German beyond the 100 level

**Italian:**

\_\_\_\_\_ 10 courses in Italian beyond the 100 level

**Spanish:**

\_\_\_\_\_ 10 courses in Spanish beyond the 100 level

**La Salle University Department of Education  
Secondary Education Program  
GENERAL SCIENCE CERTIFICATION**

_____	Chemistry 111	General Chemistry I
_____	Chemistry 112	General Chemistry II
_____	Geology 151	Environmental Geology
_____	<i>or</i>	<i>or</i>
_____	Geology 153	Field Studies in Environmental Science
_____	Geology 152	Oceanography
_____	Geology 154	Astronomy
_____	Geology 202	Mineralogy and Crystallography
_____	Geology 203	Petrology
_____	Biology 210	Cellular Biology and Genetics
_____	Biology 230	Diversity, Evolution and Ecology
_____	Biology 400	Marine Biology
_____	Biology 403	Principles of Ecology
_____	Physics 105	General Physics I
_____	Physics 106	General Physics II
_____	Education 218	Geography
_____	Mathematics 120	Calculus and Analytic Geometry I
_____	Computer Sci 152	Introduction to Computing: Math/Science Applications

**La Salle University Department of Education  
Secondary Education Program  
MATHEMATICS CERTIFICATION**

_____	Computer Sci 154	Mathematical Technology
_____	Mathematics 120	Calculus and Analytic Geometry I
_____	Mathematics 221	Calculus and Analytic Geometry II
_____	Mathematics 222	Calculus and Analytic Geometry III
_____	Mathematics 240	Linear Algebra and Applications
_____	Mathematics 302	Foundations of Mathematics
_____	Mathematics 330	Modern Geometries
_____	Mathematics 341	Abstract Algebra
_____	Mathematics 405	History of Mathematics
_____	Mathematics 410	Probability and Statistics I
_____	Physics 105	General Physics

***Any one of the following mathematics courses:***

_____	Mathematics 322	Differential Equations
_____	Mathematics 345	Combinatorics
_____	Mathematics 411	Probability and Statistics II
_____	Mathematics 421	Numerical Analysis
_____	Mathematics 424	Complex Variables
_____	Mathematics 425	Mathematical Modeling
_____	Mathematics 430	Topology

**La Salle University Department of Education  
Secondary Education Program  
SOCIAL STUDIES CERTIFICATION**

_____	History 151	Global History: The Pre-Modern Era
_____	History 251	Global History: The Modern Era
_____	History 300	American History I
_____	History 305	American History from 1877 to present
_____	History 300-400	Elective from European History
_____	History 300-400	Elective from Third World History
_____	History 300-400	Free Elective
_____	Economics 150	Introductory Macroeconomics
_____	Economics 201	Introductory Microeconomics
_____	Political Science 151	Principles of American Government
_____	Political Science	Choice of <u>one</u> of the following: Political Science 301: State and Local Government Political Science 302: American Constitutional Law I Political Science 303: American Constitutional Law II
_____	Education 218	Geography
_____	Sociology 150	Introduction to Sociology
_____	Sociology 262	Dynamics of Race and Ethnicity
_____	<i>or</i> Sociology 263	Anthropology

## **APPENDIX D**

### **Student Statement Of Understanding, Parts I, II, and III**

**La Salle University Department of Education  
Secondary Education Program  
Statement Of Understanding - Part I**

**Student Teaching Placement**

In compliance with Pennsylvania Department of Education standards, the student teacher is placed in a school with a certified teacher who has a minimum of three years teaching experience. The placement site is chosen by the Administrative Director of Secondary Education.

It is understood that the student teacher is responsible for arranging transportation to and from the student teaching site assigned. Your signature below indicated that you have read and understood the above statement.

**Outside Employment and/or Additional Course Work**

The Department of Education of La Salle University strongly recommends that the student teacher does not engage in outside employment or additional course work while simultaneously participating in student teaching. Working and/or additional course work during the student teaching experience will negatively affect the quality of the student teaching and will make it more difficult for the student teacher to complete course projects that will be assigned.

If, because of economic reasons, it will be necessary for the student teacher to work during student teaching, the student teacher is advised that this commitment on the student teacher's part will not be accepted as a legitimate excuse for failure to complete course requirements or to perform satisfactorily.

If, because of academic reasons, it is necessary for the student teacher to enroll in additional course work beyond the Professional Semester requirements, the student teacher is advised that this commitment on the student teacher's part will not be accepted as a legitimate excuse for failure to complete course requirements or to perform satisfactorily in the Professional semester.

Furthermore, neither the Department of Education nor La Salle University may be held liable for the student teacher's failure to satisfactorily complete the Professional Semester because of the outside employment and/or additional course work.

If it is necessary to work or enroll in an additional course during the Professional Semester, the student teacher must submit to the Chair of the Education Department a request indicating the nature, condition and hours of employment. This request must be received within the first week of the student teaching experience.

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**La Salle University Department of Education**  
**Secondary Education Program**  
**Statement Of Understanding - Part II**

**Student Liability**

During student teaching, the student teacher will be required to work with pupils in schools that do not fall under the jurisdiction of La Salle University. The legal status of student teachers, tutors and volunteers is not clearly defined in the current school code. Therefore, the Department of Education requires that the student teacher purchase insurance from the PSEA to protect against lawsuits that might arise as a result of the Professional Semester experiences.

It is understood that neither the Department of Education nor La Salle University may be held responsible for personal actions during the Professional Semester student teaching experience.

Your signature below indicates that you have read and understood the above statement.

**Certification**

It is understood and agreed that the student teacher will be recommended for a Professional I Certificate and will receive a degree in the designated area of specialization only when the student teacher satisfactorily demonstrates the professional and personal competencies required by the Department of Education of La Salle University.

Criteria for the satisfactory completion of these professional and personal competencies are determined by the Department of Education of La Salle University and are listed in the Handbook for the Professional Semester.

The Department of Education reserves the right to terminate the student teaching experience at any time during the Professional Semester in the case of unsatisfactory performance.

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**La Salle University Department of Education  
Secondary Education Program  
Statement Of Understanding - Part III**

**The PRAXIS Series: Professional Assessments for Beginning Teachers**

In order to complete the certification process, the student teacher is required to pass the appropriate tests on the PRAXIS. This testing is a Pennsylvania state requirement - not an Education Department requirement. All pertinent information can be found in the PRAXIS bulletin. Bulletins are available on-line at [www.ets.org/praxis](http://www.ets.org/praxis). The student teacher is advised to read the bulletin carefully to determine testing procedures, due dates and fees. The student teacher is responsible for registering for the appropriate PRAXIS subtests, and submitting scores to the state and to LaSalle University Department of Education.

(Students seeking certification in Italian must take the ACTFL test: [www.actfl.org](http://www.actfl.org) )

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**La Salle University Department of Education  
Secondary Education Program  
Statement Of Understanding - Part I - Student Copy**

**Student Teaching Placement**

In compliance with Pennsylvania Department of Education standards, the student teacher is placed in a school with a certified teacher who has a minimum of three years of teaching experience. The placement site is chosen by the Administrative Director of Secondary Education.

It is understood that the student teacher is responsible for arranging transportation to and from the student teaching site assigned. Your signature below indicated that you have read and understood the above statement.

**Outside Employment and/or Additional Course Work**

The Department of Education of La Salle University strongly recommends that the student teacher does not engage in outside employment or additional course work while simultaneously participating in student teaching. Working and/or additional course work during the student teaching experience will negatively affect the quality of the student teaching and will make it more difficult for the student teacher to complete course projects that will be assigned.

If, because of economic reasons, it will be necessary for the student teacher to work during student teaching, the student teacher is advised that this commitment on the student teacher's part will not be accepted as a legitimate excuse for failure to complete course requirements or to perform satisfactorily.

If, because of academic reasons, it is necessary for the student teacher to enroll in additional course work beyond the Professional Semester requirements, the student teacher is advised that this commitment on the student teacher's part will not be accepted as a legitimate excuse for failure to complete course requirements or to perform satisfactorily in the Professional Semester.

Furthermore, neither the Department of Education nor La Salle University may be held liable for the student teacher's failure to satisfactorily complete the Professional Semester because of the outside employment and/or additional course work.

If it is necessary to work or enroll in an additional course during the Professional Semester, the student teacher must submit to the Chair of the Education Department a request indicating the nature, condition and hours of employment. This request must be received within the first week of the student teaching experience.

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**La Salle University Department of Education  
Secondary Education Program  
Statement Of Understanding - Part II - Student Copy**

**Student Liability**

During student teaching, the student teacher will be required to work with pupils in schools that do not fall under the jurisdiction of La Salle University. The legal status of student teachers, tutors and volunteers is not clearly defined in the current school code. Therefore, the Department of Education requires that the student teacher purchase insurance from the PSEA to protect against lawsuits that might arise as a result of the Professional Semester experiences.

It is understood that neither the Department of Education nor La Salle University may be held responsible for personal actions during the Professional Semester student teaching experience.

Your signature below indicates that you have read and understood the above statement.

**Certification**

It is understood and agreed that the student teacher will be recommended for a Professional I Certificate and will receive a degree in the designated area of specialization only when the student teacher satisfactorily demonstrates the professional and personal competencies required by the Department of Education of La Salle University.

Criteria for the satisfactory completion of these professional and personal competencies are determined by the Department of Education of La Salle University and are listed in the Handbook for the Professional Semester.

The Department of Education reserves the right to terminate the student teaching experience at any time during the Professional Semester in the case of unsatisfactory performance.

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**La Salle University Department of Education**  
**Secondary Education Program**  
**Statement Of Understanding - Part III - Student Copy**

**The PRAXIS Series: Professional Assessments for Beginning Teachers**

In order to complete the certification process, the student teacher is required to pass the appropriate tests on the PRAXIS. This testing is a Pennsylvania state requirement - not an Education Department requirement. All pertinent information can be found in the PRAXIS bulletin. Bulletins are available on-line at [www.ets.org/praxis](http://www.ets.org/praxis) . The student teacher is advised to read the bulletin carefully to determine testing procedures, due dates and fees. The student teacher is responsible for registering for the appropriate PRAXIS subtests, and submitting scores to the state and to LaSalle University Department of Education.

(Students seeking certification in Italian must take the ACTFL test: [www.actfl.org](http://www.actfl.org) )

Your signature below indicates that you have read and understood the above statement.

Student Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX E**

### **Change Of Placement Form**

**La Salle University Department of Education  
Secondary Education Program  
Change of Field Placement Site**

Student Teacher: \_\_\_\_\_

Placement Site: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

REASON FOR REQUEST:

ACTION TAKEN:  
(Date):

FINAL RESOLUTION:  
(Dates):

Student's Signature \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Administrative Director of Secondary Education \_\_\_\_\_

Chair, Education Department \_\_\_\_\_

## **APPENDIX F**

### **Portfolio Submission Form**

**La Salle University Department of Education  
Secondary Education Program  
Portfolio Submission Form**

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

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

I have reviewed the materials submitted

Supervisor's Signature \_\_\_\_\_

# **APPENDIX G**

## **Action Plan**

**La Salle University Department of Education  
Secondary Education Program  
Student Teaching Action Plan**

Student: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School/Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Below is a guide for assuming and releasing classroom responsibilities during the student teaching experience. As the student experience progresses, this plan should be reviewed and modified as necessary.

Weeks 1 and 2

Weeks 3 and 4

Weeks 5 and 6

Weeks 7 and 8

Weeks 9 and 10

Weeks 11 and 12

Weeks 13 and 14

Student's Signature \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

# **APPENDIX H**

## **Lesson Plans**

**La Salle University Department of Education**  
**Secondary Education Program *Updated 3-15-04***  
**Student Teaching Lesson Plan**

Student Teacher's Name: \_\_\_\_\_ Cooperating Teacher's Initials: \_\_\_\_

Subject:  Grade Level:  Date and Day:	Instructional Objectives:
---	---------------------------

Relevance of today's lesson to the unit as well as to the previous class:

Product Technologies:	Instructional Procedures (with approximate time frames indicated) & "Idea" Technologies used:
PA State Standards Addressed:	
Professional Standards Addressed:	

Formative Assessment Instruments (e.g., homework, quizzes, etc.), Summative Evaluation/s (e.g., projects, tests, presentations, etc.): Relate assessment instruments to daily objectives and/or unit goals:

Enrichment Procedures/Independent Work/Accommodations/I. E. P. (for the class or individual student, as appropriate)

Student Reactions & Accomplishments (Relate directly to daily objectives and/or unit goals, when appropriate):

Students Need Additional Work On:

Student Teacher's Modifications for the Future:

## **APPENDIX I**

### **Student Self-Evaluation Form**

**La Salle University Department of Education  
Secondary Education Program  
Student Teacher Self-evaluation Form**

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

Cooperating Teacher: \_\_\_\_\_ Classroom/School: \_\_\_\_\_

Examine the development and/or refinement of your skills over the course of the student teaching experience. Note ways in which you have demonstrated skills, and evaluate your performance according to an inadequate, adequate, good, very good, or excellent rating.

I. PLANNING SKILL (e.g., uses diagnostic information to develop appropriate educational objectives; plans relevant lessons by identifying up-to-date logs of lesson plans and reflections)

---

Demonstration of skills/ Evaluation:

II. INSTRUCTIONAL SKILLS (e.g., selects objectives at correct level of need; teaches to the objectives using effective explanations, questions, activities, and feedback; monitors student behavior and adjusts teacher behavior; applies principles of learning)

---

Demonstration of skills/ Evaluation:

III. KNOWLEDGE OF CONTENT AND CHILD DEVELOPMENT (e.g., presents accurate information; identifies component steps of a difficult task and teaches in sequence; adapts instruction to the student's ability levels)

---

Demonstration of skills/ Evaluation:

IV. CLASSROOM MANAGEMENT SKILLS (e.g., provides a physical environment conducive to facilitating student learning; demonstrates smooth transitions among lessons; uses instructional time efficiently to provide for maximum learning; emphasizes positive feedback, provides an appropriate model; applies least intrusive behavior management techniques)

---

Demonstration of skills/ Evaluation

V. EDUCATIONAL TECHNOLOGY (e.g., matches media to objective; adapts, designs, and utilizes media in accordance with student characteristics; uses commercial and teacher-made media effectively)

---

Demonstration of skills/ Evaluation

VI. HUMAN RELATIONS SKILLS (e.g., communicates appropriately and effectively with colleagues, parents, students and other school personnel; demonstrates initiative in assuming teaching and non-teaching responsibilities; accepts, evaluates, and utilizes constructive criticism)

---

Demonstration of skills/ Evaluation

---

IN A DESCRIPTIVE PARAGRAPH SUMMARIZE YOUR OVERALL EVALUATION OF YOUR PERFORMANCE.

---

MAKE RECOMMENDATIONS FOR AREAS OF IMPROVEMENT OR REFINEMENT IN TEACHING.

Number of Absences \_\_\_\_\_ Ages of Students Taught \_\_\_\_\_

Subject Areas Taught \_\_\_\_\_

Signature of Student Teacher \_\_\_\_\_

## **APPENDIX J**

### **Cooperating Teacher Midterm Evaluation Form**

**La Salle University**  
**Department of Education**  
**Secondary Education Program**  
**Student Teacher Mid-Semester Evaluation by University Cooperating Teacher**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_  
 Course(s) \_\_\_\_\_ Period(s) \_\_\_\_\_  
 Subject(s) of Lesson \_\_\_\_\_

- Please circle the appropriate number. The continuum goes from “4” as an area of strength to “1” as an improvable area. “IE” denotes “Insufficient Evidence,” and “NA” denotes “Not Applicable.”
- Pennsylvania Department of Teacher Education Standards Addressed: Chapter 354 General Standards VI, VII, and IX. General Standards: 354.33 Professional Competency for Instructional Certificate are indicated directly for each subsection of the observation form.

**I. Instructional Skills**

**A. Planning and Organization (PDE General Standards Addressed: A, B, C, D, E, F, G, and I)**

- |   |   |   |   |   |    |    |
|---|---|---|---|---|----|----|
| 1. Creates unit plans in advance on a weekly or bi-weekly basis (G)   | 4 | 3 | 2 | 1 | IE | NA |
| 2. Effectively employs a pedagogically sound theoretical framework (idea technologies e.g., MI Theory, Learning Style Theory, Questioning Levels, etc.) to support student learning (A) (F) | 4 | 3 | 2 | 1 | IE | NA |
| 3. Selects well-defined, narrowly focused and realistic instructional objectives for each lesson (B) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 4. Creates well-organized and sufficiently detailed lesson plans (B) (D) (E) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 5. Adapts daily lesson plans in response to feedback received from students (C) (E)   | 4 | 3 | 2 | 1 | IE | NA |
| 6. Utilizes in-school preparation time constructively (I)   | 4 | 3 | 2 | 1 | IE | NA |

**Comments**

**B. Instructional Techniques (PDE General Standards: A, B, C, D, E, F, H)**

- |  |   |   |   |   |    |    |
|--|---|---|---|---|----|----|
| 7. Demonstrates knowledge of the subject matter being taught (A) | 4 | 3 | 2 | 1 | IE | NA |
|--|---|---|---|---|----|----|

8. Presents the subject matter clearly and articulately (F) (G)	4	3	2	1	IE	NA
9. Utilizes a variety of instructional processes, such as lecture, cooperative learning, discovery learning, group discussion, and student presentation (C) (D)	4	3	2	1	IE	NA
10. Utilizes a variety of product technologies, e.g., overhead projector, videos, maps, manipulatives, calculators and computers (C) (F)	4	3	2	1	IE	NA
11. Maintains an effective routine for conducting daily classroom business (e.g. roll, distribution of materials, etc.)	4	3	2	1	IE	NA
12. Demonstrates enthusiasm in the classroom and consistently motivates students to perform (B) (H)	4	3	2	1	IE	NA
13. Uses and appreciates humor in proper perspective	4	3	2	1	IE	NA
14. Demonstrates effective questioning skills and answers questions well (F)	4	3	2	1	IE	NA
15. Employs the time available for instruction efficiently (E)	4	3	2	1	IE	NA
16. Gives clear and relevant homework assignments consistent with the lesson's instructional objectives (B)	4	3	2	1	IE	NA
17. Provides students with frequent oral and written feedback (H)	4	3	2	1	IE	NA
18. Utilizes effective testing and assessment techniques (H)	4	3	2	1	IE	NA
19. Promptly returns tests and assignments to the students after grading (H)	4	3	2	1	IE	NA
20. Attempts to correct mannerisms that detract from effective teaching	4	3	2	1	IE	NA

**Comments**

**C. Classroom Management Skills and Student-Teacher Relationships (PDE General Standards Addressed: A, B, C, E, G)**

21. Establishes an atmosphere of mutual respect among students and between students and teacher (E)	4	3	2	1	IE	NA
22. Establishes classroom rules for proper student behavior and is consistent in the enforcement of these rules (A)(B)(E)	4	3	2	1	IE	NA
23. Responds effectively and immediately to student misconduct by applying the least intrusive behavior management techniques; uses punishment appropriately and in accordance with school policy (B)(C)(E)	4	3	2	1	IE	NA
24. Promotes constructive behavior on the part of the students by utilizing a variety of positive behavior management techniques (G)	4	3	2	1	IE	NA
25. Maintains a balance of freedom and security in the classroom (E)	4	3	2	1	IE	NA
26. Shows consistency and fairness in dealing with students (C)	4	3	2	1	IE	NA
27. Demonstrates sound emotional judgment and is calm and mature in actions and reactions (B)	4	3	2	1	IE	NA
28. Attends to physical conditions and appearance of classroom for health and safety of students (E)	4	3	2	1	IE	NA

**Comments**

**II. Professional Attributes (PDE General Standards Addressed: G, I, J)**

29. Maintains a professionally appropriate physical appearance	4	3	2	1	IE	NA
30. Responds constructively to supervision; accepts appropriate criticism and advice (I)(J)	4	3	2	1	IE	NA

31. Is self-analytical/self-critical in efforts to improve professionally (I)(J)	4	3	2	1	IE	NA
32. Relates positively with colleagues and members of the school administration (J)	4	3	2	1	IE	NA
33. Complies with routine administrative and staff procedures (J)	4	3	2	1	IE	NA
34. Is not unnecessarily absent or tardy	4	3	2	1	IE	NA
35. Attends/participates in school-related activities (G)	4	3	2	1	IE	NA
36. Alerts parents as needed to students' academic and behavior problems and/or regularly attends parent-teacher conferences (J)	4	3	2	1	IE	NA
37. Seeks advice and counsel from professional staff as appropriate (J)	4	3	2	1	IE	NA
38. Demonstrates a knowledge of current professional issues/concerns (I)	4	3	2	1	IE	NA

**Comments**

**Additional Comments**

Signature of Cooperating Teacher \_\_\_\_\_

**To be completed by the student-teacher:**

A formal conference was held with my cooperating teacher to discuss my progress to date. I acknowledge having read the ratings assigned on the previous pages and having discussed specific suggestions for improvement with my cooperating teacher. I understand that my signature below does not necessarily mean that I agree with the cooperating teacher's appraisal. I also acknowledge that I have been given the opportunity to record below my reactions to this evaluation.

Signature of Student-Teacher \_\_\_\_\_ Date \_\_\_\_\_

**Student-Teacher Response: Please attach a separate sheet**

## **APPENDIX K**

### **Cooperating Teacher Summative Evaluation Form**

**La Salle University**  
**Department of Education**  
**Secondary Education Program**  
**Student Teacher Final Evaluation by University Cooperating Teacher**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_  
 Course(s) \_\_\_\_\_ Period(s) \_\_\_\_\_  
 Subject(s) of Lesson \_\_\_\_\_

- Please circle the appropriate number. The continuum goes from “4” as an area of strength to “1” as an improvable area. “IE” denotes “Insufficient Evidence,” and “NA” denotes “Not Applicable.”
- Pennsylvania Department of Teacher Education Standards Addressed: Chapter 354 General Standards VI, VII, and IX. General Standards: 354. 33 Professional Competency for Instructional Certificate are indicated directly for each subsection of the observation form.

**I. Instructional Skills**

**A. Planning and Organization (PDE General Standards Addressed: A, B, C, D, E, F, G, and I)**

- |   |   |   |   |   |    |    |
|---|---|---|---|---|----|----|
| 1. Creates unit plans in advance on a weekly or bi-weekly basis (G)   | 4 | 3 | 2 | 1 | IE | NA |
| 4. Effectively employs a pedagogically sound theoretical framework (idea technologies e.g., MI Theory, Learning Style Theory, Questioning Levels, etc.) to support student learning (A) (F) | 4 | 3 | 2 | 1 | IE | NA |
| 5. Selects well-defined, narrowly focused and realistic instructional objectives for each lesson (B) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 4. Creates well-organized and sufficiently detailed lesson plans (B) (D) (E) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 5. Adapts daily lesson plans in response to feedback received from students (C) (E)   | 4 | 3 | 2 | 1 | IE | NA |
| 6. Utilizes in-school preparation time constructively (I)   | 4 | 3 | 2 | 1 | IE | NA |

**Comments**

**B. Instructional Techniques (PDE General Standards: A, B, C, D, E, F, H)**

- |  |   |   |   |   |    |    |
|--|---|---|---|---|----|----|
| 7. Demonstrates knowledge of the subject matter being taught (A) | 4 | 3 | 2 | 1 | IE | NA |
|--|---|---|---|---|----|----|

8. Presents the subject matter clearly and articulately (F) (G)	4	3	2	1	IE	NA
9. Utilizes a variety of instructional processes, such as lecture, cooperative learning, discovery learning, group discussion, and student presentation (C) (D)	4	3	2	1	IE	NA
10. Utilizes a variety of product technologies, e.g., overhead projector, videos, maps, manipulatives, calculators and computers (C) (F)	4	3	2	1	IE	NA
12. Maintains an effective routine for conducting daily classroom business (e.g. roll, distribution of materials, etc.)	4	3	2	1	IE	NA
12. Demonstrates enthusiasm in the classroom and consistently motivates students to perform (B) (H)	4	3	2	1	IE	NA
13. Uses and appreciates humor in proper perspective	4	3	2	1	IE	NA
14. Demonstrates effective questioning skills and answers questions well (F)	4	3	2	1	IE	NA
15. Employs the time available for instruction efficiently (E)	4	3	2	1	IE	NA
16. Gives clear and relevant homework assignments consistent with the lesson's instructional objectives (B)	4	3	2	1	IE	NA
17. Provides students with frequent oral and written feedback (H)	4	3	2	1	IE	NA
18. Utilizes effective testing and assessment techniques (H)	4	3	2	1	IE	NA
19. Promptly returns tests and assignments to the students after grading (H)	4	3	2	1	IE	NA
20. Attempts to correct mannerisms that detract from effective teaching	4	3	2	1	IE	NA

**Comments**

**C. Classroom Management Skills and Student-Teacher Relationships (PDE General Standards Addressed: A, B, C, E, G)**

21. Establishes an atmosphere of mutual respect among students and between students and teacher (E)	4	3	2	1	IE	NA
22. Establishes classroom rules for proper student behavior and is consistent in the enforcement of these rules (A)(B)(E)	4	3	2	1	IE	NA
23. Responds effectively and immediately to student misconduct by applying the least intrusive behavior management techniques; uses punishment appropriately and in accordance with school policy (B)(C)(E)	4	3	2	1	IE	NA
24. Promotes constructive behavior on the part of the students by utilizing a variety of positive behavior management techniques (G)	4	3	2	1	IE	NA
25. Maintains a balance of freedom and security in the classroom (E)	4	3	2	1	IE	NA
26. Shows consistency and fairness in dealing with students (C)	4	3	2	1	IE	NA
27. Demonstrates sound emotional judgment and is calm and mature in actions and reactions (B)	4	3	2	1	IE	NA
28. Attends to physical conditions and appearance of classroom for health and safety of students (E)	4	3	2	1	IE	NA

**Comments**

**II. Professional Attributes (PDE General Standards Addressed: G, I, J)**

29. Maintains a professionally appropriate physical appearance	4	3	2	1	IE	NA
30. Responds constructively to supervision; accepts appropriate criticism and advice (I)(J)	4	3	2	1	IE	NA

31. Is self-analytical/self-critical in efforts to improve professionally (I)(J)	4	3	2	1	IE	NA
32. Relates positively with colleagues and members of the school administration (J)	4	3	2	1	IE	NA
33. Complies with routine administrative and staff procedures (J)	4	3	2	1	IE	NA
34. Is not unnecessarily absent or tardy	4	3	2	1	IE	NA
35. Attends/participates in school-related activities (G)	4	3	2	1	IE	NA
36. Alerts parents as needed to students' academic and behavior problems and/or regularly attends parent-teacher conferences (J)	4	3	2	1	IE	NA
37. Seeks advice and counsel from professional staff as appropriate (J)	4	3	2	1	IE	NA
38. Demonstrates a knowledge of current professional issues/concerns (I)	4	3	2	1	IE	NA

**Comments****Additional Comments**

Signature of Cooperating Teacher \_\_\_\_\_

**To be completed by the student-teacher:**

A formal conference was held with my cooperating teacher to discuss my progress to date. I acknowledge having read the ratings assigned on the previous pages and having discussed specific suggestions for improvement with my cooperating teacher. I understand that my signature below does not necessarily mean that I agree with the cooperating teacher's appraisal. I also acknowledge that I have been given the opportunity to record below my reactions to this evaluation.

Signature of Student-Teacher \_\_\_\_\_ Date \_\_\_\_\_

**Student-Teacher Response: Please attach a separate sheet**

**APPENDIX L**

**Supervisor Evaluation Form**

**La Salle University**  
**Department of Education**  
**Secondary Education Program**  
**Student Teacher Observation by University Supervisor**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_  
 Course(s) \_\_\_\_\_ Period(s) \_\_\_\_\_  
 Subject(s) of Lesson \_\_\_\_\_

- Please circle the appropriate number. The continuum goes from “4” as an area of strength to “1” as an improvable area. “IE” denotes “Insufficient Evidence,” and “NA” denotes “Not Applicable.”
- Pennsylvania Department of Teacher Education Standards Addressed: Chapter 354 General Standards VI, VII, and IX. General Standards: 354. 33 Professional Competency for Instructional Certificate are indicated directly for each subsection of the observation form.

**I. Instructional Skills**

**A. Planning and Organization (PDE General Standards Addressed: A, B, C, D, E, F, G, and I)**

- |   |   |   |   |   |    |    |
|---|---|---|---|---|----|----|
| 1. Creates unit plans in advance on a weekly or bi-weekly basis (G)   | 4 | 3 | 2 | 1 | IE | NA |
| 2. Effectively employs a pedagogically sound theoretical framework (idea technologies e.g., MI Theory, Learning Style Theory, Questioning Levels, etc.) to support student learning (A) (F) | 4 | 3 | 2 | 1 | IE | NA |
| 3. Selects well-defined, narrowly focused and realistic instructional objectives for each lesson (B) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 4. Creates well-organized and sufficiently detailed lesson plans (B) (D) (E) (G)  | 4 | 3 | 2 | 1 | IE | NA |
| 5. Adapts daily lesson plans in response to feedback received from students (C) (E)   | 4 | 3 | 2 | 1 | IE | NA |
| 6. Utilizes in-school preparation time constructively (I)   | 4 | 3 | 2 | 1 | IE | NA |

**Comments**

**B. Instructional Techniques (PDE General Standards: A, B, C, D, E, F, H)**

- |  |   |   |   |   |    |    |
|--|---|---|---|---|----|----|
| 7. Demonstrates knowledge of the subject matter being taught (A) | 4 | 3 | 2 | 1 | IE | NA |
|--|---|---|---|---|----|----|

8. Presents the subject matter clearly and articulately (F) (G)	4	3	2	1	IE	NA
9. Utilizes a variety of instructional processes, such as lecture, cooperative learning, discovery learning, group discussion, and student presentation (C) (D)	4	3	2	1	IE	NA
10. Utilizes a variety of product technologies, e.g., overhead projector, videos, maps, manipulatives, calculators and computers (C) (F)	4	3	2	1	IE	NA
11. Maintains an effective routine for conducting daily classroom business (e.g. roll, distribution of materials, etc.)	4	3	2	1	IE	NA
12. Demonstrates enthusiasm in the classroom and consistently motivates students to perform (B) (H)	4	3	2	1	IE	NA
13. Uses and appreciates humor in proper perspective	4	3	2	1	IE	NA
14. Demonstrates effective questioning skills and answers questions well (F)	4	3	2	1	IE	NA
15. Employs the time available for instruction efficiently (E)	4	3	2	1	IE	NA
16. Gives clear and relevant homework assignments consistent with the lesson's instructional objectives (B)	4	3	2	1	IE	NA
17. Provides students with frequent oral and written feedback (H)	4	3	2	1	IE	NA
18. Utilizes effective testing and assessment techniques (H)	4	3	2	1	IE	NA
19. Promptly returns tests and assignments to the students after grading (H)	4	3	2	1	IE	NA
20. Attempts to correct mannerisms that detract from effective teaching	4	3	2	1	IE	NA

**Comments**

**C. Classroom Management Skills and Student-Teacher Relationships (PDE General Standards Addressed: A, B, C, E, G)**

21. Establishes an atmosphere of mutual respect among students and between students and teacher (E)	4	3	2	1	IE	NA
22. Establishes classroom rules for proper student behavior and is consistent in the enforcement of these rules (A)(B)(E)	4	3	2	1	IE	NA
23. Responds effectively and immediately to student misconduct by applying the least intrusive behavior management techniques; uses punishment appropriately and in accordance with school policy (B)(C)(E)	4	3	2	1	IE	NA
24. Promotes constructive behavior on the part of the students by utilizing a variety of positive behavior management techniques (G)	4	3	2	1	IE	NA
25. Maintains a balance of freedom and security in the classroom (E)	4	3	2	1	IE	NA
26. Shows consistency and fairness in dealing with students (C)	4	3	2	1	IE	NA
27. Demonstrates sound emotional judgment and is calm and mature in actions and reactions (B)	4	3	2	1	IE	NA
28. Attends to physical conditions and appearance of classroom for health and safety of students (E)	4	3	2	1	IE	NA

**Comments**

**II. Professional Attributes (PDE General Standards Addressed: G, I, J)**

29. Maintains a professionally appropriate physical appearance	4	3	2	1	IE	NA
30. Responds constructively to supervision; accepts appropriate criticism and advice (I)(J)	4	3	2	1	IE	NA

31. Is self-analytical/self-critical in efforts to improve professionally (I)(J)	4	3	2	1	IE	NA
32. Relates positively with colleagues and members of the school administration (J)	4	3	2	1	IE	NA
33. Complies with routine administrative and staff procedures (J)	4	3	2	1	IE	NA
34. Is not unnecessarily absent or tardy	4	3	2	1	IE	NA
35. Attends/participates in school-related activities (G)	4	3	2	1	IE	NA
36. Alerts parents as needed to students' academic and behavior problems and/or regularly attends parent-teacher conferences (J)	4	3	2	1	IE	NA
37. Seeks advice and counsel from professional staff as appropriate (J)	4	3	2	1	IE	NA
38. Demonstrates a knowledge of current professional issues/concerns (I)	4	3	2	1	IE	NA
39. Consistently maintains reflective journal Entries ( I)	4	3	2	1	IE	NA

**Comments****Additional Comments**

Signature of Supervisor \_\_\_\_\_

**To be completed by the student-teacher:**

A formal conference was held with my supervisor to discuss my progress to date. I acknowledge having read the ratings assigned on the previous pages and having discussed specific suggestions for improvement with my supervisor. I understand that my signature below does not necessarily mean that I agree with the supervisor's appraisal. I also acknowledge that I have been given the opportunity to record below my reactions to this evaluation.

Signature of Student-Teacher \_\_\_\_\_ Date \_\_\_\_\_

**Student-Teacher Response: Please attach a separate sheet**

## **APPENDIX M**

### **Supervisor Summative Evaluation Form**

**La Salle University Department of Education**  
**Secondary Education Program**  
**Summative Student-Teacher Evaluation by University Supervisor**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Period(s) \_\_\_\_\_

Grade(s) or Subject(s) Taught \_\_\_\_\_

Based upon your observations of the student-teacher during the semester, please comment upon his/her abilities and attitudes in each of the following areas:

1. Personal Qualities

2. Preparation and Planning

3. Teaching Methods

4. Classroom Management

5. Rapport with Students

6. Additional Comments

7. Specific Commendations and Recommendations

Signature of Supervisor \_\_\_\_\_

To be completed by the student-teacher:

A final formal conference was held with my supervisor. I acknowledge that the above evaluation was discussed and that specific suggestions were recommended. I understand that my signature below does not necessarily mean that I agree with this summative appraisal. I also acknowledge that I have been given the opportunity to record below my reactions to this evaluation.

Signature of Student-Teacher \_\_\_\_\_

Date \_\_\_\_\_

Student-Teacher Response:

## **Appendix N**

# **Cooperating Teacher Program Evaluation Form**

**La Salle University Department Of Education  
Cooperating Teacher Program Evaluation Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

The cooperating teacher plays an important part in the pre-service training of the La Salle education major. In order to meet our program goals, it is helpful to evaluate program issues and policies. Please feel free to comment on any or all of the following general areas.

Student preparedness including pedagogical and content knowledge

University supervision

University communication with cooperating teacher and/or school

Areas of program strength

Areas of program weakness

Suggestions for improvement

## **APPENDIX O**

# **Student Teacher Program Evaluation Form**

**La Salle University Secondary Education Program  
Student Teacher Evaluation of the  
Secondary Education Program**

Please respond to each of the following questions as fully and as honestly as possible. Your comments will be extremely helpful in the continuous assessment and restructuring of the Secondary Education Program.

**THE SECONDARY EDUCATION PROGRAM IN GENERAL**

1. Which of the education courses, field experiences, or seminars contributed most to the development of your *professional knowledge and skills*? Which contributed least? In both cases, explain why.

2. Which of the courses, field experiences, or seminars contributed most to the development of your *teaching skills*? Which contributed least? In both cases, explain why.

3. Which courses, field experience, or seminars would you suggest be *added* to the Secondary Education Program? Why?

4. Which courses, field experience, or seminars would you suggest be *eliminated* from the Secondary Education Program? Why?

5. In general, how would you assess or rate the Secondary Education Program? Do you think that your education courses have prepared you well for a teaching career? Explain. Do you think that the courses you have taken in your academic field have prepared you well for a teaching career? Explain.

## **THE PROFESSIONAL SEMESTER**

1. Comment on the overall effectiveness of the present organization of the Professional Semester. What specific aspects of the Professional Semester do you feel most *positive* about?

2. What specific aspects of the Professional Semester caused you the most anxiety, fear, anger, frustration, or unhappiness? What specific *changes* would you suggest be made in the philosophy, goals, or structure of the Professional Semester to eliminate or minimize such problems for future students?

## **PROFESSIONAL SEMESTER SEMINAR**

1. Did the seminars during the Professional Semester help you in ways that the courses did not? Explain why or why not.

2. Do you think the organization of the seminars was as effective as possible? If not, how might the seminars be more effectively structured or in other ways be improved to be more helpful to the student?

## **UNIVERSITY SUPERVISORS**

1. How helpful do you think your university supervisor was in helping you develop both personally and professionally during the semester? Explain in detail.
2. In what manner did your supervisor provide you feedback (conferences, written, reports, and so forth)? Was the feedback provided by the supervisor sufficiently frequent? Explain.
3. Did your supervisor provide constructive feedback to you in a manner and format that was helpful to you? Please explain.
4. What kind of feedback do you think was generally most helpful to you during the student teaching?
5. In what specific ways could the university supervisor have been more helpful to you during the Professional Semester?

## **COOPERATING TEACHERS**

1. Describe the procedures used by your cooperating teacher for giving you feedback.
2. Was supervisory feedback from your cooperating teacher sufficiently frequent and helpful to you? If not, how could the supervision by the cooperating teacher have been more helpful to you? Be as specific as possible.

**PLACEMENT SITE**

1. Were you satisfied with your placement site? Explain why or why not.
2. Did the placement site provide you with all of the instructional resources that you needed to student teach effectively? Explain.
3. Were you pleased with the support you received from the school's administration and faculty? Explain.

**YOURSELF AS A TEACHER**

1. In what specific ways have you grown and developed as a teacher as a result of your participation in the Secondary Education Program at La Salle? What is the most important thing you have learned about yourself as a person and as a teacher because of your participation in the Secondary Education Program?
2. As you complete the Professional Semester, what do you think are your strengths and weaknesses as a teacher? In your estimation, are you a below-average, average, or above average teacher? Please explain.
3. What plans do you have to continue your growth and development as a teacher? What do you think you will be doing professionally five years from now? Ten years from now?

**FINAL COMMENTS**

Please feel free to comment on anything else you would like to communicate to the Education Department relative to the Secondary Education Program. Many thanks for your cooperation in completing this evaluation form.

## **APPENDIX P**

### **Professional Semester Checklist**

**Department of Education  
Secondary Education Program  
Professional Semester - Student Checklist**

Name \_\_\_\_\_ Date \_\_\_\_\_

You will be very busy this semester. It may be helpful to monitor your progress to graduation and certification. As you proceed through the Professional Semester, mark off completed requirements.

\_\_\_\_\_ Successful Completion of PRAXIS/ACTFL tests appropriate to your certification area

\_\_\_\_ PPST/C-PPST Reading

\_\_\_\_ PPST/C-PPST Writing

\_\_\_\_ PPST/C-PPST Math

\_\_\_\_ Fundamental Subjects:Content Knowledge

(Required for Foreign Language Certification only)

\_\_\_\_ Specialty Area Test(s)

\_\_\_\_\_ Successful Completion of Professional Semester Coursework

\_\_\_\_\_ Review of academic program file to verify completion of university requirements for graduation

\_\_\_\_\_ Submission of Completed Application for Professional Certificate by deadline

\_\_\_\_ All sections completed accurately

\_\_\_\_ Appropriate money order attached

\_\_\_\_\_ Completion of program evaluation forms at Professional Year closure meeting

\_\_\_\_\_ Notification to the department of job via postcard

## **APPENDIX Q**

# **Pennsylvania Statewide Evaluation Form**

**Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice**

Student/Candidate’s Last Name                      First                      Middle                      Student ID#

Subject(s) Taught                      Grade Level

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

**PERFORMANCE EVALUATION**

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

**Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.**  
**Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)**

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

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

<input type="checkbox"/> Lesson/Unit Plans _____	<input type="checkbox"/> Student Teacher Interviews _____
<input type="checkbox"/> Resources/Materials/Technology _____	<input type="checkbox"/> Classroom Observations _____
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Resource Documents _____
<input type="checkbox"/> Information About Students _____	<input type="checkbox"/> Other _____

(Including IEP’s)

<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>
<b>Criteria for Rating</b>	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate √)				

**Justification for Evaluation**

Student/Candidate's Last Name	First	Middle	Student ID #	
<p><b>Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.</b></p> <p><b>Alignment: 354.33. (1)(i)(E), (B)</b></p>				
<p>Student Teacher/Candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Expectations for student achievement with value placed on the quality of student work</li> <li>• Attention to equitable learning opportunities for students</li> <li>• Appropriate interactions between teacher and students and among students</li> <li>• Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>• Clear standards of conduct and effective management of student behavior</li> <li>• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher</li> <li>• Ability to establish and maintain rapport with students</li> </ul>				
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, and number)</p> <p> <input type="checkbox"/> Classroom Observations _____                     <input type="checkbox"/> Visual Technology _____  <input type="checkbox"/> Informal Observations/Visits _____                     <input type="checkbox"/> Resources/Materials/Technology/Space _____  <input type="checkbox"/> Student Teacher/Candidate Interviews _____                     <input type="checkbox"/> Other _____                 </p>				
<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate √)				
<p><b>Justification for Evaluation</b></p>				

Student/Candidate's Last Name                      First                      Middle                      Student ID #

**Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.**

**Alignment: 354.33. (1)(i)(D),(F),(G)**

Student Teacher/candidate's performance appropriately demonstrates:

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations _____               | <input type="checkbox"/> Student Assignment Sheets _____                    |
| <input type="checkbox"/> Informal Observations/Visits _____         | <input type="checkbox"/> Student Work _____                                 |
| <input type="checkbox"/> Assessment Materials _____                 | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other _____  |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate √)				

**Justification for Evaluation**

Student/Candidate's Last Name	First	Middle	Student ID #										
<p><b>Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.</b>  <b>Alignment: 354.33. (1)(i)(I),(J)</b></p>													
<p>Student Teacher/Candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</li> <li>• Knowledge of school or district requirements for maintaining accurate records and communicating with families</li> <li>• Knowledge of school and/or district events</li> <li>• Knowledge of district or college's professional growth and development opportunities</li> <li>• Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal, laws and regulations</li> <li>• Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators</li> <li>• Ability to cultivate professional relationships with school colleagues</li> <li>• Knowledge of Commonwealth requirements for continuing professional development and licensure</li> </ul>													
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, or number)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Classroom Observations _____</td> <td><input type="checkbox"/> Student Assignment Sheets _____</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits _____</td> <td><input type="checkbox"/> Student Work _____</td> </tr> <tr> <td><input type="checkbox"/> Assessment Materials _____</td> <td><input type="checkbox"/> Instructional Resources/Materials/Technology _____</td> </tr> <tr> <td><input type="checkbox"/> Student Teacher Interviews _____</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Written Documentation _____</td> <td></td> </tr> </table>				<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____	<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____	<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____	<input type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Written Documentation _____	
<input type="checkbox"/> Classroom Observations _____	<input type="checkbox"/> Student Assignment Sheets _____												
<input type="checkbox"/> Informal Observations/Visits _____	<input type="checkbox"/> Student Work _____												
<input type="checkbox"/> Assessment Materials _____	<input type="checkbox"/> Instructional Resources/Materials/Technology _____												
<input type="checkbox"/> Student Teacher Interviews _____	<input type="checkbox"/> Other _____												
<input type="checkbox"/> Written Documentation _____													
<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>									
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.									
<b>Rating</b> (Indicate √ )													
<p><b>Justification for Evaluation</b></p>													

<b>Overall Rating</b>				
<b>Category</b>	<b>Exemplary (Minimum of 12 Points)</b>	<b>Superior (Minimum of 8 Points)</b>	<b>Satisfactory (Minimum of 4 Points)</b>	<b>Unsatisfactory (0 Points)</b>
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
<b>Rating</b> (Indicate √)				

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

**Justification for Overall Rating:**

---

Student Teacher/Candidate's Last Name      First      Middle      Student ID #

---

District/IU      School      Interview/Conference Date

School Year: \_\_\_\_\_ Term: \_\_\_\_\_

**Required Signatures:**  
**Supervisor/Evaluator:** \_\_\_\_\_ Date: \_\_\_\_\_

**Student/Teacher**  
**Candidate:** \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX R**

### **Contents of the Portfolio for the Professional Semester**

## **Contents of the Portfolio for the Professional Semester**

**Updated November 9, 2006**

The Portfolio should be in a 1-inch, 3-ring binder, with contents separated appropriately with binder tabs.

The Portfolio binder must contain the following items:

- the Portfolio Submission Form (Appendix F of the Handbook)
- a Table of Contents
- a Philosophy of Teaching statement
- a resumé
- transcript(s) of all undergraduate (and graduate, if appropriate) courses
- copy (in plastic) of all scores from appropriate Praxis exams
- copy (in plastic) of Penna. Child Abuse History Clearance
- copy (in plastic) of Penna. State Police Request for Criminal Record Check
- letters of recommendation
  - At the end of the Professional Semester (after grading has been completed), each student teacher will receive a summative evaluation from his/her university supervisor. This summative evaluation serves as your university supervisor's letter of recommendation. There is no need to ask him or her for a separate letter of recommendation.
  - Each student teacher should ask a faculty member in their discipline for a letter of recommendation.
  - Each student teacher should ask their cooperating teacher(s) for a letter of recommendation. This should not be done until the end of the Professional Semester, as the cooperating teacher needs to have time to evaluate the student teaching performance.
  - Students may choose to ask other professionals for letters of recommendation that would attest to their professional areas of interest. For example, a student teacher may ask another education faculty member for a letter of recommendation or may ask a coach or faculty mentor for a letter of recommendation. Use your best judgment as to who would be able to profile your strengths.
- copies of all evaluations by the Supervisor as well as midterm and summative evaluations by the Cooperating Teacher (inclusion of the State forms is optional)
- the (completed) Checklist
- a daily class schedule (period by period)
- five typical Journal entries
- critique/reflections on the videotaped lesson (which should be on an accompanying videotape)

- the Unit Project (based as closely as possible on an actual unit that was taught – essentially 10 consecutive regular classes or 5 consecutive block scheduling classes), including:
  - an Introduction indicating the title of the unit, goals for the unit, and a summary of all classroom materials and media used during the unit
  - lesson plans for each lesson in the unit
  - a detailed “Rationale” indicating how/why the unit was structured (day by day) in light of various educational theories and a knowledge of adolescent development
  - detailed information on how students were assessed (including copies of all tests, quizzes, etc.)
  - reflections on the unit’s overall effectiveness

The Portfolio binder may contain the following optional items:

- additional lesson plans of particular interest
- an Introduction section -- personal background, general information about the school, the courses, the students, the facilities and technology available – e.g., length of a typical period, number and general background of students in each class, types of textbooks used
- copies of tests, quizzes, worksheets, or unusual handouts created
- samples of particularly well-done projects completed by students
- photos of your classes and/or classroom(s)