QUICK REFERENCE

SITUATION: **Illness or family emergencies** such as illness in family, funeral, etc.
CALL: Cooperating Teacher and University Supervisor
ACTION: Follow the instructions on page 32 under ‘Attendance Policy.’

SITUATION: **Anticipated absences** such as job interview, University obligation.
ACTION: Follow the instructions on page 32 under ‘Attendance Policy.’

SITUATION: **In-Service Days or Meeting**
ACTION: Attend the in-service or meeting if District permits, or make arrangements with your Cooperating Teacher to work in classroom.

SITUATION: **Inclement weather conditions**
ACTION: Listen to radio or TV reports which announce whether or not your assigned School District is open or delayed. Follow your District’s schedule.

SITUATION: **School District calendar differs from Alvernia University calendar**
ACTION: During the student teaching experiences, you should follow the School District’s calendar. (For Example: Alvernia observes a spring break, while school districts do not. You are expected to be in your assignment during the Alvernia break).

SITUATION: **Student Teaching Seminar is mandatory**
ACTION: You are required to be at Student Teaching Seminar. Speak to your Cooperating Teacher and inform him/her of the seminar. Please make arrangements with your teacher to leave school early, at a mutually agreed upon time, on seminar dates to ensure timely seminar arrival.

SITUATION: **Difficulty with school or Cooperating Teacher**
ACTION: First, try to speak to your Cooperating Teacher to work things out. If that does not work or if you feel that you cannot speak to him/her, contact your University Supervisor or the Director of Field Experiences, if your Supervisor is unavailable.
ALVERNIA UNIVERSITY CONTACTS

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Statements of Institutional Heritage, Mission, Vision

The heritage of Alvernia University and its foundational Franciscan values can be traced to the growth of three religious orders who owe their origin to the preaching of St. Francis of Assisi – the Friars Minor, the Poor Clares, and the “Third Order” which has two distinct branches: a secular branch for the laity, and a religious branch for women and men living an evangelical life with religious vows. The Bernardine Franciscan Sisters, founders and sponsors of Alvernia University, are members of the Third Order Regular of St. Francis.

In the thirteenth century, the growth of the Franciscan Order was enriched by a desire for learning among the first friars and early Franciscan scholars, including the earliest Franciscan theologian, St. Anthony of Padua, followed by St. Bonaventure and Blessed John Duns Scotus, long associated with the great medieval universities of Paris and Oxford. They easily recognized the need to provide sound training in philosophy and theology for the growing members of the rapidly expanding Orders; from this awareness developed the Franciscan Intellectual Tradition, rooted in the spirituality and vision of Francis and Clare of Assisi. A distinguishing trait of this tradition, making it singularly different from other great western religious traditions, is the intellectual view described by saint and scholar Bonaventure as “knowledge joined with love”. Franciscan education recognizes the importance of love complementing understanding and learning, and the primacy of works-oriented active love that gives the intellectual life a practical context for implementation.

Alvernia University reflects the visionary leadership and uncommon perseverance of its founding president, Sister Mary Zygmunta Froncek, and the dedicated religious and lay faculty who laid the groundwork for academic excellence, intellectual curiosity, and learning linked with charity, service and social justice. As pioneers in the field of Catholic education, the Bernardine Franciscan Sisters were part of the 19th century movement in the Catholic Church to serve the poor and immigrant populations in America by founding and staffing schools, colleges and hospitals throughout the U.S. Their inclusive embrace positioned the congregation to serve beyond the needs of the Polish settlements, anticipating Alvernia’s present-day outreach to the growing Latino community in Reading. On the campus of Mount Alvernia, the sisters opened an orphanage and a high school housed in Francis Hall. As the congregation grew larger and the education of its members became a priority, the congregation founded a liberal arts college for women religious in 1958, graduating its first class of 4 sisters in 1961, and with the increase in lay enrollment and expansion of academic offerings, received final accreditation from the Middle States Commission on Higher Education in November 1967.

Within a few decades, paralleling the history of the early Franciscan movement in Italy, the University grew beyond the original three educational buildings to an expanding campus with additional professional programs to complement a strong liberal arts core. Alvernia’s founding mission provided the opportunity to develop new programs such as nursing, business, allied
health, criminal justice and social work. This distinctive service niche afforded the University regional recognition for liberal learning and practical application, and has provided the impetus for continued dynamic growth. Since 1990, a library, physical education center, student center, science center and additional residence halls have been added to the main campus facilities to support the long-range commitment to building a strong residential learning community. At the same time, educational outreach to adult learners has expanded, including the launch of satellite campuses in Philadelphia and Pottsville, and a Seniors’ College which provides life-long learning opportunities to retired citizens in Berks County.

Today, Alvernia calls together students diverse in age, background, belief, and educational interests to pursue academic excellence in a range of undergraduate, graduate, and non-degree programs, including a new interdisciplinary PhD program with concentrations in Corporate, Community and Educational Leadership. Across all programs, the hallmark of an Alvernia education is a conception of learning as grounded in values, connecting classroom and community, and linked to leadership and service. With the purchase of the Upland Center in 2006, Alvernia strengthened its commitment to lifelong learning and community outreach by creating a new home for graduate and continuing education, and launched two new initiatives: a Center of Ethics and a Center for Community Engagement, helping to incorporate the broader community into the curriculum of higher education.

Rooted in the liberal arts tradition of rigorous, open inquiry, Alvernia is faithful to its Catholic identity and the vision of Pope John Paul II as expressed in Ex Corde Ecclesiae. The University (or college) “possesses [necessary] institutional autonomy . . . and guarantees its members academic freedom,” while the mission of Catholic higher education privileges “(a) the search for an integration of knowledge, (b) a dialogue between faith and reason, (c) an ethical concern, and (d) a theological perspective.” (Ex Corde Ecclesiae, I, A, 12 and 15). Alvernia is also proud of its role as an educational resource for the Allentown Diocese and its active involvement in the national associations of both Catholic and Franciscan colleges and universities.
True to its Franciscan heritage and mission motto: **To Learn, To Love, To Serve**, Alvernia’s Franciscan values have shaped its character and history since its founding. Service, humility, collegiality, contemplation and peacemaking are institutional core values woven through the academic, co-curricular, and spiritual culture of Alvernia. Francis of Assisi, an agent of spiritual change in the Middle Ages, gave to the three Franciscan Orders and all humanity a legacy that is timeless and universal. To be Franciscan is to respect the dignity of each human person and all creation; to be open to the world and its diversity of cultures, faiths, traditions, races, and peoples; to honor right relationships; and to seek peace through action for justice. Although a young institution, Alvernia is celebrating its 50th Anniversary with great enthusiasm, embracing a rich and vibrant Franciscan heritage that is truly relevant today, rich with promise for tomorrow, and welcoming to all.

**MISSION**

Guided by Franciscan values and the ideal of “knowledge joined with love,” and rooted in the Catholic and liberal arts traditions, Alvernia is a rigorous, caring, and inclusive learning community committed to academic excellence and to being and fostering broady educated, life-long learners; reflective professionals and engaged citizens; and ethical leaders with moral courage.

**To Learn, To Love, To Serve**

**VISION**

To Be A Distinctive Franciscan University, Committed to Personal and Social Transformation, Through Integrated, Community-Based, Inclusive, and Ethical Learning

Integrated Learning — combining liberal arts and professional education, and blending rigorous inquiry, practical experience and personal reflection in the classroom, on campus, and in society; Community – Based Learning — engaging the local, regional and global communities as partners in education and service; Inclusive Learning — welcoming people of diverse beliefs and backgrounds; responsive to the educational needs of recent high school graduates, working adults and established professionals, and senior citizens; respectful and self-critical in our dialogue about differences in values and perspectives; Ethical Learning — challenging individuals to be values-based leaders by developing habits of the mind, habits of the heart, and habits of the soul.
In response to Alvernia University’s Mission and Vision Statements, the Education Department has adopted the following Mission Statement to guide and serve the students choosing to enter the profession of teaching.

The Mission of the Teacher Education Program

The Alvernia University Education Program, rooted in a proud Franciscan heritage, is dedicated to providing instruction in educational theory balanced with current classroom practices. The program focuses on a values-centered approach toward the preparation of caring, highly-qualified candidates uniquely prepared to address the needs of the diverse populations in today’s schools.

To learn, to love, to serve!
Introduction to the Student Teaching Experience

OVERVIEW:

Student teaching is the culminating experience of the Alvernia University program. This capstone course engages the student in the actual activity of teaching all day for a portion of the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching. An experienced Cooperating Teacher at the school site closely monitors the Student Teacher. In addition, the Student Teacher is supervised by a University Supervisor that has had extensive classroom experience. This course also integrates application of the Pennsylvania Department of Education standards.

Student teaching is a period of guided learning during which the prospective teacher, under the direction of a qualified Cooperating Teacher, gradually assumes the responsibilities and duties of the full-time professional teacher. The experience is designed to give the Student Teacher the opportunity to put into practice the principles, theories, and teaching techniques developed during the previous planned sequence of experiences and courses. Scheduled for the senior year, student teaching is the culminating experience of the teacher preparation program. The student teaching experience does not have a repeat/delete course option.

COURSE DESCRIPTION:

This course is designed to provide situations in which the Student Teacher learns and practices various teaching techniques while working with “real students” under the supervision of a certified teacher in a public or private school. Concurrent seminars are held to provide the Student Teacher with support and skills/information related to the student teaching experience. Based on his/her area of certification, the Student Teacher will be placed in two different seven week placements. A Student Teacher could be placed in one 14 week placement based on his/her needs or at the request of the School District.

ACCOMMODATIONS FOR LEARNING DISABILITIES

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”), the University offers accommodations to students with documented learning, physical, and/or psychological disabilities. It is the responsibility of the student to contact the Disability Services Coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Disability Services Office, BH 105-A (inside the Learning Center), by phone (610.568.1499) or fax (484-335-4486), or e-mail (disability.services@alvernia.edu).
**SUPPORT PERSONNEL – ALVERNIA UNIVERSITY**

**University Supervisor** – The University Supervisor is assigned by the Director of Field Experiences and has the responsibility to assist and to evaluate the Student Teacher. He/she will make every effort to make student teaching a successful experience.

**Director of Field Experiences** – The Director of Field Experiences maintains the student teaching partnership between the regional public and private schools and the University. He/she mentors the Student Teachers (graduate and undergraduate) for the student teaching experience and classroom observations. He/she organizes the student teaching seminars; orients, supports and evaluates the University Supervisors; and serves as a liaison between the University and the participating School Districts. The Director may schedule classroom visits to observe Student Teachers.

**Education Department Chairperson** - The Chairperson serves as a liaison between the University and participating School Districts, interpreting the University program to the school administration and the Cooperating Teacher, and in turn, channeling the ideas of school personnel to the University. The Chairperson may schedule classroom visits to observe Student Teachers.

**SUPPORT PERSONNEL
SCHOOL DISTRICT/PRIVATE SCHOOL**

**Cooperating Teacher** – The Cooperating Teacher is the most important person in the Student Teacher’s educational life. He/she serves as a mentor and a guide for the Student Teacher.

**School Principal** – As the educational leader of the school, the guidance and assistance the Principal provides the Student Teacher will contribute greatly to the quality of the student teaching experience.
The detailed, overall policies that apply to student teaching are provided in the appendices section of the handbook. The administration of student teaching is a joint responsibility of the Chair of the Alvernia University Education Department, the Director of Field Experience and the education faculty of the Alvernia University Education Department. A community triad including the Student Teacher, Cooperating Teacher(s) and University is essential for the success of the student teaching experience. The Student Teacher should not hesitate to contact the University Supervisor and/or Director of Field Experiences with any concerns. Weekly contact must be maintained to set up observations and discussion regarding the status of the experience. Should circumstances arise that warrant contact with the Field Experience Office, please do so at any time (610.790.2879).

**Assignment of Student Teachers**

Assignments for student teaching locations are made by the Director of Field Experience with advisement from University departmental personnel and administrators and teachers in cooperating School Districts. A Student Teacher is responsible for arranging his/her own transportation to and from his/her school assignment.

**Professional Conduct**

The Student Teacher is a guest in the cooperating school. Although school districts may vary in their expectations, a Student Teacher representing Alvernia is expected to present himself/herself in a professional manner at all times during the student teaching experience. Please familiarize yourself with Pennsylvania’s Code of Professional Practice and Conduct for Educators located in the Appendices section of this handbook.

**Language** - Throughout the teacher preparation program at Alvernia University, students have been encouraged to use Standard English and to avoid colloquialisms. Student Teachers should maintain good habits of speech and language at all times. This is also true with any written documents the Student Teacher presents to students, parents, other faculty or administrators.

**Behavior** – Your behavior says a great deal about you as a teacher, but also you as a person. Your students, their parents and school personnel will form opinions regarding your professionalism based not only on the way you dress and speak but also the way you behave in all situations.

**Computer and cell phone** – Student Teachers need to respect and restrict the use of computers and cell phones to school-related activity only. You should familiarize yourself with the school district’s policies on cell phone use and computer use especially as it relates to passwords connected to student attendance and grades. Student Teachers should refrain from using web sites that are not appropriate teaching/learning tools.
**Dress and Appearance** - Appropriate professional dress and personal grooming is expected of all Student Teachers. You should use good judgment in selecting clothing for the classroom. All Student Teachers need to be aware that although many items of clothing may be perfect for some occasions, they may still be unacceptable for schools. Use your Cooperating Teacher(s) dress as a standard. If there are questions or concerns regarding appropriate dress and appearance, please contact the Field Placement Office.

- In most cases, men will be required to wear a shirt with a collar and a tie. Suit coats may not be required. Women should wear dresses, dress slacks, or skirts that are appropriate for the classroom. Clothes that are too short or revealing in any way are not appropriate choices in working in public schools. Neatness is always advantageous.
- Jeans and sneakers or athletic shoes are not considered professional by many school districts and will be deemed unacceptable in Student Teachers (unless it is the day of an outdoor field trip and your Cooperating Teacher has made the recommendation). It is also generally not acceptable to come to school without socks or hose.
- In addition to clothing, professionalism in dress and appearance would include appropriate personal grooming. Visible body piercing and tattoos may be a statement of your individuality and style, but may also be considered a distraction in a classroom by many school districts. A Student Teacher should keep in mind that as a teacher, you are a role model.

**Attendance** - Student Teachers are expected to be in attendance at their respective schools every day. In the event of a legitimate absence, the Student Teacher must contact the school and University Supervisor to inform him/her of his/her absence. After two absences, the student teaching experience can be extended past the end of the semester. Please familiarize yourself with the Alvernia University Attendance Policy located in the Appendices of this Handbook.

**Seminar Sessions** – Student Teachers are to attend all listed seminar sessions. The Director of Field Experience must be contacted if you must miss a seminar. Student Teachers are expected to participate in discussions and complete assigned activities.

**Calendar** – During student teaching, Student Teachers are required to follow the calendar of the School District in which they are placed rather than Alvernia University’s calendar. Student Teachers should make themselves aware of school district holidays, in-service or other released time. Student Teachers will complete a “Calendar Plan” with assistance from the University Supervisor (see resources for sample calendar templates.)
RESPONSIBILITIES OF THE STUDENT TEACHER

“In teaching others, we teach ourselves.” - Proverb

Professionalism
- Show enthusiasm for teaching and act in a mature, responsible manner.
- Demonstrate punctuality, thorough preparation, and confidentiality.
- Abide by the rules and regulations of the school and district (dress, school day, etc.) Remember that Student Teachers are guests of the school.
- Know school policies pertaining to teaching responsibilities (discipline, safety procedures, first aid, and use of equipment, copying, field trips…)
- Complete all required activities by the date established by the Cooperating Teacher, University Supervisor, and/or the Director of Field Experiences (self-reflections, unit plans, lesson plans, and resumes).
- Cooperate with the Cooperating Teacher, the University Supervisor and the School Principal.

Preparation
- Provide adequate time for instructional preparation which includes organizing materials.
- Prepare lesson plans with sufficient detail so that effective instruction occurs.
- Base instruction on State standards and established curriculum.
- Integrate technology where appropriate.

Instruction
- Follow your Cooperating Teacher’s lead in performing instructional practices.
- Assist in evaluating students’ progress through formal and informal assessments.
- Follow a well-designed plan for lesson structure, student activities, and evaluation procedures.
- Adapt instruction to meet the needs of the diverse learner in the class.
- Use research-sound methodologies.
- Accept criticism and suggestions professionally.
- Evaluate your progress based on the results of student learning outcomes.
- Integrate technology into lesson design.

Classroom Environment/ Student Interaction
- Accept responsibility for classroom management and for the physical climate of the classroom as delegated by the teacher.
- Become informed about students. Learn their names, any special needs…
- Maintain professional teacher-student relationships.
- Show respect to all families and significant individuals important to the students.
- Attend or participate in extracurricular activities.
RESPONSIBILITIES OF COOPERATING TEACHERS

“In teaching others, we teach ourselves.” – Proverb

Prior to Student Teacher’s arrival

- Review Student Teacher Handbook outlining the Student Teacher experience.
- Prepare students, parents, and school personnel for the Student Teacher.
- Gather School District, building, classroom and curricular materials for Student Teacher.
- Prepare a tentative schedule that will gradually release classroom responsibilities to the Student Teacher.

Orientation

- Familiarize the Student Teacher with school personnel, school programs, facilities, school policies…
- Provide opportunities for active observation and participation by Student Teacher.
- Model effective teaching techniques.
- Finalize a classroom schedule that will gradually release classroom responsibilities to the Student Teacher.

Gradual Release

- Plan with the Student Teacher for effective learning.
- Evaluate the lesson plans and provide constructive suggestions.
- Provide opportunities for the Student Teacher to test theory into practice.
- Offer feedback to the Student Teacher on learner outcomes.
- Provide opportunities for the Student Teacher to conference with parents.
- Confer with the Student Teacher daily.
- Increase Student Teacher responsibilities throughout the student teaching experience.
- Confer with Student Teacher and University Supervisor whenever possible.

Closure

- Complete formal observation paperwork
- Complete PDE 430 Evaluation Document (Key Assessment)
- Write a letter of recommendation for the Student Teacher’s placement file at the end of the student teaching experience.
 RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

“In teaching others, we teach ourselves” – Proverb

With the Student Teacher

- Read the Student Teacher handbook outlining the experience since changes are made every semester.
- Establish an effective communication plan with the Student Teacher.
- Meet with the Student Teacher at the conclusion of the Student Teacher seminar sessions.
- Communicate weekly with the Student Teacher.
- Maintain a Student Teacher information folder that contains all required paperwork. **This Student Teacher folder should be completed and returned at the end of the student teaching experience to the Director of Field Experiences.**
- Conduct a debriefing conversation with the Student Teacher after each observation activity. A face to face conversation is the preferred approach.
- Provide continuous assessment of the Student Teacher’s portfolio. This portfolio should reflect all items listed on the checklist.
- Provide guidance in developing high quality lesson plans, unit plans etc.
- Complete a mid-term evaluation of the Student Teacher using the PDE 430 Evaluation form. This post conference should include the Cooperating Teacher and the Student Teacher. If the Student Teacher is not performing satisfactorily, a remediation plan should be developed in consultation with the Director of Field Experiences. This plan includes a specific amount of time to be devoted to the itemized concerns of the Cooperating Teacher and the University Supervisor.
- Complete a final evaluation of the Student Teacher using the PDE 430 evaluation form. Note: The PDE 430 is the **Key Assessment.**
- Provide the Student Teacher with a letter of recommendation. If writing a letter concerns the University Supervisor, discussion on this issue should occur with the Director of Field Experiences and/or the Education Department Chair no later than **week 10** of the student teaching semester.

With the Cooperating Teacher

- Visit the school site during the first week of the student teaching experience to introduce yourself to the Cooperating Teacher and key school personnel.
- Establish effective communication with the Cooperating Teacher.
- Establish an observation/visitation schedule with the Cooperating Teacher.
- Provide the Cooperating Teacher with continuous feedback on your assessment of the Student Teacher’s progress throughout the student teaching experience.
- Provide guidance, encouragement, and assistance to the Cooperating Teacher.
• Consult with the Cooperating Teacher on the mid-term and final evaluation of the Student Teacher.

With the Director of Field Experiences

• Attend and participate in the student teaching seminars.
• Attend and participate in any scheduled meetings with the Director of Field Experiences.
• Establish and maintain regular communication with the Director of Field Experiences, throughout the student teaching semester.
Alvernia University
Student Teaching Planning Checklist

Place the date in front of each item as it is completed.

Category I: Planning and Preparation

_____ Attend an “orientation meeting” with the Director of Field Experiences and/or the University Supervisor.

_____ Meet the Cooperating Teacher and discuss expectations, responsibilities, and the concepts and essential skills that will be taught during student teaching.

_____ Obtain the following information from the Cooperating Teacher: daily class schedule, contractual day, seating chart(s), textbooks, manuals, home/cell phone number, and email address.

_____ Give the Cooperating Teacher contact information for the University Supervisor.

_____ Discuss the areas for weekly planning with the Cooperating Teacher.

_____ Create a “Progressive Teaching Schedule” that will lead to a minimum of one week of all-day instruction for the first placement and a minimum of two weeks of all-day instruction for the second placement.

_____ Submit a daily class schedule for the University Supervisor.

_____ Review Cooperating Teacher’s instructional materials and resources and those in the computer lab (if applicable), the library media center, and the community.

_____ Examine and evaluate textbooks and other instructional materials.

_____ Participate in various aspects of teaching by circulating and assisting the Cooperating Teacher and learners.

_____ Assist the Cooperating Teacher in routine tasks and any other duties as assigned.

_____ Begin writing daily lesson plans. Document the date of writing the initial lesson plan following the Alvernia lesson plan template.

_____ Begin to organize a “Student Teaching Portfolio” for the assigned placement. The portfolio will include:
  1. Section containing information received from the University Supervisor at orientation seminar.
  2. Section containing information received from the Cooperating Teacher.
  3. Section containing schedules.
4. Section containing seating chart(s).
5. Section containing daily lesson plans labeled according to subject/class periods.
6. Section containing weekly reflections provided to the University Supervisor.

**Category II: Classroom Environment**

_____ Observe 2-3 recommended teacher(s) and class(es), specifically noting on-off task behavior of students, developmental differences of pupils, discipline procedures, and teaching styles.

_____ Discuss classroom management procedures with the Cooperating Teacher.

_____ Using seating chart(s) to learn pupils’ names, establish a rapport with them, and note special seating arrangements and health, physical, and special needs.

_____ Create a behavior management plan to be incorporated during instruction. This may include a plan for the organization of physical space to accommodate classroom procedures and routines and/or a seating arrangement of students for effective management of behaviors.

_____ Add the following to the “Student Teaching Portfolio” and **date** each item below as it is added to the file:

1. _____ Section containing documentation of “Observations of Recommended Teachers.”
2. _____ Section containing a “Behavioral Management Plan.”

**Category III: Instructional Delivery**

_____ Begin first instructional experience. Document the date that the first formal lesson is taught.

_____ Begin writing “Instructional Critiques” (Reflection) on lesson plans after teaching each lesson. Make note of the most successful aspect of the lesson, why it was not as successful as planned, and how you would change it to be more successful. Note: Candidates in special education placements are to….

_____ Complete a one page weekly reflection for the University Supervisor that highlights one positive and one negative classroom experience.

_____ Document use of technology during instruction. Describe equipment (a minimum of three types) used and date the initial use of each below.

________________________________________________________________________
________________________________________________________________________
Complete a final self-evaluation using the appropriate “Student Teaching Performance Profile (STPP)”

Participate in the final evaluation conference where the PDE 430 is discussed.

Add the following to the “Student Teaching Portfolio”
1. Section containing lesson plans for the lessons that have been taught and have “Instructional Critiques” (Reflections) written on them.
2. Section containing “Cooperating Teacher Evaluations (STPP)”. One introductory plus two formative for each placement.
3. Section containing “University Supervisor Evaluations (STPP)”. One introductory plus two formative for each placement.
4. Section containing the “PDE 430” which is a summative evaluation for each placement, with the exception of a fourteen week placement which includes a PDE 430 evaluation as a “Mid-Point Review” plus a final PDE 430. The PDE 430 is the Key Assessment.
5. Copy of a final “Self-Evaluation” using the “Student Teaching Performance Profile (STPP)”
6. Letters of Recommendation from both University Supervisor and Cooperating Teacher.

Category IV: Professionalism

Meet the School Principal or administrator and office personnel within the first week of the placement.

Meet other school personnel (faculty and support staff) as early in the placement as possible.

Become familiar with the physical plan of the classroom, school, outdoor environment, and emergency procedures early in the placement.

Obtain information related to the school’s calendar and policy handbooks for teachers and students.

Obtain information related to the school’s policy for taking photographs and videotaping lessons; in particular, find out if a permission slip needs to be processed.

Request to be placed on the school’s telephone chain for school delays and cancellations.

Obtain information regarding the school’s policy for sending correspondence home to parents/guardians by way of students.

Add a section for “Correspondence” to the Student Teaching Journal” that contains letters to parents/guardians and any permission slips for taking photographs, videotaping lessons, or field trips.
The main objective of all evaluation is to promote professional growth. Consequently, evaluation should be continuous. Regular and periodic analyses should take place in order that strengths are supported and weaknesses are identified and corrected. Frequent open and honest communication between the Cooperating Teacher and the Student Teacher will bring about the most effective evaluation and behavior change.

It will also be necessary to have written evaluations on file. The University Supervisor will make six observations during the semester. The first observation in each placement will be introductory in nature. Subsequent observations will be an evaluative (STPP). A lesson plan must be written for the University Supervisor for any lesson evaluation to proceed. The final visit in each placement will involve a summative evaluation and will indicate the overall quality of the Student Teacher’s placement performance. A completed copy of the observations and the summative evaluation will be given to the Student Teacher, Cooperating Teacher, and another will go into the Education Department’s files.

The Cooperating Teacher will observe three separate lessons for a seven week placement (first placement) and complete an evaluation form for each lesson. These forms should be reviewed by the Cooperating Teacher and Student Teacher together. A copy of the completed forms should be given to the University Supervisor to review and then placed in the Student Teacher's file.

The final evaluation should be returned no later than Monday of the week following the last week of student teaching. Final evaluation should be reviewed with the Student Teacher. The evaluation will serve as a reference when the Student Teacher applies for a teaching position. Such reports should be thoughtfully completed. It is a most important document for the student's permanent University file. The PDE 430 is the Key Assessment.
# ALVERNIA UNIVERSITY – EDUCATION DEPARTMENT
# STUDENT TEACHING PERFORMANCE PROFILE (STPP)

**STUDENT TEACHER:** __________________________

**SCHOOL/AGENCY:** __________________________

**GRADE LEVEL(S):** __________________________

**SUBJECT(S) TAUGHT:** ________________________

**REPORT IS FOR:**

- FALL
- SPRING
- 1ST HALF
- 2ND HALF
- SEM.

**SEMMESTER HOURS:** 12

**CITY/STATE:** __________________________

**E = EXEMPLARY      Su = SUPERIOR      Sa = SATISFACTORY      U = UNSATISFACTORY      NA = NOT APPLICABLE**

## PLANNING & PREPARATION

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## THE CLASSROOM ENVIRONMENT

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## DISCIPLINE SPECIFIC COMPETENCIES (CONTENT CONCENTRATION AREAS)

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## COMMENTS:

Signatures imply the information on front and back has been read and discussed.

**Person completing this report:** __________________________

**Signature:** __________________________

**Date:** __________

**Cooperating Teacher**

**University Supervisor**

**Student Teacher Signature:** __________________________

**Date:** __________
Alvernia University’s Evaluation Sheet for the PDE 430 Form (Key Assessment)

Student/Candidate’s Last Name

First

Middle

Subject(s) Taught

Grade Level(s)

District/IU

School

Interview/Conference Date

School Year: ___________ Term: ___________ Major: ___________

<table>
<thead>
<tr>
<th>Category I: Planning and Preparations:</th>
<th>Rating:</th>
<th>3 Exemplary</th>
<th>2 Superior</th>
<th>1 Satisfactory</th>
<th>0 Unsatisfactory</th>
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<tr>
<td>Justification for Evaluation Rating:</td>
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Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):

- Lesson/Unit Plan
- Resources/Materials/Technology
- Assessment Materials

<table>
<thead>
<tr>
<th>Category II: Classroom Environment:</th>
<th>Rating:</th>
<th>3 Exemplary</th>
<th>2 Superior</th>
<th>1 Satisfactory</th>
<th>0 Unsatisfactory</th>
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<td>Justification for Evaluation Rating:</td>
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Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials

<table>
<thead>
<tr>
<th>Category III: Instructional Delivery:</th>
<th>Rating:</th>
<th>3 Exemplary</th>
<th>2 Superior</th>
<th>1 Satisfactory</th>
<th>0 Unsatisfactory</th>
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<td>Justification for Evaluation Rating:</td>
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Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials

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<tr>
<th>Category IV: Professionalism:</th>
<th>Rating:</th>
<th>3 Exemplary</th>
<th>2 Superior</th>
<th>1 Satisfactory</th>
<th>0 Unsatisfactory</th>
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Sources of Evidence (Check all that apply and append any supplementary documentation for unsatisfactory rating):

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials

Overall Rating:  

<table>
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<tr>
<th>Category</th>
<th>Exemplary (Min. of 12 Pts.)</th>
<th>Superior (Min. of 8 Pts.)</th>
<th>Satisfactory (Min. of 4 Pts.)</th>
<th>Unsatisfactory (0 Pts.)</th>
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Rating (Indicate ‘✓’)

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 assignment.

Justification for Overall Rating:

Our signatures below signify that the complete five page PDE 430 document including the performance criteria, which appear in the Student Teaching Handbook, was reviewed and made part of the evaluation which is summarized above.

Required Signatures:

Supervisor/Evaluator: __________________________ Date: ___________

Student/Teacher Candidate: ______________________ Date: ___________

Top Page (original): Teacher Certification Office – Yellow Page (2nd): Student Teacher Supervisor – Pink Page (3rd): Student
Performance Evaluation: Categories and Performance Indicators

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

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

Category II: Classroom Environment – Student Teacher/candidate establishes and maintains a purposeful and equitable environment for learning in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
Alignment: 354.33. (1) (i)(E),(B)

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

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)(j)(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 expectations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

Student Teacher/Candidate’s performance appropriately demonstrates:
- Knowledge of school and district procedures and regulations related to attendance, punctuality, and the like
- Knowledge of school and district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or University’s professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure
Using the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice—Pennsylvania Department of Education—PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the Student Teacher/candidate being evaluated and the evaluation period.

2. The subjects being taught and the grade level should be clearly listed.

3. Write the date on which the conference was held between the Student Teacher/candidate and the evaluator on the signature page of the PDE-430 form.

4. Clearly state the school year and the term in the appropriate place on the signature page.

CATAGORIES OF EVALUATION: PDE 430 KEY ASSESSMENT

1. PDE 430 has 4 major categories addressing evaluation of Student Teacher/candidate:
   i. Category I- Planning and Preparation
   ii. Category II- Classroom Environment
   iii. Category III-Instructional Delivery
   iv. Category IV-Professionalism

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

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

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the Student Teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category’s results are evaluated through the review of the defined “Student Teacher/Candidate’s Performance Demonstrates” indicators in each of the four categories.

2. The Student Teacher/candidate’s demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. The judgment of the performance for the rating of any category is based on:
   - the rater’s overall evaluation of performance in each category and
   - is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the Student Teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the Student Teacher/candidate’s performance/level of proficiency.

2. It is also the responsibility of the Student Teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the Student Teacher/candidate will share the sources at the conference date. The evaluator will mark on the form next to the source of evidence pertinent pieces of evidence that were reviewed during the evaluation of a Student Teacher/candidate’s performance/level of proficiency.

3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the Student Teacher and other administrators reviewing the form may have a sense of what was used to arrive at a judgment on the level of proficiency.

4. Sources of evidence should have, where appropriate, documentation that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of specific evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.

5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.
JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the Student Teacher/candidate’s performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.

2. This is a key section as it provides the Student Teacher with a clear understanding of the evaluator’s decision based on observations and other specific sources of evidence. This section also provides further explanation of why the Student Teacher is receiving a particular rating for the category. The evaluator’s comments help to focus the Student Teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

3. The justification section may be expanded to whatever length the rater feels necessary to help the Student Teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

PDE 430 is the Key Assessment.

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

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

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

The level of proficiency indicated in each of the 4 categories added together determine an overall rating/level of proficiency for the entire PDE 430 form. At least a satisfactory rating must have been achieved in each of the 4 categories.
The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C/TIMS, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

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

2. The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

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

Division of Teacher Education
717-787-3470
Bureau of Teacher Certification
and Preparation
Pennsylvania Department of Education
(8/1/03)
APPENDICES
Section 235.1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 235.2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 235.3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 235.4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
(b) Professional educators are expected to abide by the following:

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

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

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

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

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

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

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

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

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 235.5. Conduct

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

Section 235.6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:
(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Cross References
This section cited in 22 Pa. Code & 235.5(relating to conduct).

Section 235.7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Cross References
This section cited in 22 Pa. Code & 235.5(relating to conduct).

Section 235.8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Cross References
This section cited in 22 Pa. & 235.5(relating to conduct).

Section 235.9. Improper personal or financial gain
The professional educator may not:
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Cross References
This section cited in 22 Pa. Code & 235.5(relating to conduct).

Section 235.10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.  
(3) Sexually harass or engage in sexual relationships with students.  
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Cross References  
This section is cited in 22 Pa. Code & 235.5(relating to conduct).

Section 235.11. Professional relationships  
The professional educator may not:  
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.  
(2) Knowingly and intentionally distort evaluations of colleagues.  
(3) Sexually harass a fellow employee.  
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.  
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Cross References  
This section cited in 22 Pa. Code & 235.5(relating to conduct).

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ATTENDANCE POLICY

1. Student Teachers will follow the schedule of the cooperating school regarding vacations, parent conferences, and curriculum days.
2. Student Teachers must attend school each day that the Cooperating Teacher is required to attend. After two absences, the Student Teachers will be expected to make up time at the end of the experience.
3. If there are extenuating circumstances such as illness that interferes with regular attendance, the Student Teacher will be asked to withdraw from the student teaching experience.
4. The Student Teacher must be at school for the regular contract hours of the Cooperating Teacher.
5. If a Student Teacher will be absent (for any portion of the contract hours) he/she must contact the Cooperating Teacher and the school and provide lessons plans.
6. If a Student Teacher is absent the day of a planned visit from the University Supervisor, the Student Teacher must contact the University Supervisor to report the absence. This must be done as early as possible. If the Student Teacher does not make a reasonable effort to contact the Supervisor, the Student Teacher can be charged for the mileage expenses related to the visit.
7. Student Teachers must be present at the school from the first scheduled day of student teaching to the last scheduled day. Cooperating Teachers cannot excuse Student Teachers from their student teaching responsibilities for reasons other than illness without permission from the University Supervisor and the Director of Field Experiences. Attendance at district in-service days is mandatory.

FRATERNIZATION POLICY

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with staff, patients, students or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- After hours personal contact with staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the Dean will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
Harassment Policy

A. Background

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The University has carefully screened the Agency in which you will serve and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. Definitions

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:
1. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
2. As a basis for academic or employment decisions;
3. Which unreasonably interfere with an individual’s work or academic performance; and/or
4. Which create an intimidating, hostile or offensive work or academic environment.

C. Resources

Alvernia does wish to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support

   If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling about the incident or incidences giving rise to this concern, you should either immediately contact either:
   a. The Faculty Supervisor of the Program;
   b. The Department Chair; or
   c. The Division Dean,
And request a confidential counseling session. In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

2. Formal Complaint Procedure

Any participant in an Academic Field Experience who feels that he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed by the Vice President for Academic Affairs.

Upon receipt of the written Complaint, the Vice President of Academic Affairs will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having first-hand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.

POLICY FOR REMOVAL OF A STUDENT TEACHER

The Alvernia Education Department makes every effort to secure placements that will enhance the potential and capabilities of its students. In a few instances, Student Teachers need to be removed from a school for serious reasons. Since personality adjustments and expectations of school personnel need time to form, it is recommended that no movement be initiated for at least two to three weeks.

Initiated by the Cooperating Teacher or Principal

1. Contact Principal, University Supervisor and/or Director of Field Experiences.
2. Arrange a meeting with Student Teacher and Supervisor.
3. Complete evaluation form for a Student Teacher.
4. Evaluation by Supervisor.
5. Department will consider a request for another placement and withdrawal from the school.
**Initiated by the Student Teacher**

1. Write a clear statement of reason for withdrawal.
2. Contact University Supervisor and/or Director of Field Experiences.
3. Supervisor will arrange a meeting with Cooperating Teacher and, if appropriate, the Principal.
4. Request another assignment and, if appropriate, remain in school until second placement is confirmed.

**Initiated by the University Supervisor**

1. Write a clear statement of reasons for withdrawal after two visits.
2. Contact Principal and Cooperating Teacher.
3. Arrange a meeting with the Cooperating Teacher, if appropriate invite the principal and Director of Field Experiences.
   - In an extreme case, a student may not be placed in another school. Abusive behavior or language, demonstrated inability to manage children, drug or alcohol abuse, or inability to make clear judgments are reasons for complete withdrawal.

Exceptions to the above are by the decision of the Chair of the Education Department.
ESSENTIAL STUDENT TEACHING TECHNIQUES

IMPLEMENTATION OF A LESSON

The implementation of a lesson is of the utmost importance for the Student Teacher to learn. The following outline provides a general guide for Student Teachers.

Beginning a lesson

1. Follow a set pattern when introducing material
2. Do not begin until everyone is paying attention
3. Begin the lesson by removing distractions
4. Clearly describe goals, activities, and evaluation procedures associated with the lesson being presented.
5. Stimulate interest by relating the lesson to the students’ lives or a previous lesson
6. Start with a highly motivating activity in order to assist students’ initial contact with the subject matter as positive as possible.

Giving clear instruction

1. Create instructions that include a statement concerning:
   a. what students will be doing
   b. why they are doing it
   c. how they can obtain some assistance
   d. what to do with completed work
   e. what to do when they finish
2. Vary the approach to giving instructions
3. After giving instructions, have students paraphrase the directions, state any problems that might occur, and make a commitment
4. Positively accept students’ questions concerning directions.
5. Place directions where they can be seen and referred to by students.
6. Consider breaking tasks down into smaller segments when students have difficulty following directions.

Maintaining Attention

1. Arrange the classroom so that students do not have their backs to the speaker.
2. Create a seating arrangement which does not discriminate against some students.
3. Employ a random selection in calling on students.
4. Ask the question before call on the student.
5. Wait at least five seconds before answering a question or calling on the student.
6. Employ games to encourage attentive listening.
7. Ask students to respond to their classmates’ answer.
8. Model listening skills by paying close attention to when students speak
10. Reinforce students’ efforts and maintain a high ratio of positive to negative verbal statements.
11. Vary instructional media methods.
12. Provide work at an appropriate level of difficulty.

**Pacing**

1. Develop awareness of one’s own teaching tempo.
2. Watch for non-verbal cues which indicate that students are becoming confused, bored, and restless, etc.
4. Provide structured “short breaks” during lessons that last longer than 30 minutes.
5. Vary the style as well as content of instruction.

**Using seat work effectively**

1. Create seat work that is diagnostic/perspective.
2. Develop a specific procedure for obtaining assistance.
3. Provide clear instructions concerning what to do when seat work is complete.
4. Add interest to seat work by including cartoons, puzzles, or personalized questions to worksheets.
5. Monitor seat work by moving around the room in a systematic manner.

**Summarizing**

1. Ask students to state or write in a journal one thing they have learned during the lesson or school day.
2. Have students play the role of reporter and summarize what has been learned.
3. Have students create a skit to act out what they have learned.
4. Have students create learning displays.
5. Encourage students to present learning to others.
6. Display students’ work.
7. Relate material to students’ lives and interests.
8. Provide frequent review sessions.
9. Use tests as tolls for summarizing learning.

**Providing Feedback and Evaluation**

1. Assist students in viewing evaluation as a part of the learning process.
2. Provide students criteria by which they will be evaluated.
3. Related feedback directly to individual or teacher goals.
4. Record data so students can monitor their progress.
5. Provide immediate and specific feedback.
6. Attempt to focus on positive accomplishments.
7. Provide honest feedback.
8. Ask students to list factors that contributed to their success.
Making Smooth Transitions

1. Arrange the classroom for efficient movement.
2. Create and post a daily schedule and each morning discuss any changes.
3. Have material ready for the next lesson.
4. Retain students’ attention until you have given clear instructions for the following activity.
5. Move around the room and attend to individual needs.
7. Develop transition activities.

Handling Minor Disruptions

1. Arrange the seating pattern so that the teachers can see and easily move to be near all students.
2. Scan the class frequently in order to notice a response to potential problems or minor disruptions.
3. Do not overact as the disruptive impact of the teacher’s intervention should not be greater than that of the problem.
4. Do not become inappropriately angry as this creates tension and increases disobedience and disruption.
5. Provide a calm and immediate response to a problem as it produces a “positive ripple effect”.
6. Quietly make contact with the student as the first step when misbehavior occurs.
7. Employ effective communication skills when resolving conflicts.
8. Remind students of the classroom responsibilities they are not demonstrating.
9. Focus the other students’ attention on their tasks and then talk privately with the disruptive student(s) when one or two students are being extremely disruptive.
**Instruction Plan for a Single Lesson**

Name: _______________________________ Date: __________________

Time: _____ to _____ Grade Level: _____ Subject/Topic____________________

Group Size: _____ Individual _____ Small Group (  ) _____ Whole Class (  )

<table>
<thead>
<tr>
<th>Standards: What PA Standards or Eligible Content do these objectives support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives / Learning Targets: What do you want the students to learn? (Observable &amp; Measurable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will: (TSW)</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Materials: What instructional materials or technology will you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction: How do you plan to introduce the lesson and/or motivate the students? (Attention Getter, Review, and/or Preview) Explain your purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td><strong>Procedures:</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment/Check for Understanding/Formative &amp; Summative:</strong></th>
<th>(How will you measure if the students have met the lesson objective?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Closure/Transition:</strong></th>
<th>How will you end the lesson?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiation:</strong></th>
<th>How will you adjust your instruction to insure that all learners’ needs are met?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Lesson Plan

Name: ___________________________  Date: _________  Course: ________

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td>No reference made to the standard or standards</td>
<td>Related content standard(s) are minimally identified</td>
<td>Related content standard(s) are mostly detailed from the SAS Portal or Common Core</td>
<td>Related content standard(s) are fully detailed from the SAS Portal or Common Core</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives/Learning Targets</strong></td>
<td>Lesson objective(s) lack clarity &amp;/or measurability; connection to standard not apparent</td>
<td>Lesson objective(s) somewhat clear &amp; measurable; partial connection to the standard</td>
<td>Lesson objective(s) are clear, measurable, and specific to the standard</td>
<td>Lesson objectives are clear &amp; measurable; learning progression is evidenced</td>
<td></td>
</tr>
<tr>
<td><strong>Materials &amp; Use of Technology</strong></td>
<td>List of materials and use of technology given limited attention in the lesson plan</td>
<td>List of materials and/or use of technology is incomplete or inaccurate. Teacher created handouts and/or other reproduced handouts are not attached to the lesson plan</td>
<td>List of materials and technology is provided and accurate for both teacher and students. All handouts, both teacher created and those reproduced from other resources, are attached to the lesson plan</td>
<td>Detailed list of materials/technology is provided for both teacher and students. All handouts, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Little or no attempt to gather students’ attention and/or set a purpose for the lesson</td>
<td>Inadequate attempt to gather students’ attention and/or set a purpose for the lesson</td>
<td>Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; partially states what the teacher will say</td>
<td>Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say</td>
<td></td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>Lesson plan has no match between procedures and objective(s); no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher’s actions</td>
<td>Lesson plan has limited match between procedures and objective(s); limited teacher modeling or examples provided; few opportunities for guided &amp; independent practice; plan missing necessary details for teacher’s actions</td>
<td>Lesson plan has clear match between procedures and objective(s); adequate teacher modeling or examples provided; some opportunities for guided &amp; independent practice; sufficiently details teacher’s actions step-by-step in first person (I)</td>
<td>Lesson plan has explicit match between procedures and objective(s); multiple teacher modeling or examples provided; with opportunities for guided &amp; independent practice; thoroughly details the teacher’s step-by-step actions in first person (I)</td>
<td></td>
</tr>
<tr>
<td>Performance Expectation</td>
<td>Beginning 1</td>
<td>Developing 2</td>
<td>Accomplished 3</td>
<td>Exemplary 4</td>
<td>Rubric Score</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Assessment (Formative &amp; Summative)</td>
<td>No assessment provided for the lesson, or assessment does not measure objective(s)</td>
<td>Assessment provided for the lesson but inaccurately measures the objective(s)</td>
<td>Formative and/or summative assessment has clear relationship to the lesson objective(s)</td>
<td>Formative and summative assessments are defined, showing clear relationship to all objectives address in the lesson</td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td>Lesson ends without review; limited to clean-up and/or transition to next activity</td>
<td>Lesson ends with limited review; focus on clean-up rather than student learning</td>
<td>Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement</td>
<td>Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson</td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td>Superficial or little attempt to differentiate</td>
<td>Differentiation is not linked to learner characteristics</td>
<td>Differentiation is linked to individual learner characteristics with adequate detail</td>
<td>Anticipates and plans ahead for any necessary class-wide differentiation</td>
<td></td>
</tr>
<tr>
<td>Professional Writing</td>
<td>Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &amp;/or grammar</td>
<td>Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors</td>
<td></td>
</tr>
</tbody>
</table>

Note: Earning a “3” in each category is considered “accomplished” toward meeting course requirements.

Comments:

Instructor’s Name: ________________________________

Instructor’s Signature: __________________________ Total Score: ___________
### Part One: Organization

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page: grade level, subject, name, PA standard, benchmark</td>
<td>Spell out the entire standard(s) and benchmark(s) addressed by the unit.</td>
</tr>
<tr>
<td>Pre-assessment plan</td>
<td>Tell how students will be pre-tested on the unit’s content so that grouping can be planned</td>
</tr>
<tr>
<td>Unit Objective (3 big ideas)</td>
<td>What are the broad ideas students should gain as a result of instruction in this unit</td>
</tr>
<tr>
<td>List the special needs students whose behavioral characteristics, learning characteristics may impact various lessons</td>
<td>If confidentiality is requested, consider listing the students by first name only</td>
</tr>
<tr>
<td>Grouping rationale and plan</td>
<td>Describe how students will be grouped; could vary depending on lesson</td>
</tr>
</tbody>
</table>

### Part Two: Lesson Plans

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One Plan:</td>
<td>A published lesson plan can provide a good starting place for some or all of the unit, as long as it is adapted as needed for the special needs students mentioned in Part One.</td>
</tr>
<tr>
<td>o Published plan</td>
<td></td>
</tr>
<tr>
<td>o Differentiation</td>
<td></td>
</tr>
<tr>
<td>Remaining Days’ Plans:</td>
<td>If lesson plans call for only small group instruction, note should be made of what others are doing when not under direct teacher instruction.</td>
</tr>
<tr>
<td>o Date</td>
<td>The standard lesson plan form should be used.</td>
</tr>
<tr>
<td>o Group</td>
<td>The number of days a unit lasts is negotiable, but generally is at least 3, and can be more as appropriate for a setting.</td>
</tr>
<tr>
<td>o Lesson objective</td>
<td></td>
</tr>
<tr>
<td>o Materials including use of technology</td>
<td></td>
</tr>
<tr>
<td>o Introduction</td>
<td></td>
</tr>
<tr>
<td>o Procedures</td>
<td></td>
</tr>
<tr>
<td>o Lesson check</td>
<td></td>
</tr>
<tr>
<td>o Differentiation</td>
<td></td>
</tr>
<tr>
<td>o Rest of class plan</td>
<td></td>
</tr>
</tbody>
</table>

### Part Three: Assessments

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (typical)</td>
<td>This assessment reflects the “big ideas” identified in Part One; it could be a traditional test, project, or culminating activity.</td>
</tr>
<tr>
<td>Key for Assessment #1</td>
<td></td>
</tr>
<tr>
<td>Assessment(s) (special needs)</td>
<td>This assessment could be a modified version of the one given to typical students, or be a completely alternate form of measuring the way students gained the “big ideas”</td>
</tr>
<tr>
<td>Key(s) for additional assessment(s)</td>
<td></td>
</tr>
</tbody>
</table>