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PREFACE

This handbook is designed for orientation to the student teaching experience from Westminster College. It is a synthesis of materials provided to student teachers, cooperating teachers, and college supervisors. Some sections contain information to help the student with the transition from college student to professional teacher. Other sections address the specific role of the cooperating teacher and principal. Your comments are solicited and are welcomed regarding further improvements to the handbook. As with most aspects of education, this is a document in process and continuous evaluation - not a finished product.

If you have any questions regarding the information contained in this document, please feel free to contact us at any time for clarification.

SCHOOL OF EDUCATION
WESTMINSTER COLLEGE
New Wilmington, PA 16172-0001
Telephone: (724) 946-7180
Fax: (724) 946-6180

Dear Student teachers and cooperating teachers,

Student teachers have worked for years to get to this culminating experience. It is an exciting time where pre-service teachers are able to utilize their preparation and apply it to the classroom. We are grateful for the willingness of cooperating teachers to help prepare future educators. Please know that we will work to support and advance the teaching profession.

When we do the best we can, we never know what miracle is wrought in our life, or in the life of another. –Helen Keller

Sincerely,

Amy H. Camardese, Ph.D.
Chair, School of Education
SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education at Westminster College is to prepare early childhood and special education and secondary teachers who are distinguished by their subject matter knowledge, interpersonal capacities, pedagogical skills, and professional attitudes.

The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, opportunities with children, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education.

Competencies are sought in content knowledge, understanding learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.

Upon program completion, candidates will have acquired the knowledge, demonstrated the skills, and assumed the attitudes necessary to begin a teaching career, and the credentials necessary for initial certification.

The departmental outcomes are consistent with the standards, guidelines, and outcomes of the College and the Pennsylvania Department of Education. Westminster College is now authorized by the Pennsylvania Department of Education to recommend candidates for certification in the following areas:

<table>
<thead>
<tr>
<th>Science-Biology</th>
<th>7-12</th>
<th>English</th>
<th>7-12</th>
<th>French</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-Chemistry</td>
<td>7-12</td>
<td>Social Studies</td>
<td>7-12</td>
<td>Spanish</td>
<td>K-12</td>
</tr>
<tr>
<td>Science-Physics</td>
<td>7-12</td>
<td>Mathematics</td>
<td>7-12</td>
<td></td>
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</tbody>
</table>
The Student Teacher
STUDENT TEACHING

The goal of student teaching is to provide a capstone to the educational experience that necessitates the integration of the knowledge, skills, and attitudes of the teacher preparation program. Student teachers function under the guidance of a legally qualified, professionally motivated cooperating teacher who employs widely recognized pedagogical and psychological principles of learning and teaching.

REQUIREMENTS FOR SUCCESSFUL STUDENT TEACHING:

1. Student teachers are expected to be at school every day. If there is an emergency, illness or extenuating circumstances, you will need to notify your supervisor and cooperating teacher as soon as possible prior to the beginning of the school day of the absence. Check with your cooperating teacher to see how she/he would prefer to be notified. Make sure you have his or her phone number at your home. Make-up days may be necessary in extenuating circumstances. Completed lesson plans and materials must be ready and available for your cooperating teacher if you are absent. Student teachers, are also expected to follow the elementary or middle school calendar, not the college calendar. Student teachers should be present at all school functions (i.e., Open House, faculty meetings, and in in-services) and should be present at school the same time as the cooperating teacher.

2. Student teachers should teach full-time for at least two weeks in a single setting experience or a minimum of two weeks in each experience if in multiple settings. For multiple settings students will spend 8 weeks in the first setting followed by 8 weeks in the second setting. Student teachers will finish their first half of student teaching on a Friday and begin the second half of student teaching on the following Monday.

3. Teaching generally begins gradually and increases to full-time. Each circumstance is different, and the cooperating teacher will determine the timing and readiness. There is no teacher like experience, and the sooner teaching is begun, the sooner the journey toward competence is begun. The assumption of teaching responsibilities in the second half of the semester will have an accelerated progression. For example, the first week of the second placement will be observation and perhaps one subject. In the second week the student teacher will pick up a second and possibly third subject/classes. For the third week, the student teacher would be responsible for three or four subjects/classes and by the sixth week, full responsibility for instruction. Student teachers are also responsible for duties outside the classroom to which a regular
teacher is assigned, such as grading papers, cafeteria and bus duty, staff meetings, extra-curricular activities, parent-teacher conferences, and general building expectations.

4. At some point in the experience, either the principal or the cooperating teacher will arrange for the student teacher to observe other teachers and activities in the school, such as special methods of instruction, experimental programs, special education program, team teaching, technology, etc.

5. The daily schedule of the classroom should be submitted to the college supervisor as soon as possible after the start of student teaching.

6. The time of the student teacher is divided between observation and teaching. The first day or two in a setting will be devoted to observation. This period of observation provides an opportunity to become acquainted with the general routine and procedures of the school and the classroom, with the pupils, and with the cooperating teacher.

7. After a brief orientation, the student teacher should begin to assist with the classroom routine. Within the first week some actual teaching should begin. The program of actual teaching should increase week by week until the full teaching load is assumed by the student teacher. Adjustments will have to be made to meet individual differences among student teachers. Some students will move faster than others toward assuming full teaching responsibilities. Team teaching or some form of cooperative teaching is also encouraged.

8. Student teachers should not be permitted to teach any class until a satisfactory lesson plan has been prepared and approved prior to the lesson. Student teachers are familiar with the essentials of lesson planning. Any lesson plan format should include evidence of carefully considered instructional strategies. The student teacher should provide the college supervisor with a copy of the plan when visits are made.

9. Student teachers are reminded that the cooperating schools are extending a professional service to Westminster College in permitting them to place student teachers in their schools. This professional relationship and courtesy necessitates the highest levels of professional conduct by the student teacher.
THE STUDENT TEACHER AND CLASSROOM MANAGEMENT

Classroom management is one of the most challenging aspects of student teaching. There are a variety of ways in which students react and interact with peers and teachers. Teachers deal with behavioral matters in a variety of effective ways.

When student teaching begins, it is strongly recommended that the cooperating teacher and student teacher take time to discuss expectations of the classroom and the student teacher in managing behavior issues. It is imperative that the student teacher understands the behaviors which are and are not acceptable in the classroom, and that he/she is also aware of what actions are allowable to take in response to such behaviors. Keep in mind that no two teachers are alike, and if possible, allow some flexibility to develop personal strategies and ideas which might work.

SOME ELEMENTS FOR SUCCESSFUL MANAGEMENT IN THE CLASSROOM

• Standards for behavior which are agreed upon by both the teacher and the student
• Clear consequences for breaking the rules
• Must be aware of actions of entire class at all times
• Enforce rules fairly and consistently
• Be prepared for students to push until you enforce

REMEMBER…

~ If you don’t have a plan for your students, they will have a plan for you.
CONFIDENTIALITY AGREEMENT

PRE-SERVICE TEACHERS WILL HAVE MANY HOURS OF PRACTICUM, FIELD EXPERIENCE, AND STUDENT TEACHING. PROFESSIONALISM INCLUDES CONFIDENTIALITY WHEN SHARING INFORMATION ABOUT STUDENTS, TEACHERS, AND CLASSROOMS.

I AGREE TO FOLLOW THE SCHOOL DISTRICT'S SOCIAL MEDIA POLICY.

WHEN YOU ARE COMPLETING ASSIGNMENTS FOR YOUR COURSE WORK, PLEASE BE MINDFUL THAT YOUR WORK WILL BE READ BY A VARIETY OF INDIVIDUALS AND MAY NOT BE KEPT CONFIDENTIAL.

I WILL NOT USE ANY IDENTIFYING INFORMATION ABOUT STUDENTS, FAMILIES OR SCHOOL PERSONNEL WHEN WRITING OR REPORTING ABOUT STUDENTS, TEACHERS, AND SCHOOL DISTRICTS.

________________________________________
Signature
The Principal
THE PRINCIPAL’S ROLE

While not involved in the day-to-day supervision of student teachers, the principal nevertheless plays an important role in the success of the student teaching program. The following items indicate some of the ways the principal might facilitate the introduction to teaching for student teachers:

1. At the beginning of the student teaching experience provide an orientation to the general philosophy, goals, standards, and procedures of the school.

2. Acquaint the student teachers with special services provided for students.

3. Encourage the participation in professional opportunities such as workshops, curriculum meetings, and Intermediate Unit programs.

4. Provide student teachers with status:
   a. Include the student teacher's name on sign-in sheets, etc.
   b. Encourage student teachers to attend teachers' meetings.
   c. Introduce them to school personnel, custodians, nurse, central office personnel, etc., as appropriate.
   d. Assist in scheduling visitations to other classrooms, central resource centers, etc.

5. Observe the student teacher:
   a. Be able to write a recommendation, if asked.
   b. Assist in resolving possible conflicts.

6. Confer with the college supervisors on placement and progress, as needed. If the cooperating teacher is absent, a substitute should be employed. However, since the student teacher would be familiar with the classroom routine and instructional plans, there would be no objection to the student teacher being responsible.

7. Please consider allowing our Westminster student teachers in PSSA/Keystone tested grades to explore other opportunities to learn and teach during PSSA/Keystone weeks, beyond their classrooms. We know most districts are not permitted to have student teachers in classrooms during PSSA/Keystone testing times. If possible, we ask that you and your cooperating teachers allow student teachers to explore any of the following options:
   1. Teach/co-teach lessons in primary classrooms
   2. Create interactive bulletin boards for grade levels
   3. Develop outdoor lessons to share with various grade levels for PSSA/Keystone afternoons
   4. Develop Brian Break physical activities for PSSA afternoons
The Cooperating Teacher
THE COOPERATING TEACHER

1. Arrangements for those who shall serve as cooperating teachers are made by the college liaison with the school principal or designated administrator.

2. The assignment of a teacher to the role of cooperating teacher is made by the superintendent of schools or a designated administrator after consultation with the teacher and the principal.

3. Cooperating teachers are selected from those teachers who have received or are willing to participate in specialized preparation as a cooperating teacher.

4. Requirements for cooperating teachers include a minimum of three years teaching experience and a minimum of one year in the school entity.

5. Cooperating teachers are directly responsible to the college supervisor for the supervision of the student teacher assigned and for making periodic reports and evaluation of the work and progress of the student teacher. This relationship with the College shall in no way conflict with the basic responsibility of each cooperating teacher to the district's superintendent and principal.

6. Just as the title implies—a cooperating teacher is a professional who is willing to supervise, cooperate, help, guide, and encourage the student teacher. The student teacher will be required to develop satisfactory plans for teaching, discuss the plans, and have them approved. Frequent conferences will be held with the student teacher to discuss and evaluate teaching and explore ways for making the teaching as effective as possible. Suggestions concerning teaching techniques, selection of materials, assignments, evaluation of pupil progress, management of classroom routines, classroom management, classroom discussions, etc., are suggestive of the many areas in which the cooperating teacher can be of help to the student teacher.

7. Any problems which develop should be discussed with the college supervisor.

8. Cooperating teachers generally make three formal observations with written comments during the eight week placements, six during the 15-16 week placement. Forms for this purpose will be provided and can also be obtained electronically.

9. The student teacher should be present at the building when the cooperating teacher is required to be present, and not leave before the time for the cooperating teacher to leave. If the cooperating teacher has after school responsibilities beyond the regular classroom, the student teacher would not be expected to remain at school.

10. The student teacher is responsible for informing both the college supervisor and the cooperating teacher in the case of illness or other absence. If an absence is not due to illness, the student teacher should have the approval of the college supervisor and the college supervisor prior to the absence. Make up days shall be arranged when absence exceeds three days.
RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Prepare for the arrival of the student teacher by facilitating a smooth transition for both the student teacher and the students in your classroom.

2. Provide the student teacher with all necessary materials to conduct lessons, including a desk, textbooks and teachers’ manuals, policies, grade book, and anything else that you may use on a day-to-day basis in your classroom.

3. Help the student teacher become familiar with the records and files of the students and the privacy regulations that pertain to their use.

4. Make the teacher aware of all policies of the district, building, and classroom.

5. Model teaching methods for your student teacher.

6. Introduce the student teacher to teaching colleagues, school staff and parents.

7. Attend conferences arranged with the college supervisor to discuss the effectiveness and performance of the student teacher.

8. Assist the student teacher with lesson plans and overall teaching methods.

9. Observe and formally evaluate the student teacher three times (eight week placement) or six times (15 week placement) during the semester and discuss strengths and weaknesses.

10. Complete evaluation forms (see the last section of this handbook).

11. Consult with the college supervisor regarding the final evaluation of your student teacher.
TEACHER LIABILITY

The question, "Is a cooperating teacher liable for negligence occurring in his/her absence from the classroom when he/she leaves a student teacher in charge?" is one which is occasionally asked. In recent years the answer has gradually changed from an emphatic "no" to "probably not."

In general, prudent guidelines that carefully attend to details regarding safety rules, security matters, and school procedure, combined with the exercise of common sense will avoid problems of legal liability. Negligence would be found only if an incompetent student teacher was left in charge. It is highly doubtful that a cooperating teacher would do such a thing.

General advice for cooperating teachers and student teachers includes:

- "Exercise good common sense,"
- "Be prudent,"
- "Be sure that the student teacher is aware of school district policies regarding safety rules, security matters, and standard school procedures."

To our knowledge no student teacher from Westminster College or any cooperating teacher working with one of Westminster’s student teachers has ever been sued over any issue. A judgment for negligence is not likely to be found against individuals who exercise good judgment.
The College Supervisor
THE COLLEGE SUPERVISOR

1. The College will assign a member of the college faculty to each student teacher to serve as the college supervisor. The college supervisor will visit the classroom of the student teacher at intervals to observe teaching, to make such suggestions and evaluations as may be needed, and to confer with the cooperating teacher concerning the work and progress of the student teacher.

2. The college supervisor will be responsible for preparing the cooperating teachers for their supervisory roles with student teachers.

3. The college supervisor will act as the primary liaison between the student teacher, cooperating teachers, and principals of the school districts.

4. The college supervisor will be responsible for all correspondence and arrangements with school personnel (superintendent, principal, and cooperating teachers).

5. The college supervisor will be responsible for attending conferences dealing with the performance and evaluation of the student teacher.

6. The college supervisor will comply with the evaluation requirements for the student teacher, give formal evaluations to the cooperating and student teacher, and will conduct follow-up conferences with the student teacher.

7. The college supervisor will work with the student teacher to clarify lesson plans and assist in any other areas deemed necessary.

8. The college supervisor will be available to address emergencies, should they occur, concerning the student teacher.

9. The college supervisor will assign the student teacher’s final grade.
Evaluation for Student Teaching
Lesson Plan Format

I. Big Idea

A core concept, principle, theory, or process that should serve as a focal point of curriculum, instruction, and assessment

Ex. People adapt to their environments

II. Reference to PA and Common Core Standard(s)

III. Essential Question

A provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Reflect the key understanding you want your students to have after they have completed your curriculum.

Ex. What does it mean to adapt to your environment?

IV. Lesson Objectives

State behaviorally specific lesson objectives. What do you expect the students to be able to know or understand from this lesson? Objectives should be observable and measurable. Objectives* (ABCD format; strong, measurable verbs with concise stems, Refer to Bloom’s taxonomic levels)

A(Audience)
B(Behavior)
C(Condition)
D(Degree)

V. Assessment/Evaluation

State how you will evaluate or assess the students’ performance and mastery in terms of each objective. Note: Every learning experience provided during the lesson is for the purpose of developing or evaluating the stated objectives.

FORMATIVE
SUMMATIVE

VI. Materials

Note a list of instructional materials to be used during the lesson. (Include texts, pictures, audio visuals, manipulative materials, etc.)

VII. A. Introduction (Anticipatory Set)

State how you will focus students’ attention on the lesson. How will you activate the students’ prior knowledge of the lesson topic?
B. **Lesson Development** (Activities, Procedures)
   State the procedures and activities you will use to develop the lesson. Include such things as modeling, describing, giving examples, discussions, demonstrations, problem solving procedure, checking for understanding, guided practice, independent practice, etc. This section should be step-by-step procedures that you will use to present the lesson.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher will</th>
<th>Students will</th>
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C. **Closure/Summary**
State how you will bring the lesson to closure. This part of the lesson should reinforce the major objectives. It consolidates and draws attention to the end of the lesson. (review, checking for understanding, questioning, etc.)

VIII. **Adaptations, Modifications, UDL (Universal Design for Learning) and Extension Activities**

   What instructional techniques will you use to address all learning characteristics present in your class?

IX. **Interdisciplinary Connections**
   How could this lesson tie into other disciplines?

X. **Self Evaluation**
   How did I do with the lesson? What changes would I make to produce better results and could be used in subsequent lessons?
EVALUATION AND REFLECTION

The process of evaluation in student teaching provides a vital opportunity to value growth and to consider areas for improvement. The most desirable type of evaluation can be characterized as a continuous, collaborative effort among the participants: the student teacher, the cooperating teacher and the college supervisor. Each plays an important part during the student teaching experience.

**Student Teacher Reflection**
Self-evaluation is an important element in helping the student teacher gain insight into the teaching process. Analysis of what went well or what did not go well, and why, can lead to growth for the student teacher. While we hope that lessons presented each day are informally evaluated with the cooperating teacher and college supervisor, student teachers are asked to complete a formal, written self-evaluation after a lesson is observed by either the cooperating or college supervisor.

Student teachers are asked to complete each portion of the form and give copies of their reflections to their cooperating teachers and college supervisors following the observation. The student teacher will also complete the **430 attachment** and the **Westminster College/Student Teacher Evaluation Form** to be submitted at the final meeting.

**The Cooperating Teacher**
The cooperating teacher is the single, most important link in the evaluation of a student teacher. He/she sees the student teacher in every phase of the experience and is present on a daily basis. Even on days when the student teacher is responsible for the entire classroom program from pupil arrival to dismissal, the cooperating teacher will be in the building and aware of what is happening in the classroom. Daily conferences are a useful way to help the student teacher see ways to improve as well as reinforcing aspects, which are going well.

The cooperating teacher is asked to complete three formal, written observations using the **Student Teacher Observation Form** then the **Westminster College/Student Teacher Evaluation Form** as a final evaluation.

**The College Supervisor**
The college supervisor will visit at regular intervals during the term for both formal and informal visits and observations. Each college supervisor has had direct classroom teaching experience and can bring a broad perspective of teaching to the observation. The college supervisor can also help if difficulties arise. Generally, a pre-observation conference will be held prior to a formal observation.
This form is used by the supervisor and cooperating teacher for observing student teacher lessons.

**STUDENT TEACHER OBSERVATION FORM**

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer</td>
<td>Lesson Topic</td>
</tr>
</tbody>
</table>

**Planning and Preparation**

**Classroom Environment**

**Instructional Delivery**

**Professional Qualities**

**Suggestions**

Please check the specific component under each domain that you observed/discussed today.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Classroom Environment</th>
<th>Instructional Delivery</th>
<th>Professional Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>Pupil Interests and involvement</td>
<td>Method of presentation</td>
<td>Is able to self-evaluate and assess effectiveness of a lesson</td>
</tr>
<tr>
<td>Assesses student learning</td>
<td>Manages student behavior</td>
<td>Timing and pacing</td>
<td>Accepts feedback</td>
</tr>
<tr>
<td>Demonstrates knowledge of content and pedagogy</td>
<td>Creates an environment of respect and rapport</td>
<td>Transitions</td>
<td>Maintains accurate records of student progress</td>
</tr>
</tbody>
</table>
DIRECTIONS FOR COMPLETING THE FINAL STUDENT TEACHER EVALUATION FORMS

- College Supervisors, Cooperating Teachers and Student Teachers will use the Westminster College/Student Teacher Evaluation Form (page 25) for midterm (when needed) and final evaluation. Refer to Danielson’s Domains Rubric for Student Teaching Evaluation. The Cooperating Teacher might also be asked to write a letter of reference which would give a prospective employer important information regarding performance.

- In addition to completing the Westminster College/Student Teacher Evaluation Form, student teachers are asked to write a one-page narrative (typed) outlining his/her strengths and areas for growth.

- The College Supervisor is required to complete the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430) as the final evaluation. Only the last page of the PDE-430, complete with signatures, is necessary to turn in to the office.

- The final letter grade for the student teaching experience will be determined by considering the weekly observations and reflection forms, the ratings of the Westminster College/Student Teacher Evaluation Form, the written narrative and the information recorded on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430). The letter grade should correspond to the best interpretation of the student teacher’s growth and performance throughout the entire experience.

- The College Supervisors will arrange a conference at the end of each placement where all three participants can share and discuss the completed evaluation forms and the narratives. In the dual certified placements (ECE Pre-K-4/Special Ed) the midterm may be omitted unless the supervisor and cooperating teacher determine a need.

- After the paperwork has been completed, it should be given to the College Supervisor who will record the grade.

- Student teachers should receive copies of all the evaluations and letters of reference for their placement files.
FINAL GRADE FOR STUDENT TEACHING

Grading for student teachers at Westminster College is on a letter grade standard. At the conclusion of the student term the college supervisor is responsible for assigning a letter grade for each student teacher. The primary sources for the grade are the Final Evaluation Forms as well as the Student Observation Forms. Candidates in general education and special education settings will receive separate grades for each student teaching experience.

Basic criteria, which are included in grading, are the four areas included in the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and (1) Planning and Preparation; (2) Classroom Environment; (3) Instructional Delivery; (4) Professionalism Qualities.

The scale below gives a general interpretation of the letter grades, which can be given in student teaching. (Note: Plus and minus indications may be used):

- **A** = Ready to assume the role of a beginning teacher. A well qualified candidate for any position covered by his/her certificate. A+ is not used.

- **A-** = Ready to assume the role of a beginning teacher. A qualified candidate for any position covered by his/her certificate.

- **B+** = A qualified candidate for most positions open to a first-year teacher. With additional experiences, and some supervision, should perform well in the classroom.

- **B** = A qualified candidate for most positions open to a first-year teacher. With additional experiences, and some supervision, should perform well in the classroom.

- **B-** = A candidate for most positions who may need mentoring and supervision.

- **C** = Has met the minimum competencies. With counseling might do additional coursework and repeat student teaching. Westminster College may not recommend for certification at this time.

- **D** = Has not met the minimum competencies for certification. Certification not recommended.
This form is used by both cooperating teachers and supervisors for the final meeting. It may be used by supervisors on an ongoing basis.

Westminster College/Student Teacher Evaluation Form

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>1A: Demonstrating knowledge of content and pedagogy</th>
<th>Possible Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A1: Knowledge of content and the structure of the discipline</td>
<td>• Specifically, what do you expect the student to know and how do you make connections to the PA Core Standards?</td>
</tr>
<tr>
<td></td>
<td>• What things do you routinely do to extend your content knowledge in the subject/subjects you teach?</td>
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<tr>
<td></td>
<td>• Describe the process you use as you plan your daily lessons.</td>
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<td>• What strategies do you use to check students’ prior knowledge and possible misconceptions as you begin the study of a new concept?</td>
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<tr>
<td></td>
<td>• How do you build on students’ prior knowledge?</td>
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<td></td>
<td>• How do you adapt instruction for those students who need extra time and alternative strategies to master a concept?</td>
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<td></td>
<td>• What enrichment is available for those who have mastered the concept you are teaching?</td>
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</tbody>
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Comments:

<table>
<thead>
<tr>
<th>1B: Demonstrating knowledge of students</th>
<th>Possible Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B1: Knowledge of child and adolescent development</td>
<td>• Is there anything about your class of students I should know before I come in?</td>
</tr>
<tr>
<td>1B5: Knowledge of students’ special needs</td>
<td>• Tell me about your greatest challenges with your students and the strategies you are using to meet those challenges.</td>
</tr>
<tr>
<td></td>
<td>• What resources do you use/need to support all the varied needs of your students?</td>
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<tr>
<td></td>
<td>• Use evidence to cite some successes you have achieved with at-risk students by differentiating your practice.</td>
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<tr>
<td></td>
<td>• What resources are we lacking in our school that you could use to improve student learning?</td>
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</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>1E: Designing coherent instruction</th>
<th>Possible Guiding Questions:</th>
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</thead>
<tbody>
<tr>
<td>1E1: Learning activities</td>
<td>• How do your lessons align with PA Core Standards?</td>
</tr>
<tr>
<td>1E2: Instructional materials and resources</td>
<td>• As the designer of your classroom instruction, how do you plan to meet the needs and interests of all of your students to give them varied experience and keep them engaged and motivated to learn?</td>
</tr>
<tr>
<td>1E3: Instructional groups</td>
<td>• How is time allocated to work cooperatively with other teachers to be sure that your instruction is aligned with students’ previous knowledge so that they can make connections for deeper understanding?</td>
</tr>
<tr>
<td>1E4: Lesson and unit structure</td>
<td>• What connections have you made to the Pennsylvania Department of Education (PDE) Standards Aligned System (SAS) website for updates that support your practice?</td>
</tr>
<tr>
<td></td>
<td>• What support is available for the students who may not master a concept the first time it is taught?</td>
</tr>
<tr>
<td></td>
<td>• Describe the process and design of your lesson plans. How do you plan with your colleagues, observe other teachers’ lessons, or cooperatively study lessons to maximize student achievement and reflect on your practice?</td>
</tr>
<tr>
<td></td>
<td>• How do you meet the needs and interests of your students, keeping them engaged and motivated?</td>
</tr>
</tbody>
</table>

Comments:
1F: Designing student assessment

1F1: Congruence with instructional outcomes
1F3: Design formative assessments

Possible Guiding Questions:
• How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work?
• Before you design your instruction, do you consider what you want the students to know and how you will assess it? Explain your process.
• Explain how you clarify expectations for students by using:
  o Exemplary student work
  o Rubrics
  o Explicit directions
  o Modeling
  o Student repetition of details
• What formative assessments do you use to identify student needs and to plan your instruction?
• How do you benchmark your assessments with other teachers at your level to inform your expectations and insure high expectations for all students?
• Share the ways you provide students with timely feedback on their learning and give them opportunities for improvement.
• What might your students say or do that would be evidence that they are exploring understanding the instructional goals for today?

Domain 2: The Classroom Environment

2A: Creating an environment of respect and rapport

2A1: Teacher interactions with students
2A2: Student interactions with other students

Possible Guiding Questions:
• How do you model respectful behavior for your students?
• What barriers to appropriate behavior do you encounter and what have you done to minimize them?
• How do you cultivate communication and rapport with and among all of your students?
• How do you help students value diversity in the school community/globally?
### 2B: Establishing a culture for learning

<table>
<thead>
<tr>
<th>2B1: Importance of the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Possible Guiding Questions:**
- In what ways have you established a culture for learning in your classroom?
- Student engagement is about the nature of the work and who does it. In what ways do you encourage your students to be active participants?
- In addition to the planned lesson, how have you created an environment in which students can pursue knowledge of their own interests?
- In what ways are you working to connect with students' families?

### 2C: Managing classroom procedures

<table>
<thead>
<tr>
<th>2C1: Management of instructional groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Possible Guiding Questions:**
- What rituals and routines have you encouraged in your classroom to set a tone of respectful behavior?
- How do you encourage your students to share roles and responsibilities with non-instructional routines for efficient classroom operations?
- When collaborative grouping occurs, how do you manage equitable goals for all group members to share in the learning process?

### 2D: Managing student behavior

<table>
<thead>
<tr>
<th>2D2: Monitoring of student behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Possible Guiding Questions:**
- Describe your student behavior plan/positive behavior management program. Is it clear, consistent, fair, appropriate and preventative?
- Have your students shared the responsibility for determining the plan?
- What is the most persistent behavior problem in your classroom? What are your current solutions?
### Domain 3: Instruction

#### 3A: Communication with Students
- **3A2: Directions and procedures**
- **3A3: Explanations of content**
- **3A4: Use of oral and written language**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Possible Guiding Questions:**
- What strategies do you use to check students’ misconceptions as you begin the study of a new concept?
- How do you maximize student understanding through:
  - Flexible grouping
  - Differentiation
  - Cross-curricular instruction
- How do you encourage students to share?
- How are you utilizing or want to utilize technology in your classroom?

#### 3B: Using Questioning and Discussion Techniques
- **3B1: Quality of questions**
- **3B2: Discussion techniques**
- **3B3: Student participation**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Possible Guiding Questions:**
- Explain how your classes are a combination of mini-lessons with opportunities for student engagement, reflection and sharing that go beyond memorization of facts.
- How do you provide students with practice in being good consumers of information by:
  - Analyzing
  - Summarizing
  - Synthesizing
  - Evaluating
  - Thinking critically
  - Strategic thinking
  - Application to real life situations and new learning?

#### 3C: Engaging Students in Learning
- **3C1: Activities and assignments**
- **3C4: Structure and pacing**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Possible Guiding Questions:**
- In your planning, how do you determine groups of students who work cooperatively?
- What kinds of things will I hear from you and from your students that will be evidence of a high level of rigor during this lesson?
- What activities are planned to help students to reach a different level of understanding?

Comments:
### 3D: Using Assessment in Instruction

<table>
<thead>
<tr>
<th>3D1: Assessment criteria</th>
<th>3D2: Monitoring of student learning</th>
<th>3D3: Feedback to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Basic</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

#### Possible Guiding Questions:
- Describe how you use the following items to clarify expectations in your classroom.
  - Exemplary student work
  - Rubrics
  - Timely feedback
- Which opportunities for immediate feedback are most popular with your students and why?
  - Computer exercises
  - Working in pairs
  - Student-teacher conferences
  - Working in small groups
- How do you use portfolios to collect student work as a means of assessing change over time and progress on individual tasks?
- When are families or older students invited to offer feedback on specific projects?

Comments:

### Domain 4: Professional Responsibilities

#### 4C: Communicating with Families

<table>
<thead>
<tr>
<th>4C3: Engagement of families in the instructional program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

#### Possible Guiding Questions:
- Describe your role in our school as a professional learning community.
- What opportunities do you have to share classroom research and successes with your colleagues?
- How would you describe the context of our school and our opportunities for improvement?
- Describe how you build a learning partnership with each family.

Comments:

#### 4D: Participating in a Professional Community

<table>
<thead>
<tr>
<th>4D1: Relationships with colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

#### Possible Guiding Questions:
- Are you a member of any professional organizations? Or do you follow any professional organizations on social media?
- Do you subscribe to any educational research journals?
  - Which have been most helpful to you and why?
  - Would you recommend any journals or recent books to be part of our professional library?
- What do you see as urgent issues now in the field of education?
- Do you maintain professional language and deportment during all aspects of the school day?

Comments:
### 4E: Growing and Developing Professionally

**4E2: Receptivity to feedback from colleagues**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Possible Guiding Questions:**

- What do you believe to be the characteristics of an exemplary teacher?
- What are your personal goals to maintain your professionalism?
- What professional development activities do you participate in?
- How did you utilize feedback from your cooperating teacher or faculty supervisor to shape lessons?

### 4F: Showing Professionalism

**4F1: Integrity and ethical conduct**

**4F5: Compliance with school and district regulations**

<table>
<thead>
<tr>
<th>Level</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**Possible Guiding Questions:**

- What efforts do you make to ensure all students are well-served by the school?
- How do you demonstrate compliance with school and district regulations?
- What school district workshops have you attended?

Comments:
Danielson’s Domains Rubric for Student Teaching Evaluation

<table>
<thead>
<tr>
<th>DOMAIN 1</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A: Demonstrating knowledge of content and pedagogy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A: Knowledge of content and the structure of the discipline</td>
<td>In planning and practice, teacher makes content errors or does not correct errors made by students.</td>
<td>Teacher is familiar with the important concepts in the discipline but may lack awareness of how these concepts relate to one another.</td>
<td>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</td>
</tr>
<tr>
<td><strong>1B: Demonstrating knowledge of students</strong></td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>1B1: Knowledge of child and adolescent</td>
<td>Teacher displays little to no knowledge of the developmental characteristics of the age group.</td>
<td>Teacher displays partial knowledge of the developmental characteristics of the age group.</td>
<td>Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general pattern.</td>
</tr>
<tr>
<td>1B5: Knowledge of students’ special needs</td>
<td>Teacher displays little or no understanding of students’ special learning or medical needs or why such knowledge is important.</td>
<td>Teacher displays awareness of the importance of knowing students’ special learning or medical needs, but such knowledge may be incomplete.</td>
<td>Teacher is aware of students’ special learning and medical needs.</td>
</tr>
<tr>
<td><strong>1E: Designing coherent instruction</strong></td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>1E1: Learning activities</td>
<td>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity</td>
<td>Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no</td>
<td>All of the learning activities are suitable to students or to the instructional outcomes and most represent significant cognitive challenge, with some</td>
</tr>
<tr>
<td>1E2: Instructional materials and resources</td>
<td>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</td>
<td>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</td>
<td>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</td>
</tr>
<tr>
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</tr>
<tr>
<td>1E3: Instructional groups</td>
<td>Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td>Instructional groups partially support the instructional outcomes with an effort at providing some variety.</td>
<td>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</td>
</tr>
<tr>
<td>1E4: Lesson and unit structures</td>
<td>The lesson or unit has no clearly defined structure or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is even with most time allocations reasonable.</td>
<td>The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation.</td>
</tr>
<tr>
<td>1F: Designing student assessment</td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
</tr>
<tr>
<td>1F1: Congruence with instructional outcomes</td>
<td>Assessment procedures are not congruent with instructional outcomes.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but many are not.</td>
<td>All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.</td>
</tr>
<tr>
<td>1F3: Design of formative assessment</td>
<td>Teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>Teacher has well-developed strategies for using formative assessment and has designed particular approaches to be used.</td>
</tr>
</tbody>
</table>

| **DOMAIN 2** |  |  |  |
| 2A: Creating an environment of respect and rapport | UNSATISFACTORY | BASIC | PROFICIENT |
| 2A1: Teacher interaction with students | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ culture. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. |
| 2A2: Student interaction with other students | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. |

<p>| 2B: Establishing a culture for learning | UNSATISFACTORY | BASIC | PROFICIENT |
| 2B1: Importance of content | Teacher or students convey a negative attitude towards the content, suggesting that it is not important or has been mandated by others. | Teachers communicate importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. |
| 2B2: Expectations for learning and achievement | Instructional outcomes, activities, assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities, assignments, and classroom interaction convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignment, and classroom interactions convey high expectations for most students. |</p>
<table>
<thead>
<tr>
<th><strong>2C: Managing classroom procedures</strong></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2C1: Management of instructional groups</td>
<td>Students not working with the teacher are not productively engaged in learning.</td>
<td>Only some students groups are productively engaged in learning while unsupervised by the teacher.</td>
<td>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</td>
</tr>
<tr>
<td><strong>2C2: Management of transitions</strong></td>
<td>Transitions are chaotic, with much time lost between activities or lesson segments.</td>
<td>Only some transitions are efficient, resulting in some loss of instructional time.</td>
<td>Transitions occur smoothly, with little loss or instructional time.</td>
</tr>
<tr>
<td><strong>2C3: Management of materials and supplies</strong></td>
<td>Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</td>
<td>Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</td>
<td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2D: Manage student behavior</strong></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2D2: Monitoring of student behavior</td>
<td>Student behavior is not monitored, and teacher is unaware of what the students are doing.</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>Teacher is alert to student behavior at all times.</td>
</tr>
<tr>
<td>2D3: Response to student misbehavior</td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity.</td>
<td>Teacher attempts to respond to students’ misbehavior but with uneven results, or there are not major infractions of the rules.</td>
<td>Teacher response to misbehavior is appropriate and successful and respects the students’ dignity, or student behavior is generally appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOMAIN 3</strong></th>
<th><strong>3A: Communication with Students</strong></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>BASIC</strong></th>
<th><strong>PROFICIENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3A2: Direction and procedures</strong></td>
<td>Teacher’s directions and procedures are confusing to students.</td>
<td>Teacher’s directions and procedures are clarified after initial student confusion.</td>
<td>Teacher’s directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td><strong>3A3: Explanations of content</strong></td>
<td>Teacher’s explanation of the content is</td>
<td>Teacher’s explanation of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34
<table>
<thead>
<tr>
<th>3A4: Use of oral and written language</th>
<th>3B: Using questioning and discussion techniques</th>
<th>3C: Engage student in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td><strong>UNSATISFACTORY</strong></td>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td>Teacher’s spoken language is audible and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students’ ages or backgrounds.</td>
<td>BASIC</td>
<td>BASIC</td>
</tr>
<tr>
<td>Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students’ ages and interest.</td>
<td>PROFICIENT</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3B1: Quality of questions</th>
<th>3B2: Discussion techniques</th>
<th>3B3: Student participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</td>
<td>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</td>
<td>A few students dominate the discussion.</td>
</tr>
<tr>
<td>Teacher’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</td>
<td>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</td>
<td>Teacher attempts to engage all students in the discussion, but with only limited success.</td>
</tr>
<tr>
<td>Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond.</td>
<td>Teacher creates a genuine discussion among students, stepping aside when appropriate.</td>
<td>Teacher successfully engages all students in the discussion.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3C1: Activities and assignments</th>
<th>3C: Engage student in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and assignment are inappropriate for</td>
<td>Activities and assignment are appropriate to some</td>
</tr>
<tr>
<td>Most activities and assignments are appropriate to</td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>3C: Structure and pacing</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>3C4</td>
<td>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.</td>
</tr>
<tr>
<td></td>
<td>Students are not mentally engaged in them.</td>
</tr>
<tr>
<td></td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
</tr>
<tr>
<td></td>
<td>Students, and almost all students are cognitively engaged in exploring content.</td>
</tr>
<tr>
<td>3D1</td>
<td>Students are not aware of the criteria and performance standards by which their work will be evaluated.</td>
</tr>
<tr>
<td></td>
<td>Students know some of the criteria and performance standards by which their work will be evaluated.</td>
</tr>
<tr>
<td></td>
<td>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</td>
</tr>
<tr>
<td>3D2</td>
<td>Teacher does not monitor students learning in the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Teacher monitors the progress of the class as a whole but does not elicit diagnostic information.</td>
</tr>
<tr>
<td></td>
<td>Teacher monitors the progress of the group of students in the curriculum, making use of diagnostic prompts to elicit information.</td>
</tr>
<tr>
<td>3D3</td>
<td>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s feedback to students is timely and of consistently high quality.</td>
</tr>
<tr>
<td>4C</td>
<td>Teacher makes no attempts to engage families in the instructional program, or such efforts are inappropriate.</td>
</tr>
<tr>
<td>4C3</td>
<td>Teacher makes modest and partially successful attempts to engage families in the instructional program.</td>
</tr>
<tr>
<td></td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>4D1: Relationship with colleagues</td>
<td>Teacher’s relationships with colleagues are negative or self-serving.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>4E: Growing and Developing professionally</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>4E2: Receptivity to feedback from colleagues</td>
<td>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
</tr>
<tr>
<td>4F: Showing Professionalism</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>4F1: Integrity and ethical conduct</td>
<td>Teacher displays dishonesty in interactions with colleagues, students, and the public.</td>
</tr>
<tr>
<td>4F5: Compliance with school and district regulations</td>
<td>Teacher does not comply with school and district regulations.</td>
</tr>
</tbody>
</table>
FOR SUPERVISORS

Using the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice–Pennsylvania Department of Education-PDE-430

HEADING AND SIGNATURE PAGE
1. The heading of the evaluation form contains biographical information regarding the Student teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

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

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

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

LEVELS OF PROFICIENCY IN THE CATEGORIES
1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category’s results, are evaluated through the review of the defined “Student Teacher/Candidate’s Performance Demonstrates”
2. The student teacher/candidate’s demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. The judgment of the performance for the rating of any category is based on: the rater’s overall evaluation of performance in each category and is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.
SOURCES OF EVIDENCE
1. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate’s performance/level of proficiency.
2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate’s performance/level of proficiency.
3. Since the evaluation form serves as a record keeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION
1. After reviewing the results of the student teacher/candidate’s performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator’s decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator’s comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required. The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION
1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate’s demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher/candidate’s supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with “I disagree with this rating.”

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

The level of proficiency indicated in each of the 4 categories will added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during his/her student teaching experience—once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, he/she may be observed at the midpoint and end of each assignment.

2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

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

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

Division of Teacher Education
717-787-3470
Bureau of Teacher School Leadership &
Teacher Quality
Pennsylvania Department of Education (7/2011)
PDE Form 430 Attachment A

Category I: Planning and Preparation

<table>
<thead>
<tr>
<th>Lesson Unit Plans: Types Titles and Numbers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources / Materials / Technology:</td>
</tr>
<tr>
<td>Assessment Material:</td>
</tr>
<tr>
<td>Information About Students:</td>
</tr>
<tr>
<td>Teacher Conferences Interviews:</td>
</tr>
<tr>
<td>Classroom Observations:</td>
</tr>
<tr>
<td>Teacher Resource Documents:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

PDE Form 430 Attachment A

Category II: Classroom Environment

<table>
<thead>
<tr>
<th>Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Observations / Visits:</td>
</tr>
<tr>
<td>Teacher Conferences / Interviews:</td>
</tr>
<tr>
<td>Visual Technology:</td>
</tr>
<tr>
<td>Resources / Materials / Technology / Space:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>
PDE Form 430 Attachment A

**Category III: Instructional Delivery**

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations:</td>
<td></td>
</tr>
<tr>
<td>Informal Observations / Visits:</td>
<td></td>
</tr>
<tr>
<td>Assessment Materials:</td>
<td></td>
</tr>
<tr>
<td>Teacher Conferences / Interviews:</td>
<td></td>
</tr>
<tr>
<td>Student Assignment Sheets:</td>
<td></td>
</tr>
<tr>
<td>Student Work:</td>
<td></td>
</tr>
<tr>
<td>Instructional Resources / Materials / Technology:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

PDE Form 430 Attachment A

**Category IV: Professionalism**

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Classroom Observations:</td>
<td></td>
</tr>
<tr>
<td>Informal Observation / Visits:</td>
<td></td>
</tr>
<tr>
<td>Assessment Materials:</td>
<td></td>
</tr>
<tr>
<td>Student Teacher Interviews:</td>
<td></td>
</tr>
<tr>
<td>Written Documentation:</td>
<td></td>
</tr>
<tr>
<td>Student Assignment Sheets:</td>
<td></td>
</tr>
<tr>
<td>Student Work:</td>
<td></td>
</tr>
<tr>
<td>Instructional Resources / Materials / Technology:</td>
<td></td>
</tr>
</tbody>
</table>
This form is only completed by the college supervisor.

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

<table>
<thead>
<tr>
<th>Student/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject(s) Taught</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

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)/(A), (B), (C), (G), (H)

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

43
<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td><strong>The candidate consistently and thoroughly demonstrates indicators of performance.</strong></td>
<td><strong>The candidate usually and extensively demonstrates indicators of performance.</strong></td>
<td><strong>The candidate sometimes and adequately demonstrates indicators of performance.</strong></td>
<td><strong>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</strong></td>
</tr>
<tr>
<td>Rating</td>
<td>(Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Justification for Evaluation
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment:</strong> 354.33. (1)(i)(E), (B)</td>
</tr>
<tr>
<td>Student Teacher/Candidate’s performance appropriately demonstrates:</td>
</tr>
<tr>
<td>• Expectations for student achievement with value placed on the quality of student work</td>
</tr>
<tr>
<td>• Attention to equitable learning opportunities for students</td>
</tr>
<tr>
<td>• Appropriate interactions between teacher and students and among students</td>
</tr>
<tr>
<td>• Effective classroom routines and procedures resulting in little or no loss of instructional time</td>
</tr>
<tr>
<td>• Clear standards of conduct and effective management of student behavior</td>
</tr>
<tr>
<td>• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher</td>
</tr>
<tr>
<td>• Ability to establish and maintain rapport with students</td>
</tr>
</tbody>
</table>

### Sources of Evidence (Check all that apply and include dates, types/titles, and number)
- Classroom Observations
- Visual Technology
- Informal Observations/Visits
- Resources/Materials/Technology/Space
- Student Teacher/Candidate Interviews
- Other

### Criteria for Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria for Rating</strong></td>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

### Rating (Indicate √)

### Justification for Evaluation
### 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)/(D)/(F)/(G)

Student Teacher/candidate’s performance appropriately demonstrates:

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

### Sources of Evidence

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

### Criteria for Rating

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<thead>
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<td><strong>The candidate sometimes and adequately demonstrates indicators of performance.</strong></td>
<td><strong>The candidate rarely or never and appropri or superficially demonstrates indicators of performance.</strong></td>
</tr>
</tbody>
</table>

### Justification for Evaluation
**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)(6)(1)(4)

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 Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

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

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

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

**Rating** (Indicate √ )

**Justification for Evaluation**
## Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory Minimum of 4 Points</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

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 final summative rating 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)
Pennsylvania Standards for Professional Practice and Conduct

Code of Conduct

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

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

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

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and
public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known as the Public Official and Employee Ethics Law.

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

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
For further information, please contact:

Carolyn Angelo, Executive Director
Suzanne Markowicz, Administrative Assistant