Table of Contents

Lycoming College Education Program

Introduction

Be advised that any information included in this handbook is subject to change depending on changes in the Pennsylvania Department of Education regulations. If such changes occur, you will be notified via email or letter.

Our mission at Lycoming College is to provide an academic program that produces reflective teacher practitioners who think critically about the many aspects of teaching and learning, creating frameworks that allow them to effectively teach diverse learners and to create learner-centered classroom environments focused on performance based instruction and assessments (see full statement on the college website at http://www.lycoming.edu/about Lycoming.mission.aspx).

In connection with Lycoming College's mission statement the vision of the Education Department Certification Program is to develop teachers educated in the diverse and broad-based traditions of the liberal arts. The Education Department is devoted to providing opportunities for creative work in teaching, research and community service. The Department embraces an approach to education that is student centered, inspires a genuine respect for learning, culture and gender diversity and enhancement of individual and community life. Both faculty and students develop the ability to learn through collaboration, reflection and practice.

Through the program, candidates are prepared to:
- Make effective decisions about curriculum and instructional methods based on an understanding of the whole child, child development theory and research on best practices.
- Interact and communicate effectively with young children to provide a standards-aligned developmentally, culturally and individually appropriate curriculum.
- Assess children's growth and development using multiple data sources.
- Communicate effectively and work cooperatively with parents/families, school personnel and the broader community; and engage other professionals, colleagues and administrators in support of children as members of a learning community, thereby building relationships among the constituencies of the learning community.

The Lycoming Education Program is committed to preparing teachers to enter the diverse and demanding world in which they will practice their profession. A critical component of this commitment is the strong connection between the college and local public and private schools in the Lycoming County area. **For this reason, all students will be assigned to cooperating teachers in the Lycoming County area.** This connection provides shared resources, practicum, placement, opportunities for teacher research, curriculum planning, as well as many other professional development activities. In addition, the Education Department collaborates with many local pre-schools in the surrounding area.

One of the benefits of having local supervising faculty is the opportunity for frequent observations and conferences with each of you throughout the student teaching experience. The observation-conference-goal setting cycle is critical to your progress and ongoing professional development.

Program Contact Information

Lycoming College Education Department
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Education Department Office: 570-321-4010
Fax: 570-321-4389

Mrs. Colleen Fox - Administrative Assistant
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570-321-4010
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(570) 321-4226
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Adjunct Faculty
Barbara Stopper
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570-321-4226

Lycoming College offers the following certification programs approved by the Pennsylvania Department of Education:

Early Childhood Education

- Grades PK-4

Secondary Education 7-12

- Biology
- Chemistry
- English
- Mathematics
- Physics
- Social Studies – with certification and major in psychology, sociology, anthropology, economics, history, political science, philosophy

PK-12 Certification Areas

- Art
- Music
- Modern Languages (French, German and Spanish)
- Special Education PK-12

Certification

In addition to Lycoming College's requirements for an academic degree, candidates seeking teacher licensure in Pennsylvania must also meet all requirements set forth by the Pennsylvania Department of Education (PDE). Certification requirements are set by the state of Pennsylvania and subject to change. Contact the teacher certification officer for current certification requirements. Please refer to **Advising Handbook** for criteria in each program. Successful completion of the program requirements and passing scores on the required certification exams allow students to be certified to teach in the specific content area. All certification programs require a 3.0 or better GPA at completion of program and graduation in order to receive certification.

Reciprocal agreements among states allow students to become certified in states other than Pennsylvania by applying directly to the Department of Education in that state. In these states' teachers can be hired with their Pennsylvania certificate and will then have to meet the individual requirements for certification in that specific state.

Certification Exams - Students are responsible to obtain all necessary Pearson PAPA*/PECT, ETS Core Academics* & PRAXIS II registration information, requirements and materials from the education department office in D207. It is suggested that all test registration be completed in the education office. Test preparation material is available online at http://www.pa.nesinc.com/Home.aspx and http://www.ets.org/praxis/prepare/materials. Information on registration deadlines and testing dates are available in D207.See the education department administrative assistant for a list of required certification exams for individual certification areas.

EDUC 348 - There is a **$500 lab fee associated with this course.** (*It is your responsibility to advise your parent/guardian of the lab fee.*)

Please refer to the suggested sequence of courses included in the advising handbook as they relate to your specific certification program. Additionally, please meet with both your major and education advisors to keep your program updated.

Students denied admission to the Professional Semester have the right to appeal the decision to the Academic Standards Committee.

Clearances – The Pennsylvania Department of Education (PDE) and Lycoming College require all candidates to submit the following documents to the field placement coordinator upon entrance into an education program and before working with children during required field experiences. Information on how to process and obtain these clearances is available from the faculty administrative assistant (D 207) or the field placement coordinator (D229).

Clearance	Renew Yearly	Required Once
Act 114 (FBI report) Register online/take registration form to center $25.50		X
Act 34 (PA state police criminal history) Complete online $22		X
Act 151 (Child abuse report) Complete online $13		**X**
TB Offered at the beginning of the fall and spring semester at Lycoming College $11	X	
Statement of Understanding Available from your Education Advisor	X	

Infractions

See more about required background checks and clearances on the following page.

NOTE: In addition, EDUC 348 and Student Teachers will complete Mandated Reporter Training.

Required Background Checks/Forms for Education Students at Lycoming College
June 2023

All students enrolled in an education course that required field experience at Lycoming College must complete the following background checks PRIOR to field placements. **You will not receive a field placement until copies of your yearly up-dated clearances are on file in the Field Placement Coordinator's office (D229/AC). Information packets are available in the education office.**

It is strongly suggested that you complete the on-line process with the education department field placement coordinator in D229/AC.

1. Pennsylvania State Criminal History Records – Act 34 or SP4-164:
(1) This should be done online at: https://epatch.pa.gov/home
Do not choose "Volunteer" The reason for the clearance is "Employment"
(2) Print the results at the time you process this online – be sure to click on the control number and print the page with the PA seal in the background. (You'll have to click on "Certification Form" that will be in the center of the page. Results will be erased from the system after 30 days.
(3) Fee: $22.00 (credit card online)
(4) This is only required <u>once</u> while a student at Lycoming College

2. Federal (FBI) Criminal History – Act 114
IdentoGO is PA's fingerprint provider.
Procedures, pricing, and locations are DIFFERENT, so please follow these instructions carefully.

(1) Go to: https://uenroll.identogo.com/
(2) Type in your service code **1KG6RT**
(3) On the next screen, select **Schedule or Manage an Appointment.** Complete the registration form, select a fingerprinting location, select the photo ID you will bring to your appointment (most select Driver's License), make an appointment or select "walk-in," pay for the service, and print your confirmation form. Cost is $25.50.
(4) Take printout of your registration and your selected photo ID to an IdentoGO fingerprinting site. You can search for an IdentoGO location here https://uenroll.identogo.com/workflows/1KG6RT/locator/location.

Currently the closest IdentoGo fingerprint site is in South Williamsport (280 Kane Street, Ste 1) with hours from 8:00 a.m. – noon Monday-Saturday.

3. Child Abuse Report - Act 151 or CY113-
(1) Register online at https://www.compass.state.pa.us/cwis/public/home. Fee: $13.00
(2) Reason for clearance is "**School Employee Governed by Public School Code**"
(3) Provide the Education Department with a copy of the clearance, available online or by mail.
(4) This is only required <u>once</u> while a student at Lycoming College

4. Tuberculosis test
(1) You must obtain a TB test from your private Dr. or Health Services at Lycoming College ($11.00). Please call Health Services for further information and an appointment 321-4052. Also, TB test clinics will be offered each semester for education students. Dates/times TBA. - No form is provided by the Ed. Dept. TB test information and results must be presented on your doctor's letterhead or Health Services form.
(2) Must be renewed <u>yearly</u>
Please remember to update your TB test at the same time each year. You are responsible for submitting copies to the education office. Keep your originals on campus in a portfolio.

Questions? Please contact Laura Schmack, Field Placement Coordinator in D229/AC or schmack@lycoming.edu

POST-BACCALAUREATE/ACCELERATED/TEACHING

PROGRAM DESCRIPTION

Lycoming College is approved by the Pennsylvania Department of Education to provide Post-Baccalaureate, Accelerated and Teacher Intern programs. Our programs will enable a non-degree student to obtain teacher certification by tailoring each program to specific course needs.

For candidates who already possess a bachelor's degree and want to enter the field of teaching, **Post-Baccalaureate** programs offer the possibility of building on that degree and other experiences while acquiring the additional skills, knowledge and dispositions needed to become a successful teacher. **Accelerated** programs will allow those already certified to obtain additional certification by completing coursework relative to the desired certification. Please consult with your academic advisor as to which requirements for certification are necessary.

CRITERIA FOR ADMITTANCE

There is a defined criterion for admittance to the Post–Baccalaureate, Teacher Intern, and Accelerated Programs. Candidates are assessed through the examination of skills, academic preparation, qualifying work experience and the ability to function in the teaching profession. Course selection for completion of program requirements is based on prior coursework, degree attained, and career experience.

- Candidates must have a baccalaureate degree from an approved university/college and must meet requirements for the academic major (intended certification area) as found in the corresponding department in the current Lycoming College catalog.
- To qualify for admission, students must have a minimum 3.0 cumulative GPA.
- Post-baccalaureate and intern candidates are not required to take and pass the Basic Skills test (Reading, Writing, and Mathematics).
- Applicants with a minimum 2.8 GPA will be admitted to the program **provisionally** until they have completed eight credit hours on campus with a 3.0 or higher GPA.
- **FOR TEACHER INTERN CANDIDATES:** PDE requires that all Teacher Intern Candidates pass the required certification test (PECT, PRAXIS, ACTFL) prior to beginning a position in a district as a teacher intern. The GPA calculator does not work for intern positions. All candidates are required to attain the passing score before a certificate is issued. If a candidate becomes aware of a teaching position that they would like to apply for during the course of their post-baccalaureate program – an Intern Certificate from the PA Department of Education can qualify the candidate for this position while they earn credits towards their Instructional I certification. Lycoming College has formal relationships with many school districts. If a district contacts the Lycoming College department of education about an opening in their district, the director of teacher education will notify an available intern candidate about the position.

ACT 48

We are an approved provider for the Pennsylvania Department of Education Act 48 professional development requirements. These requirements are for teachers certified for Pennsylvania. Courses for credit qualify for PA Act 48 standards; non-credit coursework does not qualify. Students must supply their unique PA Act 48 Personal ID number upon registration in order to have their credit course posted. Students should log into the PA Department of Education website (www.pde.state.pa.us) to obtain this ID number. Act 48 posting to PDE occurs when a student advises Dr. Rogers of the completed coursework, personal ID and current address.

PART I

A Guide For
Field Experiences
(Observation-Participation)

Teacher Certification Program

LYCOMING COLLEGE
Department of Education

Statement of Understanding

The Lycoming College education department works closely with our teacher candidates to support their successful completion of the Teacher Certification Program. However, during your time as a student in the Teacher Certification Program, you may experience a circumstance(s) that impacts your ability to finalize the certification process or obtain employment as an educator. **Such circumstances may prohibit us from providing you with a field and/or student teaching placement, from allowing you to complete the Teacher Certification Program at Lycoming College, and/or from finalizing your teaching certification.**

Please carefully read and check the box next to each item below to indicate your understanding of the requirements in the Teacher Certification Program.

☐ I understand that if I do not have at least a 2.8 GPA by the start of my junior year I will not be able to continue in the Education Program, as mandated by the Pennsylvania Department of Education.

☐ I understand I must earn a minimum 3.0 GPA, as mandated by the Pennsylvania Department of Education, in order to be certified.

☐ I understand I must receive satisfactory or higher ratings during the various levels of field experience.

☐ I understand I must receive satisfactory or higher ratings and favorable recommendations from faculty.

☐ I understand I must receive favorable recommendations as a result of the Professional Semester.

☐ I understand I must successfully complete the program and pass the required certification exams in order to receive a teaching certification.

☐ I understand that a record of criminal activity, as listed on one or more of the following, may impact my ability to be in the Teacher Certification Program.
- · Pennsylvania State Criminal History Record (Act 34)
- · Federal (FBI) Criminal History Record (Act 114)
- · Child Abuse Report (Act 151)

☐ I understand I am responsible for notifying the Lycoming College Department of Education if the status of any of my background clearances change at any point while enrolled in the program.

☐ I understand I must consistently demonstrate behaviors that are recognized within state and national professional and ethical standards, including responsible online and social media behavior

☐ I understand any violation of the Lycoming College campus conduct policies can impact my ability to complete the Teacher Certification Program.

☐ I understand Lycoming College and its Education Department have no control over the policies and procedures of school districts regarding accepting teacher candidates into early field, student teaching experiences, or as an employee.

☐ I understand that I will be eligible for Pennsylvania teaching certification upon successful completion of the program and upon passing the appropriate certification exams, as long as I am a citizen of the United States

of America. If I choose to pursue certification in another state, it is my responsibility to determine what credentials are needed.

☐ I understand that upon graduation I must apply for teaching certification within a reasonable amount of time. If I decide to apply after five (5) years have passed, I must contact the Chief Certification Officer at Lycoming with up-to-date clearances and a professional reference regarding moral character in order for Lycoming to approve my application.

Please check the appropriate box that pertains to your status:

☐ By checking this box, I certify that I have **no current or pending** record of criminal activity.

☐ By checking this box, I am **alerting** the Education Department that **I have a current or pending** record of criminal activity. I will arrange a meeting with them to determine the best way to move forward.

Please complete the information below to update our records

When do you plan to graduate? Semester:_____ Year:_____
What is your major? _____
What is your Certification Program? _____
When do you plan to student teach? Semester: _____ Year: _____

By signing below, you indicate that you have carefully read and fully understand each of the statements.

Student's Name: _____

Student's Signature: _____   Date: _____

Lycoming College Field Experiences

All teacher candidates participate in field experiences prior to student teaching. The Pennsylvania Department of Education's (PDE) Chapter 49 established competencies for field work and a specific structure for completion of these requirements. All teacher candidates must complete a four-stage structure and demonstrate evidence of meeting the competencies identified with each stage. Professors will be evaluating each student's field performance and verifying that students completed each stage.

The student teaching (professional semester) component of approved programs in the Commonwealth is expected to involve institution faculty with knowledge and expertise in the certification area being pursued by a teacher candidate.

Candidates learn to identify and conduct themselves as members of the profession. Candidates know and use ethical guidelines and other professional standards related best practices.

In some cases, the Cooperating Teacher evaluates the Lycoming College Teacher candidate during field experiences by using a "Host (Cooperating) Teacher Evaluation on Teacher Candidate Field Experience" form. The evaluation form will be provided when an evaluation is requested.

PDE's Chapter 49 field experiences stages

Stage	Activities that help the candidate acquire the knowledge /skills in this area
Stage 1: Observation	Students are observers in a variety of education and education-related settings including community-based childcare, early intervention and school districts. Observations should occur in a range of school and early learning settings so that students have a broad experience and learn as much as possible about the learner and educational philosophy.
Stage 2: Exploration	This is an experience in which the candidate works under the teachers' supervision during individual tutorials or small group of students. Activities can include reading, subject matter experiences, small group conversions, outdoor play and monitoring classroom routines and procedures.
Stage 3: Pre-Student Teaching	Teacher candidates work with a district teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers and supervisors. Students are expected to work with materials they have prepared and created for classroom instruction.
Stage 4: Student Teaching	Teacher candidates successfully use knowledge, skills and dispositions gained in Stages one through three. There is a minimum of 12 weeks, required by PDE, but Lycoming College's professional semester is a 14-week placement.

Field Experience Placement Policies

TRANSPORTATION

It is the responsibility of the teacher candidate to provide their own transportation. The Education Department does not arrange transportation for field placement assignments. Some options open to teacher candidates include, but are not limited to the following:

- · Carpool.
- · Public Transportation River Valley Transit - https://www.ridervt.com/schedules-routes/#
- · Your own vehicle.

Tips for carpooling:

- · Be respectful of driver and other passengers – let them know in advance if you are going to be absent or late.
- · Help with gas money.
- · Be ready when the carpool arrives.

TRANSPORTING STUDENTS (K-12)

A teacher candidate may **not** transport school students in a vehicle.

Social Media and Internet Use

First Impressions & Social Media Policy

For better or worse, people make first impressions based on what they find online. Because your relationships with schools begin when we ask districts to host you, The Education Department encourages all admitted teaching candidates to review and secure their internet presences. Many mentor teachers and administrators will google you during the placement process and use that information to assess the effect you will have on their students as a potential role model. After we make your placement, students and their parents will also google you. Since school districts have the right to terminate student teaching placements at any time for any reason, it is imperative that you do not give them a reason to do so – this could jeopardize your ability to complete student teaching, finish your program, or become certified.

With this in mind, please take some time to remove (or make invisible and unsearchable) anything online that potential sites could perceive as risqué, offensive, in poor taste, overtly political, related to drugs and/or alcohol, etc. Think about comments you make on others' posts as well – negative statements about colleagues and employers or rude/overly critical comments can reflect poorly on your professional reputation as well. If you are on the fence about something, be safe and delete or hide it. Please do not post any references regarding your field experience placement, cooperating teacher and students, and be sure your email, personal addresses and voicemail greetings reflect a professional tone and image.

- Wear clean, pressed clothing in good repair without tears, patches, frayed edges, or inappropriate words/pictures
- Clothing, jewelry, hairstyles that disrupt the educational process or endangers students, including, but not limited to those items which include messages, languages, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol use, tobacco use, drug use, or gang activity are not permissible
- Clothes should fit properly so that excessive skin and/or undergarments are not exposed
- Shoes should be professional, but not inhibit movement during instructional activity
- No athletic apparel, hats, sweatpants/sweatshirts, shorts, sneakers.
- No visible body piercing (aside from earlobes).
- Conceal tattoos, as much as possible
- Pupils are receptive to your good grooming habits and appropriate dress. You are modeling appropriate dress and grooming for the students in your classroom. Your first impression is important to both the students and your colleagues and will set the stage for a successful experience.

DRESS CODE BY SCHOOL DISTRICT WHERE YOU ARE OBSERVING TAKES PRECEDENCE.

If your dress is determined to be unacceptable by your cooperating teacher or supervisor, you will be asked to leave and change your clothes. Any missed days must be made up.

In order to support school spirit, exceptions may be made for certain school days (e.g., spirit day, holidays).

Once assigned to a cooperating classroom, pre-student teachers complete 30 hours (15 hours for each art/music/special education placement) of observation/participation in that classroom during the semester immediately prior to the actual student teaching experience. These 30 hours can be set up in any configuration that is convenient for both the cooperating teacher and the student teacher. Longer (2-4 hours) segments are more useful than short (1 hour or less) segments. Cooperating teachers may also arrange for pre-student teachers to visit other classrooms in the building (special education, learning support, related subject areas) during these visits. Be sure to observe/participate at all times of school day. (Opening routines, first period, lunch and end of the school day).

	CLEARANCES: Copies of clearances MUST be submitted to the field placement coordinator before going into the field.
	Send an email to the assigned participating teacher *see following page
	Send a follow-up email to the participating teacher if it has been three business days without a response; be careful not to offend the busy teacher, just check to see that the initial email successfully sent.
	If there is no contact within three business days, call the school and talk with the administrative assistant about the best way to go about connecting with the assigned participating teacher (only if it has been three business days without a response); the administrative assistant will be able to direct you; express your thanks for her help.
	Create an observation schedule with the participating teacher that works for both schedules; remember that the teacher cannot change his/her schedule; students may have to adapt their schedules.
	Ask cooperating teacher for contact information – school/home phone numbers, email addresses, etc. and give the cooperating teacher the same information for contacting student teacher.
	BE PUNCTUAL! If the student participant finds her/himself unable to keep an appointment for an observation, the school and cooperating teacher must be notified as soon as possible.
	Dress professionally. ***There is one opportunity to make a first impression. Make it count! Refer to Professional Dress and Decorum information in this handbook.***
	Show enthusiasm and interest. Ask questions. Listen and take notes.

Date:

Dear Mr./Ms. (participating teacher's name)

My name is (*your name here*) and I am in the teacher education program at Lycoming College.
As a part of my (*Class you are taking here)* course taught by *(Professor name here*) I am required to
fulfill (*number of hours*) in the field. Thank you for inviting me into your classroom to meet this
requirement and to ultimately apply theory to practice as I study to become a teacher.

At your convenience, I would like to set up a time to meet and introduce myself. Please let me know
dates/times that work for you.

I very much look forward to meeting you.

Sincerely,
(Your Name)

Additionally, make sure to include information about yourself, such as your year in college, intended major
(if decided), if you will be teaching a lesson, exact times/schedule for visiting, etc.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

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

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

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

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

(6) Professional educators shall impart to their students principles of

good citizenship and societal responsibility.

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations.

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

(b) The professional educator may not engage in conduct prohibited by:
(1) The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.
(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification.

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

Section 8. Civil rights.

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

Section .9. Improper personal or financial gain.

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

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 employe.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

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

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

Teacher candidate

Please complete the following on the Lycoming College teacher candidate. We are aware you may not have had many opportunities to sufficiently observe all aspects of the survey, but please complete as thoughtfully and thoroughly as possible. We encourage comments to identify particular strengths and/or needs. Please note your responses to the survey will remain confidential and will not be directly shared with the teacher candidate you are evaluating. Results will be combined and shared as an aggregated total to protect your anonymity. It is important for our teacher candidates to receive honest and constructive feedback regarding their growth as educators. We greatly appreciate your time and input.

Which best describes your current role?
Classroom Teacher
College Supervisor
College Faculty
Other _____

What is the name of the student you are evaluating?

(Enter your answer)

Domain B: Classroom Environment
Attention to equitable learning opportunities
Appropriate interaction with students, staff, and faculty
Appropriate attention given to routines, procedures, and safety
Effective classroom management and attention to conduct
Distinguished
Proficient
Basic
Not Applicable

Domain C: Instructional Delivery (not applicable for all students)
Knowledge of content, pedagogical theory evident in lesson delivery
Observes and reflects on presentation and response techniques
Demonstrates effective student engagement techniques
Use of informal assessment for decision-making
Distinguished
Proficient
Basic
Not Applicable

Did the teacher candidate exhibit a professional attitude?
Yes
No
Comments for above question (optional)

Did the teacher candidate demonstrate professionalism in written and oral expression/communication?
Yes
No
Comments for above question (optional)

Did the teacher candidate demonstrate professional enthusiasm, including strong initiation and participation in the classroom?
Yes
No
Comments for above question (optional)

Did the teacher candidate demonstrate skills related to time management and organization?
Yes
No
Comments for above question (optional)

Did the teacher candidate accept, reflect, and act on constructive feedback?
Yes
No
Comments for above question (optional)

Did the teacher candidate meet the district's expectation of appearance and conduct?
Yes
No
Comments for above question (optional)

Did the teacher candidate demonstrate effective practices designed to meet the needs of a diverse student population (e.g., students with special needs, English Learners, cultural and linguistically diverse learners)?
Yes
No
Comments for above question (optional)

PART II

Pre-Student Teaching Practicum
and
Student Teaching

Semester Prior to Student Teaching

Requirements:

Required attendance
Updated clearances
Informal observation(s) by Student Teaching Supervisor and/or Faculty
Completion of:
Pre-Professional Portfolio
Field Experience Hours Log Journal
Journal

(a) Pre-Professional Portfolio (Binder 1) The purpose of the student portfolio is to provide a resource that you can review when it comes time to apply for Graduate School and/or jobs. It will help you write letters of application accurately describing your background and abilities.

Please use the following format for your Pre-Professional Portfolio in the order listed. Portfolios must be placed in a sturdy **3 D-ring view binder** with clearly labeled tabs, on each section, that are computer generated. All pages must be placed individually in sleeves (back to back is acceptable).

Front Cover Title Page: Name, Date, Lycoming College Department of Education

Section	Label	Contents
1	**Table of Contents**	Color Coded to the Tabs List of Contents
2	**Transcript**	Unofficial Transcript
3	**Philosophy of Education**	Personal philosophy of education (2 pages maximum)
4	**Resume**	Resume
5	**Sample Lesson Plan**	Sample lesson plan including standards and assessment forms
6	**Sample Unit Plan**	Sample unit/theme plan including standards and assessment forms
7	**Clearances**	Letter provided from Education Department
8	**Special Education data collection**	Progress monitoring; analysis of data
8	**SPSEA**	Copy of SPSEA Membership Card
9	**Standard PA Job Application**	Standard PA Job Application - see Appendix #III www.state.pa.us (blank copy)
10	**Mandated Reporter Certificate**	Copy of completed certificate for Mandated Reporter Training
11	**Other Materials**	Pictures, bulletin board plans, professional memberships, community involvement, extracurricular activities, employment in child related fields, fraternities, sororities, etc.

(b) Field Experience Hours Log (Binder 2 or Folder)
Pre-Student Teachers are required to complete a minimum of 30 hours observation/participation. Please have your cooperating teacher(s) sign a Field Experience Hours Log each time you observe. A substitute teacher may sign the form.
Single placement: Minimum 30 hours with their cooperating teacher
Dual placement: Minimum 15 hours with each of their two cooperating teachers

(c) Observation/Participation Journal (Binder 2 or Folder)
Your supervisor will meet with your cooperating teacher stressing the importance of participation as well as observing during your 30 hours. Please get involved right away. Be active, participate and make yourself helpful in the classroom. After a few visits, ask your cooperating teacher what you could plan in order to participate in future lessons. (Read a story, develop and implement a bell ringer, play an educational game, perform an experiment, develop an art project that relates to a lesson, etc.)

Along with your **"Field Experience Hours Log"**, we will be asking you to keep a **"Journal"** of your hours. You will be expected to make an entry for every visit. We suggest that you observe at least one to two times a week for a few hours each

visit. We would prefer that you distribute your observation hours throughout the semester in order to see a variety of lessons and growth of the students. (Please don't try to cram all your hours in just a few days.) You may complete more than the required 30 hours if you would like with the permission of your cooperating teacher.

Journal Components (Two to three paragraphs for each entry)

Label: Each entry should be dated and labeled-time of day, class/subject, length of observation-participation.

Description: Follow with a detailed, descriptive account of what you observed-participated based on the four domains of the Danielson Framework. *A journal guide will be given to assist in your response*. (Use the same guide to critique yourself when you are teaching.)

Reflection/Analysis: What did you discover from your observation? What would you do differently?

*Please type your journal entries and hand them in with your observation log.

Stage 4: Requirements for Acceptance into the Student Teaching Semester

As part of the application process, the Teacher Candidate Evaluation Form is to be completed by at least one faculty member in the area of the teacher candidate's major for the purposes of recommendation for student teaching. A second recommendation is required and can be from a faculty member, coach, or staff person on campus. We welcome and encourage any additional comments regarding your perception(s) on the student's ability to be an effective educator in this content area. Obtaining these recommendations is the responsibility of the student. The field placement coordinator will contact teacher candidates with information related to the application for student teaching and recommendation forms.

- Lycoming College Department of Education faculty will make the final decision on acceptance to the Grades PK-4, Secondary 7-12, and PK-12 (music, art, modern language, special education) certification programs using the criteria cited above, prior feedback from experiences, and interaction with faculty or staff.

- The field placement coordinator, in conjunction with education department faculty and clinical supervisors, will make student teaching placement assignments.

- Students will complete all assigned requirements for EDUC 348 – Pre-Student Teaching Practicum. Students will earn a letter grade for this 0-credit class.

- All student teachers **must join SPSEA (Student Pennsylvania State Education Association)** to obtain liability protection during student teaching. Membership is required when you are officially accepted into the education program in your junior year. This membership provides you with a professional organization designation for your resume and with insurance and other useful materials. You may join online at www.psea.org.

- Education students may select either the **fall** or **spring** semester of their senior year for their student teaching experience, provided they have completed all necessary major and education coursework.

- Lycoming College education students are placed in area public and private schools with certified cooperating teachers for their pre-professional and professional semester of student teaching. 30 Hours Observation/Participation in assigned classroom, the semester prior to the Professional Student Teaching Semester (EDUC 348 – Pre-Student Teaching Practicum (0 cr) **$500 lab fee** applies.)

- Lycoming College endeavors to work cooperatively with local school districts. The Education Department will make a good faith effort to place all students. However, final decision for acceptance of student teacher for placement is at the discretion of the school district.

- Achieve a minimum cumulative 3.0 GPA. Under certain circumstances, students will be admitted with a GPA that falls between 2.8-2.99. Students with a GPA less than 2.8 will not be formally admitted into the program.

Suggestions for Student Teachers

The cooperating teacher may encourage the student teacher to become involved in the classroom activities during the observation/participation visits. Several suggested activities are listed below. As the cooperating teacher becomes more comfortable with the strengths of the student teacher, a request for additional and varied assignments are appropriate. If not observed, these activities or procedures need to be discussed with the cooperating teacher. Student teachers need to be able to explain concisely what they observed.

Taking attendance/lunch count	Distributing materials	Assist students with make-up work
Distributing materials	Collecting notes, excuses, passes, homework	Grade tests and record grades
Collecting notes, excuses, passes, homework	Recording how/why/when students enter/leave the classroom during class	Assist teacher on field trip
Recording how/why/when students enter/leave the classroom during class	Requesting/using library audio/visual equipment	Prepare bulletin boards
Requesting/using library audio/visual equipment	Assisting teacher with small and large group work	Shadow a student in different classes
Assisting teacher with small and large group work	Assisting students with study/activity/review groups	Care for laboratory equipment/assist with laboratory work
Assisting students with study/activity/review groups	Teaching a mini-lesson	Assist with individual or group tutoring
Teaching a mini-lesson	Tutoring individual students in math, reading, etc.	Help with routine drills, recess, or lunch duty
Tutoring individual students in math, reading, etc.	Administering tests/quizzes	Observe other teachers
Administering tests/quizzes	Monitoring transitions between classes, halls, cafeteria, bus, etc.	Supervise multi-media activities
Monitoring transitions between classes, halls, cafeteria, bus, etc.	Accompanying students to assemblies, special programs, and other classes	Attend department, team, and/or faculty meetings
Accompanying students to assemblies, special programs, and other classes	Reading tests or other materials to students with IEPs	Teach a lesson or class
Reading tests or other materials to students with IEPs	Support to the Cooperating Teacher and/or Students	Assist students with make-up work
Support to the Cooperating Teacher and/or Students	Check on individual's progress	Grade tests and record grades
Taking attendance/lunch count	Check and assist with homework	

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EDUC-465 Student Teaching

Requirements:
Updated clearances
Minimum four (4) formal observations by Student Teaching Supervisor and/or Staff
Completion of Professional Portfolio
Completion of Weekly and Semester Assignments
If a student teacher is denied certification by education department he/she may appeal the decision to the Provost of the College.
To be recommended for certification, student teacher must receive a grade of B- or higher in the professional semester of student teaching.

WEEKLY ASSIGNMENTS
Weekly Seminars
Weekly Seminars (Wednesdays 4:00 pm-6:00 pm) Weekly sessions will focus on your needs and concerns as well as educational topics. While there are many issues and concerns that we must discuss, it is also important to discuss the issues and concerns that you have.

Sunday's Assignments (Submitted to supervisor by email before 6:00 p.m.)
Your complete class schedule for the coming week to include your cooperating teacher's schedule as well as your teaching schedule with days, times, class periods, preparation periods, lunch, recess, specials, special activities and holidays.
Your lesson plans – Discuss plans and submit to your cooperating teacher by the end of the school calendar week.
Included in the plans:
Name/Grade Level/Subject/Dates
State Standards for the lesson
Objectives
Connections to real life
Prerequisite Understandings
Materials
Safety or Health Issues
Time
Anticipatory set (bell ringer)
Procedures
Closure
Adaptations for Sp. Ed. and/or Diverse Learners
Assessments

Wednesday's Assignments (Submitted to supervisor by email prior to Seminar)
EOSL, Evidence of Student Learning to include lesson plan, artifact, and reflection, flip questions responses are due by 11:00 p.m. on assigned Wednesdays.

SEMESTER ASSIGNMENTS
Classroom Observations (Typed & Emailed to Supervisor)
Single Placement: Two observations in the first week, in classrooms other than the one to which you are assigned.
Double Placement: One observation at the beginning of each placement in classrooms other than the one to which you are assigned.

An observation guide based on the four domains of the Danielson Framework will be given to assist in your response. (Use the same guide to critique yourself when you are teaching)

Bulletin Board/Student Work Display
During your time in the classroom you are required to create and display a bulletin board useful in your instruction or create a display of student work/projects completed from your instruction. These projects should exhibit thoughtful planning and creativity useful for your classroom instruction. Dual placements are expected to create one for each placement.

Please remember to take pictures of these projects for use in your Professional Portfolio.

Assessment and Evaluation during Student Teaching

During the course of the Professional Student Teaching Semester, the College clinical supervisor will use a variety of assessment and evaluation strategies. The strategies used for EDUC 465 and SPLED 447 will be discussed in the syllabi for those courses and will be similar to those strategies used in other education courses. The following assessment and evaluation strategies will be used for EDUC 465 and SPLED 447 – Student Teaching. All strategies will be discussed with the students.

Student Teaching – EDUC 465

Sources of assessment will include, but not be limited to, the student teacher's observed performance in the classroom and attendance and participation at seminars. Lesson plans, assignments, EOSL, and other original documents will also be used as evidence of progress. PDE-430 and the Lycoming College Field Experience Observation Assessment Form are two of the most frequently used tools by the college supervisor to assess and document progress.

Professional Portfolio – Additions will be made to the portfolio during this course. This is the capstone of the Professional Student Teaching Semester. This professional portfolio will contain all the necessary requirements for successful job interviewing.

All observations, conferences and evaluations, with the exception of the Final Evaluation, are formative. The Final Evaluation conference(s) between the cooperating teacher and the college supervisor is/are summative.

Lycoming College Early Field Experience Candidate Evaluation Form (see page 19) The student teacher and the cooperating teacher will each be given a copy of this sheet. They are to complete their respective sheets and then share them with each other. The sheets will then be shared with the college supervisor at a scheduled meeting.

In a 14-week placement, the following sequence is typical:

A minimum of two observations by the College supervisor using the Lycoming College Field Experience Evaluation Form.

Next, a mid-term conference including the student teacher, the cooperating teacher and the college supervisor.

Then, a minimum of two more observations by the College supervisor using the Early Field Experience Candidate Evaluation form (see page 19).

Finally, a final evaluation conference including the cooperating teacher and the College supervisor.

In a 7-week placement, the following sequence is typical:

A minimum of one observation by the College supervisor using the Lycoming College FEEF Assessment Form.

Next, a mid-term conference including the student teacher, the cooperating teacher and the College supervisor.

Then, a minimum of one observation by the College supervisor using the Student Observation Form (appendix I).

Finally, a final evaluation conference including the cooperating teacher and the College supervisor.

Professional Development for the Inclusive Setting – SPLED 447

Assessment and evaluation will be as outlined in the course syllabus.

Required attendance for all seminars and both methods weeks throughout the semester

Final Grades – final grades for EDUC 465 and SPLED 447 comprising the Professional Student Teaching Semester will be assigned by the College supervisor. There are separate grades for each course. Please note that the two 7-week placement grades are averaged together for a final grade for EDUC 465.

Failure to comply with any of the professional responsibilities may result in the student teacher being removed from the assignment.

Removal of a Student from Student Teaching Placement

VIOLATION OF SCHOOL CODE AND ACT 34

Purpose: To establish reasons and processes for the removal of a student teacher from the student teaching assignment.

Policy: Student teachers are ultimately the guest of the cooperating school districts and as such may be removed by the district officer. In such cases, the student teacher forfeits the right to student teach for the remainder of that assignment. (Teacher candidates may be reassigned by the College during the semester immediately following such removal.)

If convicted of a felony which is covered in the School Code and Act 34, the student teacher will be immediately withdrawn from the student teaching assignment and will forfeit the time spent during the student teaching experience.

If indicted for a felony which is covered in the School Code and Act 34, there shall be removal of the student teacher from the student teaching assignment until the matter is cleared.

Process: Immediately upon notification of the indictment, the director of teacher education, along with the department chair, will notify the student teacher of his/her suspension from the student teacher assignment. The student teacher will be assigned to a class or an independent study closely related to the activities that she/he would have had during the student teaching assignment. When (if) the student teacher is cleared of the indictment, she/he will be readmitted to the student teaching assignment. Since no classroom experience or independent study can replace the actual classroom teaching experience, it may be necessary to extend the student teaching assignment to allow for these experiences. Should a student teacher wish to contest these decisions, they may do so to the Provost of the College.

UNSATISFACTORY PERFORMANCE

Policy: If it is determined by the cooperating teacher and/or the College supervisor that the teaching competency of the student is at an unsatisfactory level, the student teacher may be removed from the student teaching assignment.

Process: The student teacher will be made aware of the areas of weakness and will be given recommendations for improvement. Progress, or lack of progress, will be monitored by the cooperating teacher and/or the College supervisor. Should no improvement be evident, a three-way conference with the student teacher, the cooperating teacher and the College supervisor will be held to discuss withdrawal of the student teacher from the student teaching experience. A voluntary withdrawal will result in a change of schedule. Should the student teacher choose not to withdraw, it will be recommended to the department chairperson that the student teacher be removed from the student teaching assignment and will receive a failing grade.

It should be noted that this will allow credit completion in order to graduate but will not allow for candidate to certify. Removal of a student teacher placement will result in an unsatisfactory rating in all four categories on the PDE 430 evaluation form.

Recourse: Should the student teacher wish to grieve the decisions made in any of the steps above, the teacher candidate may appeal the decision to the Provost of the College.

Process for the Termination of the Student Teaching/Practicum Phase

The following protocol addresses the termination of student teaching/practicum – based on a strong deficiency in one or more domains of Professionalism, Classroom Environment, Preparation and Planning, or Instruction.

1. College supervisor and/or cooperating teacher submit a Student Teaching Improvement Plan Report detailing the deficiencies in one or more of the four domains of Danielson and enumerating the key areas for action and improvement, as demonstrated through the Lycoming College Field Experience Evaluation Form.
2. College supervisor reviews the Student Teaching Improvement plan with the student teacher and the student teacher signs the Report acknowledging the report.
3. The College supervisor and the Director of Teacher Education will reach consensus on the decision of whether to allow the student teacher to continue under intensive supervision or to terminate the Student Teaching/Practicum Phase.
4. The student teacher may appeal the decision to the Chair of the department who will review all elements of the decision. The appeal may be accepted or denied. If accepted, the student teacher will continue in placement under intensive supervision with weekly evaluations conducted. All weekly evaluations must be satisfactory in all domains. Any one unsatisfactory rating in any domain will mean automatic termination of the phase.
5. If the decision is to terminate the Student Teaching/Practicum Phase, the student teacher will do one of the following:
   1. Withdraw from all Student Teaching courses if within the withdrawal period.
   2. The education department will work with the teacher candidate to find alternative opportunities for the student teacher to complete all major requirements and undergraduate degree.

Responsibilities of the College Supervisor

Observe and evaluate student teaching performance using established criteria a minimum of four times. More visits are possible at the request of the student teacher, the cooperating teacher, or if the college supervisor deems it necessary.

- Receive and review lesson plans before each observation.

- Provide written and oral feedback after each supervisory visit.

- Set up conferences with the student teacher and/or cooperating teacher as needed.

- Offer constructive suggestions for improvement and encourage student to perform to her/his highest potential.

- Maintain ongoing communication with the cooperating/mentor teacher for purposes of evaluating the progress and success of the student teacher.

- Suggest different teaching strategies, classroom management techniques, and general ideas for continued growth and improvement as the student teaching experience continues.

- Be available for discussion of problems, conflicts, and teaching possibilities.

- Conduct classes and seminars for EDUC 348, 462, SPLED 447.

- Set up, teach, and monitor a variety of professional seminars to be held during the student teaching experience.

- Submit a letter of recommendation/reference for the student teacher.

- Utilize the Pennsylvania State Evaluation Form for Student Professional Knowledge and Practice (PDE-430), to complete a mid-term and final evaluation. When completing the PDE 430, be sure to place the numerical score in the overall rating box on each page. Also, be sure to complete the information at the bottom of page, i.e., the signature of the student teacher, yourself, and the dates. Please be sure the words "Mid-term" or "Final" appear on the top of the front of the PDE430.

- Assign final grades for all courses EDUC 348, 465, SPLED 447.

Overview:

Working with teacher candidates can be a uniquely rewarding experience. Few persons have a greater influence on the development of prospective teachers than their cooperating teachers. Thank you for accepting the responsibility of working as a cooperating teacher with our candidate in your classroom. Your role as a Cooperating Teacher is one of primary importance to the success of Lycoming College's teacher education program. Your efforts will make student teaching a creative, fulfilling experience for our candidate and at the same time provide a skilled candidate for our profession. We look forward to working with you to guide our teacher candidate on this vital step in his/her teaching career. You can be assured of the support and cooperation of personnel from Lycoming College as we embark on this venture. Thank you again for your commitment to work with Lycoming College.

The teacher candidate who is coming to you has completed the professional requirements for student teaching. It is reasonable to assume this training has prepared him/her to participate with some measure of effectiveness in a classroom. However, you should remember he/she is not yet a fully prepared or qualified teacher. The reality of classroom experience is a necessary and crucial part of the teacher preparation sequence.

Your student teacher can grow in confidence, professional attitude, and teaching competence with your guidance. As competence is developed, he/she can be expected to gradually assume more of the responsibilities of a certified teacher, however your judgment will be a major determining factor. Host teachers are encouraged to be aware of the developmental level of the teacher candidate and provide experiences that are appropriate for that level.

Each cooperating teacher will receive a copy of the Field Placement Guide and an evaluation form for the Teacher Candidate (see pages 17-18). The evaluation is used to assess the teacher candidate's progress and help him/her identify areas needing attention. It is suggested that the host teacher provide as many comments and/or constructive feedback as possible and to share the evaluation with the teacher candidate. Private, professional discussion is more productive than just reading over the evaluation. If you have specific questions about the evaluation form, please contact the field placement coordinator or the clinical supervisor/professor.

Ways to Best Assist the Student Teacher:

- Prepare students for the arrival of the student teacher and encourage them to look upon the student teacher as a member of the teaching team.
- Please provide the student teacher with copies of the school handbook/policies and information relevant to students' social issues, copies of textbooks and other needed materials, and of the general school and class schedules to include weather delays.
- Be a model of effective instructional procedures and share your instincts for teaching.
- Assist the student teacher in finding available community resources to enhance classroom lessons.
- Encourage innovation and creativity and involve the student teacher in planning and assessment.
- Prepare your classroom to maximize opportunities for novice teachers to succeed and learn from their mistakes.
- Observe and evaluate the student teacher's performance.
- Set the pace for the integration of the teacher candidate into classroom activities, allowing gradually increased levels of responsibility.
- Hold frequent conferences. There should be time for daily/weekly informal conversations about planning and teaching. A more formal conversation should be held weekly.
- Identify problems and help the student teacher to address them as necessary notify immediately both the student teacher and the college supervisor of any problem concerning the student teacher, students, parents and school officials.

Initial Contact with Student Teacher:

- Discuss the role of the student teacher.
- Discuss daily schedule and routines.
- Discuss supplies, texts, materials, technology, and lesson plans.
- Discuss when formal and informal conversations will take place that will help the student teacher know about their progress.
- Provide a classroom and building orientation. Make introductions to other teachers, administrators, and building staff members.
- Outline the student teacher's responsibilities and how these will grow over time as more classroom responsibilities are added. **The student teacher should assume some responsibilities immediately**.

Observing the Student Teacher:

One of the most difficult aspects of becoming a cooperating teacher is to be an observer, and not a participator, in your own classroom! As much as you give the candidate in terms of materials, curriculum guides, and ideas, each teacher candidate has a unique personality and must be given the latitude to develop his/her own teaching style and learn from "on-the-feet" decisions in the classroom. In particular, we have found the following guidelines to be beneficial in establishing the student teacher as an authority figure in the classroom.

- Please be unobtrusive. If need be, stay at the back of the classroom.
- While the student teacher is teaching, if a student asks you for help please direct the student to the student teacher. Your help diminishes the authority of the student teacher.
- If a student asks for a pass or privilege (example: locker, bathroom) direct the student to ask the student teacher.
- If the student teacher makes a mistake or doesn't know a piece of information, please do not provide correction openly in front of students – DO provide correct information and guidance in private. Then have the student teacher provide the correct information or answer the students during the lesson or at a later time.

Leaving the Student Teacher Alone in the Classroom:

Although Lycoming College student teachers are well prepared to take on the responsibility of classroom duties, they should not be left in sole charge of the classroom for long periods of time. The role of the cooperating teacher is to observe the student teacher and provide feedback.

However, cooperating teachers may and should feel comfortable leaving the teacher candidate for short periods of time. The rule-of-thumb is that the cooperating teacher should remain within "shouting distance" of the student teacher. Some autonomy, especially near the end of the student teaching placement, is of benefit to the student teacher.

Mid-Placement Evaluation

- Focus on growth and successes.
- Address any problems or challenges needing attention and development.
- Confer with College supervisor at each visit. Have a more formal conversation at the midpoint.
- Complete the PDE 430 for mid-placement evaluation. Share it with student teacher and supervisor.

Final Evaluation

- Update the PDE 430 and share it with the student teacher and supervisor. A copy will be submitted to Lycoming College.

Selection and Preparation of Cooperating Teacher

The process of selecting and preparing cooperating teachers has been an important and positive one for Lycoming College. It is conducted in cooperation with the area's public and private schools that serve as partner schools for student teaching field placements. These same schools also serve as professional sites for observation/participation assignments for other education methods courses. This provides a solid base on which to build placement possibilities.

Cooperating Teachers are selected and assigned based on the following criteria:

- Holds a Pennsylvania Department of Education Certification in the appropriate area.

- Has at least three (3) years of teaching experience.

- Has the recommendation of the school principal or other school administrator.

- Has a teaching assignment appropriate to the subject competency of the teaching candidate.

- Understands and implements the Pennsylvania State Education standards.

- Has completed a one-to-one meeting with supervisor of student teacher prior to the practicum semester. Reviews and understands the Lycoming College Teacher Education Handbook.

- Is reimbursed for the work and duties of being a cooperating teacher.

- Anecdotal and quantitative data is collected on the cooperating teacher, the supervisor, and the education department for use in programmatic decisions.

Roles and Responsibilities of the Student Teacher

It is the teacher candidate's responsibility to become part of the Community of Learners in the school. Teacher candidates beginning the educational program journey leading to a Pennsylvania teaching certificate should keep several key points in mind:

- Clearances are required to be on file with the field placement coordinator.
- Field experiences are designed to help teacher candidates understand teaching and themselves. Teacher candidates should reflect upon these experiences carefully to be certain they have chosen the best professional career option for them. Take advantage of opportunities to talk to faculty and cooperating teachers.
- As a representative of Lycoming College, teacher candidates are expected to dress and behave as a future professional teacher. Dress codes for the various schools may differ slightly. Lycoming College supports those regulations, and strongly urges students to follow them, regardless of the district in which they are placed.
- Student teaching is your FIRST PRIORITY during the Professional Semester.
  - Come to the classroom prepared to teach effectively.
  - Students in your classroom are depending on you.
- Keep a positive attitude.
- Have well-planned and prepared lessons. Be focused, yet flexible.
- Attendance. (NO UNEXCUSED ABSENCES WILL BE TOLERATED. In an emergency, contact your cooperating teacher and supervisor immediately by phone.)
- Be prompt. (You provide your own transportation.)
- Be well-rested and friendly. Maintain a professional demeanor. Be imaginative and resourceful.
- Use a variety of teaching strategies.
- Be self-reflective.
- Create measurable goals for completion of placement.
- Complete PDE 430 to be discussed with cooperating teacher and supervisor at mid-placement meeting.
- You are encouraged to participate in extra-curricular activities, newspaper, yearbook, theater, clubs, or sports teams in your district.
- Send in all weekly Lycoming College assignments, including Lesson Plans, EoSLs, and Wednesday assignments as required.

Mid-Placement Evaluation
To your Cooperating Teacher:
- Develop strong and open communication.
- Request regular conferences with your cooperating teacher to discuss your progress and ways to improve.
- Follow the school district's calendar (including college breaks.)
- SNOW DAYS – Follow the schedule of the school district.
- You work the contracted teacher hours and more as necessary.
- Attend faculty meetings, department meetings, in-service days open house, parent/teacher meetings, IEP meetings and other school functions.

Final Evaluation - re-evaluate mid-placement goals in written form.
To Lycoming College: (You represent Lycoming College in our local area)
- Put forth the maximum effort possible in all facets of your student teaching experience.
- Be enthusiastic and positive during instructional and non-instructional tasks.
- Be open to suggestions from school-based personnel.
- Be a problem solver. (Don't walk away from the jammed copy machine!)
- Take on a fair share of the non-instructional and extracurricular duties required of teachers.
- Facilitate the cooperative relationship between the visiting college supervisor and the school-based teachers and administrators.
- Maintain a professional and ethical demeanor when dealing with students' problem behaviors and confidential records.

Lycoming College Substitute Teaching While Student Teaching Policy

Dear Cooperating Teachers and School District Administrators:

Lycoming College's Department of Education is grateful for our continued partnership and appreciate the acceptance of our students for a variety of experiences including but not limited to observations, practicums, and student teaching. We also are cognizant of the difficulty our partnering school districts have in finding substitute teachers and at times want to use student teachers to 'cover' classes when substitutes are unavailable. In an effort to assist in building capacity for your district, Lycoming College student teachers will be permitted to act as a substitute teacher during their student teaching experience under the following conditions:

1. The school district administration will discuss the opportunity or possibility of the student teacher serving as a substitute teacher with the cooperating teacher, the student teacher, and the Lycoming College supervisor early during the placement and start the necessary process for district substitute employment if all agree.
2. After the student teacher has completed a minimum of six weeks in their placement, the student teacher, cooperating teacher, and Lycoming College supervisor must be in agreement (and documented by email correspondence) that the student is ready to handle the responsibility of substituting. At this point, a decision will be made regarding substituting in the classroom where they are assigned for student teaching.
3. The student can only be employed as a substitute in the cooperating teacher's classroom or where assigned during student teaching.
a. May NOT substitute outside of the cooperating teacher's classroom. If there is a need for a substitute teacher in another classroom, PDE suggests that the cooperating teacher be assigned to the 'other' classroom for the day and the student teacher remains in their 'student teaching' classroom as a substitute.
4. The cooperating teacher will notify Lycoming College when the student teacher is being employed as a substitute in a timely fashion (i.e., prior to the day, if possible).
5. The student teacher must be approved by the local school district Board of Directors for substitute status.
6. The student teacher will be employed and compensated substitute wages by the school district for their services for the day(s) the student teacher serves as a substitute teacher.
7. The student teacher may not substitute more than ten days total.

In the event of extenuating circumstances communication with the Lycoming College supervisor should occur immediately then follow-up through Chair of the Education Department.

These guidelines have been established not as a means to encourage employing student teachers as substitutes as they are still novice in their development as educators, but to assist school districts in providing the best possible education for their students when employees are absent.

If you have any questions or concerns related to this policy, please contact Rachel Hickof-Cresko, Chair, Department of Education at hickoff@lycoming.edu or (570) 321-4223. We wish you the best for a smooth opening and a productive and successful school year.

Sincerely,

Rachel Hickoff-Cresko, on behalf of the Education Department
Chair, Department of Education
Lycoming College
hickoff@lycoming.edu
(570) 321-4223

Cooperating Teacher Checklist

Orientation of the Student Teacher
(Much of this may happen during the observation period)

	Provide a separate workspace for the student teacher
	Introduce school personnel to the student teacher
	Review rules, regulations, and policies; give handbook, directory, and calendar
	Familiarize with emergency procedures
	Provide textbooks, resource materials and show location of media center
	Introduce student teacher to the class as a member of teaching team
	Supply class schedules
	Identify health problems and/or concerns for students
	Give definite student teacher responsibilities for early involvement
	Begin seating charts
	Tour school facilities

Planning with the Student Teacher

	Consider student teacher's unit preference
	Provide guidance in long term, weekly and unit planning – establish goals and objectives
	Be available for assistance in planning and evaluating
	Check plans for the following week by Friday of the current week or the last day of the school week
	Inform of schedule changes

Interaction with the Student Teacher

	Be enthusiastic and interested
	Provide continual and constructive evaluations of student teacher performance daily
	Give constructive criticism, discuss alternative methods and encourage experimentation daily
	Keep discussions confidential
	Encourage questions and seeking of help
	Encourage the student teacher to keep a "log" of your discussions/comments

Professional Development of the Student Teacher

	Increase involvement in teaching duties gradually
	Encourage extra-curricular responsibilities and activities
	Assist with discipline and classroom control
	Provide time for visitations and observations of other professionals
	Require involvement in professional meetings
	Use current professional periodicals and journals
	Share parent-teacher conference techniques

Student Teacher Progress Evaluation Rubric/PDE 430 at Lycoming College

The Lycoming College education department uses the rubric developed by the Pennsylvania Department of Education (PDE 430) for the mid-term and the final evaluation of the student teaching experience.

The rubric was developed using standards set by the *Pennsylvania Department of Education Specific Program Guidelines for Teacher Education* (Chapter 354 of the School Code) and the *Interstate New Teacher Assessment and Support Consortium* (INTASC).

Students who earn a grade of **(C+)** or below in student teaching will <u>not</u> be recommended for certification. While the PDE 430 form is required for the Pennsylvania Department of Education, it is not the only evaluation tool used by Lycoming's education department. The Lycoming College education department utilizes multiple sources of assessment to arrive at a final grade. The Lycoming College education department recognizes that a student teacher may get a satisfactory rating on the PDE 430, however, as an education department we only recognize quality teaching candidates for certification – those with a grade of (B-) or higher and all satisfactory ratings. There have also been students who did not complete the requirements and therefore were not eligible for recommendation for certification. To convert the rubric terms of Exemplary, Superior, Satisfactory and Unsatisfactory to letter grades, we have developed the general guidelines that follow. We recognize that judgments are often subjective and there is room for variation. Qualitative evaluations do not lend themselves to numbers and percentages. Cooperating teachers and college supervisors may see different aspects of a student teacher's growth. Therefore, when opinions or evaluations differ, they may discuss the decisions and come to consensus. Education Department faculty are available for these discussions as well.

Grading Rubric

A	Rated exemplary in almost all areas. May have a few areas that are rated in the superior category.
A-	All superior ratings.
B+	Satisfactory and a few superior ratings.
B or B-	Satisfactory in all areas to be recommended for certification; student teachers should receive a grade of B or higher in student teaching.
C+, C, C-, D, F	Rated Unsatisfactory in any area. The student is not recommended for certification.

- Final Grades – final grades for EDUC 465, SPLED 447 comprising the Professional Student Teaching Semester will be assigned by the College supervisor. There are separate grades for each course. Please note that the two 7-week placement grades are averaged together for a final grade for EDUC 465.

- Failure to comply with any of the Professional responsibilities may result in the student teacher being removed from the assignment.

Educator Effectiveness Observation & Practice

Classroom Teacher

pennsylvania
DEPARTMENT OF EDUCATION

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation: Classroom Teacher

Table of Contents

Introduction

The Framework for Teaching identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every teaching situation. The evaluator and the teacher jointly converse to explore the relationship of each component to a particular situation. The evaluator and the teacher jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

ⓘ **NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

3

The Four Domains of Professional Practice
for Classroom Teachers

DOMAIN 1: Planning and Preparation

Components of Practice ▶
Domain Rating Rubric ▶

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

DOMAIN 2: Classroom Environment

Components of Practice ▶
Domain Rating Rubric ▶

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

DOMAIN 3: Instruction

Components of Practice ▶
Domain Rating Rubric ▶

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

DOMAIN 4: Professional Responsibilities

Components of Practice ▶
Domain Rating Rubric ▶

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.

4

DOMAIN 1: Planning and Preparation

COMPONENT 1A:
Knowledge of Content and Pedagogy

The teacher demonstrates knowledge of content discipline, including dominant and relational structures, key components, and currency.

◯ Distinguished

- The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures to ensure student understanding.
- The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating and addressing student misconceptions.

◯ Proficient

- The teacher identifies important concepts of the discipline, their relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
- The teacher's plans and practice reflect familiarity with effective pedagogical approaches in the discipline.

◯ Needs Improvement

- The teacher is familiar with the discipline but does not see conceptual relationships.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

◯ Failing

- The teacher makes content errors in planning and practice.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans reflect inappropriate or limited strategies for the discipline.

◯ Not Observed

Discussion Prompts: ⓘ

- *What are the important concepts of your discipline?*
- *How do you determine whether or not you provide clear explanations of content?*
- *Describe your strategies for responding to student questions.*
- *How do you determine what professional development would enhance your content knowledge and instructional practice?*

Evidence of Practice:

- Class surveys to determine knowledge level
- Simulated activities
- Practice skill levels with students
- Accurate answers to student questions
- Feedback provided to students
- Lesson plans accommodate prerequisite relationships among concepts and skills

5

COMPONENT 1B:
Demonstrating Knowledge of Students

The teacher actively seeks knowledge of students' unique skills, knowledge, cultural background, and individual learning needs and the effect on student learning.

○ Distinguished
- The teacher actively seeks and values individual student's cultural background as well as cognitive and physical needs; applying that knowledge to advocate boldly on their behalf.
- The teacher fosters student ownership of learning and personal development; promoting student success and autonomy.

○ Proficient
- The teacher demonstrates a thorough knowledge of the cultural background and learning needs of student groups.
- The teacher uses a variety of assessments to determine students' skill levels and social-emotional competencies and designs instruction accordingly, aligning lessons to individual student needs and interests.

○ Needs Improvement
- The teacher has limited knowledge of, and little or no connection to, students' backgrounds and/or learning needs.
- The teacher is aware of the different student ability levels, interests, and cultural backgrounds but tends to teach to the whole group; does not design lessons aligned to individual student needs or differentiate materials to accommodate differences.

○ Failing
- The teacher designs instruction without any attention to different student cultures, learning needs, and skill levels.
- The teacher does not attempt to ascertain varied ability levels, interests, or backgrounds among students in the class.

○ Not Observed

Discussion Prompts:
- *How would describe your knowledge of your students in terms of their levels of cognitive development?*
- *Describe your awareness of the different cultural groups in the class (e.g., different ethnicities and cultural influences). How do you integrate students' heritage in lesson planning?*
- *How do you determine the range of interests of students in your class?*
- *Describe how you track information about students' context, mindsets, interests, and needs.*
- *Describe the process you use to identify "high," "medium," and "low" groups of students within the class.*
- *How does your awareness of the special needs and learning styles in your class impact lesson planning?*
- *What is the method you employ to establish priority goals and objectives for each student for the first quarter, inclusive of social and emotional needs?*

Evidence of Practice:
- Use of social or digital platforms and classroom webpages for communication and sharing
- Student interest surveys
- Learning projects based on student interest
- Adapted lessons for students with disabilities and for varied learning styles

DOMAIN 1: Planning and Preparation

COMPONENT 1C:
Setting Instructional Outcomes

The teacher sets instructional outcomes that are rigorous and appropriately sequenced, addressing differentiation in learning and viable methods of assessment for all students.

○ Distinguished
- Instructional outcomes are rigorous and reference curricular frameworks or blueprints to ensure accurate sequencing.
- Instructional outcomes show evidence of student input in goal setting.
- Instructional outcomes and assessments are suitable for diverse learners and differentiated to encourage individual students to take educational risks.

○ Proficient
- Instructional outcomes are related to the "big ideas" of the discipline and represent high expectations.
- Instructional outcomes are clear and written in terms of what students will learn rather than do.
- Instructional outcomes and assessments are suitable to groups of students in the class and are differentiated where necessary.

○ Needs Improvement
- Instructional outcomes minimally reflect important learning in the discipline, representing moderate expectations.
- Instructional outcomes are suitable for most of the class but focus on what students will do rather than learn.

○ Failing
- Instructional outcomes lack rigor and do not represent important learning in the discipline.
- Instructional outcomes are unclear or are stated as activities and are not suitable for many students in the class.

○ Not Observed

Discussion Prompts: ⓘ
- *How do you identify the rigorous and important learning for your discipline?*
- *Describe how you address the varying needs of individual students.*
- *What is the process you use to ensure that outcomes focus on student learning and permit viable methods of assessment?*
- *Describe how you connect outcomes to our local standards-based curriculum as well as to academic standards.*
- *How do you determine sequencing of outcomes and the relationship to previous and future learning?*

Evidence of Practice:
- Goal and concepts maps
- Project expectations, rubrics
- IEP alignment, as needed
- Lesson plans

7

DOMAIN 1: Planning and Preparation

COMPONENT 1D:
Demonstrating Knowledge of Resources

The teacher utilizes a variety of relevant research-based resources, experiences, and opportunities to enhance student learning and to further teacher content knowledge and pedagogy.

○ Distinguished

- The teacher demonstrates an extensive knowledge of resource availability and integrates into student learning and instructional practice, as appropriate.
- The teacher actively maintains existing, and pursues new, stakeholder partnerships to provide multidisciplinary learning opportunities for students inside and outside the classroom and to enhance own knowledge.
- The teacher pursues training opportunities and/or non-traditional learning opportunities (e.g., professional externships) to enhance instructional knowledge and real-world content connections.

○ Proficient

- The teacher seeks out a variety of multi-disciplinary resources to enhance student learning as well as the teacher's own knowledge and pedagogy.
- The teacher sustains a variety of stakeholder contacts (e.g., community, businesses) to provide learning opportunities for students inside the classroom (e.g., guest speakers).
- The teacher pursues training options (e.g., postsecondary coursework) to enhance instructional knowledge.

○ Needs Improvement

- The teacher uses a variety of district-provided materials but provides limited supplemental resources and exhibits minimal knowledge of the availability of supplemental resources; does not seek out other resources and maintains few collaborative, external partnerships.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development or training.

○ Failing

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.

○ Not Observed

Discussion Prompts: ⓘ

- *Describe the availability of materials and resources at varied levels.*
- *What resources do you use to supplement the classroom experience?*
- *How do identify appropriate Internet-based resources to supplement instruction?*
- *How do you integrate multidisciplinary resources?*
- *How do your experiences with professional learning groups, community stakeholders, and organizations enhance your content knowledge and instructional practice?*
- *Describe the procedure you use to provide resources outside the class for students to draw upon.*

Evidence of Practice:

- Range of Internet-based and physical resources (including district-provided materials)
- Community resources and partnerships (including businesses)
- Guest speakers
- Participation in Professional Learning Communities (PLCs)
- Materials provided by professional organizations

DOMAIN 1: Planning and Preparation

COMPONENT 1E:
Designing Coherent Instruction

The teacher designs instruction to include multiple deliveries, transitioning easily from one to another, as well as thoughtful planning to instructional groups and engaging activities for all learners.

◯ Distinguished
- The teacher designs instruction to include multiple deliveries in the current instructional setting using a variety of engaging learner tools and activities.
- The teacher seamlessly transitions from one delivery method to another, differentiates instruction to accommodate student learning modalities and modes of delivery, and provides ample opportunities for student interaction.
- The teacher provides a variety of differentiated resources to support authentic learning, critical thinking, and student choice.
- Instructional groups are organized to maximize student engagement.
- The lesson plan and unit are well structured and adaptable to change.

◯ Proficient
- The teacher designs instruction in the current instructional setting to include more than one mode of delivery, relying on prepared curriculum and learning tools.
- The teacher transitions effectively between modes of delivery, differentiating instruction to accommodate student groups with some opportunity for student interaction.
- Learning activities provide opportunities for higher-level thinking using a variety of appropriately challenging materials and resources.
- Instructional groups are well organized to support objectives.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

◯ Needs Improvement
- The teacher is comfortable with one instructional delivery system within the current instructional setting but cannot easily design or transition classroom instruction outside of prepared curriculum and learning tools.
- Learning activities/resources are suitable and moderately challenging, but there is limited variety.
- Instructional groups are random or only partially support objectives.
- Lesson structure is uneven or may be unrealistic in terms of time expectations.

◯ Failing
- The teacher delivers instruction in the current instructional setting without any effort to vary instructional design.
- Learning activities/materials do not engage students and/or are not well aligned to the instructional goals.
- Instructional grouping, where appropriate to learning, is not utilized.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

◯ Not Observed

Discussion Prompts: ⓘ
- *How do you ensure learning activities are matched to instructional outcomes?*
- *How do you provide opportunities for higher-level thinking?*
- *How do identify and integrate a variety of materials and/or resources to challenge students?*
- *Describe how you determine instructional groupings to maximize learning and build on student strengths.*
- *How do you determine time allocations/pacing for your lessons within the unit structure?*

Evidence of Practice:
- Alternate activities for all learning levels
- Small group activities
- Opportunities for student choice
- Lesson plans

9

DOMAIN 1: Planning and Preparation

COMPONENT 1F:
Designing Student Assessment

The teacher designs assessments to match clearly defined learning expectations for all students as part of the instructional process to guide future planning.

⃝ Distinguished
- Assessments are appropriate, differentiated, and provide opportunities for student choice.
- The teacher encourages students to participate in designing assessments for their own work and to develop rubrics according to teacher-specified learning objectives.
- Teacher-designed assessments are authentic with real-world application, as appropriate.
- Students provide input based on formative assessment data to inform instructional adjustments.

⃝ Proficient
- All learning outcomes have a method for assessment, which may include a non-traditional test design; plans indicate modified assessments for some students, as appropriate.
- Assessment criteria are clearly written and assessment types match learning expectations.
- Plans include the use of fully-developed assessments during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

⃝ Needs Improvement
- The planned assessments partially address the instructional outcomes; assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class rather than individual students.

⃝ Failing
- Assessments do not match instructional outcomes and/or are absent criteria.
- No formative assessments have been designed.
- Assessment results do not affect plans for instruction.

⃝ Not Observed

Discussion Prompts:
- *Describe your process for designing student assessments. How do you ensure learning outcomes are assessed appropriately? How do you match the type of assessment to the learning expectations?*
- *How do you determine when to modify an assessment?*
- *How do you determine when to use formative assessments and how do the assessment data impact your lesson planning/delivery?*

Evidence of Practice:
- Test blueprint aligning assessment to instructional outcomes
- Assessments (including modified assessments, formative assessments, etc.)
- Non-traditional assessments (e.g., projects, portfolios, presentations)

10

DOMAIN 2: Classroom Environment

COMPONENT 2A:
Creating an Environment of Respect and Rapport

The teacher's interactions with students demonstrate caring and sensitivity to students' needs, and students treat each other in a similarly appropriate manner.

Distinguished

- The teacher models a respectful tone in words and actions; interactions with students demonstrate caring and sensitivity, honoring the dignity of each member of the learning community.
- Teacher interactions with all students are structured around social-emotional competencies, where appropriate.
- The teacher establishes a clear and culturally competent approach to conflict resolution; students provide appropriate responses and contributions to criticism, modeling dignified and positive interactions using turn-taking and active listening.

Proficient

- The teacher's interactions with students demonstrate knowledge of and sensitivity to most student needs, modeling a respectful tone in words and actions.
- The teacher's interactions with students demonstrate an understanding of social-emotional competencies.
- Students interact with each other appropriately and respectfully using positive interactions in conversation and responses.

Needs Improvement

- The teacher's interactions with student are respectful but attempts to connect with individual students are limited in their success.
- The quality of interactions between teacher and students, or among students, is uneven; limited modeling of respectful tones in words and actions.

Failing

- The teacher's interactions with students lack caring and respect.
- The teacher displays little familiarity with individual student's interests or personalities.
- Student interactions are marked by conflict, with inappropriate responses directed toward each other and no intervention or response from the teacher.

Not Observed

Discussion Prompts:

- *How do you model respectful behavior in your classroom?*
- *Describe your knowledge and use of active positive behavior management.*
- *What strategies do you employ re: active replacement behavior for disrespectful behavior among students?*
- *Describe how you model care for others, self-care, and active reinforcement of courage, compassion, and humility through crisis and conflict resolution.*

Evidence of Practice:

- Engagement in meaningful conversations
- Active listening by teacher and student
- Modeling of positive responses (e.g., turn-taking)
- Approaches to correcting negative interactions among students
- Respect for personal spaces
- Respect for students' cultural differences

COMPONENT 2B:

Establishing a Culture for Learning

The teacher conveys a passion for learning and its educational value so all students are challenged and encouraged to achieve expectations.

◯ Distinguished

- The teacher communicates a genuine passion for the subject, resulting in student enthusiasm for learning.
- The teacher establishes an environment in which students' questions and comments demonstrate curiosity beyond teacher expectations.
- The teacher establishes an environment to encourage peer recognition.
- Students take initiative in improving the quality of their work.

◯ Proficient

- The teacher communicates the importance of learning and the assurance that with hard work all students can be successful.
- The teacher demonstrates a high regard for student abilities.
- The teacher conveys an expectation of high levels of student effort.
- The teacher encourages students to take initiative in completing work of high quality.

◯ Needs Improvement

- The teacher's regard for the work is neutral, with minimal expectations for themselves or for student achievement.
- The teacher is inconsistent in conveying high expectations for students.
- Students comply with the teacher's expectations for learning, but show little initiative for the work.

◯ Failing

- The teacher demonstrates few, if any, expectations for student achievement and creates a negative learning environment without structure.
- Students exhibit little or no pride in their work and are often off-task.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you communicate the importance of learning and the assurance that with focus, commitment, and hard work, all students can be successful?*
- *How do you communicate to students your high regard for their abilities and efforts?*
- *How do you convey an expectation of high levels of student effort?*
- *How do you measure student motivation toward completing work of high quality?*

Evidence of Practice:

- Expectations supported through both verbal and non-verbal communication
- Recognition of student achievement
- Expectations for student participation (with adaptations, as needed)
- Demonstration of value of learning

12

DOMAIN 2: Classroom Environment

COMPONENT 2C:
Managing Classroom Procedures

The teacher transitions between instructional modalities seamlessly and effectively, and all students are empowered to manage learning routines and procedures with agency.

○ Distinguished
- The teacher transitions seamlessly between modalities and/or instructional settings; routines and procedures maximize opportunities for learning.
- Students have voice and play an active role in designing and adjusting classroom routines and procedures to support their learning and personal development.

○ Proficient
- The teacher transitions with minimal loss of instructional time; routines and procedures use time productively.
- Students follow established routines and are prepared to manage their learning and instructional time as directed.

○ Needs Improvement
- The teacher transitions with gaps in instruction; instructional time is lost.
- Few students adhere to established routines and procedures, needing teacher guidance and prompting to manage their learning and instructional time.

○ Failing
- Instructional time is lost through inefficient classroom routines and procedures.
- There is little evidence that students know or follow routines, where established; students are disengaged and/or waiting for the teacher to provide direction.

○ Not Observed

Discussion Prompts: ⓘ

- *What classroom routines do you employ for distribution and collection of materials and supplies? For transition from one activity to another? From small group to whole group?*
- *How do you communicate the shift in students' responsibilities as they transition between modalities/activities/groups?*
- *Describe how you continuously model expectations, routines, and procedures.*
- *How do you recognize and celebrate student autonomy and resourcefulness?*
- *How do you manage transitions between in-person and remote learning? Describe your expectations for synchronous and asynchronous work.*
- *How do you recognize and support those who are struggling to learn remotely due to specific challenges in their homes?*

Evidence of Practice:

- Use of redirection to encourage smooth transitions
- Established procedures, communications, and non-verbal signals
- Timers used or other tools for transition
- Student transitions

13

COMPONENT 2D:

Managing Student Behavior Expectations

The teacher establishes equitable standards of conduct and uses preventative measures to reinforce positive behavior and student interactions.

○ **Distinguished**
- The teacher has established equitable standards of conduct with input from students; student behavior is entirely appropriate.
- The teacher uses preventative measures to monitor student behavior and uses positive behavior reinforcement; response to misbehavior is sensitive to individual student needs and respects students' dignity.
- Students respectfully intervene with classmates, as appropriate, to ensure compliance with standards of conduct.

○ **Proficient**
- The teacher has established standards of conduct with little, if any, incidences of student misbehavior.
- The teacher monitors student behavior and uses positive behavior reinforcement; response is consistent, proportionate, and effective.

○ **Needs Improvement**
- The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct are not evident.
- There is minimal evidence of ongoing monitoring of student behavior.
- The teacher's response to student misbehavior is inconsistent, with little effort at positive behavior reinforcement.

○ **Failing**
- The classroom environment is chaotic, with no standards of conduct.
- The teacher does not monitor student behavior.
- The teacher ignores student behavior, with little or no response to either positive or inappropriate behavior.

○ **Not Observed**

Discussion Prompts:　ⓘ
- *Describe your established standards of conduct for both physical and virtual spaces.*
- *What strategies do you use to monitor student behavior in an ongoing manner?*
- *How would you describe overall student behavior?*
- *What behavior strategies do you use to reward positive behavior?*
- *What behavioral challenges most often occur? What are your most successful responses to student misbehavior?*

Evidence of Practice:
- Classroom standards posted
- Awareness of student conduct/behavior
- Non-verbal behavioral management techniques
- Positive behavioral supports
- Reinforcement of positive behavior
- Response to misbehavior

14

DOMAIN 2: Classroom Environment

Organizing Physical and Digital Space

The teacher organizes classroom space to engage all learners and makes safe use of physical and virtual space. The learning environment is accessible to all learners and engages students in digital tools and platforms to enhance learning.

◯ Distinguished

- The physical and virtual environments are safe; clear expectations for student behavior in learning environments are well-defined, posted, and modeled.
- The learning environments are arranged for maximum accessibility and modifications are made to accommodate all students.
- There is complete alignment between the goals of the lesson and the learning environments.
- Students are involved in the design of the learning spaces and are encouraged to seek out tools/resources to promote engagement and the highest levels of learning.
- Students take the initiative to adjust the learning environment as appropriate.
- Teachers and students make extensive and imaginative use of available technology in support of productivity and efficiency.

◯ Proficient

- The physical and virtual environments are safe; expectations for student behavior are defined and posted.
- The learning environments are accessible and arranged to accommodate students, as necessary, supporting the instructional goals and learning activities.
- The teacher proactively investigates student needs and designs the space to engage and accommodate various learning profiles.
- The teacher directs students when and how to access and use tools/resources for engagement and high-level learning.
- The teacher makes appropriate use of available technology to support productivity and efficiency.

◯ Needs Improvement

- There is minimal evidence of teacher effort to ensure student safety in physical and virtual environments; some expectations for student behavior are established.
- The learning environments are not fully accessible; accommodations are not addressed for all learners.
- The learning environments minimally support instructional goals and learning activities.
- The teacher makes limited use of available technology and other resources; student use of digital tools is minimally effective in learning.

◯ Failing

- The physical and/or virtual environments contain safety hazards that endanger students; learning spaces are not structured for ease of student access or navigation.
- Little to no expectations for student behavior are established.
- There is minimal evidence of modifications or accommodations for students.
- Available technology is not being used to support or enhance learning.

◯ Not Observed

Discussion Prompts: ⓘ

- *How does the organization of the learning environment support instructional goals and learning activities?*
- *Describe your strategies for ensuring the learning space is safe.*
- *How do you ensure that the learning space and resources are accessible (e.g., all students are able to see and hear, availability of devices/connectivity)?*
- *In selecting resources, how do you determine age appropriateness, ease of navigation, and adherence to school policy?*
- *How do you provide assistance if students are unable to use or access a particular resource or learning space?*
- *What communication options are available to students during virtual activities to assist in and enhance learning?*

Evidence of Practice:

- Furniture arrangement
- Audio/visual aids
- Bulletin boards, posters, and student work
- Organization of classroom resources, tools, and learning materials
- Acceptable Use Policy
- Forums, breakout groups, chat features in virtual lessons
- Digital citizenship
- Accessibility based on student needs

15

DOMAIN 3: Instruction

COMPONENT 3A:
Communicating with Students

The teacher sets clear expectations and utilizes a variety of instructional techniques and ongoing assessment to adapt to all students' knowledge and needs.

◯ Distinguished
- The teacher clearly sets expectations, communicates content, and imaginatively uses analogies, modeling, and real-world examples to demonstrate authentic learning.
- The teacher anticipates misunderstanding and invites students to share or contribute to content explanation.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate as well as applications to real-world scenarios.
- The teacher personalizes content and language for students, where appropriate.

◯ Proficient
- The teacher clearly states the learning objectives, employing sound instructional strategies.
- The teacher clearly explains content, answers questions, and offers vocabulary and skill supplements to help with student understanding.
- The teacher's vocabulary and usage are appropriate and well suited to the lesson, with differentiation for student groups and some connection to authentic learning.

◯ Needs Improvement
- The teacher refers to the learning objectives minimally, with little or no explanation.
- The teacher makes no serious content errors but does not communicate the content clearly; the teacher must clarify learning tasks repeatedly for students.
- The teacher does not differentiate instruction; there are limited opportunities for student participation and minimal connections to authentic learning.
- Vocabulary and usage are correct but do not engage or address all student groups.

◯ Failing
- The teacher does not convey learning objectives to students.
- The teacher makes serious content errors that will affect students' understanding of the lesson.
- Students' body language or questions show they don't understand the content.
- The teacher does not respond to questions when students are confused about the learning task.
- The teacher communicates poorly and ineffectively.

◯ Not Observed

Discussion Prompts: ⓘ
- *How do you communicate learning objectives to students?*
- *In assigning a task to students, what approach do you typically provide (e.g., teacher modeling) to ensure the assignment is clear?*
- *How do you measure student understanding and engagement in a learning task?*
- *Describe your strengths and challenges in terms of your content knowledge and your ability to communicate content and invite student participation.*
- *How do you ensure your vocabulary is suited to the lesson?*
- *How do you ensure your vocabulary is appropriate to students' ages and levels of development?*

Evidence of Practice:
- Relation of lesson content to authentic learning (real world)
- Directions and procedures for lesson
- Use of language
- Availability to students

DOMAIN 3: Instruction

Questioning and Discussion Techniques

The teacher uses a variety of questioning techniques to ensure students are actively engaged in learning with opportunities for all students to share content through varied discussion formats.

◯ Distinguished

- The teacher uses a variety of questioning techniques and appropriate wait-time to promote high-level thinking and discourse to challenge students.
- All students are actively engaged in some form of high-level content theory discussion.
- The teacher ensures all voices are heard, and the students formulate many questions, initiate topics, and make unsolicited contributions.
- The teacher provides ample opportunities for students to engage with one another independent of teacher mediation.

◯ Proficient

- The teacher uses open-ended questions and adequate wait time, inviting students to think and/or offer multiple possible answers.
- Most students are actively engaged in some form of content discussion.
- The teacher effectively scaffolds student responses and may offer students opportunities to discuss subject matter independently.
- The teacher promotes student discussions of content through prompts to encourage higher-level thinking.

◯ Needs Improvement

- The teacher attempts to frame some questions designed to promote student thinking, but only a small number of students are involved.
- Students minimally contribute to discussions.
- The teacher rarely uses questioning and discussion techniques during instruction.
- The teacher invites students to respond directly to one another's ideas, but with uneven results.

◯ Failing

- The teacher delivers questions in a rapid-fire approach, moving from one point to the next without appropriate transitions.
- Instruction is teacher-centered, with limited student participation; a few students dominate discussions.
- The teacher's questions elicit a single correct answer, do not invite student thinking, and do not promote student engagement.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe the questioning techniques you employ in your classroom. How do you determine appropriate wait-time? Build on student responses to questions? Encourage discussions that enable students to talk to one another without ongoing mediation by the teacher?*
- *How do you monitor the frequency of calling on students, even those who don't initially volunteer?*
- *How do you measure active student engagement in discussions?*
- *How do you create opportunities for peer-to-peer engagement to support social, emotional, and academic development?*
- *How do you model curiosity and empathy in dialogue with students?*
- *What options for scaffolding dialogue in both synchronous and asynchronous learning experience have been successful?*

Evidence of Practice:

- Questioning strategies
- Pacing of questions
- Use of student responses and ideas
- Levels of student participation in discussion
- Level of cognitive challenge in student and teacher questioning

17

DOMAIN 3: Instruction

COMPONENT 3C:
Engaging Students in Learning Activities and Assignments

The teacher engages all students in varied instructional modalities, as well as encouraging independent and social-emotional learning using meaningful grouping methodologies.

○ Distinguished
- All students are highly engaged in the lesson as the teacher utilizes varied instructional techniques and resources, accommodating different student learning modalities.
- The teacher encourages students to take risks and show initiative in modifying a learning task to make it more meaningful or relevant to their needs.
- The teacher uses a variety of grouping methodologies, incorporating social-emotional competencies.
- Students have the opportunity to use critical thinking skills and collaborate to apply authentic learning to lessons.
- Students have an opportunity for both reflection and closure after the lesson to strengthen their understanding.

○ Proficient
- Most students actively participate in learning, characterized by collaboration and intellectual engagement.
- Learning tasks provide for multiple correct responses or approaches and/or require higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and incorporate intellectual and social-emotional engagement, as appropriate.
- The pacing of the lesson provides most students the time needed to be intellectually engaged and to promote authentic learning.

○ Needs Improvement
- Students are passively engaged with the content, learning primarily facts or procedures.
- Learning tasks are a mix of those requiring thinking and recall.
- The teacher does not provide students with a choice in how they complete tasks.
- The teacher uses different instructional groupings with partial success in achieving the lesson objectives.
- The materials and resources are partially aligned to the lesson objectives and only occasionally demand student thinking.
- The pacing of the lesson is uneven, though suitable in parts.

○ Failing
- Few or no students are interested or engaged in the lesson.
- Learning tasks are limited and require only recall or a single correct response/method.
- Only one type of instructional grouping is used when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson/students and/or require only rote tasks.
- The pace of the lesson is too slow or too rushed.

○ Not Observed

18

Discussion Prompts: ⓘ
- *How do you measure students' intellectual engagement in lessons?*
- *Describe situations where you provide students with choice in learning tasks.*
- *How do you determine what type of student grouping is suitable to the lesson objectives?*
- *Describe how you select materials and resources that support the learning goals and provide intellectual engagement.*
- *What factors do you consider when pacing lessons to provide time for appropriate student engagement?*

Evidence of Practice:
- Alignment of learning activities to lesson goals
- Tasks promoting high-level thinking
- Active student engagement
- Instructional pacing
- Differentiation of learning tasks

DOMAIN 3: Instruction

COMPONENT 3D:
Using Assessment in Instruction

The teacher utilizes ongoing strategies to gauge student knowledge and understanding, empowering students to self-assess, to monitor progress, and to establish high standards for assessment.

◯ Distinguished
- Evidence exists that students have helped to establish evaluation criteria for high-quality work.
- The teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class.
- The teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to students is specific, timely, and comes from many sources including other students.
- The teacher encourages students to self-assess, monitoring their own understanding using a variety of tools at their own initiative.

◯ Proficient
- Students indicate that they clearly understand the characteristics of high-quality work.
- The teacher elicits evidence of student understanding during the lesson.
- The teacher invites students to assess their own work and make improvements.
- Feedback includes specific and timely guidance, at least for groups of students.
- The teacher attempts to engage students in self- or peer-assessment.

◯ Needs Improvement
- Little evidence exists that students understand the characteristics of high-quality work.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.
- The teacher requests global indications of student understanding.
- Feedback to students is not uniformly specific and not oriented towards future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer-assessment.

◯ Failing
- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Feedback is only global.
- The teacher does not ask students to evaluate their own or classmates' work.

◯ Not Observed

DOMAIN 3: Instruction

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness

The teacher demonstrates adaptability to adjust and differentiate instruction for all students and promotes learning through extensive instructional strategies and flexibility for student interests and teachable moments.

◯ Distinguished

- The teacher seizes an opportunity to enhance learning for all students, building on student interests or a spontaneous event (such as a teachable moment); successfully adjusts and differentiates instruction to address individual student misunderstandings.
- The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school, community, or other sources.

◯ Proficient

- The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction and accommodating student questions, interests, and needs.
- The teacher draws upon a broad repertoire of strategies and persists in seeking approaches for students who have difficulty learning.

◯ Needs Improvement

- The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.
- The teacher accepts responsibility for student success but applies only a limited repertoire of strategies.

◯ Failing

- The teacher adheres to the lesson plan despite evidence of poor student understanding or lack of interest.
- The teacher ignores student questions; when students experience difficulty, the teacher assigns fault to external factors.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you determine when to make adjustments to the lesson to enhance understanding by groups of students?*
- *What is your protocol for incorporating students' interests and questions into the heart of the lesson?*
- *How and when do you employ alternate approaches when students are having difficulty?*
- *How do you communicate to students there are other approaches to try when they are experiencing difficulty?*

Evidence of Practice:

- Teachable moments
- Student ability- and/or interest-based lessons
- Flexibility in schedule changes

20

DOMAIN 4: Professional Responsibilities

COMPONENT 4A:
Reflecting on Teaching
The teacher utilizes self-reflection and input from the educational community to assess teaching effectiveness in order to inform future practice.

○ Distinguished
- The teacher makes a thoughtful and accurate assessment of the extent to which lessons have achieved instructional outcomes for all students, citing many specific examples from the lesson and weighing the relative strengths of each one.
- The teacher utilizes multiple sources of information to determine revisions to instructional practice.
- The teacher draws upon an extensive repertoire of skills, offering specific alternative actions and interventions, complete with the probable success of different courses of action.

○ Proficient
- The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes were met and can cite general references to support the judgment.
- The teacher utilizes at least one external source of information to augment self-reflection in determining revisions to instructional practice.
- The teacher makes a few specific suggestions as to how a lesson could be improved.

○ Needs Improvement
- The teacher has a general impression of a lesson's effectiveness and the extent to which instructional outcomes were met.
- The teacher offers few suggestions about how a lesson could be improved.

○ Failing
- The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson.
- The teacher has no suggestions for how a lesson could be improved.

○ Not Observed

Discussion Prompts: ⓘ
- *How do you self-assess the effectiveness of planned instructional activities?*
- *Describe the process you use to improve upon lessons.*

Evidence of Practice:
- Lesson reflections
- Peer review and observation of instructional strategies

DOMAIN 4: Professional Responsibilities

Maintaining Accurate Records

The teacher effectively maintains accurate and timely records, including student progress, completion of assignments, and non-instructional information.

◯ Distinguished

- The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is accurate and timely; ensuring effective tracking of individual students.
- Students contribute information and participate in maintaining the records in a variety of formats.

◯ Proficient

- The teacher's process for recording student work and non-instructional information is efficient.
- The teacher has an efficient process for recording student attainment of learning goals; students are able to see their progress but not contribute to record-keeping.

◯ Needs Improvement

- The teacher's system for maintaining information is rudimentary and may contain errors.

◯ Failing

- The teacher's system for maintaining information is nonexistent or in disarray, resulting in errors and confusion.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe the process you use to record completion of student work.*
- *How do you communicate to students re: completed and/or missing assignments? How do students know how they are progressing in your class?*
- *How do you track student attainment of learning goals?*
- *What non-instructional information do you maintain? How does it inform your knowledge of students in terms of classroom performance?*

Evidence of Practice:

- Digital tracking systems for assignments, attendance
- Routines for student assignment completion
- Student progress reports

22

DOMAIN 4: Professional Responsibilities

COMPONENT 4C:
Communicating with Families

The teacher communicates with families and caregivers frequently and with sensitivity to culture and equity, utilizing various modalities to provide information on student progress and school activities.

○ Distinguished

- The teacher's communication with families and caregivers is frequent and sensitive to cultural traditions and equity of access, with students contributing to the communication.
- The teacher's response to family and caregiver concerns is handled with professionalism and respect.
- The teacher's use of a variety of communications to engage families and caregivers in the instructional program is frequent and successful.

○ Proficient

- The teacher communicates frequently and professionally with families and caregivers about the instructional program and conveys information about individual student progress.
- The teacher attempts to engage families and caregivers in the instructional program using a variety of communication strategies.

○ Needs Improvement

- The teacher provides families and caregivers with infrequent or incomplete information regarding the instructional program.
- Communications are typically one-way and may be inappropriate at times.

○ Failing

- The teacher communication with families and caregivers, relative to the instructional program and/or individual students, is either nonexistent or sporadic and is often inappropriate.

○ Not Observed

Discussion Prompts: ⓘ

- *What process do you use to communicate the instructional program to families on a regular basis? How do you provide clear, consistent access to daily and weekly schedules, meeting links, and assignments for families and caregivers?*
- *How is student progress communicated to families and caregivers?*
- *Describe your family/caregiver communication plan that prioritizes each student's preferences and needs.*
- *What activities do you offer to successfully engage families and caregivers in their children's learning?*
- *How does your awareness of students' at-home learning context (e.g., space, device/Internet access, and schedules) influence your working with students?*
- *What supports do you provide to help families and caregivers learn to navigate the online tools and platforms used for instruction, especially any learning management system and video conferencing tools?*
- *Describe how your approach to families and caregivers is equity- and culture-sensitive.*

Evidence of Practice:

- Newsletters and/or social media for classroom updates
- Communication with parents through emails, phone calls, etc.
- Online classroom assignment portal/learning management system
- Opportunities for family engagement
- Awareness of families' backgrounds

DOMAIN 4: Professional Responsibilities

COMPONENT 4D:
Participating in a Professional Community

The teacher collaborates with colleagues, community stakeholders, district leadership, and professional learning communities to improve instructional skills and student success and to contribute to school and community initiatives.

◯ Distinguished

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher collaborates with colleagues and the community to foster mutually supportive and cooperative cross-curricular and stakeholder partnerships.
- The teacher regularly contributes to and oversees events that positively impact school life.
- The teacher regularly contributes to and/or serves in a lead role in significant school, district, stakeholder, and community engagement projects.

◯ Proficient

- The teacher regularly participates in activities related to professional inquiry.
- The teacher has supportive and collaborative relationships with colleagues.
- The teacher frequently volunteers to participate in school activities, as well as school, district, and community projects.

◯ Needs Improvement

- The teacher is involved in the school's culture of professional inquiry when invited.
- The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.
- The teacher participates in school and district events and/or projects when specifically requested.

◯ Failing

- The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved unless required.
- The teacher's relationships with colleagues are negative or self-serving.
- The teacher avoids involvement in school and district events and/or projects.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe how you maintain a supportive and collaborative relationship with colleagues.*
- *In what recent professional learning have you participated? How has this contributed to your professional growth?*
- *Describe school activities, district, and community projects for which you have volunteered.*

Evidence of Practice:

- Collaborates with colleagues
- Participation in professional development and/or coursework
- Participation in school/community activities

24

DOMAIN 4: Professional Responsibilities

COMPONENT 4E:

Growing and Developing Professionally

The teacher is engaged in professional development and action research to keep current in instructional trends utilizing collegial networks and professional organizations.

○ Distinguished

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues and, where appropriate, alters professional practice.
- The teacher seeks active leadership roles in professional organizations in order to contribute to the profession.

○ Proficient

- The teacher pursues regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.
- The teacher actively participates in professional organizations designed to contribute to the profession.

○ Needs Improvement

- The teacher participates in professional activities to a limited extent.
- The teacher accepts, with some reluctance, feedback on teaching performance from supervisors and/or colleagues.
- The teacher's contributions to the profession are limited.

○ Failing

- The teacher engages in no professional development activities to enhance knowledge or skill.
- The teacher ignores feedback on teaching performance from supervisors and/or colleagues.
- The teacher makes no effort to share knowledge with others or to participate in contributing to the profession.

○ Not Observed

Discussion Prompts: ⓘ

- *How do you seek out opportunities for continued professional development?*
- *How do you provide opportunities for colleagues and supervisor to contribute to your professional practice/growth?*
- *Describe your participation in professional organizations.*
- *How do connect with the broader community to stay current with postsecondary and/or workforce trends?*

Evidence of Practice:

- Professional development participation
- Professional learning community (PLC) participation
- Community stakeholder networking
- Consideration of feedback from colleagues and other professionals

25

DOMAIN 4: Professional Responsibilities

COMPONENT 4F:
Showing Professionalism

The teacher's actions demonstrate integrity and ethical conduct while consistently advocating for all students.

◯ Distinguished
- The teacher is recognized by colleagues, students, and the public as a leader, characterized by honesty, integrity, and confidentiality.
- The teacher proactively advocates for students' best interests, ensuring opportunities are available for all students to be successful.
- The teacher takes a leadership role in team/departmental or school decision-making and in professional interactions with stakeholders.
- The teacher takes a leadership role with colleagues regarding awareness of and compliance with local policies and protocols.

◯ Proficient
- The teacher demonstrates honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
- The teacher actively addresses student needs, working to provide opportunities for student success.
- The teacher willingly participates in team/departmental or school decision-making.
- The teacher complies fully with local policies and protocols.

◯ Needs Improvement
- The teacher demonstrates honesty in interactions with colleagues, students, and the public.
- The teacher inconsistently attempts to serve students, resulting in some student interests being ill-served.
- The teacher's decisions are based on limited, but professional, considerations and are made in isolation.
- The teacher complies minimally with local policies and protocols.

◯ Failing
- The teacher displays a lack of honesty in interactions with colleagues, students, and the public.
- The teacher is not alert to students' needs, contributing to practice that result in some student interests being ill-served.
- The teacher makes decisions based on self-serving interests and in isolation.
- The teacher does not comply with local policies and protocols.

◯ Not Observed

Discussion Prompts: ⓘ
- *How do you demonstrate ethics and integrity in your practice? Describe your process for complying with local policies and protocols.*
- *How do you ensure you are advocating for students' best interests and providing opportunities for all students to succeed?*
- *Describe your participation in team/departmental or school decision-making.*

Evidence of Practice:
- Committee participation
- Advocacy for students
- Compliance with local policies and protocols
- Rapport with colleagues and community
- Recognition by colleagues and community

26

Ratings by Domain

DOMAIN 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Teacher's plans reflect little understanding of the content, students, and /or available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.**	Teacher's plans reflect moderate understanding of the content, the students, and/or available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned with the goals.**	Teacher's plans reflect a thorough understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals and reflect an awareness of the diversity of students' interests, background, and needs.**	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage all students in significant, autonomous learning. All aspects of the teacher's plans—instructional outcomes, learning activities, paths to successful completion, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students or teaching environments. Teacher planning promotes the learning and growth of all students in a positive, culturally sensitive, and collaborative manner.**

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

27

65

DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of instructional space and time, and negative interactions between individuals.**	Classroom environment is controlled, with moderate expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.**	Classroom environment functions smoothly, with efficient use of instructional space and time. Expectations for student learning are high Standards for student conduct are clear, and interactions among individuals are respectful.**	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.**

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.**	Inconsistently clear communication, uneven use of questioning and discussion strategies, and/or lack of suitable instructional activities and materials result in only some students engaged in learning. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.**	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessments. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.**	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher creates opportunities for peer-to-peer engagement that support social, emotional, and academic development and continuously incorporates approaches to meet the needs of every student.**

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional Responsibilities

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
The teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.**	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.**	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.**	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for recordkeeping and culturally responsive communication with families, leadership roles in both school and LEA projects, and extensive professional development activities. Where appropriate, students contribute to the systems for recordkeeping and family communication.**

DOMAIN RATING: _____

COMMENTS:

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ADDITIONAL COMMENTS:
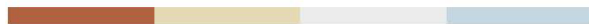
Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2011 "Framework for Teachers"

Adapted by Pennsylvania Department of Education from Charlotte Danielson's 2020 "Framework for Remote Teaching"

Referenced Work

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31

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Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
• Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
• Child development • Learning process • Special needs
• Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
• Value, sequence, and alignment • Clarity • Balance
• Suitability for diverse learners

1d Demonstrating Knowledge of Resources
• For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
• Learning activities • Instructional materials and resources
• Instructional groups • Lesson and unit structure

1f Designing Student Assessments
• Congruence with outcomes • Criteria and standards
• Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students
• Student interaction with students

2b Establishing a Culture for Learning
• Importance of content
• Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
• Instructional groups • Transitions • Materials and supplies
• Non-instructional duties
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations • Monitoring behavior
• Response to misbehavior

2e Organizing Physical Space
• Safety and accessibility
• Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
• Accuracy • Use in future teaching

4b Maintaining Accurate Records
• Student completion of assignments • Student progress in learning
• Non-instructional records

4c Communicating with Families
• About instructional program • About individual students
• Engagement of families in instructional program

4d Participating in a Professional Community
• Relationships with colleagues • Participation in school projects
• Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
• Enhancement of content knowledge / pedagogical skill
• Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
• Integrity/ethical conduct • Service to students • Advocacy
• Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content
• Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques
• Student participation

3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students
• Persistence

Charlotte Danielson's complete rubric is available at: Pdesas.org/instruction/frameworks

Level 1: Unsatisfactory   **Level 2**: Basic   **Level 3**: Proficient Level   **4**: Distinguished

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name   First   Middle   Social Security Number

Subject(s) Taught   Grade Level

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

PERFORMANCE EVALUATION

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

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

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

Sources of Evidence (Check all that apply and include dates, types/titles and number)
D   Lesson/Unit   Plans   D   Student   Teacher   Interviews
D   Resources/Materials/Technology   D   Classroom   Observations
D   Assessment   Materials   D   Resource   Documents
D   Information About Students   D   Other
(Including IEP's)

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

Justification for Evaluation

PDE-430   1

Student/Candidate's Last Name   First   Middle   Social Security Number

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

Student Teacher/Candidate's performance appropriately demonstrates:

Expectations for student achievement with value placed on the quality of student work

Attention to equitable learning opportunities for students

Appropriate interactions between teacher and students and among students

Effective classroom routines and procedures resulting in little or no loss of instructional time

Clear standards of conduct and effective management of student behavior

Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher

Ability to establish and maintain rapport with students

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

D   Classroom   Observations   D   Visual   Technology
D   Informal   Observations/Visits   D   Resources/Materials/Technology/Space
D   Student Teacher/Candidate   D   Other
Interviews

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

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

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Student/Candidate's Last Name   First   Middle   Social Security Number

Category III ─ Instructional Delivery ‑ Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)*(i)*(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

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

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

D   Classroom   Observations   D   Student   Assignment   Sheets
D   Informal   Observations/Visits   D   Student   Work
D   Assessment   Materials   D   Instructional   Resources/Materials/Technology
D   Student Teacher/Candidate   D   Other
Interviews

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

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

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Student/Candidate's Last Name   First   Middle   Social Security Number

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

Student Teacher/Candidate's performance appropriately demonstrates:

Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
Knowledge of school or district requirements for maintaining accurate records and communicating with families
Knowledge of school and/or district events
Knowledge of district or college's professional growth and development opportunities
Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators;</u> and local, state, and federal, laws and regulations
Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and   administrators
Ability to cultivate professional relationships with school colleagues
Knowledge of Commonwealth requirements for continuing professional development and licensure

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

D   Classroom   Observations   D   Student   Assignment   Sheets
D   Informal   Observations/Visits   D   Student   Work
D   Assessment   Materials   D   Instructional   Resources/Materials/Technology
D   Student   Teacher   Interview<u>s</u>   D   Other
D Written Documentation

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

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

Overall Rating

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

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

Justification for Overall Rating:

Student Teacher/Candidate's Last Name   First   Middle   Social Security Number

District/IU   School   Interview/Conference Date

School Year: Term:

Required Signatures:
Supervisor/Evaluator: Date:

Student/Teacher
Candidate: Date:

(Confidential Document)

PDE-430   5

Part III

TESTING

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

Pathways to Demonstrate Basic Skills for Teacher Candidates

Pennsylvania Department of Education's Pathways to Demonstrate Basic Skills for Teacher Certification Candidates

Pennsylvania undergraduate certification candidates must pass the basic skills assessments in math, reading and writing prior to formal admission into a program. PDE has developed seven testing options to better assist candidates in successfully demonstrating basic skills. They are provided below.

Additional information on testing requirements can be found at: Certification Test and Score Requirements.

Option #1	**Option #2**
Take the Preprofessional Academic Performance Assessment (PAPA) administered by Pearson in: • Math • Reading • Writing **(4/2/12)**	Take the CORE assessment administered by the Educational Testing Service (ETS) in: • Math • Reading • Writing **(9/1/2013)**

Option #3	**Option #4**
Take the ACT Test in: • Math • Reading • Writing	Take the SAT in: • Math • Reading • Writing Note: Language will be required if the test was taken after March

Option #5	**Option #6**
• Math Course Alternative • Reading Course Alternative • Writing Course Alternative Complete a PDE approved course(s) and receive a B or better to demonstrate meeting basic skills. **(10/6/20)**	Basic Skills Mixed Scores: A Basic Skills Composite Score Calculator has been created to allow candidates to mix and match the optionsin #1 through #4 above to demonstrate basic skills. The scores used must meetthe required passing score for the individual test in the calculator.

Which Tests Do I Take to Enter my Program? **Refer to Act 55 Note on Page 80**
Resumes on 7-8-2025

Basic Skills Assessments – Composite Score Option
You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed. To access the composite score calculator www.education.pa.gov/Documents/Teachers-Administrators

I. ACT
Test Registration Link: ACT

Test Name	Section	Passing Score	Minimum Composite Score
ACT – September 1, 2015 to August 31, 2016			
	Reading	**22**	20
	Writing	**21**	17
	Mathematics	**21**	19
	Composite ACT Test Score:	**64**	
ACT – after August 31, 2016			
	Reading	**22**	20
	Writing after Sept. 2016	**8**	7
	Mathematics	**21**	19
	Composite ACT Test Score:	**51**	

II. CORE Academic
Test Registration Link: ETS

CORE Test Option Effective 6/1/2014 for non-vocational certifications	Test Number	Passing Score	Minimum Composite Score
Reading	5713	**156**	148
Mathematics	5733	**142**	132
Writing	5723	**162**	158
Composite CORE Test Score:		**460**	

III. PAPA
Test Registration Link: ES Pearson

Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	**220**	193
Mathematics	8002	**193**	176*
Writing	8003	**220**	192
Composite PAPA Test Score:		**633**	

*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016.

IV. SAT
Test Registration Link: College Board

Test Date	Test	Passing Score	Minimum Composite Score
SAT – prior to March 1, 2016			
	Critical Reading	**500**	500
	Mathematics	**500**	500
	Writing	**500**	500
	Composite SAT Test Score:	**1500**	
SAT - after February 29, 2016	**Reading**	**27**	25
	Mathematics	**26**	24
	Writing and Language	**28**	26
	Composite SAT Test Score:	**81**	

Basic Skills Tests and Resources **Refer to Act 55 Note on Page 80 Resumes on 7-8-2025**

Pennsylvania requires assessment of candidates in Basic Skills prior to entry into a preparation program. A student seeking enrollment into an education program must pass the required basic skills assessment in reading, writing and math, or exempt out of the tests by means of SAT, ACT orComposite scores. Refer to Basic Skills Assessment Option or PDE Pathways to Demonstrate Basic Skills for Teacher Candidates for more information. Formal entry into a teacher preparation program can take place anywhere between 48-60 credits. Candidates can be admitted any time during their freshman and sophomore years if they have accumulated the afore mentioned credits.

Basic Skill	Required PA Test(s)	Test Prep Resources
Reading **2 testing options available**	**Pre-Service Academic Performance Assessment (PAPA)** Pearson: Reading (8001) Passing score 220 Minimum Composite Score 193 Cost $37 ETS **Core Academic Assessment (Core)** Reading (5713) Passing Score 156 Minimum Composite Score 148 Cost $90	Pearson Test Preparation (free and paid resources) ETS Test Information Khan Academy (free study resource) Test Preparation Materials (free prep)General Information for Praxis tests

Writing
 	
2 testing options available
	Pre-Service Academic Performance Assessment (PAPA)
	Pearson: Writing (8003)
	Passing score 220
	Minimum Composite Score 192
	Cost $37
	
	ETS **Core Academic Assessment (Core)**
	Writing (5723)
	Passing Score 162
	Minimum Composite Score 158
	Cost $90
		Pearson Test Preparation (free and paid resources)
		
		ETS Test Information
		  Khan Academy (free study resource)
		  Test Preparation Materials (free prep)
		  General Information for Praxis tests

Math **2 testing options available**	**Pre-Service Academic Performance Assessment (PAPA)** Pearson: Math (8002) Passing score 193 Minimum Composite Score 176 Cost $44 ETS **Core Academic Assessment (Core)** Math (5733) Passing Score 142 Minimum Composite Score132 Cost $90	Pearson Test Preparation (free and paid resources) ETS Test Information Khan Academy (free study resource) Test Preparation Materials (free pre General Information for Praxis tests

Certification Tests and Resources

Notes:
Pennsylvania requires assessment of candidates in Basic Skills prior to entry into a preparation program. A student seeking enrollment into an education program must pass the required basic skills assessment in reading, writing and math, or exempt out of the tests by means of SAT, ACT or Composite scores. Refer to Basic Skills Assessment Option or PDE Pathways to Demonstrate Basic Skills for Teacher Candidates for more information. Formal entry into a teacher preparation program can take place anywhere between 48-60 credits. Candidates can be admitted any time during their freshman and sophomore years if they have accumulated the afore mentioned credits.

Teaching Certification Content Area	Required PA Test(s)	Test Prep Resources
Grades PK-4 (3 tests total)	**All 3 Tests:** Pearson: Pre-K-4 Module 1: Child Dev, Assessment, Professionalism (8006) Pearson: Pre-K-4 Module 2: Lang, Social Stud,Arts (8007) Pearson: Pre-K-4 Module 3: Math, Science,Health (8008)	**PDE:** free test for Mods 1-3 (paid resourceshere) **Exam Edge:** free 10-question "tests" for allPECT tests **Study.com:** free 15-question "test" (paidresource here) **Quizlet:** flashcards to practice **Brainscape:** create free account and practicewith flashcards
Grades PK-4 and Special Education	4 Tests: Pearson: Pre-K-4 Module 1: Child Dev, Assessment, Professionalism (8006) Pearson: Pre-K-4 Module 2: Lang, Social Stud,Arts (8007) Pearson: Pre-K-4 Module 3: Math, Science,Health (8008) ETS: Special Education: Core Knowledge and Applications (5354)	**PDE:** free test for Mods 1-3 (paid resourceshere) **Exam Edge:** free 10-question "tests" for allPECT tests **Study.com:** free 15-question "test" (paidresource here) **Quizlet:** flashcards to practice **Brainscape:** create free account and practicewith flashcards **ETS:** free study companion **(5354)** **ETS:** free practice tests **(5354)**
Special Education (PK-12) – For individuals obtaining as an initial PA certificate or adding it to their 7-12 subject area, Fundamental Subjects (5511) must also be completed as a required test.	ETS: Special Education: Core Knowledge and Applications (5354) **(this will be the only test needed for duel certification with Grades PK-4)** ETS: Fundamental Subjects (5511) (for initial certification or if duel certification with a 7-12 content area)	**ETS:** free study companion **(5354)** **ETS:** free study companion **(5511)** **ETS:** free practice tests **(5354)**

Grades 5-6 Add-On (2 tests) Consider adding this if you want to teach in other states but also for additional placement opportunities in PA – can only add-on **after** initial certification.	**2 Tests:** ETS: Pennsylvania Grades 4-8: Module 2-English Language Arts & Social Studies(5154) ETS: Pennsylvania Grades 4-8: Module3-Mathematics & Science (5155)	See below for 5154 and 5154 - check out the resources for the 5153 test, too.
Middle Level Grades 4-8 + Content (4 tests total) **All 3 Tests:** **ETS: Pennsylvania Grades 4-8: Module 5153** **ETS: free test companion manual (paid** **Each test has a free resource from ETS. Review the PDF and the practice questionsfor an initial review. An interactive test is available to purchase if you want more practice**	Pedagogy (5153) ETS: Pennsylvania Grades 4-8: Module English Language Arts & Social Studies(5154) ETS: Pennsylvania Grades 4-8: Module3-Mathematics & Science (5155) **Plus Content (select only one):** ETS: Pennsylvania Grades 4-8: Subject Concentration - English Language Arts (5156)ETS: Pennsylvania Grades 4-8: Subject Concentration - Science (5159) ETS: Pennsylvania Grades 4-8: Subject Concentration - Social Studies (5157) ETS: Pennsylvania Grades 4-8: SubjectConcentration - Mathematics (5158)	**Test Prep Preview**: ten free questions **Brainscape**: create free account and explore(may not be completely geared to the PA testbut helpful) **Exam Edge**: scroll to bottom for free test **Quizlet**: Google search for flashcards (toomany sets to choose from) **5154** **Exam Edge**: scroll to bottom for free testQuizlet: 44 flashcards; 120 flashcards **5155** **Test Prep Preview**: ten free questionsQuizlet: 67 flashcards; 101 flashcardsContent Tests **Brainscape**: create free account and explore(this deck may not have everything you need)**Test Prep Preview**: 5156; 5159; 5157; 5158 **Study.com**: 5158 sample test (paid account needed for full course)

| Secondary Content (1 Test Total)

Each test has a free resource from ETS. Review the PDF and the practice questionsfor an initial review. An interactive test is available to purchase if you want more practice | **Choose your subject area(s):**
ETS: Biology: Content Knowledge (5236) ETS: Chemistry: Content Knowledge (5246)
ETS: English Language Arts: ContentKnowledge (5038)
ETS: Mathematics: Content Knowledge (5165)ETS: Physics: Content Knowledge (5266) ETS: Social Studies: Content Knowledge (5081) | **All content**
Brainscape: flashcards for various content(search for yours)
Practice Quiz: free resources (tons of ads -search for your content)
Biology
Quizlet: Google search
Chemistry
Quizlet: Google search
English Language Arts
240 Tutoring: free test (review the fine print)
Praxis, Too: resources available
Quizlet: Google search
Mathematics
Teachers Test Prep: free resources **Math Guru**: free sample tests and prep**Quizlet**: Google search
Physics
Test Prep Review: free questions**Quizlet**: Google search
Social Studies
Teachers Test Prep: free resources
Quizlet: Google search |
| Secondary Content & SPED (3 Tests Total) - | **Choose your subject area(s):**
ETS: Biology: Content Knowledge (5236) ETS: Chemistry: Content Knowledge (5246))
ETS: English Language Arts: ContentKnowledge (5038)

ETS: Mathematics: Content Knowledge (5165)ETS: Physics: Content Knowledge (5266) ETS: Social Studies: Content Knowledge (5081)
Special Education PK-12: (both tests)
ETS: Special Education: Core Knowledge and Applications (5354)
ETS: Fundamental Subjects (5511) (for initial | **Secondary Content** (see above)
Special Education Content (see above) |

	certification or if duel certification with a 7-12 content area)	
World Languages (2 Tests Total) **Each test has a free resource from ETS. Review the PDF and the practice questionsfor an initial review. An interactive test is available to purchase if you want more practice**	ETS: Fundamental Subjects ContentKnowledge ([5511/0511](#)) **Either Test (check with your departmentbefore you schedule your test):** LTI: ACTFL OPI/OPIc/ProFluent+ and WPT:World Languages **OR** **Plus Content (select only one):** ETS: French: World Languages (5174) ETS: Spanish: World Languages (5195)	**5511** **Exam Edge**: [scroll to bottom for free test](#) **Quizlet**: [Google search](#) **5174** **Quizlet**: [Google search](#) **5195** **Quizlet**: [Google search](#) **OPI** **Acing OPIs**: [blog post](#) (contains some goodinfo)
H&PE (3 Tests Total) **Each test has a free resource from ETS. Review the PDF and the practice questionsfor an initial review. An interactive test is available to purchase if you want more practice**	**All 3 Tests:** ETS: Fundamental Subjects ContentKnowledge ([5511/0511](#)) ETS: Health & Physical Education Content Knowledge ([5857](#)) effective 3/1/2015 (replaced5856) ETS: Health Education ([5551](#)) effective9/1/2013	**5511** **Exam Edge**: [scroll to bottom for free test](#) **Quizlet**: [Google search](#) **5857** **Test Prep Review**: [free questions](#) **Quizlet**: [Google search](#) **5551** **Exam Edge**: [scroll to bottom for free test](#) **Quizlet**: [Google search](#)

Test Prep Resources - Paid Options ($203/virtual):
https://www.bc3.edu/praxis/Classes.html
PECT PreK-4 Early Childhood and Special Education PreK-8
PA Praxis Middle Level 4-8 Tests for Teacher Candidates
PA Middle Level (Grades 4-8) Mathematics Concentration Exam 5158
NEW! Praxis Multiple & Praxis Fundamental Subjects Content Knowledge (5511 & 5001)
NEW! Special Education: Core Knowledge and Application (5354)
Praxis Mathematics Content Knowledge 5161 Grades 7-12

To Register for testing:
Pearson: http://www.pa.nesinc.com/
ETS Praxis: https://www.ets.org/praxis/pa
LTI: http://www.languagetesting.com/academic-services

Instructional CertificationSubject Area	INSTRUCTIONAL CONTENT TESTNAME & CODE	Is Fundamental Subjects Required?†	Qualifying Score 2.80 2.99 GPA	Passing Score	QualifyingScore 3.01-3.25 GPA	QualifyingScore 3.26-3.50 GPA	QualifyingScore 3.51-3.75 GPA	QualifyingScore 3.76-4.0 GPA	Test RegistrationLink
	Fundamental Subjects Content Knowledge (5511/0511)		155	**150**	149	148	146	145	ETS
Agriculture PK-12	Agriculture (5701)	Yes	155	**147**	146	145	144	141	ETS
Art Education PK-12	Art: Content Knowledge (5134)	Yes	164	**158**	157	155	154	152	ETS
Biology 7-12	Biology (5236) Available 9/1/22-See (**)on test homepage for more info		161	**154**	153	151	150	148	ETS
Business-Computer- Information Technology PK-12	Business Education (5101)	Yes	159	**154**	153	152	150	149	ETS
Chemistry 7-12	Chemistry (5246) Available 9/1/22-See(**) on test homepage for more info		153	**146**	145	143	142	140	ETS
Citizenship Education 7-12	Citizenship Ed: Content Knowledge(5087)		153	**148**	147	146	144	143	ETS
Communications 7-12	Speech Communication (5221)		150	**145**	144	143	141	140	ETS
Computer Science 7-12	Computer Science (5652)		156	**149**	148	146	145	143	ETS
Cooperative Education 7-12	Cooperative Work Education (5961 or 5962)		650	**644**	643	641	640	638	Contact Your Program Advisor
Earth and Space Science 7-12	Earth and Space Sciences (5572)Available 9/1/22-See (**) on test homepage for more info		161	**154**	153	151	150	148	ETS
English 7-12	English Language Arts: ContentKnowledge (5038)		173	**167**	166	164	163	162	ETS

Instructional Certification Subject Area	INSTRUCTIONAL CONTENT TESTNAME & CODE	Is Fundamental Subjects Required?†	Qualifying Score 2.80 2.99 GPA	Passing Score	QualifyingScore 3.01-3.25 GPA	QualifyingScore 3.26-3.50 GPA	QualifyingScore 3.51-3.75 GPA	QualifyingScore 3.76-4.0 GPA	Test RegistrationLink
Environmental Education PK-12	Environmental Education (0831) may be discontinued 6/2017	Yes	164	**156**	155	154	153	150	ETS
Family & Consumer Science PK-12	Family & Consumer Science (5122)	Yes	160	**153**	151	150	149	146	ETS
General Science 7-12	General Science (5436) Available 9/1/22- See (**) on test homepage formore info		149	**141**	140	138	137	135	ETS
Grades 4-8: Modules 1, 2 and 3 *plus* at least one Subject Concentration are required for certification									ETS
Grades 4-8	Pennsylvania Grades 4-8: **Module 1**-Pedagogy (5153)		168	**162**	161	159	158	156	
Grades 4-8	Pennsylvania Grades 4-8: **Module 2**-English Language Arts & Social Studies (5154)		160	**152**	150	148	146	144	
Grades 4-8	Pennsylvania Grades 4-8: **Module 3**-Mathematics & Science (5155)		172	**164**	162	160	158	156	
Grades 4-8 English	Pennsylvania Grades 4-8: Subject **Concentration** - **English** LanguageArts (5156)		163	**156**	154	153	151	149	
Grades 4-8 Science	Pennsylvania Grades 4-8: Subject **Concentration** - **Science** (5159)		163	**156**	154	153	151	149	
Grades 4-8 Social Studies	Pennsylvania Grades 4-8: Subject **Concentration** - **Social Studies** (5157)		157	**150**	148	147	145	143	
Grades 4-8 Mathematics	Pennsylvania Grades 4-8: Subject **Concentration** -**Mathematics** (5158)		182	**173**	171	169	166	164	
Grades PreK-4: Modules 1, 2 and 3 are required for certification									ES Pearson
Grades PreK-4	Pre-K-4 **Module 1**: Child Dev, Assessment, Professionalism (8006)		227	**197**	190	182	175	168	
Grades PreK-4	Pre-K-4 **Module 2**: Lang, Social Stud,Arts (8007)		219	**193**	187	180	174	167	
Instructional Certification Subject Area	**INSTRUCTIONAL CONTENT TESTNAME & CODE**	**Is Fundamental Subjects Required?†**	**Qualifying Score 2.80 2.99 GPA**	**Passing Score**	**QualifyingScore 3.01-3.25 GPA**	**QualifyingScore 3.26-3.50 GPA**	**QualifyingScore 3.51-3.75 GPA**	**QualifyingScore 3.76-4.0 GPA**	**Test RegistrationLink**

Instructional Certification Subject Area	Instructional Content Test Name & Code	Is Fundamental Subjects Required?†	Qualifying Score 2.80 2.99 GPA	Passing Score	Qualifying Score 3.01-3.25 GPA	Qualifying Score 3.26-3.50 GPA	Qualifying Score 3.51-3.75 GPA	Qualifying Score 3.76-4.0 GPA	Test Registration Link
Grades PreK-4	Pre-K-4 **Module** 3: Math, Science, Health (8008)		219	**193**	187	180	174	167	
Grades 5-6 may only be added to a Pennsylvania Instructional Grades PK-4 certificate. Modules 2 and 3 are required. GPA does not apply.									ETS
Grades 5-6 Add-on to Grades PreK-4	Pennsylvania Grades 4-8: **Module 2**- English Language Arts & Social Studies (5154)		N/A	**152**	N/A	N/A	N/A	N/A	
Grades 5-6 Add-on to Grades PreK-4	Pennsylvania Grades 4-8: **Module 3**- Mathematics & Science (5155)		N/A	**164**	N/A	N/A	N/A	N/A	
Health & Physical Education PK-12	Health & Physical Education Content Knowledge (5857)	Yes	167	**160**	159	158	156	155	ETS
Health Education PK-12	Health Education (5551)	Yes	164	**158**	157	155	154	152	ETS
Library Science PK-12	School Librarian (5312) Available 9/1/22-See (**) on test homepage for more info	Yes	161	**154**	153	152	151	149	ETS
Marketing Education PK-12	Marketing Education (5561)	Yes	150	**144**	143	141	140	138	ETS
Mathematics 7-12	Mathematics (5165) Currently Available-See (**) on test homepage for more info		168	**159**	158	156	154	152	ETS
Music Education PK-12	Music: Content Knowledge (5113)	Yes	163	**158**	157	156	154	153	ETS
Physics 7-12	Physics (5266) Available 9/1/22-See (**) on test homepage for more info		152	**145**	144	143	142	140	ETS
Reading Specialist PK-12	Reading Specialist (5302)	†	170	**164**	163	161	160	158	ETS
Instructional Certification Subject Area	**INSTRUCTIONAL CONTENT TEST NAME & CODE**	**Is Fundamental Subjects Required?†**	**Qualifying Score 2.80 2.99 GPA**	**Passing Score**	**Qualifying Score 3.01-3.25 GPA**	**Qualifying Score 3.26-3.50 GPA**	**Qualifying Score 3.51-3.75 GPA**	**Qualifying Score 3.76-4.0 GPA**	**Test Registration Link**
Safety/Driver Education 7-12	Safety/Driver Education (0861)		559	**520**	510	501	491	481	PDE
Social Studies 7-12	Social Studies: Content Knowledge (5081)		162	**157**	156	155	153	152	ETS
Technology Education PK-12	Technology Education (5051)	Yes	164	**159**	158	157	155	154	ETS

Instructional Certification Subject Area	Instructional Content Test Name & Code	Is Fundamental Subjects Required?†	Qualifying Score 2.80–2.99 GPA	Passing Score	Qualifying Score 3.01–3.25 GPA	Qualifying Score 3.26–3.50 GPA	Qualifying Score 3.51–3.75 GPA	Qualifying Score 3.76–4.0 GPA	Test Registration Link
Special Education PK-8 and Special Education PK-8 Expansion: Modules 1 and 2 are required for certification									ES Pearson
Special Education PK-8	Spec Ed: PreK-8 Module 1 (8011)		243	**220**	214	208	202	197	
Special Education PK-8	Spec Ed: PreK-8 Module 2 (8012)		243	**220**	214	208	202	197	
Special Education 7-12 and Special Education 7-12 Expansion: Modules 1 and 2 are required for certification									ES Pearson
Special Education 7-12	Spec Ed: 7-12 Module 1 (8015)		242	**220**	215	209	204	198	
Special Education 7-12	Spec Ed: 7-12 Module 2 (8016)		239	**220**	215	210	206	201	
Special Education PK-12 Certificates									ETS
Special Education PK-12	Spec Education: Core Knowledge and Applications (5354)	Yes	156	**151**	150	149	148	147	
Hearing Impaired PK-12	Spec Ed: Education of Deaf and Hard of Hearing Students (5272)	Yes	166	**160**	159	157	156	154	
Visually Impaired PK-12	Spec Ed: Teaching Students with Visual Impairments (5282)	Yes	169	**163**	162	160	159	157	
Speech & Language Impaired PK-12	Speech Language Pathology (5331)	Yes	169	**162**	161	160	158	157	

Instructional Certification Subject Area	Instructional Content Test Name & Code	Is Fundamental Subjects Required?†	Qualifying Score 2.80 2.99 GPA	Passing Score	Qualifying Score 3.01-3.25 GPA	Qualifying Score 3.26-3.50 GPA	Qualifying Score 3.51-3.75 GPA	Qualifying Score 3.76-4.0 GPA	Test Registration Link
World Languages: When an ETS and LTI test exist for the same language, either test is accepted.									
All Languages*	ACTFL OPI/OPIc/ProFluent+ and WPT:World Languages	Yes	N/A	Intermediate High	N/A	N/A	N/A	N/A	LTI
American Sign Language PK-12	American Sign Language Proficiency Interview (0634)	Yes	N/A	**160**	N/A	N/A	N/A	N/A	ETS
Chinese (Mandarin) PK-12	Chinese (Mandarin): World Language (5665/0665)	Yes	170	**164**	163	161	160	159	ETS

French PK-12	French: World Languages (5174)	Yes	167	**162**	161	160	158	157	ETS
German PK-12	German: World Languages (5183)	Yes	168	**163**	162	161	159	158	ETS
Latin PK-12	Latin (5601) effective 8/1/2012	Yes	157	**152**	151	150	148	147	ETS
Spanish PK-12	Spanish: World Languages (5195)	Yes	173	**168**	167	166	164	163	ETS

PART IV

Appendices

   I.   **Field Experience Evaluation Form**
  II.   **Pennsylvania Standard Application for Teaching in Public Schools**
III.   **Programs for Post-Baccalaureate and Accelerated Teaching Certification**
IV.   **TIMS (Program Certification Instructions)**
  V.   **Lesson Plan Format**
VI.   **Glossary**

Appendix I

STUDENT OBSERVATION FORM

Lycoming College Education Department

*School*_____*Grade(s)*_____ *Subject* _____

*Supervisor*_____*Cooperating Teacher* _____

*Student's Name*_____ *Date*_____ *Time*_____

Performance Scale:

Category	Exemplary	Superior	Satisfactory	Unsatisfactory	Not Applicable
Criteria for Rating	The candidate consistently and thoroughly demonstrates indicators of performance.	The candidate usually and extensively demonstrates indicators of performance.	The candidate sometimes and adequately demonstrates indicators of performance.	The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.	Item not applicable or necessary in this setting or lesson.

Student Teacher/Candidate's performance demonstrates:

Category I: PLANNING AND PREPARATION	Exemplary	Superior	Satisfactory	Unsatisfactory	N/A
1. Lesson plan is appropriate to age group and subject	☐	☐	☐	☐	☐
2. Demonstrates knowledge of students' needs/interests	☐	☐	☐	☐	☐
3. Demonstrates knowledge of content & pedagogy	☐	☐	☐	☐	☐
4. Demonstrates knowledge of classroom resources	☐	☐	☐	☐	☐
5. Designs lessons for differentiated instruction	☐	☐	☐	☐	☐
6. Demonstrates Knowledge of PA academic standards	☐	☐	☐	☐	☐

Justification for Evaluation:

PDE 430 Category II: Classroom Environment	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
1. Expectations for student achievement with value placed on the quality of student work	☐	☐	☐	☐	☐

	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
2. Attention to equitable learning opportunities for students	☐	☐	☐	☐	☐
3. Appropriate interactions between teacher and students and among students	☐	☐	☐	☐	☐
4. Effective classroom routines and procedures resulting in little or no loss of instruction time	☐	☐	☐	☐	☐
5. Clear standards of conduct and effective management of student behavior	☐	☐	☐	☐	☐
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher	☐	☐	☐	☐	☐
7. Ability to establish and maintain rapport with students	☐	☐	☐	☐	☐
8. Skillful organization of physical space, that provides accessibility to learning and to the use of resources, materials, and technology.	☐	☐	☐	☐	☐

Justification for Evaluation:

PDE 430 Category III: Instructional Delivery	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
8. Clear and accurate communication of content/ideas and learning objectives	☐	☐	☐	☐	☐
9. Direct communication of procedures/ student expectations	☐	☐	☐	☐	☐
10. Recognizable and systematic lesson sequence demonstrating knowledge of pedagogical theory (e.g., opening, model, guided practice, independent practice, appropriate summary/conclusion)	☐	☐	☐	☐	☐
11. Engagement of students in learning (e.g., questioning and discussion strategies) and adequate pacing of instruction	☐	☐	☐	☐	☐
12. Feedback to students on their learning (e.g., using positive reinforcement and appropriate error corrections)	☐	☐	☐	☐	☐
13. Use of informal and formal assessment to meet learning goals and to monitor student learning	☐	☐	☐	☐	☐

	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
14. Flexibility and responsiveness in meeting the learning needs of students (including meaningful integration of adaptations for individual student needs)	☐	☐	☐	☐	☐
15. Voice that is loud, clear, and pleasant as well as an appropriate level of animation	☐	☐	☐	☐	☐

Justification for Evaluation:

PDE 430 Category IV: Professionalism	Exemplary	Superior	Satisfactory	Unsatisfactory	NA
16. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, administrators, and university supervisor/personnel	☐	☐	☐	☐	☐
17. Professionalism in appearance, demeanor, and conduct	☐	☐	☐	☐	☐
18. Preparation of the observed lesson (materials and lesson plan submission)	☐	☐	☐	☐	☐
19. Ability to welcome and seek out feedback for Improvement. Able to reflect on this feedback.	☐	☐	☐	☐	☐
20. Participation in professional development opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues.	☐	☐	☐	☐	☐
21. Growing and developing professionally.	☐	☐	☐	☐	☐
22. Showing/Demonstrating professionalism.	☐	☐	☐	☐	☐

Justification for Evaluation:

Appendix II

STANDARD APPLICATION
For Teaching Positions in Pennsylvania Public Schools

(PLEASE PRINT OR TYPE)

POSITION(S) DESIRED _____

NAME _____

LAST   FIRST   MIDDLE   SOCIAL SECURITY NUMBER[1]

PRESENT ADDRESS _____

STREET   (AREA CODE) TELEPHONE

CITY   STATE   ZIP CODE

PERMANENT ADDRESS _____

STREET   (AREA CODE) TELEPHONE

CITY   STATE   ZIP CODE

E-MAIL ADDRESS (IF AVAILABLE) _____

LIST, IN ORDER OF PREFERENCE, THE GRADES, SUBJECTS AND/OR POSITIONS FOR WHICH YOU ARE APPLYING:

1. _____ 2. _____ 3. _____

CERTIFICATION

(LIST ALL AREAS IN WHICH YOU HOLD VALID PENNSYLVANIA AND/OR OUT-OF-STATE TEACHING CERTIFICATES. NOTE: APPLICANTS HOLDING A CERTIFICATE FROM ANOTHER STATE MUST OBTAIN A PENNSYLVANIA CERTIFICATE IN ORDER TO TEACH IN PENNSYLVANIA PUBLIC SCHOOLS.)

AREA OF CERTIFICATION	ISSUING STATE	DATE ISSUED

HAVE YOU ACQUIRED TENURE IN PENNSYLVANIA? _____

IF YES, IN WHAT SCHOOL DISTRICT? _____

DATE AVAILABLE FOR EMPLOYMENT _____

IF YOU ARE NOT EMPLOYED FULL TIME, ARE YOU INTERESTED IN BEING PLACED ON OUR SUBSTITUTE LIST? ☐ YES ☐ NO

LONG-TERM ☐ YES ☐ NO   SHORT-TERM ☐ YES ☐ NO

EDUCATIONAL BACKGROUND

_____

[1] Federal Privacy Act [5 U.S.C.§552A NOTE] Statement. Authority for requesting social security account numbers: Public School Code of 1949 [24 P.S. § 12-1212, 24 P.S. §1224] Principal Purpose: To verify certification. Other Purposes: Identification and collection of criminal/disciplinary records for certified educators. Disclosure: Mandatory. Failure to provide the Social Security Number will result in an applicant not being considered for employment.

	SCHOOL OR INSTITUTION AND LOCATION	MAJOR/ MINOR	DIPLOMAS, DEGREES OR CREDITS EARNED	GRADE POINT AVERAGE (GPA)
HIGH SCHOOL				
COLLEGE/UNIVERSITY				
COLLEGE/UNIVERSITY				
GRADUATE STUDY				
GRADUATE STUDY				

EXPERIENCE
(PRESENT OR MOST RECENT FIRST)

Dates		Name of Employer and Address	Your Title
From			
To		(Area Code) Telephone:	
Work Performed:		Reason for Leaving:	
Name & Title of Supervisor:		Final Yearly Salary:	

Dates		Name of Employer and Address	Your Title
From			
To		(Area Code) Telephone:	
Work Performed:		Reason for Leaving:	
Name & Title of Supervisor:		Final Yearly Salary:	

Dates		Name of Employer and Address	Your Title
From			
To		(Area Code) Telephone:	
Work Performed:		Reason for Leaving:	
Name & Title of Supervisor:		Final Yearly Salary:	

Please list activities that you are qualified to supervise or coach:

87

If you have not been previously employed in a teaching position, please complete the following:

STUDENT OR PRACTICE TEACHING

Grade or Subject Taught	Name and Address of School	1. College Supervisor 2. Cooperating Teacher
		1.
		2.
		1.
		2.

Student Teaching References:
Please attach photocopies of letters of reference and/or evaluations from college/university student teacher supervisor and cooperating teacher(s).

REFERENCES

References should include superintendents, principals or professors who have first-hand knowledge of your professional competence and your personal qualifications. Experienced teachers should include the superintendent and principal of the two most recent schools in which employed. If any person(s) listed should not be contacted for reference at the present time, indicate in the left-hand margin the date contact(s) may be made.

Name	Position	Address	Telephone

OTHER QUALIFICATIONS

Summarize special job-related skills and qualifications acquired from employment or other experiences (including U.S. military service) and/or state any additional information you feel may be helpful in considering your application, i.e. honors, awards, activities, technology skills or professional development activities:

GENERAL BACKGROUND INFORMATION

You must give complete answers to all questions. If you answer "Yes" to any question, you must list all offenses, and for each conviction provide date of conviction and disposition, regardless of the date or location of occurrence. Conviction of a criminal offense is not a bar to employment in all cases. Each case is considered on its merits. Your answers will be verified with appropriate police records.

Criminal Offense includes felonies, misdemeanors, summary offenses and convictions resulting from a plea of "nolo contendere" (no contest).

Conviction is an adjudication of guilt and includes determinations before a court, a district justice or a magistrate, which results in a fine, sentence or probation.

You may omit: minor traffic violations, offenses committed before your 18th birthday which were adjudicated in juvenile court or under a Youth Offender Law, and any convictions which have been expunged by a court or for which you successfully completed an Accelerated Rehabilitative Disposition program.

Were you ever convicted of a criminal offense?	☐ Yes	☐ No
Are you currently under charges for a criminal offense?	☐ Yes	☐ No
Have you ever forfeited bond or collateral in connection with a criminal offense?	☐ Yes	☐ No
Within the last ten years, have you been fired from any job for any reason?	☐ Yes	☐ No
Within the last ten years, have you quit a job after being notified that you would be fired?	☐ Yes	☐ No
Have you ever been professionally disciplined in any state?	☐ Yes	☐ No

> Professional disciplined means the annulment, revocation or suspension of your teaching certification or having received a letter of reprimand from an agency, board or commission of state government, such as the Pennsylvania Professional Standards and Practices Commission.

Are you subject to any visa or immigration status, which would prevent lawful employment?	☐ Yes	☐ No

Note: If you answered "Yes" to any of the above questions, please provide a detailed explanation on a separate sheet of paper, including dates, and attach it to this application. Please print and sign your name on the sheet, and include your social security number.

ACT 34 Clearance (PA State Police Criminal Background Check)
Each applicant must submit with his/her employment application a copy of a Criminal History Record from the Pennsylvania State Police. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

****

ACT 114 (Federal Criminal History Record)
Each applicant must submit with his/her employment application a copy of a Federal Criminal Record from the Federal Bureau of Investigation (FBI). Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

****

ACT 151 Clearance (PA Child Abuse History Clearance)
Each candidate must submit with his/her employment application a copy of an official clearance from the Pennsylvania Department of Public Welfare. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

****

ESSAY
Please write an essay as described on page six. For your convenience, you may attach a sheet; however, your essay may not exceed one page. At the bottom of the attachment, please print and sign your name.

****

CERTIFICATION AND RELEASE AUTHORIZATION

I certify that all of the statements made by me are true, complete and correct to the best of my knowledge and belief, and are made in good faith. I further certify that I am the sole author of the essay. I understand that any misrepresentation of information shall be sufficient cause for: (1) rejecting my candidacy, (2) withdrawing of any offer of employment, or (3) terminating my employment.

I hereby authorize any and all of my previous employers and/or supervisors to release any and all of my personnel records, and to respond fully and completely to all questions that officials of_____ (school district) may ask regarding my prior work history and performance. I will hold such previous employers and/or supervisors harmless of any and all claims that I might otherwise have against them with regard to statements made to this school district. I further authorize these officials to investigate my background, now or in the future, to verify the information provided and release from liability all persons and/or entities supplying information regarding my background. However, I do not authorize the production of medical records or other information, which would tend to actually identify a disability nor do I authorize inquiries which would include information related to any medical condition or medical history. Further, I do not waive any rights which I may have under state or federal law related to my right to challenge the disclosure of unlawful or inaccurate information, whether by the school district or by entities or persons providing such information to the school district, including any and all claims concerning allegations of employment discrimination because of race, color, sex, religion, national origin, ancestry, age or disability.

Date	**Signature of Candidate (in ink)**
	[Must be original]

ESSAY

We are interested in your ability to organize and express thoughts on a specific topic in a succinct manner. Please select one of the following topics and write an essay in the space provided on this page.

1. The Most Important Qualities of an Outstanding Educator.
2. My Philosophy of Student Discipline.
3. The Importance of Continuing Professional Development and How I Plan to Incorporate It Throughout My Career.
4. Essential Elements of Instruction, Administration or Area of Certification.
5. How Information Technology (i.e., computers, Internet) Can Be Integrated into the Instructional Process and Curriculum.

Signature _____   **Name** _____

Student Teacher Progress Evaluation Rubric/PDE 430
Lycoming College

PROGRAM OVERVIEW

The Lycoming College is an approved provider by the Pennsylvania Department of Education of Post – Baccalaureate, Intern, and Accelerated Teacher programs. Our programs enable non-degree students to obtain teacher certification by tailoring each program to specific course needs and prior work experience.

For candidates who already possess a bachelor's degree and want to enter the teaching profession, post-baccalaureate, intern, and accelerated program offer the possibility of building on that degree and other experiences while acquiring the additional skills, knowledge and dispositions needed to become a successful teacher. Accelerated programs allow those already certified to obtain additional certification by completing coursework and a modified student teaching placement relative to the desired certification. Accelerated programs, such as adding on a special education certificate, are available through Lycoming's Education Department only if the teacher candidate is already certified in Grades PK-4 and/or working towards dual certification with special education.

LYCOMING COLLEGE EDUCATION DEPARTMENT GOALS/VISION

The vision of the Lycoming College Education Department Certification Program is to develop teachers educated in the diverse and broad-based traditions of the liberal arts. The Education Department is devoted to providing opportunities for creative work in teaching, research and community service. The Department embraces an approach to education that is learner-centered, inspires a genuine respect for learning, cultural and gender diversity and enhancement of individual and community life. Both faculty and students develop the ability to learn through collaboration, reflection and practice. The program produces reflective teacher practitioners who think critically about the many aspects of teaching and learning.

Through the program, candidates are prepared to:

- Make effective decisions about curriculum and instructional methods based on an understanding of the whole child, child development theory and research on best practices;

- Interact and communicate effectively with young children to provide a standards-aligned developmentally, culturally and individually appropriate curriculum;

- Assess children's growth and development using multiple data sources;

- Reflect on professional practice to enhance teaching and learning;

- Develop skills and techniques to communicate effectively and work cooperatively with parents/families, school personnel and the broader community.

AREAS OF TEACHER CERTIFICATION

Lycoming College offers Post-baccalaureate and Intern teaching certification in the following areas:

1. Early Childhood Education: (Grades PK-4)

2. Secondary Education (grades 7-12) You must hold a degree in one of these specific content areas to be eligible for certification
   - Biology
   - Chemistry
   - English
   - Mathematics
   - Physics
   - Social Studies (History, Psychology, International Studies, Philosophy, Political Science, Sociology, and Economics majors)

3. Grades PK-12 certifications
   - Art
   - Music
   - French
   - German
   - Spanish

4. Special Education
   - Special Education PK-12

FIELD EXPERIENCE

Field experiences are an important component of the Teacher Intern Program. These experiences allow candidates to apply principles and theories learned in their academic coursework to actual practice in the classroom setting. Field experiences also provide opportunities for interactions with diverse populations, ages, and school settings.

The Pennsylvania Department of Education requires field experience prior to student teaching. Many of the required field experience hours will take place throughout the required coursework, and will align and integrate with the topics of focus in the course materials, and program goals.

Consideration for field experience credit is given to recent experience in working with children in an instructional setting. Candidates will discuss recent experiences with the Director of the Teacher Education Program during the personal interview portion of the program intake process.

STUDENT TEACHING

Candidates in the **Post-Baccalaureate** program are placed in a 14-week student teaching position. This is a full-time, 16 credit assignment, arranged through the Placement Coordinator and Director of Teacher Education. Candidates in the **Accelerated** program will complete a student teaching component as appropriate for the individual program requirement. A modified student teaching placement is arranged and students are charged tuition and fees for a two credit class with a lab fee of $100.

Typically, school sites for student teaching and field experiences are in a 30–40 mile radius of the Lycoming College campus. School sites are determined the semester prior to the student teaching semester in order for the teacher candidate, mentor teacher, and classroom students to form a relationship and for the teacher candidate to become familiar with the school culture and curriculum. Post-baccalaureate students are observed by the college supervisor a minimum of four times and will be expected to participate in all professional semester activities, including Wednesday afternoon seminars. Participation in mock interviews, creation of a professional portfolio, and portfolio exhibition are required events for post-baccalaureate candidates. Tuition and fees are charged accordingly to post-baccalaureate and intern teacher candidates

TEACHER INTERN CERTIFICATE

Candidates in the **Intern** program will complete an intern component as appropriate for the individual program requirements. Lycoming College works closely with the district to mentor the intern candidate. An intern accepts a position in a school and become the teacher of record under the Intern certificate, following all policies and procedures of the school district where interning. The intern teaches full-time and uses the teaching experience as the required student teaching component of the certification program.

Lycoming College supervisors will observe teacher intern candidates a minimum of four times during their intern experience at a district. We ask that the district follow the expectations described in the Lycoming College Teacher Intern Document (listed below) for supervision and mentoring. Students are assessed using the PDE 430 completed by the College Supervisor. Teacher interns are expected to participate and attend Wednesday afternoon seminars.

ASSESSMENT AND EVALUATION DURING STUDENT TEACHING

During the course of the Professional Student Teaching Semester, the college supervisor will use a variety of assessment and evaluation strategies. The strategies used for EDUC 461, 462, 465, and SPLED 447 are shared in the syllabi for those courses and will be similar to those strategies used in other education courses. The following assessment and evaluation strategies are used for EDUC 461, 462, 465, and SPLED 447 – Student Teaching. All strategies are discussed with the students.

- Sources of assessment will include, but not be limited to, the student teacher's observed performance in the classroom and attendance and participation at seminars. Lesson plans, lesson plan analyses, journals and other original documents will also be used as evidence of progress. PDE-430 and the Lycoming College Student Teacher Observation Assessment Form (LCSTOA) are two of the most frequently used tools by the college supervisor to assess and document progress.

- Professional Portfolio – Additions are made to the portfolio during this course. This is the capstone of the Professional Student Teaching Semester. This professional portfolio will contain the necessary requirements for successful job interviewing.

REGISTRATION INFORMATION

Please submit the following information (see address on application):

- Completed Post-Baccalaureate, Intern, or Accelerated application
- Transcript(s) from former universities

We will evaluate the post-baccalaureate candidate's application material, review transcript(s) and a preliminary assessment of teaching competencies that may have been acquired previously. The Education Department will notify the candidate of the required courses by email. Candidates may contact the Lycoming College Financial Aid Office (321-4040), as we will copy the Financial Aid Office on your letter.

Please contact the Education Office at 570-321-4010 or hickoff@lycoming.edu with your intentions to pursue or not purse the program within 6 months. Before admittance to the program, all applicants will interview with the Director of Teacher Education and Field Place Coordinator.

The Director of Teacher Education will assist in creating a schedule based on prior courses, certificates earned, and work experience. The student will then apply to Lycoming College as a non-degree student. The Admissions Department will assist with their application process and will notify them when they may register and pay for classes.

Candidates are required to complete the majority of their coursework at Lycoming College, as we are the institution recommending certification. You may, however, seek permission from the Education Department to take a course off campus. We will work closely with you to ensure that your schedule is tailored to meet your needs.

Please send all application materials to:

Amy Rogers, Ph.D.
Director of Teacher Education
Lycoming College
1 College Place, Box 22
Williamsport, PA 17701
rogersa@lycoming.edu
(570) 321-4312

CLEARANCES

The following items will be required if you pursue the program **prior** to field experience. Field experience is required as part of every education class.

- Act 151 Child Abuse HistoryClearance
- Act 34 Request for Criminal Record Check
- Act 114 FBI Criminal HistoryReport
- TB Test

Required Background Checks/Forms for Education
Students at Lycoming College

All enrolled students in any teacher education program at Lycoming College must complete the following background checks PRIOR to field placements. **You will not receive a field placement until copies of your yearly up-dated clearances are on file in the Field Placement Coordinator Office (D229/AC). Information packets are available in the Education Office…D229/AC.**

It is strongly suggested that you complete the on-line process with the education department field placement coordinator's office in D229/AC.

1. Pennsylvania State Criminal History Records – Act 34 or SP4-164:
(1) This should be done online at: https://www.dhs.pa.gov
 Do not choose "Volunteer" The reason for the clearance is "Employment"
(2) Print the results at the time you process this online – be sure to click on the control number and print the page with the PA seal in the background. (You'll have to click on "Certification Form" that will be in the center of the page. Results will be erased from the system after 30 days.
(3) Fee: $22.00 (credit card online)
(4) This is only required <u>once</u> while a student at Lycoming College

2. Federal (FBI) Criminal History – Act 114
 IdentoGO is PA's new fingerprint provider as of November 2017.
 Procedures, pricing, and locations are DIFFERENT, so please follow these instructions carefully.

(1) Go to: https://uenroll.identogo.com/
(2) Type in your service code **1KG6RT**
(3) On the next screen, select **Schedule or Manage an Appointment.** Complete the registration form, select a fingerprinting location, select the photo ID you will bring to your appointment (most select Driver's License), make an appointment or select "walk-in," pay for the service, and print your confirmation form. Cost is $25.50.
(4) Take print-out of your registration and your selected photo ID to an IdentoGO fingerprinting site. You can search for an IdentoGO location here https://uenroll.identogo.com/workflows/1KG6RT/locator/location.

 Currently the closest IdentoGo fingerprint site is in South Williamsport (280 Kane Street, Ste 1) with hours from 8:00 a.m. – noon Monday-Saturday.

3. Child Abuse Report - Act 151 or CY113-
(1) Register online at https://www.compass.state.pa.us/cwis/public/home. Fee: $13.00
(2) Reason for clearance is "**School Employee Governed by Public School Code**"
(3) Provide the Education Department with a copy of the clearance, available online or by mail.
(4) This is only required <u>once</u> while a student at Lycoming College

4. Tuberculosis test
(1) You must obtain a TB test from your private Dr. or Health Services at Lycoming College ($11.00). Please call Health Services for further information and an appointment 321-4052. Also, TB test clinics will be offered each semester for education students. Dates/times TBA. - No form is provided by the Ed. Dept. TB test information and results must be presented on your doctor's letterhead or Health Services form.
(2) Must be renewed <u>yearly</u>

Please remember to update your TB test at the same time each year. You are responsible for submitting copies to the Education Office. Keep your originals on campus in a portfolio.

Questions? Please contact the Education Department administrative assistant in D207/AC

May 2022

LYCOMING COLLEGE
Department of Education

Statement of Understanding

The Lycoming College Education Department works closely with our teacher candidates to support their successful completion of the Teacher Certification Program. However, during your time as a student in the Teacher Certification Program, you may experience a circumstance(s) that impacts your ability to finalize the certification process or obtain employment as an educator. **Such circumstances may prohibit us from providing you with a field and/or student teaching placement, from allowing you to complete the Teacher Certification Program at Lycoming College, and/or from finalizing your teaching certification.**
Please carefully read and check the box next to each item below to indicate your understanding of the requirements in the Teacher Certification Program.

☐ I understand that if I do not have at least a 2.8 GPA by the start of my junior year I will not be able to continue in the Education Program, as mandated by the Pennsylvania Department of Education.

☐ I understand I must earn a minimum 3.0 GPA, as mandated by the Pennsylvania Department of Education, in order to be certified.

☐ I understand I must receive satisfactory or higher ratings during the various levels of field experience.

☐ I understand I must receive satisfactory or higher ratings and favorable recommendations from faculty.

☐ I understand I must receive favorable recommendations as a result of the Professional Semester.

☐ I understand I must successfully complete the program and pass the required certification exams in order to receive a teaching certification.

☐ I understand that a record of criminal activity, as listed on one or more of the following, may impact my ability to be in the Teacher Certification Program.
    a. Pennsylvania State Criminal History Record (Act 34)
    b. Federal (FBI) Criminal History Record (Act 114)
    c. Child Abuse Report (Act 151)

☐ I understand I am responsible for notifying the Lycoming College Department of Education if the status of any of my background clearances change at any point while enrolled in the program.

☐ I understand I must consistently demonstrate behaviors that are recognized within state and national professional and ethical standards, including responsible online and social media behavior.

☐ I understand any violation of the Lycoming College campus conduct policies can impact my ability to complete the Teacher Certification Program.

☐ I understand Lycoming College and its Education Department have no control over the policies and procedures of school districts regarding accepting teacher candidates into early field, student teaching experiences, or as an employee.

☐ I understand that I will be eligible for Pennsylvania teaching certification upon successful completion of the program and upon passing the appropriate certification exams, as long as I am a citizen of the United States of America. If I choose to pursue certification in another state, it is my responsibility to determine what credentials are needed.

☐ I understand that upon graduation I must apply for teaching certification within a reasonable amount of time. If I decide to apply after five (5) years have passed, I must contact the Chief Certification Officer at Lycoming with up-to-date clearances and a professional reference regarding moral character in order for Lycoming to approve my application.

Please check the appropriate box that pertains to your status:

☐ By checking this box, I certify that I have **no current or pending** record of criminal activity.

☐ By checking this box, I am **alerting** the Education Department that **I have a current or pending** record of criminal activity. I will arrange a meeting with them to determine the best way to move forward.

Please complete the information below to update our records:

When do you plan to graduate? Semester: _____ Year: _____

What is your major? _____

What is your Certification Program? _____

When do you plan to student teach? Semester: _____ Year: _____

By signing below, you indicate that you have carefully read and fully understand each of the statements.

Student's Name: _____

Student's Signature: _____   Date: _____

CERTIFICATION

Upon completion of all course requirements, satisfactory assessment ratings (from College supervisor), completion of all requirements with a 3.0 overall GPA and appropriate tests, candidates may apply for Instructional I certification.

Further information regarding the Teacher Intern Program may be found at the following website: www.portal.state.pa.us >Home>Certifications.

Please note that our program requirements are subject to change, depending on regulations from the Pennsylvania Department of Education. You will be notified if such changes occur.

LYCOMING COLLEGE TEACHER INTERN MENTOR PROGRAM

I.   What is Mentoring?

      A mentor is a single person, whose basic function is to help the teacher intern navigate the basics of teaching profession.

II.   Objectives of the Teacher Intern Mentor Program

1. To assist the teacher intern in understanding the mission of the school district in serving the needs of the students.
2. To provide teacher interns with a continuing source of non-evaluative guidance, information, support, coping strategies, and feedback during the intern's placement in the district.
3. To familiarize teacher interns with the policies of the district, building level administrative procedures and facilities.
4. To acquaint teacher interns with the district curriculum and their role in the implementation of approved curriculum.
5. To provide teacher interns with knowledge of effective instructional strategies in planning and delivery techniques, and to improve classroom management skills.
6. To establish collegial relationships between teacher intern and mentor teacher and other faculty and staff.
7. To orient teacher intern to the school district program of observation and evaluation.

III.   Mentors

   a. Mentor teachers are selected by the School District, primarily selected based on the following criteria:
      i.   Tenured teacher known to be recognized by their peers and principals as outstanding and acceptable for the mentoring experience.
      ii. Should possess a Level II certificate
      iii. Should always be matched for compatibility with the teacher intern and with similar duties and assignments within the building and/or department.
   b. Duties of Mentor:
      i.   Meet with teacher intern weekly for the specified period of time (up to 14 weeks), sharing district policies, best practices, curriculum, and other areas related to the teacher intern's time in the district.

MENTOR GUIDE FOR DISCUSSION

I. New Teacher Basics
  a. Building
  b. Classroom
  c. Technology

II. Best Practices
  a. Classroom management
    i. Discipline and classroom rules
  b. Parent communication

III. Curriculum
  a. Teacher manuals
  b. Student texts and materials

IV. Gradebook review

V. Lesson plans and submission process

VI. Homework

VII. Teacher web page

VIII. Report cards
  a. Submission and comments

IX. Parent conferences

X. Observation of other classes

We discussed/notes:

_____

_____

_____

_____

_____

_____

I still have questions about:

_____

_____

_____

_____

_____

_____

_____

Post-Baccalaureate, Intern and Accelerated Programs Application

PERSONAL INFORMATION

FIRST NAME: [ ]   LAST NAME: [ ]

STREET ADDRESS

[ ] [ ] [ ]

CITY:

STATE: ZIP CODE:

EMAIL ADDRESS: [ ]   PHONE NUMBER: [ ]

EDUCATION

List your previous undergraduate schools, beginning with the most recent.

NAME OF SCHOOL: [ ]

CITY: [ ]   STATE: [ ]   ZIP CODE: [ ]

FIRST ATTENDED: [ ]   LAST ATTENDED: [ ]

GRADUATED: [ ]   G.P.A.: [ ]

NAME OF SCHOOL: [ ]

CITY: [ ]   STATE: [ ]   ZIP CODE: [ ]

FIRST ATTENDED: [ ]   LAST ATTENDED: [ ]

GRADU [ ]   G [ ]

CERTIFICATION INTEREST [ ]

SEMESTER ENROLLING: [ ]

CERTIFICATION TESTS PASSED [ ]   DATE OF TEST: [ ]

BRIEF DESCRIPTION OF WHY YOU ARE SEEKING TEACHER CERTIFICATION:

HAVE YOU EVER BEEN ARRESTED OR CONVICTED OF A CRIME? IF SO, PLEASE EXPLAIN.

Appendix IV
Directions for Lycoming College UNDERGRADUATE/POST-BACCALAUREATE Students
To Apply On-Line (TIMS) for Pennsylvania Certification

1. Follow the TIMS directions carefully. (listed below) Remember, you cannot file for certification until the **month of your graduation** and/or **complete all program requirements**.

2. You may **request a letter of completion** from Dr. Hickoff-Cresko (hickoff@lycoming.edu) in the Education Department. Please state your area of certification, what grades you student taught, and the semester you student taught when you contact her. This letter may assist you when applying for teaching positions while your application is being processed. The original letter of completion may be copied, as needed.

3. Lycoming's Education Department recommends that this application be completed during office hours: 8am-4:30pm (May – August, 8:00 am – 4:00 pm) so questions can be answered (570-321-4010) *before submitting* the on-line application. (Allow 15-20 minutes to complete application process).

Log into the PDE website http://www.education.pa.gov and register. On the top ribbon hover over "Education" and click "Certification" and then scroll down and click the TIMS Log In. On bottom of the log in screen click "Register" and complete the application. Then click the Login tab on the top of the page and proceed to enter your username and password.

Go to the PDE website to register, after registering "Log-In" to submit your certification application

---

Establish TIMS Profile; fill in requested information.

Welcome to TIMS - click on "Applications" (top menu bar)

Select Credential Type - (*choose "Instructional 1"* from the drop down menu), select certification subject area, and then click "continue"; 3-4 questions will appear. **TIP: Even if you have attended more than one university, answer "no" to the multiple institution question.**

Background Questions - answer all questions and check off affidavit at bottom of page.

Step 1: **Demographic Information** – fill in all requested information. **TIP: do not use your Lycoming College as your primary e-mail address. Your Lycoming account will be deactivated six months after graduation.**

Step 2: **Education Information** – *this page is extremely important*, please take your time and read all questions carefully. Click on **Add New Record** and follow the directions below.
- Institution Name – use the search tool; **do not type** the information in (Lycoming College)
- Contact Official: Amy Rogers
- "Did you receive any Degree/High School Diploma/GED while at this institution?" Answer "yes"

Enter Degree Information (*cannot* postdate "Date Conferred")
- Yes, if you received a degree from Lycoming.
- If you are certification student only (post-baccalaureate), enter yes if your bachelor's degree came from Lycoming. Enter no if your bachelor degree came from another institution.

Add Major Subject Area -search for and select the major subject area that most **closely matches** your program from "click here to add Major Subject Area"

- "Did you attend an educator preparation program(s) while at this institution?" Answer "yes"
- **Add Educator Preparation Program** from "click here to add Educator Preparation Program".
- Answer "yes" to both **Authorization Questions**
- Save whenever prompted!

NOTE: If you have passed your PK – 4 PECT exams and you have not passed your PK – 8 Special Education PECT exams, you may apply for both subject areas areas. You have one (1) year to pass the Spec Ed. PECT exams to include it on this TIMS application. After you pass the exams, you must call PDE to have them pull your original application to evaluate for the special education certification. This saves you from having to pay the $200 fee twice. If, however, you pass the Special Education exams after one (1) year, of the PK-4 TIMS application, you will need to apply through TIMS a second time with a second $200 application fee.

NOTE: Are you applying to add an additional subject area to an existing Instructional 1 credential through testing alone? Click 'no'. If you are a PK-4 applicant and are adding the grades 5/6 certification on your initial application, you will mark 'no'. Please be sure to let Dr. HC know you passed the grades 5/6 modules so it can be noted during the education department recommendation of your application. (You will check 'yes' if you already have a certification and are adding on another subject area by passing the exam only and are not going through the full preparation program. Ex. You have the Biology certification and are adding on the 7- 12 General Science certification through testing only.

> NOTE: When asked your program GPA, this refers to your overall GPA not solely in the Education program.

Step 3: **Certification Information** – do nothing, go to next page
Step 4: **Work Experience Information** – do nothing, go to next page
Step 5: **Application Requirements and Proof Documents** – do nothing, go to next page

Application Summary –look over carefully and make sure all information is correct especially #3 Education – check that all information is showing; check off both boxes for Code of Conduct; then click on "Proceed to Submit".

Payment Processing and Application/Request Submission – Select payment type (money order or credit card) and enter requested information; when done, click on "Process Payment and Submit Application/Payment. The application fee is $200.00 - a set fee established by the state, not Lycoming's Department of Education.

Congratulations! – You have submitted your application.

Please mail *or* email a copy of your final student transcript found in WebAdvisor to:

Amy Rogers
Lycoming College
1 College Place, Box 22
Williamsport, PA 17701.

Also, email Amy Rogers rogersa@lycoming.edu and tell her you have uploaded your application. She can then go into the system to verify and submit your application.

Check the status of your application from your dashboard. **Print certificate** when status reads **"Approved".**
PDE does NOT mail you a copy of your certification. YOU need to print from the dashboard.

Lesson Plan Format

Your Name
Education course(s)

Lesson Component	Detailed Lesson Plan
Intended Audience	Grade: Students:
PA Core Standards/Content Standards	
Objective(s) *Remember to think about the condition, behavior(s), criterion, and timeframe. At Bloom's taxonomy level.	
Essential Question(s)	
Prerequisite Skills and Knowledge	
Materials	
Diversity, Equity, and Inclusion	How will you intentionally cultivate culturally responsive practices and diversity, equity, and inclusion in this lesson? PowerPoint slides with equitable images; accessible to all students (e.g., closed captioning, font size, assistive technology)?
Safety or Health Concerns (e.g., physical distancing, goggles)	
Vocabulary *Define words and include strategy used to learn the vocab words. (You may note vocabulary in this section or identify which step of procedure this will happen)	
Timing (in this section or placed throughout the procedure section)	Total Lesson: Anticipatory Set/Hook/Wow: Lesson (e.g., PPT 10 minutes, iPad search 5 minutes, independent work 10 minutes) Closing:
Opening: Anticipatory Set **Hook or 'wow' factor?**	
Body: Procedure	

*Include teacher and student roles, ACTIVE engagement strategies (e.g., graphic organizers, TPTs), Model (**I do**), Prompt (**We do w/ help**), and Check (**You do independently**) *Questions/questioning strategies (include 3-4 questions)	
Closing	
Universal Design for Learning (UDL) Considerations within Lesson *Multiple Means of Engagement *Multiple Means of Representation *Multiple Means of Action and Expression	
Modifications, Accommodations, and Differentiation	1. How will you differentiate for students who struggle with reading? Writing? What are different ways you can have a student demonstrate they know and understand the material you are presenting? How will you get unmotivated or unengaged students to be involved? 2. How will you support students who need extension and enrichment during this lesson (e.g., higher level thinking questions)? 3. English Learners: What strategies will you use to support English learners during your lesson? 4. What modifications and accommodations will be used during the lesson to support the learning of ALL students?
Assessment--formative and/or summative *Are ALL keys included and examples of student or teacher work included in lesson plan packet handed in for assessment?	

Universal Design for Learning Components:
https://udlguidelines.cast.org/

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression
Strategic Networks
The "HOW" of Learning

Access

Provide options for Recruiting Interest (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Appendix IV

Collaboration- Partnership between schools and universities that facilitate pre-service teachers to engage in clinical and laboratory experiences in the schools.

Cooperating School/Agency- A school or agency in which field placement students and student teachers engage in professional experiences. The school or agency is not administered by, staffed by, or under the jurisdiction of Lycoming College

Cooperating Teacher/Mentor- The professional teacher with whom the field experience student is working. The teacher is a school or agency employee who guides and mentors, prospective teachers within an actual classroom. Cooperating teachers must: have a **minimum of three years of satisfactory teaching experience; hold a Level II PA certificate; have satisfactory or better evaluations**. Cooperating teachers receive a stipend as compensation for their service.

Mentor Teacher - The professional teacher in the same field experience or administrative role. The mentor is a school or district employee with leadership skills, has outstanding work performance, and has mentor training or has trained other pre-service or induction teachers. Mentor teachers must have a **minimum of five years of above satisfactory teaching experience; hold a Level II PA certificate; have above satisfactory or better evaluations.**

Certification Officer - The Lycoming College faculty member responsible for all aspects of the certification application process after program completion.

Diverse Student Populations- Populations of students representing all ethnic, racial, socioeconomic, and gender differences, as well as populations of students of all intellectual and physical abilities.

EDUC 465: Student Teaching & Professional Seminar- This fourteen-week course provides an overview of the student teaching handbook and opportunities to apply knowledge of the Danielson Framework for authentic classroom situations. Students will have the opportunity to share ideas directly relevant to the student teaching process with their peers. Student teachers will explore how to search for and obtain a teaching position. Weekly discussions will facilitate collaboration with student teaching colleagues to further enhance the student teaching experience. This course supplements the graduate-level student teaching experience for student teachers in Early Education PreK-4 certification (with or without Special Education certification) and Secondary Education (Biology, English, Math, and Social Studies).

Field- The classroom, school, or agency where a student teacher gains experience by interacting with professional teachers, students, instruction and curriculum and the process of teaching and learning.

Field Experience- Denotes the entire range of field experiences or experiences in the school or agency that foster the application of theory to practice.

Clinical Supervisor- A Lycoming College employee responsible to mentor the field placement student, to observe and evaluate the student, and collaborate with the cooperating/mentor teacher.

Observation- On-site observation and evaluation of the field experience student, provided by the cooperating/mentor teacher and the university supervisor. Feedback is provided to the field placement student in order that he/she may work toward the highest levels of proficiency in teaching. The Field Placement Coordinator may participate in observations and collaborate with the cooperating/mentor teacher and university supervisor.

Student Teacher- A teacher candidate engaged in student teaching in a school or agency.

Student Teaching- Guided practice teaching in which the teacher candidate, over a period of consecutive weeks, is involved in the development and direction of teaching, learning, and assessment activities applicable to a group of students. All previous field experiences prepare the teacher candidate to have the highest possible rate of success in the student teaching experience. Student teaching is the last step of the teacher preparation program.