

**K - 8 PRE-STUDENT TEACHING
SEMESTER HANDBOOK**



**KING'S
COLLEGE**
TRANSFORMATION. COMMUNITY. HOLY CROSS.

**KING'S COLLEGE
EDUCATION DEPARTMENT**

Wilkes-Barre, Pennsylvania 18711

Revised
Fall 2024

K-8 Pre-Student Teaching Field Experience Handbook

Pre-Student Teaching Semester Handbook

King's College Education Department

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PROFESSIONAL EDUCATION UNIT

Conceptual Framework Abstract

King's College Education Department Vision Statement

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

King's College Education Department Mission Statement

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities of learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

Goals of the Education Unit

The general aim of the Education Unit is to cooperate with the academic departments in the training of competent, conscientious teachers, by providing them with a broad educational background, specialization in one or more academic fields, and professional knowledge, skills, attitudes and ideals. Specifically, in the area of professional education, the Division seeks to provide students with historical, psychological, philosophical and social backgrounds in education; to help students gain a knowledge of the patterns of human growth and development and an insight into the problems of students; to make known to students the psychological principles underlying learning, together with the techniques and methods of effective instruction; and to provide them with laboratory experiences in actual classroom instruction. Through such training the Division seeks to give the prospective teacher reasonable assurance of success as a beginning teacher to provide him/her with the background to undertake the post-baccalaureate training necessary for growth in the profession.

Student teaching permits the student to put into practice his/her knowledge of subject matter, professional education, and human relationships. At the same time, it is further learning experience for the future teacher in developing his/her strengths and in overcoming weaknesses as a teacher. As a student teacher completes the student teaching experience, he/she should have achieved the competencies outlined for the teacher education program.

King's College Teacher Candidate Proficiencies

1. Integrating Knowledge and Practice

- 1.1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught.
- 1.2 The teacher effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.
- 1.3 The teacher productively incorporates a variety of communication techniques to foster student learning

2. Understanding Learners

- 2.1 The teacher understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development
- 2.2 The teacher is committed to the development of literacy skills in all learners
- 2.3 The teacher is culturally competent and can adapt instruction to meet the needs of all students.

3. Developing Learning Communities

- 3.1 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.2 The teacher creates and maintains an inclusive learning environment that supports instructional goals.
- 3.3 The teacher understands how factors in the students' environment outside of school may influence students' life and learning
- 3.4 The teacher demonstrates effective self-assessment and problem-solving strategies.

4. Monitoring Learning

- 4.1 The teacher understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.
- 4.2 The teacher effectively uses a variety of formal and informal assessment techniques.

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Reflective Practice

- 5.1 The teacher displays a commitment to reflection, assessment, and learning as an ongoing process in the improvement of teaching and learning.
- 5.2 The teacher acts in a responsible and professional manner.

Pre-Student Teaching Experience

Goals of Experience

1. To experience the many facets of a classroom and responsibilities of teaching.
2. To observe the integration of learning theories discussed in college courses and actual classroom application.
3. To assist the classroom teacher in activities that will enhance student learning.
4. To develop and practice teaching skills.

Aligned with the following King’s Proficiencies: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.2

Pre-Student Teaching Description

The pre-student teaching semester is an opportunity for elementary education majors to experience a more interactive classroom than their early field experiences. During the semester, students will visit selected classrooms for teaching experiences connected with methods courses. Students are required to attend an orientation meeting with the liaison of the pre-student teaching semester before starting the experience.

Each student is expected to participate every Tuesday and Thursday after the Tuesday and Thursday courses end. The students will be at their placement every Tuesday and Thursday for a minimum of 3 consecutive hours. The dates for this are listed below. For students not taking all methods courses or enrolled in middle level adjustments will be made.

Fall 2024

<i>Part-time Dates: (13 total ½ days) Tuesdays & Thursdays, 3 Consecutive Hours in Field</i>	<i>Full Time Dates: Full time schedule based on placement</i>
October 1 October 3 October 8 October 15 October 17 October 22 October 24 October 29 October 31 – Happy Halloween November 5 November 7 November 12 November 14	Friday, November 15 November 18 - 22 (5 days) November 25 & 26 (2 days) December 2 - 6 (5 days) The last full-time day is Friday, December 6, 2024
Other Dates of Importance	
Theme Cycle Overview: Wednesday, September 25, 2024 at 12:20 pm Proposed Virtus Training: Electronic: Friday, September 20, 2024 during Dr. Yurko’s Class	
Portfolio materials will be due in the Education Department on Wednesday, December 4 by 5 pm. Please include a cover sheet indicating any outstanding components, in the order of the theme cycle/field	

experience requirements. Please bring all outstanding materials to day 1 of the field experience presentations to add to portfolio.

Moodle Upload: All materials should be uploaded to Moodle for EDUC 302,412,422 courses by Monday, December 9 at 9 am.

Field Experience Presentations:

Monday, December 9, 9:30 - 12:00 pm

Tuesday, December 10, 9:30 am to 12:00 pm

Location: King's College, TBD

In addition, in preparation for student teaching, it is strongly recommended that students spend as many full days as possible during the last four weeks. Over the course of the experience, the student will be helping with class business, teaching lessons to small groups of children, assisting individual students under the direction of the classroom teacher, and teaching lessons to the whole class. Students are also encouraged to observe special classes and go to lunch with the class to fulfill hours when it is appropriate.

Scheduling/School Placement

Students will begin the experience by contacting the cooperating teacher to schedule an orientation meeting. At the orientation meeting, students will introduce themselves, learn about the school, and arrange visits and exchange telephone numbers and e-mail addresses. In addition, students will talk with the teacher(s) to learn about school policies, their classroom management procedures, the scope of the curriculum, and students' individual needs. Students will also review the requirements of the class with the teacher(s). The student's expectations of this experience should be shared with the teacher(s). We also encourage the teacher(s) to share expectations of the students. A tentative schedule should be arranged, and a school calendar and policy manual should be obtained. Subsequent visits should be arranged for observations and lessons.

The Pre-student teaching liaisons, Dr. Reboli, Dr. Yurko, and Dr. Weiland, will inform students as to which schools, teachers, and grade levels that they will attend during the experience. The number of students who visit a teacher or school is dependent on the cooperating school's ability to facilitate the demand. It is the student's responsibility to call the school office and arrange an orientation visit(s).

General Requirements of Schools

1. **Appearance:** Dress and grooming must be comparable to the professionals in the building. Male students will wear dress slacks, shirts and ties, and socks with their shoes. No piercing jewelry is allowed for males. Female students will wear moderate to long skirts and dresses or dress slacks. Blouses and dress tops should not be tight fitting or have low necklines. One set of earrings is permissible for females, but no other piercing. If a student has a visible tattoo, it should be covered while at the school. Hats or bandannas are not permitted by either gender in the schools. Cigarettes are not permitted on school grounds.
2. **Attendance:** Students are expected to be present at the school at their arranged date and time. If you must be absent, notify the school, the classroom teacher, and theme cycle professors as soon as possible. It is the student's responsibility to arrange a make-up session.
3. **Courtesy:** Students are to report to the main office when entering the building. Since students are guests of the schools, they are expected to abide by the school's regulations, including no tobacco products. Students are to show respect during prayers and pledge ceremonies. School personnel will report any infraction of the above regulations to the coordinator of the pre-student teaching experience.

State Requirements: Students must have on file with the director of the pre-student teaching experience and the school principal all required clearances. All clearances must be current and submitted within the time frame specified by course instructors. If these clearances are not submitted by the due date, the student will not receive a school placement and will be subject to the consequences imparted by the instructors of the Methods courses. Field experience clearance packet must be submitted to coordinator of field placements prior to the start of any field work.

Specific Course Requirements

1. **Information Exchange:** After the initial meeting with the teacher, a copy of the information exchange sheet should be submitted to *Dr. Sunny Weiland* *withing the first 2-weeks of your placement*
2. **Time Sheets:** Students are required to keep an accurate record of the time they spend in the classroom. Students should fill in a daily time **record and have the classroom teacher verify and sign it**. Candidates will complete a minimum of 100 hours in the field and will remain in placement through the entire field-experience.
3. **Introduction:** On the first visit to the classroom, students will introduce themselves to the class. Engaging the learners and providing a brief description of their experiences and goals will be shared with the children for establishing rapport with the class.
4. **Lesson Presentations:** Guidelines and specifications for lessons will be provided by the instructors of the methods courses. All lesson plans are to be available for the classroom teacher to review at least 2 days before presentation. Teachers will review the lessons and provide suggestions appropriate for their curriculum and students.

- a. **Lesson Plan Format:** Students will use the King's College Lesson Plan format. (template enclosed). They will integrate lesson plans into a theme cycle unit. A description of the theme cycle assignment follows. Methods instructors will review the lesson plan format with the students.
 - b. **Regular Lessons:** Students will develop lessons for the time period of the subject in the grade level that they are teaching. (Times will vary based on the classroom schedule, teacher, and grade level.) The classroom teacher will provide the topic for the lesson.
 - c. **Weekly Reflection:** Reflections will be completed each week and discussed within a methods course. Specific prompts for this reflection will be shared. This reflection should be no less than one page, double spaced. Reflections on experiences will be discussed in special methods courses.
 - d. **Experiential Reflection:** Student will prepare a written reflection of overall experience near the end of the semester.
 - e. **Diversity Summary:** Students are required to prepare a diversity summary at the conclusion of the experience to be included in the theme cycle. As all students are diverse learners, all lesson plans are required to contain adaptations and accommodations to reflect not only documented needs, but also variations in learning styles.
5. **Evaluation – Cooperating Teacher:** The classroom teacher will provide feedback in terms of teaching style and subject content. Students should allow for time after teaching to confer with the classroom teacher. Over the course of the semester, the cooperating teacher will evaluate the student, using the King's lesson plan evaluation, in three different subject areas, preferably related to language arts, science, and mathematics.
 6. **Evaluation – King's Supervisor:** King's teacher candidates can expect at least one classroom observation. This observation will be followed by a conference intended to provide coaching and feedback. It is the responsibility of the teacher candidate to provide the supervisor with a schedule of their teaching.

7. **Theme Cycle Assignment**

The purpose of the theme cycle is to integrate disciplines to make learning fun and attractive to students. One means to accomplish this enjoyment is to integrate lessons. For the interdisciplinary theme cycle project, you will develop lessons in mathematics, language arts, and science according to the *King's College lesson plan* format. The timeline for the theme cycle should extend for a minimum of five (5) consecutive class days. Students will work *individually* with their cooperating teacher to develop a theme cycle designed for their assigned grade level. Each theme cycle will include adaptations for students with special needs as well as sensitivity to students from different cultural backgrounds. All theme cycles will reflect the use of technology. (King's Proficiencies 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1)

The thematic cycle will be assessed for each methods course (language arts, math, and science) according to the attached rubric.

I Written Section/Oral Presentation: 30% (20% for Portfolio & 10% for Presentation)

The written section is to be put in a binder that will include:

- An integrated concept map / unit plan.
- Introduction & timeline
- Diversity Summary
- Theme Cycle Lesson Plans:
 - a. **Pre-Assessment** of Student Knowledge Related to Theme (ELA, Science and Math should be pre-Assessed)
 - b. Five (5) Lessons Using King's College Lesson Plan Format
- i. You must integrate each content area into at least two lessons (i.e. at least 2 lessons include mathematics, 2 include science and 2 include English language arts)
 - c. Representative Artifacts/Samples of Student Work for Each Lesson
 - d. Reflections on each of five (5) the lessons should be included following each lesson plan and student work samples
 - e. **Post-Assessment:** Authentic Assessment and Assessment Rubric(s) to serve as summative assessment of learning throughout theme cycle. (this is in addition to any rubrics used to assess student work within individual lessons) * Tests/Quizzes are Traditional, not Authentic. Components of these may be authentic.
 - Technology Use Summary
 - Communication with Families (Minimal Requirements Below)
 - a. Newsletter
 - b. Introductory and Departure/Thank You Letter to Families
 - c. Creation and Communication of an Interactive Activity (including materials) that a family could do together
 - d. Development of Classroom Website with Photos, Interactive Materials & Links for Students and Families related to each subject and Theme
 - e. Copy of school report card template with reporting categories with reflection regarding effectiveness of reporting categories and procedures for communicating progress
 - Experiential Reflection
- **Required Documentation**
 - a. **Teacher evaluations** for three (3) theme cycle lessons. * Please turn these into **King's College Supervisor** as soon as each lesson is completed.
 - b. **King's Pre-Student Teaching Supervisor Evaluation** * This is shared with the student and retained by supervisor.
 - c. **Time Sheet:** Please submit with Theme Cycle Portfolio

II Presentation (10 Minutes) - Oral Communication Rubric Included

When presenting the interdisciplinary theme cycle, each individual will present their work to the King's Colleagues and Community. Each individual is responsible for creating a visual presentation using Prezi, PowerPoint, moviemaker, or any other visual presentation tool. Presentations may include video clips (no more than 5 minutes) that demonstrate their theme cycle in action. In addition, you may showcase your class website. Each individual will present for approximately ten (10) minutes. Please note it is your responsibility to be sure that your technology will work at the presentation. Also, be sure that as you are taping, you consider such things as the volume and visuals you are presenting. In addition, it should be evident that you took time to prepare and practice your presentation prior to standing in front of the group to present. Focus on key points rather than presenting a day-by-day list of everything you did while at your assigned school.

Theme Cycle Contract – Fall 2024
Theme Cycle Contract – Due October 30, 2024
Submit to Dr. Weiland

A series of five (5) integrated lessons centering around one theme will be taught in the classroom and planned with input from the cooperating teacher is one requirement of pre-student teaching teachers. Please fill in and discuss the assignment before signing off on a topic.

I, _____, have decided with input from me
(Student's name)
Cooperating teacher _____ that I choose --
(Teacher's name)
the topic _____ for my theme cycle.

Please submit theme topic and signatures to Dr. Weiland by the due date.

Please sign:

Student: _____ date: _____

Cooperating teacher: _____ date: _____

King's College
Pre-Student Teaching Experience

Information Exchange Sheet

Due by Monday, October 2, 2024

Student's Name _____

Phone # _____ E-mail _____

Cooperating Teacher's Name _____

Phone # _____ E-mail _____

Grade Level _____

School Name _____

Specific Subject Taught _____

Possible Themes Discussed: _____

Final Theme Selected: _____

**King's College Pre-Student Teaching Experience
Time Sheet for Fall 2024**

Orientation Meeting with Teacher:	Date	Time	
Date	Time Spent at Classroom/School	Of this time, how much time spent in collaboration with teacher?	Signature of Classroom Teacher

**** You are expected to be in the classroom for the full day for the days designated as full days even if you have completed your hour requirement. There are no exceptions to this requirement.**

Standard Components of the King's College Lesson Plan

Instructional Objective(s)

State objectives in terms of what the pupils are expected to learn in observable form. Each objective should be linked to an assessment item.

Anticipatory Set/Motivation

In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to gain the students' attention. Indicate the way the lesson will be started.

Materials and Resources

Describe the instructional materials to be utilized by the teacher and the students. Include audio-visual and computer technology.

Procedures/ Input/ Modeling

Describe the sequence and approaches to be followed in lesson development.

Guided Practice/ Checking for Understanding

In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students at the board, students reading orally, students working together to complete assignments, games that allow the students to exhibit understanding, etc. Describe the procedure for the lesson.

Accommodations and Adaptations

Describe how you will differentiate instruction and create multiple pathways to meet the needs of your diverse students. Describe how you will meet the needs of your students with special needs.

Closure

The teacher helps students review what has been learned in the lesson. This may include a summary of the lesson, questions about what happened during the lesson, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or unit, or assignment of independent practice. Closure activities must involve all students and should relate to lesson objectives. Describe the end the instructional experience.

Assessment (s)

Numbered assessments are aligned with numbered instructional objectives. There should be a correspondence between the two items.

Independent Practice/ Assignment

The student independently exhibits the behaviors set forth in the instructional objectives. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. List the independent practice or assignment.

King's College Lesson Plan used for General and Special Education Classes

Student Teacher _____

Date _____

Grade _____ Subject _____

Topic _____

<u>PA Academic Standards</u> <u>PA Core Standards</u> <u>National Standards</u>	
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<u>Objective</u> <i>What are the students expected to learn at the end of the lesson?</i>	<u>Assessment(s)</u> <i>Often formative.</i>
<p align="center"><i>Add objectives, if needed.</i></p>	<p align="center"><i>Add assessments, if needed.</i></p>

Materials and Resources Needed *Include materials used by the teacher and students as well as audio-visual and computer needs.*

Anticipatory Set/ Motivation

Procedures

Describe how you will differentiate instruction and create multiple pathways to meet the diverse needs of students.

Closure *Helps students review what they learned in the lesson (see objectives.) Closure activities must involve all students.*

Assignment *Describe the independent practice/assignment that demonstrates how the students exhibit the behavior set forth in the objectives. (Complete problems, write a paper, complete a project, do research, etc.)*

Post Lesson Reflection for Observed Classes:

Upon the completion of the lesson, write a short reflection on the lesson including these areas:

1. academic strengths/areas to improve
2. classroom management strengths/areas to improve
3. any other additional reflections on the lesson

King's College
Pre-Student Teaching Experiential
Reflection

Student _____ Date _____

Teacher _____ Subject _____

Grade Level _____

Final Reflection: Reflect on your experience in the Pre-Student Teaching Experience.
Your reflection should include:

- (1) How the experience benefited you?
- (2) What would you change if you had the opportunity?
- (3) What did you learn about teaching?
- (4) What did you learn about yourself?

**King's College
Pre-Student Teaching Experience
Diversity Summary**

Teacher Candidate _____ Date _____

Cooperating Teacher _____ Age _____

Grade Level _____ Classroom Location _____

Please discuss the student population within in the classroom. What adaptations need to be made based on the needs of your students? Explain your choices and why these choices were necessary.

Include diversity found in the classroom including:

- age,
- gender,
- culture,
- ability,
- skill,
- disability,
- modality,
- & medical
- and detailed description as to how differentiation will take place to meet all learner needs.

PENNSYLVANIA’S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

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

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

- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students' principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9)** Professional educators shall keep confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

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

Section 6: Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School code of 1949 (24 P.S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170) (65 P.S. §§ 401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

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

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

PK-4 Theme Cycle Project Updated Fall 2022

Directions: The evidence included in the pre-student teaching portfolio will be evaluated using the indicators contained within each category of the rubric. In the case that an artifact contains evidence that supports more than one category, an average will be calculated for each section. Please see the last page for the grading scale outlining relationship between total points and corresponding letter grade.

	Unsatisfactory Beginning Teacher 0	Beginning Teacher 1	Basic Beginning Teacher 2	Developing Basic Teacher 3	Competent Beginning Teacher 4	Score/L evel
<p>Concept Map & Cross-Curricular Connections</p> <p>(Portfolio contains five (5) Lessons, integration of each content area twice, connections graphically represented, concepts and skills stated in measurable terms and means of gathering the data)</p> <p>NAEYC 4b, 4c, 5a, 5b, 5c, 6d</p> <p>CEC #3.1; 3.2, 5.7</p>	<p>No Concept Map Included</p>	<p>The concept map:</p> <ul style="list-style-type: none"> ● Fails to illustrate the integration of science, literacy and mathematics in at least two lessons. ● Does not state what students will be learning and doing in alignment with each content area integrated. ● Does not show links within graphic organizer. ● Content is not age and developmentally appropriate. ● Failed to make connection choices that demonstrate the candidate's knowledge of how children at these stages of development connect ideas and consideration of all students' needs and abilities is not demonstrated 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates partial integration of science, literacy and mathematics by incorporating each content area in at least two lessons. ● Attempts to state what students will be learning or what students will be doing. ● Graphic organizer does not clearly display links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's knowledge of how children at these stages of 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates partial integration of science, literacy and mathematics by incorporating each content area in at least two lessons. ● Attempts to state what students will be learning and doing in alignment with each content area integrated. ● Graphic organizer displays links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's 	<p>The concept map:</p> <ul style="list-style-type: none"> ● Illustrates full integration of science, literacy and mathematics by incorporating each content area in at least two lessons of five lessons. ● Clearly states what students will be learning and doing in alignment with each content area integrated. ● Graphic organizer displays links and relationships between integrated content areas. ● Content is age and developmentally appropriate. ● Connection choices demonstrate the candidate's knowledge of how children at these stages of 	

			development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	knowledge of how children at these stages of development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	development connect ideas and consideration of all students' needs and abilities is demonstrated through implementation.	
Introduction (includes grade level, description of theme, reflection, timeline) NAEYC 3b, 4a, 4d, 5a	No Introduction Included	Introduction includes details of theme cycle placement including one of the following: <ul style="list-style-type: none">· Description of theme selected● Description of grade level· Reflection on choice· Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including effectively including two of the following: <ul style="list-style-type: none">· Description of theme selected● Description of grade level· Reflection on choice· Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including effectively including three of the following: <ul style="list-style-type: none">· Description of theme● Description of grade level· Reflection on choice· Daily Timeline detailing all activities with students while in field	Introduction includes details of theme cycle placement including all of the following: <ul style="list-style-type: none">· Description of theme selected● Description of grade level· Reflection on choice· Daily Timeline detailing all activities with students while in field	
Diversity Summary NAEYC 1a, 1c, 2a CEC 1.1, 1.2, 5.1, 6.3		Candidate does not summarize diversity found in the classroom including: age, gender, culture, ability, skill, disability,	Candidate summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality, & medical	Candidate summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality,	Candidate thoroughly summarizes diversity found in the classroom including: age, gender, culture, ability, skill, disability, modality,	

		modality, & medical nor include description as to how differentiation will take place.	and description as to how differentiation will take place to meet some learner needs.	& medical and description as to how differentiation will take place to meet most learner needs.	& medical and detailed description as to how differentiation will take place to meet all learner needs.	
English Language Arts NAEYC #4c, 5a, 5b, 5c CEC #3.1, 3.2, 5.4, 5.1, 5.7	Student met one or less of the following criteria: <ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	Student met two of the following criteria: <ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	Student met three of the following criteria: <ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	Student met four of the following criteria: <ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	Student met all of the following criteria: <ul style="list-style-type: none"> • Taught English language arts by using age-appropriate teaching strategies. • A variety of authentic literacy materials (texts) were used in the lessons. • “Real world” connections and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • Student made no English language arts mistakes in their teaching 	
Science	Student met one or less of the following criteria:	Student met two of the	Student met three of the following criteria:	Student met four of the		

<p>NAEYC #4c, 5a, 5b, 5c</p> <p>CEC #3.1, 3.2, 5.1, 5.7</p>	<ul style="list-style-type: none"> • Taught Science by using age- appropriate teaching strategies. • A variety of materials (texts, phenomenon) were used in the lessons • “Real world” connections and/or skills were demonstrated to develop conceptual understanding • Lesson plans are developed based on best practices from research based principles and theories. • Student made no Science mistakes in their teaching 	<p>following criteria:</p> <ul style="list-style-type: none"> • Taught Science by using age- appropriate teaching strategies. • A variety of materials (texts, phenomenon) were used in the lessons • “Real world” connections and/or skills were demonstrated to develop conceptual understanding • Lesson plans are developed based on best practices from research based principles and theories. • Student made no Science mistakes in their teaching 	<ul style="list-style-type: none"> • Taught Science by using age- appropriate teaching strategies. • A variety of materials (texts, phenomenon) were used in the lessons • “Real world” connections and/or skills were demonstrated to develop conceptual understanding • Lesson plans are developed based on best practices from research based principles and theories. • Student made no Science mistakes in their teaching 	<p>following criteria:</p> <ul style="list-style-type: none"> • Taught Science by using age- appropriate teaching strategies. • A variety of materials (texts, phenomenon) were used in the lessons • “Real world” connections and/or skills were demonstrated to develop conceptual understanding • Lesson plans are developed based on best practices from research based principles and theories. • Student made no Science mistakes in their teaching 	<p>Student met all of the following criteria:</p> <ul style="list-style-type: none"> • Taught Science by using age- appropriate teaching strategies. • A variety of materials (texts, phenomenon) were used in the lessons • “Real world” connections and/or skills were demonstrated to develop conceptual understanding • Lesson plans are developed based on best practices from research based principles and theories. • Student made no Science mistakes in their teaching 	
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<p>Mathematics</p> <p>NAEYC #4c, 5a, 5b, 5c</p> <p>CEC #3.1, 3.2, 5.1, 5.7</p>	<p>Student met one or none of following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met two of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met three of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met four of following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	<p>Student met all of the following criteria:</p> <ul style="list-style-type: none"> • Taught mathematics by using age-appropriate problem-solving tools. • A variety of manipulatives and visual materials were used in the lessons. • “Real world” examples and/or skills were demonstrated. • Lesson plans are developed based on best practices from research based principles and theories. • No mathematical mistakes were made. 	
<p>THEME CYCLE LESSON EVALUATION</p>						
<p>Objectives</p> <p>NAEYC 5a</p> <p>CEC #5.6</p>	<p>No objectives stated.</p>	<p>Objectives stated but do not include what students will know or be able to do and are procedural in nature</p>	<p>Objective(s) stated but not stated in the form of what students will know or be able to do</p> <p>Objectives are partially aligned with stated academic standards.</p>	<p>Some objective(s) stated with reference to what students will know and be able to do</p> <p>Objectives are mostly aligned with stated</p>	<p>Objective(s) clearly stated with reference to what students will know and be able to do and includes how the students will demonstrate what they know and are able to do</p>	

		Objectives are not aligned with stated academic standards.		academic standards.	and under what circumstances this will take place. Objectives completely aligned with stated academic standards.	
Academic Standards NAEYC 5a, 5b, 5c CEC #3.1	No standards included	No alignment with PA Academic Standards and PA Core Standards.	Inaccurate or incomplete alignment with PA Academic Standards and/or PA Core Standards.	Some accurate alignment with PA Academic Standards and/or PA Core Standards	Complete Alignment with PA Academic Standards and/or PA Core Standards accurate and reflects integration of more than one content area.	
Cognitive Level NAEYC 5a, 5b, 5c CEC #5.6, 5.7	Cognitive level of the lesson (Bloom or Webb) not stated nor can be determined	Cognitive level of the lesson not appropriate and/or linked to objective(s)	Cognitive level of the lesson appropriate but not linked to objective(s)	Cognitive level of the lesson appropriate and linked to stated objective(s)	Cognitive level of the lesson appropriate, linked to objective(s) and refers to what students will know, understand and be able to do as part of learning outcome	
Materials and Resources NAEYC 4b	No Materials Listed	Materials do not align with learning outcomes. Materials are not developmentally appropriate.	Materials are partially aligned with learning objectives. Materials are developmentally appropriate.	A variety of instructional materials used and are partially aligned with the lesson objectives. Materials are developmentally appropriate.	A variety of instructional materials used and are fully aligned with advancing the lesson objectives Materials are developmentally appropriate The candidate uses their knowledge to identify and use high quality resources (including books, standards, documents, web resources and individual who	

					have specialized expertise).	
<p>Anticipatory Set</p> <p>NAEYC 1c</p> <p>CEC #3.1, 4.1, 5.1</p>	<p>Anticipatory set with involves minimal to no active student participation and engagement (0 - 19%).</p>	<p>Anticipatory set with little active student participation and engagement (20-39%).</p>	<p>Anticipatory set did not build on students' prior knowledge or did not motivate students.</p> <p>Low levels of active student participation and engagement (40-59%)</p>	<p>Anticipatory set built on students' prior knowledge and motivated students</p> <p>Some active student participation and engagement (60-79%)</p>	<p>Anticipatory set was built on students' prior knowledge and motivated the students to learn.</p> <p>High levels of active student participation and engagement (80-100%).</p>	
<p>Instructional Procedures</p> <p>NAEYC 1c, 4b, 4c</p> <p>CEC #5.1, 5.6, 5.7</p>	<p>No instructional procedures</p>	<p>Instructional procedures are not clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a very low proportion of the time (0-39%).</p> <p>Instructional procedures do not align with learning objectives.</p> <p>Instructional procedures do not include instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are not aligned with learning needs of students.</p> <p>Instructional procedures</p>	<p>Instructional procedures are somewhat clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a small proportion of the time (40-59%).</p> <p>Instructional procedures are partially aligned with learning objectives.</p> <p>Instructional procedures include some instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are partially aligned with learning needs of students.</p> <p>Instructional procedures do not engage students in learning.</p> <p>Procedures reflect some modeling but no guided practice.</p>	<p>Instructional procedures are clear.</p> <p>Instructional procedures demonstrate plans to engage students in learning a moderate proportion of the time (60-79%).</p> <p>Instructional procedures are aligned with learning objectives.</p> <p>Instructional procedures include some instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are aligned with learning needs of students.</p> <p>Procedures reflect some modeling and guided practice.</p>	<p>Instructional procedures are clear and include pacing information and transition information.</p> <p>Instructional procedures demonstrate plans to engage students in learning a high proportion of the time (80 – 100%).</p> <p>Instructional procedures are fully aligned with learning objectives.</p> <p>Instructional procedures include instructional groups to support student learning and differentiation.</p> <p>Instructional procedures are fully aligned with learning needs of students.</p> <p>Procedures reflect explicit modeling and guided practice</p>	

		<p>do not engage students in learning.</p> <p>Procedures do not include modeling and guided practice.</p>			<p>with details of alternate strategies for guided practice and additional modeling opportunities for diverse learners.</p>	
<p>Adaptations</p> <p>NAEYC 1a, 3b, 3c, 6d, 6e</p> <p>CEC#1.2, 2.2, 3.2, 3.3, 5.2, 5.3</p>	<p>No adaptations included</p>	<p>No plans to provide appropriate adaptive and / or inclusive teaching and learning strategies.</p> <p>No plans to accommodate for students with individualized instruction plans</p> <p>No plans to accommodate for diverse learners.</p> <p>Alternate assessments for students with exceptional needs were not utilized.</p>	<p>Plans to integrate adaptive and inclusive teaching and learning strategies, but strategies are not fully aligned with learner needs.</p> <p>Plans to accommodate for some students with individualized instruction plans.</p> <p>Plans to adapt for some diverse learners.</p> <p>When necessary, a few alternate assessments for students with exceptional needs were utilized</p>	<p>Plans include integration of adaptive and inclusive teaching and learning strategies that align with learner needs.</p> <p>Plans to accommodate for some students with individualized instruction plans.</p> <p>Plans to adapt for many diverse learners including those having learning needs, English language learners, and students needing enrichment.</p> <p>When necessary, some alternate assessments for students with exceptional needs were utilized</p>	<p>Plans include integration of adaptive and inclusive teaching and learning strategies that fully align with learner needs.</p> <p>Plans to accommodate for all students with individualized instruction plans.</p> <p>Plans to adapt for all diverse learners including those having learning needs, English language learners, cultural differences, learning preferences, and students needing enrichment.</p> <p>When necessary, alternate assessments for students with exceptional needs were utilized.</p>	
<p>Closure</p> <p>NAEYC 3a, 4b</p> <p>CEC# 4.1</p>	<p>No plans for closure</p>	<p>Closure does not relate to lesson.</p>	<p>Closure includes the teacher summarizing key points or the students summarizing one idea.</p>	<p>Closure includes the students summarizing key points.</p>	<p>Closure includes all students summarizing key points of the lesson and synthesizing onto coherent whole.</p>	

					Closure activities provide students with preview into future learning.	
<p>Assessments and Evaluation</p> <p>Pre-Assessment</p> <p>Formative Assessments</p> <p>Post-Assessment (Authentic Assessment)</p> <p>NAEYC 3a, 3b, 3c, 3d</p> <p>CEC# 4.1, 4.2, 4.3, 4.4</p>	<p>Student demonstrates at an unsatisfactory level one or less of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. No report card nor reflection submitted 	<p>Student demonstrates at a beginning level one or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with no reflection related to 	<p>Student demonstrates at a basic level two or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with limited reflection related to alignment between report card categories and academic expectations. 	<p>Student demonstrates at a developing level three or more of the of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with partial reflection related to alignment between report card categories and academic expectations. 	<p>Student demonstrates at a competent level all of the following:</p> <ul style="list-style-type: none"> Evidence of aligned pre-assessment, formative assessments and authentic assessment. Assessments are aligned with learning expectations and are part of the planned procedures for learning. There is evidence that assessment information was used to guide planning of future lessons. Post-assessment is authentic/performance based and includes a rubric aligned with learning objectives. School report card submitted with reflection related to alignment between report card categories and academic expectations. 	

		alignment between report card categories and academic expectations.				
Technology NAEYC 4b, 6c CEC #5.2, 5.3	No evidence of technology integration.	Teacher has one type of technology integrated into the lessons. <u>or</u> Students in the classroom use one form of technology.	Teacher has one type of technology integrated into the lessons. Students in the classroom use one form of technology.	Teacher has two types of technology integrated into the lessons. Students in the classroom use one form of technology.	Teacher using multiple (three or more) types of technology integrated into the lessons. Students in the classroom use two or more different technological applications.	
Family-School-Community Partnerships <ul style="list-style-type: none"> • Newsletter • Introductory Letter /Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website NAEYC 2a, 2b, 2c, 4a, 6a, 6c CEC #2.1, 6.4, 7.1, 7.2, 7.3:	No evidence of communication with parents and families.	Student creates each of the following family connections at a beginning level one or more of the following or an artifact is missing: <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	Student creates each of the following family connections at a basic level one or more of the following: <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	Student creates each of the following family connections at a developing level two or more of the following: <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	Student creates each of the following family connections at a competent level of performance: <ul style="list-style-type: none"> • Newsletter • Introductory Letter/Thank you Letter • Interactive Family Activity with Manipulatives or Interactive Website 	
Reflection NAEYC 4d, 6c, 6d	No reflection provided.	Student creates each of the following reflections at a beginning level of performance:	Student creates each of the following reflections at a basic level of performance: <ul style="list-style-type: none"> • One reflection per each lesson 	Student creates each of the following reflections at a developing level of performance:	Student creates each of the following reflections at a competent level of performance: <ul style="list-style-type: none"> • One thorough 	

		<ul style="list-style-type: none"> • Experiential reflection on the pre-student teacher experience; • ideas for revisions to theme and/or lessons based on experiences. 	<ul style="list-style-type: none"> • Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	<ul style="list-style-type: none"> • One reflection per each lesson • Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	<ul style="list-style-type: none"> • reflection per each lesson • Experiential reflection on the pre-student teacher experience; with ideas for revisions to theme and/or lessons based on experiences. 	
Conventions	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 3-4 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-2 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors	
Presentation (see attached rubric) NAEYC 6a	0 to 20% on rubric (<1)	21 to 40% on rubric (1 to 1.67)	41 to 60% on rubric (1.68 to 2.34)	61 to 80 % on rubric (2.35 to 3.33)	81 to 100 % on rubric (3.33 to 4.0)	

Total Points Earned: _____ **out of 72 p**

- You will receive a grade for Science, Math and ELA based on the subject specific component of the rubric. Therefore, while the rubric has 20 components, each subject area grade is based on 18 components, for a total possible of 72 points.
 - Science 66/72 = 90%
 - Math 68/72 = 95%
 - ELA 69/72 = 95%

Grading Scale Available on the Following Page

Portfolio Grade Scale

Total Points Earned out of 72	Letter Grade	Corresponding %
72-71	A	100%
70 – 67	A	95 %
66 – 65	A-	90%
64 – 61	B +	85%
60 - 58	B	83%
57-44	B-	80 %
43-40	C+	76 %
39-38	C	72 %
37-36	C-	70 %
35-34	D	67 %
34 – 20	F	60%
20 – 0	F	0%

KING'S COLLEGE: Oral Communication - Master Grading Rubric

Student: _____ **Course:** _____ **Grade:** _____
 4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

ELEMENTS	EXCEPTIONAL (>3.33 @Above "B+")	GOOD (3.00 @"B")	AVERAGE (2.00 @"C")	DEFICIENT (<2.0 @Below "C")
I. CONTENT:				
*Purpose Statement	-Purpose was crystal clear, thorough, & eloquent.	-Purpose was clear and thorough.	-Purpose was sufficiently clear & literate.	-Purpose was unclear &/or ill-worded.
*Main & Sub Ideas	-Ideas were thorough, accurate, substantive, & clear.	-Ideas were clear, accurate, & thorough.	-Ideas were sufficiently clear & accurate.	-Ideas were unclear &/or inaccurate.
*Supporting Details	-Supporting Details were very substantive & very nicely varied.	-Supporting Details were substantive & somewhat varied.	-Supporting Details were sufficient, but needed much more substance & variety.	-Supporting Details were not adequate in quality &/or quantity.
*Discipline-Specific Content				

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

II. ORGANIZATION:				
*Framing Message w/ Introduction & Summary	-Intro & Summary, (including 'Opener' & 'Closer') were very clear, effective, & compelling.	-Intro & Summary, (including 'Opener' & 'Closer') clearly & effectively framed the message.	-Intro & Summary, (including 'Opener' & 'Closer') functionally framed the message.	-Intro &/or Summary, (including 'Opener' &/or 'Closer') were missing or deficient.
*Design, Sequence, & Structure of Ideas	-Main & Sub Ideas were very clearly & logically formatted & developed.	-Main & Sub Ideas were clearly & logically developed.	-Main & Sub Ideas at least sufficiently covered topic.	-Main & Sub Ideas did not sufficiently cover the topic.
*Transitional Language	-Transitional Phrasing was functional, effective, & strategic.	-Transitional Phrasing was both functional & effective.	-Transitional Phrasing was fully present.	-Transitional Phrasing was missing or only partially present.
*Timing-Out Message	-Presentation was very nicely balanced in time & idea development throughout message.	-Presentation hit time constraints and was mostly well balanced in idea development.	-Presentation hit basic overall time constraints for length.	-Presentation either ran significantly long or significantly short.
*Discipline-Specific Formatting	-Demonstrated effective & strategic utilization of expected formatting for message.	-Demonstrated effective command of expected formatting for message.	-Demonstrated some command of expected formatting for message.	-Demonstrated little or no understanding of expected formatting for message.

4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

<p>III. LANGUAGE:</p> <p><i>*Correctness, Clarity, Concreteness, & Conciseness of Wording</i></p> <p><i>*Discipline-Specific Terminology</i></p> <p><i>*Color & Creativity in Word Choice</i></p>	<p>-Wording was correct & clear & eloquent in grammar & syntax.</p> <p>-Wording was most effectively concise, concrete, & compelling.</p> <p>-Demonstrated effective & strategic utilization of pertinent terminology throughout message.</p> <p>-Wording was consistently colorful, creative, & strategic.</p>	<p>-Wording was competently correct & clear in grammar & syntax.</p> <p>-Wording was concrete and concise enough for the subject matter.</p> <p>-Demonstrated effective command of pertinent terminology.</p> <p>-Wording manifested consistent color &/or creativity in message.</p>	<p>-Wording was mostly correct & clear in grammar & syntax.</p> <p>-Wording was generally concise enough but needed to be more concrete for the matter.</p> <p>-Demonstrated some command of pertinent terminology at times.</p> <p>-Wording manifested some color & creativity in message.</p>	<p>-Wording was too frequently incorrect &/or unclear in grammar & syntax.</p> <p>-Wording was too vague &/or too rambling &/or too abstract.</p> <p>-Demonstrated little or no understanding of pertinent terminology.</p> <p>-Wording lacked color & creativity.</p>
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4 .67 .33 3 .67 .33 2 .67 .33 1 .67 .33 0

<p>IV. DELIVERY:</p> <p><i>*Vocal Delivery</i></p> <p><i>*Non Vocal Delivery</i></p> <p><i>*Execution of Performance Aids</i></p>	<p>-Volume, Tone, & Rate were most effectively varied, animated, & expressive.</p> <p>-Articulation & Pronunciation were executed correctly & precisely.</p> <p>-Facial Expression & Eye Contact were very consistent & expressive.</p> <p>-Posture & Movement were very consistent &/or demonstrative.</p> <p>-Performance Aids were nicely & strategically designed & executed.</p>	<p>-Volume, Tone, & Rate were nicely varied, animated, & expressive.</p> <p>-Articulation & Pronunciation manifested few inaccuracies & accurate.</p> <p>-Facial Expression & Eye Contact were generally expressive.</p> <p>-Posture & Movement were comfortable & easy.</p> <p>-Performance Aids were well designed & executed.</p>	<p>-Volume, Tone, & Rate were somewhat varied, & expressive.</p> <p>-Articulation &/or Pronunciation manifested some inaccuracies.</p> <p>-Facial Expression & Eye Contact were somewhat expressive.</p> <p>-Posture & Movement were not problematic.</p> <p>-Performance Aids were adequately designed & executed.</p>	<p>-Volume, Tone, & Rate were unvaried & inexpressive.</p> <p>-Articulation &/or Pronunciation were too frequently incorrect &/or unclear.</p> <p>-Facial Expression & Eye Contact were too inconsistent and uncommunicative.</p> <p>-Posture &/or Movement were uneasy &/or distracting, &/or anxious.</p> <p>-Performance Aids were poorly designed &/or executed.</p>
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<p>V. PRESENCE:</p> <p><i>*Manifested confidence & command in Delivery.</i></p> <p><i>*Manifested enthusiasm & energy in Presence.</i></p>	<p>-Anxiety was not at all evident in presentation.</p> <p>-Presentation was poised, confident, & commanding.</p> <p>-Message manifested high energy & abundant enthusiasm for subject.</p>	<p>-Anxiety was mostly well-managed.</p> <p>-Presentation was poised & confident.</p> <p>-Message was delivered with good energy & obvious enthusiasm.</p>	<p>-Anxiety was at times evident in presentation.</p> <p>-Presentation was adequately poised but need more confidence.</p> <p>-Message was delivered with sufficient energy but lacked enthusiasm.</p>	<p>-Anxiety significantly affected presentation</p> <p>-Presentation lacked poise & confidence.</p> <p>-Message manifested little energy or enthusiasm.</p>
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<p>*Gave a Full & Genuine Effort</p> <p><i>*Execution in Performance Mode</i></p>	<p>-Effort was above and beyond expectation for the task. -Smooth & seamless execution.</p>	<p>-A full & genuine effort was clearly manifested. -Solid & competent execution of planned mode of delivery.</p>	<p>-Preparedness & effort was sufficient for the task. -Adequate execution, but uneasy at times in mode of delivery.</p>	<p>-Preparedness & effort were clearly at question. -Very problematic execution of planned mode of delivery.</p>
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*Note: 1) **Italicized elements in green** are subject to substitution per academic discipline and subject matter pertinent thereto, & 2) instructors may look to determine **relative emphasis** of each grading element from assignment to assignment.*

Evaluator(s): _____ **Date:** _____

GRADE LEGEND:

A	=	>3.67
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D	=	1.00
F	=	<1.0

King's College
Pre-Student Teaching Semester(s)
Rubric to Assess Professionalism

**** This form must be completed by the cooperating teacher at the conclusion of your placement and turned in as a component of your theme cycle portfolio.**

Pre-Student Teaching Student Signature:

Cooperating Teacher Signature: _____

Date of Completion: _____

1	2	3	4
<p>Fails to speak or act in a professional manner.</p> <p>Displays lack of confidence or limited enthusiasm for teaching or for working with students;</p> <p>Shows lack of sincerity or concern for students or their families;</p> <p>Is not punctual or dependable.</p>	<p>Speaks or acts in a professional manner.</p> <p>Displays some lack of confidence but is optimistic about learning to work with students and families and to teach well;</p> <p>Shows a willingness to learn and grow;</p> <p>Is sometimes not punctual or dependable.</p>	<p>Speaks and acts in a professional manner.</p> <p>Displays confidence and enthusiasm for teaching and working with students and families;</p> <p>Makes constant efforts to learn and improve practice;</p> <p>Is mostly punctual and dependable.</p>	<p>Speaks and acts in a professional manner.</p> <p>Projects enthusiasm and a high degree of energy for teaching;</p> <p>Displays a genuine concern for students and families that translates into a constant pursuit of opportunities to grow and learn as a teacher and as an advocate for students;</p> <p>Is always punctual and dependable.</p>



**KING'S COLLEGE EDUCATION DEPARTMENT
PERMISSION FOR PHOTOGRAPH/VIDEOTAPING FORM**

Dear Parent/ Guardian,

As part of the pre-student teaching experience at King's College, I may need to photograph or videotape a brief clip of one of more of my lessons or projects. The purpose of this documentation is view my teaching and corresponding instructional materials I have created.

I am requesting your permission to have your son/ daughter/ ward participate in the photography and/or videotaping. The photographs/videotape will not identify your son/ daughter/ ward by full name, school, or personal information. The materials will not be used for public viewing.

Please read the permission statement below, indicate your choice and return the completed form to school.

Sincerely,

Student Teacher

Classroom Teacher

 I give permission for my son/ daughter/ ward to participate in the photography/videotaping of classroom lessons. I understand that the videotape will be used for educational purposes only and that my son's/ daughter's/ ward's identity will be protected.

 I do not give permission for my son/ daughter/ ward to participate in the photography/videotaping of classroom lessons. I understand that the videotape will be used for educational purposes only and that my son's/ daughter's/ ward's identity will be protected.

Student _____ Date _____

Parent's or Guardian's Signature _____

APPENDIX A: Ideas for Modification if Online

Component	In Person Artifact	Online Artifact
Integrated Concept Map	Integrated Concept Map	Integrated Concept Map
Introduction and Timeline	Introduction and Timeline	Introduction and Timeline
Diversity Summary	Diversity Summary	Diversity Summary
TC Lesson Plans	TC Lesson Plans	TC Lesson Plans
Pre-Assessment	Pre-Assessment	Pre-Assessment
Samples of Student Work	Samples of Student Work (Scan)	Samples of Student Work (Screen Capture or Digital)
Reflection on Lessons	Reflection on Lessons	Reflection on Lessons
Post-Assessment	Post-Assessment	Post-Assessment
Technology Use Summary	Technology Use Summary	Technology Use Summary
Communication with Families	Newsletter Introduction/Departure Letter Interactive Activity	Newsletter Introduction/Departure Letter Digital Interactive Activity
Optional - Website		
Optional – Report Card Analysis		
Experiential Reflection	Experiential Reflection	Experiential Reflection

APPENDIX B: Suggested Schedule for Completion

Suggested Schedule for 2024 Theme Cycle Field Experience and Portfolio

Please note that these dates are general guidelines and targets to help support your completion of this robust learning experience!

Component	Suggested Completion Date	Check off your completion or make notes for self-monitoring!!
Concept Map	Friday, 11/8	
Introduction	Wednesday 10/16	
Timeline	Ongoing, do daily	
Diversity Summary	Wednesday, 10/23	
Pre-Assessment	Implement before lessons, suggested for week of October 21, 2024	
Theme Cycle Lesson Plan 1, Artifacts, and Reflections (do immediately after lesson)	Suggested Completion week of October 28	
Theme Cycle Lesson Plan 2, Artifacts, and Reflections	Suggested Completion week of 11/4	

Theme Cycle Lesson Plan 3, Artifacts, and Reflections	Suggested Completion week of 11/4	
Theme Cycle Lesson Plan 4, Artifacts, and Reflections	Suggested Completion week of 11/11	
Theme Cycle Lesson Plan 5, Artifacts, and Reflections	Suggested Completion week of 11/11	
Parent Connections	Introductory Letter: Newsletter: Parent Involvement/Connection: 10/14	
Technology Use Summary	Suggested Completion as you implement in lessons, complete by 11/20	
Post-Assessment	Suggested Completion very soon after final lesson (week of 11/11 or 11/18 recommended)	
Experiential Reflection	Suggested Completion by Monday, November 25	
Hard Copy Portfolios	Wednesday, December 4 by 5 pm	
Moodle Upload	By Monday, 12/9 at 9 am	

- Presentations on Monday and Tuesday, December 9 & 10, 9:30 am to 12:30 pm
- Portfolios uploaded to Moodle by Monday, December 9 at 9 am before Presentations*
- **Completed materials in Portfolios will be due on Wednesday, December 4 by 5 pm.**
- Hard copies of any outstanding materials could be added after presentations.
- *Please include a cover sheet, such as this one, identifying any outstanding information.*

APPENDIX C: King’s College Student Teaching Evaluation Rubric

This rubric specifies criteria related to rating each component on the observation form. It explains what it means to be unsatisfactory, developing, proficient or distinguished. Please note that preservice candidates generally cannot be rated as distinguished.

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
1a: Demonstrating knowledge of content and pedagogy	<ul style="list-style-type: none"> The teacher candidate makes content errors. The teacher candidate does not consider prerequisite relationships when planning. The teacher candidate’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> The teacher candidate’s understanding of the discipline is basic and displays a lack of awareness how concepts relate to one another. The teacher candidate’s knowledge of prerequisite relationships is inaccurate or incomplete. The lesson plan has limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> The teacher candidate can identify important concepts of the discipline and their relationships to one another. The teacher candidate’s knowledge of prerequisite relationships is accurate or complete. Instructional strategies in the lesson plan are suitable to the content. 	<ul style="list-style-type: none"> The teacher candidate uses ongoing methods to assess students’ skill levels and designs instruction accordingly. The teacher candidate seeks out information from all students about their cultural heritages. The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. 	
1b: Demonstrating knowledge of students	<ul style="list-style-type: none"> The teacher candidate does not understand child development 	<ul style="list-style-type: none"> The teacher candidate has knowledge of developmental theory but does 	<ul style="list-style-type: none"> The teacher candidate knows, for groups of students, their 	<ul style="list-style-type: none"> The teacher candidate uses ongoing methods to assess students’ 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<p>characteristics and has unrealistic expectations for students.</p> <ul style="list-style-type: none"> The teacher candidate does not try to identify the varied ability levels among students in the class. The teacher candidate takes no responsibility to learn about students' medical or learning disabilities. 	<p>not seek to integrate it into lesson planning.</p> <ul style="list-style-type: none"> The teacher candidate is aware of the different ability levels in the class but plans to teach to the "whole group." The teacher candidate recognizes that students have different interests and cultural backgrounds but does not draw on their contributions when planning the lesson. The teacher candidate is aware of medical issues and learning disabilities with some students but does not appear to incorporate this into the lesson plan. 	<p>levels of cognitive development and differentiates the lesson plan accordingly.</p> <ul style="list-style-type: none"> The teacher candidate is aware of the special needs represented by students in the class and makes provision for those needs in the lesson. The teacher candidate is well informed about student's cultural heritages and incorporates this knowledge in lesson planning. 	<p>skill levels and designs instruction accordingly.</p> <ul style="list-style-type: none"> The teacher candidate seeks out information from all students about their cultural heritages and incorporates this into the lesson plan. The teacher candidate maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. 	
1c: Setting	<ul style="list-style-type: none"> Objectives lack rigor. 	<ul style="list-style-type: none"> Objectives represent a 	<ul style="list-style-type: none"> Objectives represent 	<ul style="list-style-type: none"> The teacher 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
instructional outcomes (objectives)	<ul style="list-style-type: none"> Objectives do not represent important learning in the discipline. Objectives are not clear or are stated as activities. Objectives are not suitable for many students in the class. 	<p>mixture of low expectations and rigor.</p> <ul style="list-style-type: none"> Some objectives reflect important learning in the discipline. Objectives are suitable for most of the students in the class. 	<p>high expectations and rigor.</p> <ul style="list-style-type: none"> Objectives are written in terms of what students will learn rather than do. Objectives represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Objectives, differentiated where necessary, meet the needs of groups of students in the class. 	<p>candidate's plans reference curricular frameworks to ensure accurate sequencing.</p> <ul style="list-style-type: none"> The teacher candidate connects the objectives to previous and future learning. Objectives are differentiated to encourage individual students to take educational risks. 	
1d: Demonstrating knowledge of resources	<ul style="list-style-type: none"> The teacher candidate uses only materials provided by the cooperating teacher. Although the teacher candidate is aware of some special student 	<ul style="list-style-type: none"> The teacher candidate uses materials located in the school but does not search beyond the school for resources that would enhance the lesson. 	<ul style="list-style-type: none"> The teacher candidate provides resources outside the classroom for all students to draw on. The teacher candidate 	<ul style="list-style-type: none"> The teacher candidate maintains a log of resources for student reference. The teacher candidate facilitates student contact 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	needs, he/she does not inquire about possible resources to meet those needs.	<ul style="list-style-type: none"> The teacher candidate locates materials and resources for students with special needs but does not use them in the lesson. 	<p>facilitates the use of internet resources.</p> <ul style="list-style-type: none"> Resources are multidisciplinary. 	<p>with resources outside the classroom.</p> <ul style="list-style-type: none"> The teacher candidate expands his/her knowledge of resources through professional organizations. 	
1e: Designing coherent instruction	<ul style="list-style-type: none"> Learning activities appear to be boring and/or not well aligned to the instructional goals. Materials are not developmentally appropriate or do not meet instructional objectives. Lesson plan is not structured or sequenced and is unrealistic in its expectations. Instructional group activities do not support learning objectives. 	<ul style="list-style-type: none"> Learning activities appear to be moderately challenging. Learning resources are suitable, but there is limited variety. Lesson structure is uneven or may be unrealistic about time expectations (pacing.) Instructional group activities appear to only partially support objectives. 	<ul style="list-style-type: none"> Learning activities are matched to instructional objectives. Activities provide opportunity for higher-level thinking. Instructional student groups appear to maximize learning and build on students' strengths. The lesson plan is well structure, with reasonable time allocations. 	<ul style="list-style-type: none"> Activities permit student choice. Learning experiences connect to other disciplines. The teacher candidate provides a variety of appropriately challenging resources that are differentiated for students in the class. The lesson plan differentiates for individual student needs. 	
1f: Designing student assessment	<ul style="list-style-type: none"> Assessments do not match instructional objectives. 	<ul style="list-style-type: none"> Only some of the instructional objectives are addressed in the 	<ul style="list-style-type: none"> All of the objectives have a method for assessment. 	<ul style="list-style-type: none"> Assessments provide opportunities for student choice. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<ul style="list-style-type: none"> Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future lessons. 	<p>planned assessments.</p> <ul style="list-style-type: none"> Assessment criteria are vague. Lesson plan refers to the use of formative assessments, but they are not fully developed. Assessment results are used to design future lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> Lesson plan indicates modified assessments when they are necessary for some students. Lesson plan includes formative assessments to use during instruction. Assessment criteria are clearly written. 	<ul style="list-style-type: none"> Students participate in designing assessments for their own work. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input. 	
2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> The teacher candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of insecurity, hurt, or discomfort. The teacher candidate displays no familiarity with, 	<ul style="list-style-type: none"> The quality of interactions between teacher candidate and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher candidate attempts to respond to disrespectful behavior among students, with uneven results. The teacher candidate 	<ul style="list-style-type: none"> Talk between teacher and students and among students is uniformly respectful. The teacher candidate successfully responds to disrespectful behavior among students. The teacher candidate makes general connections with individual students. 	<ul style="list-style-type: none"> The teacher candidate demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<p>or caring about, individual students.</p> <ul style="list-style-type: none"> The teacher candidate disregards disrespectful interactions among students. 	<p>attempts to make connections with individual students, but with mixed results.</p>	<ul style="list-style-type: none"> Students exhibit respect for the teacher candidate. 	<p>teacher candidate or other students.</p> <ul style="list-style-type: none"> The teacher candidate respects and encourages all students' efforts in the class. 	
2b: Establishing a culture for learning	<ul style="list-style-type: none"> The teacher candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors – i.e. district, state, national standards. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher candidate does not correct them. 	<ul style="list-style-type: none"> The teacher candidate's energy is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to meet external demands. The teacher candidate conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking 	<ul style="list-style-type: none"> The teacher candidate communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher candidate demonstrates a high regard for students' abilities. All students expend outstanding effort to complete work of high quality. 	<ul style="list-style-type: none"> The teacher candidate communicates a passion for the subject and lesson. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content of the lesson. Students take initiative in improving the quality of their work. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
		<p>for an “easy path.”</p> <ul style="list-style-type: none"> The teacher candidate’s only primary concern appears to be to complete the lesson. 			
2c: Managing classroom procedures	<ul style="list-style-type: none"> Students not working with the teacher candidate are not productively engaged. Transitions are disorganized or non-existent with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. Paraprofessionals have no defined role and/or are idle much of the time. 	<ul style="list-style-type: none"> Students not working directly with the teacher candidate are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Paraprofessionals require frequent supervision. 	<ul style="list-style-type: none"> Students are productively engaged during small group or independent work. Transitions between large and small group activities are evident. Routines for distribution and collection of materials and supplies work efficiently. Paraprofessionals work with minimal supervision. 	<ul style="list-style-type: none"> With minimal prompting by the teacher candidate, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently.; Students themselves ensure that transitions and other routines are accomplished smoothly. Paraprofessionals take initiative in their work, but with the affirmation of the teacher candidate. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/Level
2d: Managing student behavior	<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. The teacher candidate does not monitor student behavior. Some students disrupt the classroom, without apparent awareness on the part of the teacher candidate or with an ineffective response. 	<ul style="list-style-type: none"> The teacher candidate attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher candidate attempts to keep track of student behavior, but with no apparent system. The teacher candidate's response to student misbehavior is inconsistent; sometimes harsh; other times lenient. 	<ul style="list-style-type: none"> Standards of conducts appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher candidate's response to student misbehavior is effective. 	<ul style="list-style-type: none"> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher candidate silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. 	
2e: Organizing physical space	<ul style="list-style-type: none"> There are physical hazards in the classroom, endangering student safety. 	<ul style="list-style-type: none"> The classroom environment is safe and all students can see and hear the 	<ul style="list-style-type: none"> The classroom is safe and arranged to fully support the instructional 	<ul style="list-style-type: none"> Modifications are made to the classroom to accommodate 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<ul style="list-style-type: none"> Some students can't see or hear the teacher candidate or see the board. Available technology is not being used, even if it is available, and its use would enhance the lesson. 	<p>teacher or see the board.</p> <ul style="list-style-type: none"> The physical environment is not an impediment to learning but does not enhance it. The teacher candidate makes limited use of available technology and other resources. 	<p>objectives and learning activities.</p> <ul style="list-style-type: none"> The teacher makes appropriate use of available technology in the classroom. 	<p>students with special needs.</p> <ul style="list-style-type: none"> Students take the initiative to adjust the classroom to support the learning activities. The teacher candidate and students make extensive and imaginative use of available technology. 	
3a: Communicating with students	<ul style="list-style-type: none"> At no time during the lesson does the teacher candidate convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher candidate makes a serious content error that will affect students' 	<ul style="list-style-type: none"> The teacher candidate provides little elaboration or explanation of what the students will be learning. The teacher candidate's explanations of the content consists of a monologues, with minimal participation or intellectual engagement by students. The teacher candidate makes no 	<ul style="list-style-type: none"> The teacher candidate states clearly, at some point during the lesson, what the students will be learning. The teacher candidate's explanation of content is clear and invites student participation and thinking. The teacher candidate makes no content errors. The teacher candidate 	<ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher candidate explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher candidate invites students to explain the 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<p>understanding of the lesson.</p> <ul style="list-style-type: none"> • Students indicate through their questions that they are confused about the learning task. • The teacher's vocabulary is not appropriate to the age or culture of the students and/or includes errors of vocabulary. 	<p>serious content errors but made minor ones.</p> <ul style="list-style-type: none"> • The teacher candidate's explanations of content are purely procedural, with no indication how students can think strategically. • The teacher must clarify the learning task so students can complete it. • When the teacher candidate attempts to explain academic vocabulary, it is only partially successful. • The teacher candidate's vocabulary is too advanced, or too juvenile, for students. 	<p>describes specific strategies students might use, inviting them to interpret them in the context of what they are learning.</p> <ul style="list-style-type: none"> • Students engage with the learning task, indicating that they understand what they are to do. • The teacher candidate's vocabulary is appropriate to students' ages and levels of development. • If appropriate, the teacher candidate models the process to be followed in the task. • The teacher candidate's vocabulary and usage are correct and entirely suited to the lesson. 	<p>content to their classmates.</p> <ul style="list-style-type: none"> • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher candidate offers vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly. • The teacher candidate points out possible areas for misunderstanding. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
3b: Using questioning and discussion techniques	<ul style="list-style-type: none"> • Questions are rapid-fire requiring a single correct answer. • Questions do not invite student thinking, beyond “recall.” • The teacher candidate does not ask students to explain their thinking. • All discussion is between the teacher candidate and students; students are not invited to speak directly to one another. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The teacher candidate frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher candidate invites students to respond directly to one another’s ideas, but few students respond. • The teacher candidate calls on many students, but only a small number actually participate in the discussion. • The teacher candidate asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • The teacher candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher candidate makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by the teacher candidate. • The teacher candidate calls on most students, even those who don’t initially volunteer. • The teacher candidate asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher candidate builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion with deeper questions and thought processes. • Students invite comments from their classmates during a discussion and challenge one another’s thinking. • Virtually all the students in the class are engaged in the discussion. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
3c: Engaging students in learning	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed (pacing is poor.) • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven-suitable in parts but rushed or 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher candidate uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their learning. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggestion modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
		<p>dragging in others.</p> <ul style="list-style-type: none"> The instructional groupings used are partially appropriate to the activities. 			
3d: Using Assessment in Instruction	<ul style="list-style-type: none"> The teacher candidate gives no indication of what high-quality work looks like. The teacher candidate makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher candidate does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. The teacher candidate monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher candidate makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> The teacher candidate makes the standards of high-quality work clear to students. The teacher candidate elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. 	<ul style="list-style-type: none"> Students indicate that they clearly understand what is high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher candidate is constantly 'taking the pulse' of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
				either on their own initiative or as a result of tasks set by the teacher. <ul style="list-style-type: none"> • High-quality feedback comes from many sources, including student; it is specific and focused on improvement. 	
3e: Demonstrating flexibility and responsiveness	<ul style="list-style-type: none"> • The teacher candidate ignores indications of student boredom (disengagement) or lack of understanding. • The teacher candidate brushes aside students' questions. • The teacher candidate conveys to students that when they have difficulty learning, it is their own fault. • In reflecting on practice, the 	<ul style="list-style-type: none"> • The teacher candidate makes minimal attempts to incorporate students' questions and interests into the lesson. • The teacher candidate conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them. • In reflecting on practice, the teacher candidate indicates the 	<ul style="list-style-type: none"> • The teacher candidate incorporates students' interests and questions into the heart of the lesson. • The teacher candidate conveys to students that he/she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher candidate cites multiple approaches undertaken to 	<ul style="list-style-type: none"> • The teacher candidate seizes on a teachable moment to enhance a lesson. • The teacher candidate conveys to students that he/she won't consider a lesson "finished" until every student understands and that he/she has a broad range of approaches to use. • In reflecting on practice, the teacher candidate can cite others in 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<p>teacher candidate does not indicate that it is important to reach all students.</p> <ul style="list-style-type: none"> The teacher candidate makes no attempt to adjust the lesson in response to student confusion. 	<p>desire to reach all students but does not devise strategies for doing so.</p> <ul style="list-style-type: none"> The teacher candidate's attempts to adjust the lesson are only partially successful. 	<p>reach students having difficulty.</p> <ul style="list-style-type: none"> When improvising becomes necessary, the teacher candidate makes adjustments to the lesson. 	<p>the school and beyond whom he/she has contacted for assistance in reaching some students.</p> <ul style="list-style-type: none"> The teacher candidate makes adjustments, as needed, to assist individual students. 	
4a: Reflecting on Teaching	<ul style="list-style-type: none"> The teacher candidate reflects on the lesson but draws incorrect conclusions about its effectiveness. The teacher candidate makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher candidate has a general sense of whether or not the instructional objectives were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher candidate accurately assesses the effectiveness of how the objectives of the lesson were met. The teacher candidate identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> The teacher candidate's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher candidate's suggestions for improvement draw on extensive background and understanding. 	
4b: Maintaining Accurate Records	<ul style="list-style-type: none"> There is no system for either instructional or non-instructional records. 	<ul style="list-style-type: none"> The teacher candidate has a process for recording student work completion. 	<ul style="list-style-type: none"> The teacher candidate's process for recording completion of student work is 	<ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and outstanding 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	<ul style="list-style-type: none"> Record keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher candidate's process for tracking student progress is cumbersome to use. The teacher candidate has a process for tracking some, but not all, non-instructional information. 	<p>efficient and effective.</p> <ul style="list-style-type: none"> The teacher candidate has an efficient and effective process for recording student attainment of learning goals. The teacher candidate's process for recording non-instructional information is both efficient and effective. 	<p>work assignments.</p> <ul style="list-style-type: none"> Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class. 	
4c: Supervised communication with families	<ul style="list-style-type: none"> Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> School or district created materials about the instructional program are sent home. The teacher candidate maintains a school-required grade book but does little else to inform families about student progress. Some of the teacher candidate's communication 	<ul style="list-style-type: none"> The teacher candidate regularly sends home information about student progress. The teacher candidate develops activities designed to engage families successfully and appropriately in their children's learning. The teacher 	<ul style="list-style-type: none"> Students regularly develop materials to inform their families about the instructional program. Students contribute to regular and ongoing projects designed to engage families in the learning process. Students maintain records about their learning progress and 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
		s are inappropriate to families' cultural norms.	candidate's communication s are appropriate to families' cultural norms.	share this information with their families.	
4d: Participating in a Professional Community	<ul style="list-style-type: none"> The teacher candidate's relationships with colleagues are characterized by negativity or combativeness. The teacher candidate avoids or does not participate in school activities and/or district projects outside of school hours. 	<ul style="list-style-type: none"> The teacher candidate has good relationships with colleagues. When asked or invited, the teacher candidate participates in school activities and/or district projects outside of school hours. 	<ul style="list-style-type: none"> The teacher candidate has supportive and collaborative relationships with colleagues. The teacher candidate frequently volunteers to participate in school activities and/or district projects outside of school hours. 	<ul style="list-style-type: none"> The teacher candidate regularly contributes to events that positively impact school life. The teacher candidate regularly contributes to school activities and/or district projects outside of school hours. 	
4e: Growing and Developing professionally	<ul style="list-style-type: none"> The teacher candidate is not interested in any activity that might enhance knowledge or skill. The teacher candidate purposefully resists discussing 	<ul style="list-style-type: none"> When invited, the teacher candidate participates in professional activities when they are provided by the school/district. The teacher candidate reluctantly 	<ul style="list-style-type: none"> The teacher candidate seeks opportunities for continued professional development to enhance content knowledge and pedagogical skill. The teacher candidate 	<ul style="list-style-type: none"> The teacher candidate actively seeks feedback from supervisors that will enhance their classroom performance. The teacher candidate seeks membership in professional 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	performance with his/her supervisors.	accepts feedback from supervisors and sporadically puts their recommendations into practice.	accepts feedback from supervisors and puts their recommendations into practice as often as possible.	organizations that will enhance their classroom performance.	
4f: Showing Professionalism	<ul style="list-style-type: none"> • The teacher candidate is dishonest. • The teacher candidate does not dress professionally. • The teacher candidate does not notice the needs of students. • The teacher candidate engages in practices that are self-serving. • The teacher candidate does not follow school and/or district regulations or only when they 	<ul style="list-style-type: none"> • The teacher candidate is honest. • The teacher candidate dresses professionally. • The teacher candidate notices the needs of students but is inconsistent in addressing them. • The teacher candidate complies with school/district regulations. 	<ul style="list-style-type: none"> • The teacher candidate is honest and is known for having high standards of integrity. • The teacher candidate dresses and acts in a professional manner. • When invited, the teacher candidate attends team and departmental meetings. • The teacher candidate works to provide opportunities for student success. 	<ul style="list-style-type: none"> • The teacher candidate is highly regarded for his/her professionalism. • The teacher candidate consistently dresses and acts in a professional manner. • When invited, the teacher candidate actively participates in team and departmental meetings. • The teacher candidate is highly proactive in serving students. 	

	Unsatisfactory	Developing	Proficient	Distinguished	Score/ Level
	serve his/her needs.		<ul style="list-style-type: none"> The teacher candidate complies completely with school/district regulations. 	<ul style="list-style-type: none"> The teacher candidate consistently and completely complies with school/district regulations. 	

APPENDIX D: Observation Forms (3 copies)

Domains 1 & 4: Off-Stage Domains, evidence to be documented/completed by the teacher candidate before the lesson and submitted to the observer two days prior to the lesson.

Domains 2 & 3: On-Stage Domains, Evidence to be gathered by cooperating teacher or observer.

Student Teacher Candidate: Fall '23/Sp'24 Grade Level: Observer:		Date:	Time/Period:	Lesson Topic:
Student teacher fills out. Leaves rating blank.		Circle: Cooperating Teacher	Supervisor	Observation #: 1 2 3 4
Instructions: STEP 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain 1 and/or Domain 4 during their conference.		DOMAIN 4: Principled Teaching		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1a. Applying Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>	4a. Reflective Practice: <i>What caused you to design the lesson as you did?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1b. Knowing and Valuing Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>	4b. Documenting Student Progress: <i>How do you track student learning for this lesson and how is this recorded?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1c. Setting Instructional Outcomes: <i>Instructional objectives reflect standards and communicate high expectations for students.</i>	4c. Engaging Families: <i>By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1d. Using Resources Effectively: <i>What resources will be used? Why?</i>	4d. Contributing to School Community and Culture: <i>In what ways do you contribute to the school community outside of the classroom?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1e. Planning Coherent Instruction: <i>List briefly the steps of the lesson.</i>	4e. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some feedback recently received from your mentors?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1f. Designing and Analyzing Assessments: <i>How will you measure the objectives articulated in 1c? What does success look like?</i>	4f. Acting in Service of Students: <i>Acting with care, honesty and integrity with students, families, and colleagues.</i>		

Student Teacher Candidate: Fall '23/Sp'24 Grade Level: Observer:		Date:	Time/Period:	Lesson Topic:
Student Teacher Candidate: Fall '23/Sp'24 Grade Level: Observer:		Circle: Cooperating Teacher	Supervisor	Observation #: 1 2 3 4
Student teacher fills out. Leaves rating blank.	Instructions: STEP 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Off-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during their conference.			Student teacher fills out. Leaves rating blank.
	DOMAIN 1: Planning and Preparation	DOMAIN 4: Principled Teaching		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1a. Applying Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>	4a. Reflective Practice: <i>What caused you to design the lesson as you did?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1b. Knowing and Valuing Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>	4b. Documenting Student Progress: <i>How do you track student learning for this lesson and how is this recorded?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1c. Setting Instructional Outcomes: <i>Instructional objectives reflect standards and communicate high expectations for students.</i>	4c. Engaging Families: <i>By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1d. Using Resources Effectively: <i>What resources will be used? Why?</i>	4d. Contributing to School Community and Culture: <i>In what ways do you contribute to the school community outside of the classroom?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1e. Planning Coherent Instruction: <i>List briefly the steps of the lesson.</i>	4e. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some feedback recently received from your mentors?</i>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1f. Designing and Analyzing Assessments: <i>How will you measure the objectives articulated in 1c? What does success look like?</i>	4f. Acting in Service of Students: <i>Acting with care, honesty and integrity with students, families, and colleagues.</i>		

Student Teacher Candidate: Fall '23/Sp'24 Grade Level: Observer:		Date:	Time/Period:	Lesson Topic:
Student Teacher Candidate: Fall '23/Sp'24 Grade Level: Observer:		Circle: Cooperating Teacher	Supervisor	Observation #: 1 2 3 4
Student teacher fills out. Leaves rating blank.	Instructions: STEP 1: PRE-CONFERENCE DOCUMENTATION with LESSON PLAN (Of-Stage Evidence): Domain 1 & 4 are to be completed by the teacher candidate in advance of announced observation and sent to observer 2 days in advance with Lesson Plan. This form and lesson will be discussed during pre-observation conference in preparation for classroom visit. STEP 2: Pre-observation conversation: Supervisor/Cooperating teacher and/or teacher candidate can add evidence to Domain1 and/or Domain 4 during their conference.			Student teacher fills out. Leaves rating blank.
DOMAIN 1: Planning and Preparation				
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1a. Applying Knowledge of Content and Pedagogy: <i>What is the content to be taught? What pedagogical techniques will be used? What prerequisite learning is required?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1b. Knowing and Valuing Students: <i>Characterize the class. How will you modify this lesson for groups or individual students?</i>			<input type="radio"/> U(0) <input type="radio"/> D 1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1c. Setting Instructional Outcomes: <i>Instructional objectives reflect standards and communicate high expectations for students.</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1d. Using Resources Effectively: <i>What resources will be used? Why?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P (2)	1e. Planning Coherent Instruction: <i>List briefly the steps of the lesson.</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	1f. Designing and Analyzing Assessments: <i>How will you measure the objectives articulated in 1c.? What does success look like?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
DOMAIN 4: Principled Teaching				
	4a. Reflective Practice: <i>What caused you to design the lesson as you did?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
	4b.Documenting Student Progress: <i>How do you track student learning for this lesson and how is this recorded?</i>			<input type="radio"/> U(0) <input type="radio"/> D 1) <input type="radio"/> P(2)
	4c. Engaging Families: <i>By what methods have you been communicating with families to make them aware of what their students are learning in the classroom?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
	4d. Contributing to School Community and Culture: <i>In what ways do you contribute to the school community outside of the classroom?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
	4c. Growing and Developing Professionally: <i>What aspects of this lesson are the result of some feedback recently received from your mentors?</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
	4f. Acting in Service of Students: <i>Acting with care, honesty and integrity with students, families, and colleagues.</i>			<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)

<p>Step 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>		
<p>DOMAIN 2: Learning Environments</p>		
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2a. Cultivating Respectful and Affirming Environments <i>Teacher interaction with students; student interactions with one another; various cultures respected and affirmed.</i></p>	<p>3a. Communicating about Purpose and Content <i>Teacher communicates goals and objectives of the lesson; directions and procedures are clear. Explanations of content is presented clearly. Use of oral and written language is appropriate.</i></p>
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2b. Fostering a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Questions (and discussions) challenge students to reason and justify their thinking. The teacher strives to engage each student to actively participate in the lesson.</i></p>
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2c. Maintaining Purposeful Environments <i>Management of instructional groups; transitions; management of materials and supplies; performance of non-instructional duties. Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>The lesson includes multiple and effective opportunities for students to think, reflect and demonstrate their understanding of what is being taught.</i></p>
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2d. Supporting Positive Student Behavior <i>Expectations; monitoring of student behavior; response to student misbehavior</i></p>	<p>3d. Using Assessment for Learning <i>Teacher monitors learning and makes us of specific strategies to elicit evidence of understanding.</i></p>
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2e. Organizing Spaces for Learning <i>Is the learning space safe and designed and adjusted as necessary to support and facilitate learning?</i></p>	<p>3e. Responding Flexibly to Student Needs <i>When needed, teacher alters or replaces pre-planned activities based on students' understanding or questions.</i></p>

<p>Step 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>			
<p>DOMAIN 2: Learning Environments</p>		<p>DOMAIN 3: Learning Experiences</p>	
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2a. Cultivating Respectful and Affirming Environments <i>Teacher interaction with students; student interactions with one another; various cultures respected and affirmed.</i></p>	<p>3a. Communicating about Purpose and Content <i>Teacher communicates goals and objectives of the lesson; directions and procedures are clear. Explanations of content is presented clearly. Use of oral and written language is appropriate.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2b. Fostering a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Questions (and discussions) challenge students to reason and justify their thinking. The teacher strives to engage each student to actively participate in the lesson.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2c. Maintaining Purposeful Environments <i>Management of instructional groups; transitions; management of materials and supplies; performance of non-instructional duties. Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>The lesson includes multiple and effective opportunities for students to think, reflect an demonstrate their understanding of what is being taught.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2d. Supporting Positive Student Behavior <i>Expectations; monitoring of student behavior; response to student misbehavior</i></p>	<p>3d. Using Assessment for Learning <i>Teacher monitors learning and makes us of specific strategies to elicit evidence of understanding.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2e. Organizing Spaces for Learning <i>Is the learning space safe and designed and adjusted as necessary to support and facilitate learning?</i></p>	<p>3e. Responding Flexibly to Student Needs <i>When needed, teacher alters or replaces pre-planned activities based on students' understanding or questions.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)

<p>Step 3: Form #2 Supervisor/Cooperating Teacher will gather evidence from Classroom Observation (on-stage Domain 2 & 3). Following observation/evidence collection, all evidence is shared with teacher candidate. *Additional sheets may be attached for evidence collection.</p> <p>Step 4: Supervisor/cooperating teacher will review self-assessment and select areas of agreement and areas for conversation during post-observation conversation.</p> <p>Step 5: Supervisor/cooperating teacher will complete final rating for all components by checking corresponding rating for each component on this form.</p> <p>KEY: U = Unsatisfactory; D=Developing; P = Proficient</p>			
<p>DOMAIN 2: Learning Environments</p>		<p>DOMAIN 3: Learning Experiences</p>	
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2a. Cultivating Respectful and Affirming Environments <i>Teacher interaction with students; student interactions with one another; various cultures respected and affirmed.</i></p>	<p>3a. Communicating about Purpose and Content <i>Teacher communicates goals and objectives of the lesson; directions and procedures are clear. Explanations of content is presented clearly. Use of oral and written language is appropriate.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2b. Fostering a Culture for Learning <i>In what ways have a culture for learning been established in this classroom? How does this lesson encourage the students to take responsibility for their own learning?</i></p>	<p>3b. Using Questioning and Discussion Techniques <i>Questions (and discussions) challenge students to reason and justify their thinking. The teacher strives to engage each student to actively participate in the lesson.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2c. Maintaining Purposeful Environments <i>Management of instructional groups; transitions; management of materials and supplies; performance of non-instructional duties. Do classroom routines and procedures result in little or no loss of instructional time?</i></p>	<p>3c. Engaging Students in Learning <i>The lesson includes multiple and effective opportunities for students to think, reflect an demonstrate their understanding of what is being taught.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2d. Supporting Positive Student Behavior <i>Expectations; monitoring of student behavior; response to student misbehavior</i></p>	<p>3d. Using Assessment for Learning <i>Teacher monitors learning and makes us of specific strategies to elicit evidence of understanding.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)
<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)	<p>2e. Organizing Spaces for Learning <i>Is the learning space safe and designed and adjusted as necessary to support and facilitate learning?</i></p>	<p>3e. Responding Flexibly to Student Needs <i>When needed, teacher alters or replaces pre-planned activities based on students' understanding or questions.</i></p>	<input type="radio"/> U(0) <input type="radio"/> D(1) <input type="radio"/> P(2)