

# East Stroudsburg University



## Student Teaching Handbook

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**Message from the Dean of Education  
And  
Associate Dean of Field Experiences and Partnerships**

**Dear Student Teachers:**

Student teaching is the capstone experience of your teacher preparation program. As you prepare for your student teaching semester, you have the opportunity to synthesize the knowledge, skills, and dispositions you have learned in your teacher education program at East Stroudsburg University.

Student teaching will involve your transition from a student to a beginning educator as you will be applying what you have learned about effective practice while critically exploring the profession, as well as your identity as a teacher. Your practicum sessions will help support you through this process as you will have the opportunity to reflect on your experiences and grow as a professional.

Your student teaching experience will allow you to strengthen your ability to make reflective and deliberate decisions that support and extend the learning of all students. In doing so, you will make great strides toward having a positive impact on our profession.

As you transition from student teacher to practicing teacher in the field, remember the power and importance of our profession. Parents entrust us with the education of their children. Value this trust by continually refining your craft, collaborating with professionals in the field, and making sure that students are always at the forefront of your decisions.

We wish you well as you complete your student teaching experience and become beginning educators. You are joining ESU alumni who are among the finest professionals in the field - Rely on them and be inspired by them.

**Best Regards,**

**Dr. Terry Barry ~ Dean-College of Education**

**Brooke Langan ~ Director of Field Experience**

*“The teachers of this country, one may say, have its future in their hands.”  
~William James~*

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## Mission

*The Mission of the Teacher Education Unit is to provide diverse learning experiences and dynamic collaborations that develop reflective, deliberate 21st century educators who support and extend the learning of all students in a global society.*

## Vision

*The Teacher Education Unit's vision is that our teacher education program will be recognized for excellence in educational leadership and teacher education at the local, state and national levels by:*

- *Expanding and sustaining partnerships with Pk – 12 schools and families, as well as collaborative efforts with alumni, the community, and the university.*
- *Demonstrating theory and research-based pedagogy and cutting edge technologies that advance 21<sup>st</sup> century skills including: communication, collaboration, critical thinking and creativity.*
- *Promoting an expanded understanding of diversity that meets the unique needs of every learner.*
- *Advancing safe, culturally responsive, pro-social learning environments that engage and challenge all learners.*
- *Cultivating learning communities that engage students and partners in scholarship, inquiry, and service while encouraging collaboration and life-long learning.*
- *Pursuing a diverse faculty and student body that reflect 21<sup>st</sup> century classrooms.*



## Philosophy

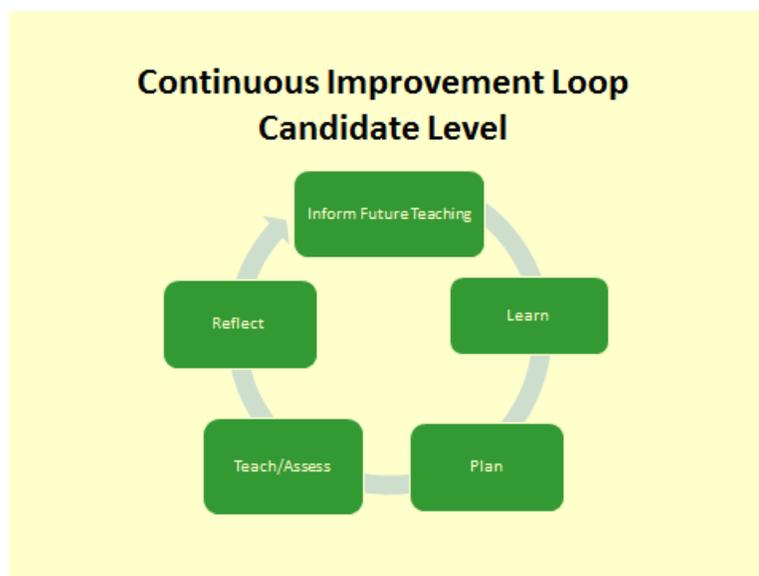
*The philosophy of the Teacher Education Unit is that East Stroudsburg University (ESU) is dedicated to developing beginning educators who are reflective and deliberate decision makers. To accomplish this goal, ESU will develop educators who link theory to practice, honor diversity, integrate technology, demonstrate appropriate dispositions, observe and teach in collaborative educational settings, and reflect on both their knowledge and their teaching in a global context. This philosophy, directly underpinned by the mission and vision statements, is reflected in the following commitment statements:*

- *Determine, articulate, and integrate essential content within and across disciplines.*
- *Use creative and critical thinking skills to pose problems, find solutions, and interpret information.*
- *Communicate effectively using written, oral, and nonverbal communication with students, colleagues, parents, and the larger community.*
- *Build upon the learners' experiences, developmental levels, intelligences, learning styles, cultural backgrounds, abilities, and interests.*
- *Create positive, pro-social learning environments that honor, challenge, and engage learners.*
- *Plan, implement, and assess instruction that is congruent with the identified outcomes and differentiated according to the needs of learners.*
- *Use a repertoire of appropriate strategies to stimulate, refine, and promote student achievement.*
- *Integrate a variety of effective teaching tools, including instructional technology, to maximize learning.*
- *Collaborate actively with colleagues, families, and other educational advocates for the benefit of the learner.*
- *Exhibit professionalism through a coherent set of ethical behaviors, lifelong learning, and advocacy for the teaching profession.*

## Goals

*The Teacher Education Unit recognizes teaching as both an art and a science. As such, educators must continually evaluate their instruction in an effort to improve practice. The Teacher Education Unit's goals integrate its vision, mission, and philosophy for the purpose of continuous improvement. This begins at the student level as candidates learn, plan, teach, assess, and reflect. Their reflections serve not only as insights, but also as stimuli for improvement. Candidates use their reflections to inform future teaching. The Continuous Improvement Loop is illustrated below:*

### Continuous Improvement Loop – Candidate Level



## Student Teaching Placement

The Office of Field Experiences and Partnerships coordinates student teaching assignments once students have been screened by their departments. To secure a student teaching assignment, students should apply for an assignment one year prior to the start of their student teaching semester. The Office of Field Experience and Partnerships will conduct two application meetings (October for fall placements and February for spring placements) for this purpose. At this meeting, students must: 1) complete a Student Teaching Placement Card; 2) sign a Student Teaching Documents Contract; and 3) submit an Application for Student Teaching via Tk20.

### Student Teaching Placement Card:

It is important to accurately fill out the student teaching placement card because this information is used to secure appropriate placements. Using these cards, students will be asked to prioritize the regions for their student teaching placement. While every attempt will be made to secure a first priority placement, please understand that the precise location of a placement cannot be guaranteed. When selecting placement locations, students should consider where they will be residing during their student teaching semester and travel arrangements to and from their student teaching site. Students generally will not be placed in schools that they have attended or where relatives are employed.

The Student Teaching Placement Card also contains important contact information. It is important to make sure that this information is accurate as it will be used to cross-reference our records and contact you should there be a question concerning placement. A sample of the student teaching placement card below:

**Figure 2 – Student Teaching Placement Card**

	FALL _____	SPRING _____
Middle Level _____	Student ID _____	Content _____
(Last name)	(First name)	HS Graduated/Year _____
Address while student teaching *	(City)	(State) (Zip) (Cell Number)
(Home Telephone number)	(ESU email)	Alternate e-mail address
1 <sup>st</sup> Regional Preference *	2 <sup>nd</sup> Regional Preference *	3 <sup>rd</sup> Regional Preference*
School district(s) with immediate relatives (spouse, parent, child) _____		
**Do you have a car? _____ If yes, would you like to offer carpool? If no, do you need to carpool? If you have a carpool, list the names of students on the back.		
<b>*(There are no guarantees that you will be placed near this address.)</b>		
<small>**The student teacher will have to provide for his/her own reliable transportation, and assignments <i>will not be changed</i> once they are contracted with the assigners, principals and cooperating teachers based upon transportation issues. You <b>MUST</b> select three different regions</small>		
<small>If you have a particularly complicated situations or specific needs or concerns you can discuss placements with the <b>Interim Associate Dean</b> prior to approval from a District, however, <i>students may not arrange for a placement on their own.</i></small>		

## Clearances

Pennsylvania Law, Act 114 requires that all individuals having contact with children in public and private schools, **including student teachers**, complete background clearances in order to help ensure the safety and welfare of the children and young adults they serve. **These clearances must be valid throughout the student teaching semester(s).** These clearances include Act 34, Act 151, Federal Criminal History Report, Act 24, and Tuberculosis Test clearance. In addition to these clearances, East Stroudsburg University also requires PSEA membership, identification, passing Praxis/Pearson test scores, and minimum GPA by major.

### Act 34:

Act 34, the Pennsylvania State Police Background check, reviews criminal records within the Commonwealth of Pennsylvania. The Pennsylvania State Police have established a web-based application called “Pennsylvania Access To Criminal History,” (PATCH). Application for an Act 34 clearance costs \$10 and may be accessed via the following website: <https://epatch.state.pa.us/Home.jsp>. Applicants generally receive their clearances immediately. **The clearance should be saved as a pdf file and emailed to the Office of Field Experiences and Partnerships (gafe@ esu.esu).**

### Act 151:

Act 151, the Pennsylvania Child Abuse History Clearance application is available online at <https://www.compass.state.pa.us/CWIS> and the cost is \$10.00. Creating an account and submitting your clearance application online will give you access to your results within a few days. As its name implies, this Act checks for any record related to child abuse. **The clearance should be saved as a pdf file and emailed to the Office of Field Experiences and Partnerships (gafe@esu.esu).**

### Federal Criminal History Report (FBI Rap Sheet):

A Federal Criminal History Report is required for all prospective employees, **student teacher candidates**, contractors, and their employees who have contact with children in the schools of the Commonwealth of Pennsylvania. Accordingly, all student teachers must also attain a Federal Criminal History Report to student teach. The cost of this report is \$ \$27.00. This report may be accessed online (<https://www.pa.cogentid.com/index.htm>); however, fingerprints must be taken at

an approved location (UPS store Eagle Valley Corner in East Stroudsburg). **Once this report is attained, student teachers should ask for a print-out of their RAP Sheet at the Office of Field Experiences and Partnerships, scan the report, save it as a pdf file, and email it to the Office of Field Experiences and Partnerships (gafe@esu.edu).**

#### **Act 24:**

Act 24 forms are available outside of the Office of Field Experiences and Partnerships. There is no cost for this form. This form is also available at

<http://www.education.pa.gov/Documents/Teachers-Administrators/Background%20Checks/Arrest%20or%20Conviction%20form.pdf>

**The form must be filled out by the student teacher, scanned, saved as a pdf file, and emailed to the Office of Field Experiences and Partnerships (gafe@esu.edu).**

#### **Tuberculosis Test:**

Pennsylvania law requires all individuals working in schools, **including student teachers**, to provide evidence of a current negative test for tuberculosis (within three months of student teaching). This document must include the name and address of the physician, date administered, date read, manufacture's number, and signature. Students may go to the East Stroudsburg University Health Center for their tuberculosis test. The cost of this test is \$15.00 with an ecard. The University Health Center also offers TB Test clinics during the beginning of each semester. Please contact the University Health Center or the Field Experience Office for dates. **Once documentation of this test is received with the appropriate information (outlined above) it must be scanned, saved as a pdf file, and emailed to the Office of Field Experiences and Partnerships (gafe@esu.edu).**

#### **PSEA Membership Card:**

Student teachers must maintain liability insurance via a PSEA membership. PSEA membership insures student teachers up to \$1,000,000. PSEA student membership costs \$30/year and may be attained through the following website: <http://www.psea.org/students.aspx?id=154>. **A copy of the PSEA membership card should be scanned, saved to a pdf file, and emailed to the Office of Field Experiences and Partnerships (gafe@esu.edu).**

**Picture Identification:**

A valid picture Identification is required for student teaching. Students should scan their East Stroudsburg University identification or valid driver’s license, save it as a pdf file, and **email it to the Office of Field Experiences and Partnerships (gafe@po-box.esu.edu).**

**Praxis/Pearson Tests:**

Act 168 requires an assessment of basic skills to be completed by preparation candidates prior to entry into a Pennsylvania baccalaureate teacher preparation program. Student teachers must pass the appropriate Praxis/Pearson Tests as required by their major. Passing scores will be verified by each student’s advisor and checked through the Office of Field Experiences and Partnerships.

**Quality Point Average (QPA):**

Student teachers must maintain an appropriate QPA as designated by each major’s department. The QPA will be viewed by each student’s advisor and checked through the Office of Field Experiences and Partnerships.

**Student Teaching Documents Contract**

As noted above, by Pennsylvania State law and East Stroudsburg University policy, student teaching candidates must complete a number of qualifications in order to secure a student teaching assignment. These items are of such importance, that a contract, outlining each student’s understanding of their responsibilities related to these items, must be signed at the application meeting (approximately one year prior to student teaching). As such, students will have nearly one year to secure the documents outlined below; however (since many documents are only valid for one year), students should make sure that these documents remain valid throughout their entire student teaching assignment. This contract is outlined on the following page:





## Student Teaching Document Contract

Office of Field Experience and Partnerships  
214 Stroud Hall  
200 Prospect Street  
East Stroudsburg, PA 18301  
(570) 422-3471

I understand that it is my responsibility to furnish the Office of Field Experiences and Partnerships the documents outlined below in electronic format, i.e. email attachment – Adobe Acrobat format, PDF prefer. **November 1<sup>st</sup> for spring placement** and **by August 1<sup>st</sup> for fall placement** or **I may forfeit my student teaching placement.**

1. Clearances (must be valid during all student teaching placements):
  - a. Act 24 Arrest/Conviction Report and Certification Form
  - b. Act 34 Pennsylvania State Police (Criminal Record Clearance)
  - c. Act 151 Pennsylvania Child Abuse Clearance
  - d. Federal Bureau of Investigation – FBI (Finger Print – Rap Sheet)
  
2. (TB) Tuberculosis Test - The results from the test must be on letterhead from the Doctor's office and must be read within 48 hours of the test administration. ***The documentation must include physician's signature, date administered, date read, manufacturer name, and lot number.*** ***The test needs to be administered within 3 months of your student teacher assignment.***
  
3. Copy of current PSEA Membership Card
4. Copy of Picture Identification (Student ID or Driver License)
5. Appropriate GPA by major (2.8 H.P.E. and Secondary; 3.0 all others)
6. You need to have passing Praxis and/or Pearson scores, completed course work, and have been approved by your department and advisor prior to March 1<sup>st</sup> (fall placement) or November 1<sup>st</sup> (spring placement).

**You must scan and email the Act 24, Act 34, Act 151, FBI-Rap Sheet, copy of PSEA Card, and copy of your Picture ID to [gafe@esu.edu](mailto:gafe@esu.edu).** Each file should be named as follows: last name, first initial, name of clearance (if your name is June Smith, you would label your files, smithjact151, smithjact34, smithjact114, smithjact24, smithjTB, smithjpseacard, smithjID)..

Print Name: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

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

As outlined on the Student Teaching Documents Contract, candidates must supply the following documents to the Office of Field Experiences and Partnerships via email (by July 31 for fall candidates and by November 30 for spring candidates): Act 34 Clearance; Act 151 Clearance; Act 24 Clearance, Federal Criminal History Report (FBI Rap Sheet); Tuberculosis Test; Copy of current PSEA Membership Card; Copy of Picture Identification; appropriate QPA as defined by major (2.8 H.P.E. and Secondary, 3.0 all others); appropriate coursework as verified by an advisor, and passing Praxis/Pearson scores as required by each program (the Praxis/Pearson tests must be passed by July 31 for fall semester placement and by November 30 for spring semester placement or a student teaching placement will not be made).

### **Infractions Appeals Process**

Students who have an infraction on their clearances must meet with their Academic Advisor, Department Chairperson, or the Associate Dean of Field Experience and Partnerships to initiate the appeals process.

After reviewing the infraction(s) with the Associate Dean of Field Experiences and Partnerships, the student must submit the following: 1) clearance report identifying the infraction, 2) copies of court records regarding the infraction, 3) documentation related to the student's involvement in rehabilitation, community service, or other personal endeavors that reflect positively on the situation, 4) three letters of testimony or recommendation from community members, employers, and faculty that provide character reference, and 5) a personal letter of appeal.

The appeals committee will review the documentation provided by the perspective student teacher. The appeals committee may interview the student teacher. The appeals committee will render a decision regarding the student's approval to student teach within one month of the appeal submission. If the student's appeal is denied, he/she will receive written notification regarding dismissal from the program. If the student's appeal is approved, he/she receive written notification of the conditions for approval. Since many school districts will not accept students with infractions, placement location cannot be guaranteed.

## Beginning Educator Outcomes

Beginning educators must exhibit a broad and deep knowledge, as well as the ability to apply that knowledge, within and across many disciplines. These understandings are grouped into four domains of outcomes, which are reflected upon in practice and assessed at the end of each of three phases and the end of each quarter of student teaching. The following rubric will be used to assess each of the 11 Beginning Educator Outcomes.

### Beginning Educator Outcomes

Category A	Content Outcomes			
<b>1. Demonstrate general knowledge competency</b>	a. Describe, interpret, analyze and use specific concepts in the humanities, i.e. - the arts, literature, philosophy, and/or languages. b. Describe interactions that occur within and among scientific and mathematical systems. c. Describe interactions that occur within and among the social sciences, i.e., history, economics, political science, geography, and/or sociology.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate general knowledge competency.	Needed support to demonstrate general knowledge competency.	Demonstrates general knowledge competency.	Independently demonstrates general knowledge competency.

Category A	Content Knowledge			
<b>2. Demonstrate subject matter competency</b>	a. Describe, interpret, and use specific concepts in chosen field(s) of study. b. Make connections within chosen field(s) of study and among other disciplines. c. Describe and interpret the structure of chosen field(s) of study. d. Select and use tools of inquiry for chosen field(s) of study. e. Engage students in the practice of problem solving.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate subject matter knowledge competency.	Needed support to demonstrate subject matter knowledge competency.	Demonstrates subject matter knowledge competency.	Independently demonstrates subject matter knowledge competency.

Category B	Learner and Learning Environment			
<b>3. Use their knowledge of how students learn and develop to provide learning opportunities for all students</b>	<ul style="list-style-type: none"> <li>a. Use theories of human development.</li> <li>b. Design and integrate developmentally appropriate non-instructional practices.</li> <li>c. Use sensitivity when addressing social issues and allow for a range of acceptable age-appropriate opinions/behaviors.</li> <li>d. Apply theories of intelligences-moral, emotional, multiple.</li> <li>e. Use, interpret and respond to verbal and nonverbal communication. .</li> </ul>			
	Unacceptable	Developing	Proficient	Advanced
	Has not demonstrated the ability to adjust the learning experience to accommodate the needs of students.	In planning and while teaching the candidate was sometimes able to detect the need for and make adjustments or rarely make appropriate adjustments.	In planning and while teaching the candidate was often able to detect the need for and appropriately make adjustments.	In planning and while teaching the candidate was consistently able to detect the need for appropriately make effective adjustments.

Category B	Learner and Learning Environment			
<b>4. Create a classroom environment that motivates and supports positive social interaction and active learning</b>	<ul style="list-style-type: none"> <li>a. Recognize the worth of all students and establish an inclusive, equitable learning environment.</li> <li>b. Design positive, non-threatening learning environments that enable students to learn from their mistakes.</li> <li>c. Provide pro-social experiences that promote respect and support cooperation in the classroom.</li> <li>e. Employ pro-active classroom management strategies. . .</li> </ul>			
	Unacceptable	Developing	Proficient	Advanced
	Was able to or rarely able to (a) include most of the students in the activities of the learning environment, (b) use instructional materials to enhance learning, or (c) employ a safe learning environment.	Inconsistently demonstrated and needed coaching to (a) include most students in learning environment activities, (b) implement classroom management strategies, and (c) promote a safe and respectful learning environment.	Consistently (a) included most students in learning environment activities, (b) implemented classroom management strategies, and (c) promoted and employed a safe and respectful environment.	Consistently and creatively (a) included all students in learning environment activities, (b) implemented effective classroom management strategies, and (c) designed, promoted and employed a safe and respectful environment.

Category B	Learner and Learning Environment			
<b>Diverse Learners:</b>  <b>5. Establish instructional opportunities that demonstrate the value of diverse learners.</b>	<ul style="list-style-type: none"> <li>a. Adapt instruction to meet the needs of students with exceptionalities.</li> <li>b. Design developmentally appropriate learning activities that challenge students and provide for success.</li> <li>c. Provide learning materials and activities that reflect the dynamic diversity among cultures and people.</li> <li>d. Enable students to explore diversity issues.</li> </ul>			
	Unacceptable	Developing	Proficient	Advanced
	Inadequately differentiates planning and instruction for students' diverse strengths, needs and cultural styles	Differentiates planning and instruction by considering students' diverse strengths, needs, and cultural styles, but with little adeptness.	Skillfully differentiates planning and instruction by considering students; diverse strengths, needs, and cultural styles.	Demonstrates outstanding skill in differentiating instruction by considering students' diverse strengths, needs, and cultural styles and is culturally responsive.

Category C	Teaching and Learning Process			
<b>Instructional Strategies:</b>  <b>6. Use a variety of instructional strategies that engage students and foster creative and critical thinking.</b>	<ul style="list-style-type: none"> <li>a. Plan appropriate instructional grouping arrangements.</li> <li>b. Design activities to help students develop in the cognitive, psychomotor, and socio-emotional domains.</li> <li>c. Use a variety of instructional strategies that engage students.</li> <li>d. Select, create, and utilize technology, media, and other instructional materials.</li> </ul>			
	Unacceptable	Developing	Proficient	Advanced
	Only uses one or a dominating instructional strategy. Is unwilling/unable to use different strategies and does not use available technology or supplementary materials.	Needed support to use more than one strategy and/or teach to more than one learning style. Needs support to engage all students in activities.	Use several appropriate instructional and grouping arrangements. Teaches to all modalities. Able to creatively enhance instruction with technology and/or supplementary materials. Engages all students in activities.	Independently develops and creatively implements a wide variety of effective instructional strategies that engage all students. Provides multi-dimensional experiences by researching and incorporating technology and other resources that foster creative and critical thinking.

Category C	Teaching and Learning Process			
<b>Planning Instruction:</b>  <b>7. Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.</b>	a. Identify desired results based on national and state standards and district guidelines. b. Write clear and concise student learning statements. c. Develop single subject and interdisciplinary units of study or lessons, which reflect our Learning Cycle. d. Design lesson plans that include instructional strategies compatible with chosen field(s) of study. e. Match timeframe constraints to content, student learning statements, and developmental needs.			
	Unacceptable	Developing	Proficient	Advanced
	Does not incorporate the components of an effective lesson plan. Does not submit lesson plans in a timely manner. Have lesson plans that are not correlated to district/state/national standards.	Needs support to write and deliver lessons. Learning objectives can sometimes be achieved in the allotted time frame. With support, writes clear assessable learning objectives.	Writes and presents sequential series of lessons aligned with district/state/national standards. Lessons consistently engage students within the designed time period.	Independently works and presents unique creative engaging and interactive lessons and interdisciplinary units that match timeframes and student needs.

Category C	Teaching and Learning Process			
<b>Assessment:</b>  <b>8. Use diagnostic, formative and summative assessment to plan learning experiences that meet the continuous needs of all students.</b>	a. Implement a complete set of formal and informal assessment strategies congruent with student learning statements. b. Determine purpose and audience for assessment. c. Process, analyze, and interpret assessment data to adapt and differentiate instruction. d. Use assessment information to provide specific and approving or corrective feedback to promote and encourage student learning. e. Use analyses of their students' learning styles to diversify instruction according to their learning style preferences.			
	Unacceptable	Developing	Proficient	Advanced
	Use only low-level summative assessments and is unaware of what students have learned or haven't learned from a lesson. Does not understand the role of assessment in instruction.	Needs support to assess all students and to adapt instruction from formative assessment and in choosing and implementing appropriate assessments. Does not assess all students.	Effectively uses formal and informal assessment strategies that match their lesson objectives. Effectively uses diagnostic, formative and summative assessments in lesson and units. Ensures all students are assessed appropriately. Uses assessment data to adapt instruction.	Uses assessment to differentiate instruction and respond to all students' learning styles. Involves students in the assessment process and independently develops alternative or authentic assessment tools.

Category D	Professionalism			
<b>Reflection/Professional Development:</b>  <b>9. Initiate and maintain an ongoing plan of reflection, continued learning and professional development.</b>	a. Reflect on classroom practice to inform deliberate decision-making. b. Use analyses of own learning styles to build on strengths. c. Identify areas of strength and plan for future professional development. d. Participate in ongoing professional development in their field of study by reading about research and effective practices, participating in other formal and informal educational activities.			
	Unacceptable	Developing	Proficient	Advanced
	Unable to write reflections that inform decision-making.	Needed support to write reflections that inform decision-making.	Wrote reflections that informed decision-making and participated in some professional development activities.	Independently wrote reflections that informed decision-making, participated in ongoing professional development activities, and planned for future professional development.

Category D	Professionalism			
<b>Involvement/Advocacy:</b>  <b>10. Work actively with families, professionals, and community members to increase quality of their students' education.</b>	a. Communicate with parents in order to enhance their involvement in the student's education. b. Communicate with other professionals in order to enhance the quality of educational services for individual students. c. Initiate and maintain active involvement in the school, local community, and the profession.			
	Unacceptable	Developing	Proficient	Advanced
	Did not communicate with parents and/or other professionals to increase the quality of their students' education.	Needed support to communicate with parents and/or other professionals to increase the quality of their students' education.	Communicated regularly with families and/or other professionals to increase the quality of their students' education. Somewhat involved in school and community.	Independently communicated with families and other professionals to increase the quality of their students' education. Actively involved in school, local community, and the profession.

Category D	Professionalism			
<b>Professional Responsibility:</b>  <b>11. Demonstrate professional demeanor, ethical behavior and accountability in all activities.</b>	<ul style="list-style-type: none"> <li>a. Utilize and effective system for documenting and assessing student performance to meet district requirements and data management.</li> <li>b. Maintain professional demeanor in all interactions.</li> <li>c. Model a high degree of professional ethics when working with students, parents, and colleagues.</li> </ul>			
	Unacceptable	Developing	Proficient	Advanced
	Unable to demonstrate professional demeanor, ethical behavior and accountability in all activities.	Needed support to demonstrate professional demeanor, ethical behavior and accountability in all activities.	Demonstrated professional demeanor, ethical behavior and accountability in all activities.	Independently demonstrated a high degree of professional demeanor, ethical behavior and accountability in all activities.

## Professional Dispositions

Understanding the impact that professional dispositions have on instructional effectiveness, East Stroudsburg University’s teacher education program evaluates the dispositions of its candidates throughout its program. These evaluations consist of self-assessments, faculty-assessments, host teacher-assessments, supervisor-assessments, and cooperating teacher assessments. Through these lenses, teacher education candidates can evaluate and refine their dispositions. **Checkpoint 5 is conducted during student teaching.**

<b>Values Life-long Learning and Knowledge</b>			
<b>Engagement:</b>			
Unacceptable	Developing	Proficient	Advanced
<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Is inattentive</li> <li>• Rarely participates</li> <li>• Constantly needs to be reminded to stay on task</li> <li>• Intentionally distracts others from learning</li> <li>• Is reluctant to take initiative in field experiences, classroom activities or discussions</li> <li>• Fails to make-up missed work</li> <li>• Does not attend class on a regular basis or is late often</li> <li>• Displays negative attitude towards involvement</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Occasionally is inattentive</li> <li>• Occasionally participates</li> <li>• May inadvertently distract others</li> <li>• Occasionally takes initiative in field experiences, classroom activities or discussions</li> <li>• Does only what is required</li> <li>• Avoids challenging work</li> <li>• Makes up missed work when reminded</li> <li>• Generally displays a positive attitude towards involvement</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Pays attention</li> <li>• Consistently participates</li> <li>• Takes initiative in field experiences or in classroom activities or discussions</li> <li>• Engages in challenging work</li> <li>• Makes up missed work promptly</li> <li>• Attends class on a regular basis</li> <li>• Displays a positive attitude toward involvement</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Intently focuses on subject matter</li> <li>• Actively participates which enhances the learning experience for others</li> <li>• Consistently shows initiative in class or field experiences</li> <li>• Embraces challenging work</li> <li>• Makes arrangements to make up assignments prior to absences and completes missed work</li> <li>• Displays a positive attitude toward involvement that is engaging to other participants</li> </ul>
<b>Self-Reflection and Critical-Thinking</b>			
Unacceptable	Developing	Proficient	Advanced
<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Avoids self-reflection or is unable to self-reflect for growth</li> <li>• Reacts defensively to suggestions</li> <li>• Wants explicit instruction on what to do</li> <li>• Cannot handle ambiguity</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Superficially self-reflects</li> <li>• Hears yet dismisses suggestions</li> <li>• Occasionally requests instruction on what to do</li> <li>• Appears interested by other points of view but has trouble acting on them</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Self-reflects for growth</li> <li>• Responds to suggestions and acts upon them</li> <li>• Rarely needs to have explicit instructions</li> <li>• Invites and acts on multiple perspectives</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Is committed to self-reflection</li> <li>• Seeks out suggestions for growth</li> <li>• Articulates multiple perspectives independently</li> </ul>
<b>Comments/Rationale:</b>  <b>For self-reflection, if you rated yourself below “Proficient”, what plan will you put in place to reach proficiency?</b>			



**Values Collaboration**

**Working with Individuals or Groups:**

Unacceptable	Developing	Proficient	Advanced
<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Shows little or no regard for other people or their ideas</li> <li>Puts forth little or no effort to do a fair share of the work</li> <li>Demonstrates no initiative within collaborative settings</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Accepts ideas of others</li> <li>Conforms to assigned roles, only doing the minimum required amount of the work</li> <li>Demonstrates limited initiative within collaborative settings</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Incorporates ideas of others to promote group success</li> <li>Contributes ideas and effort to the group</li> <li>Within collaborative settings, takes initiative with group responsibilities, completing them in a timely manner</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Encourages the use of ideas from all to ensure success for the group</li> <li>Actively promotes group goals through collaborative efforts</li> <li>Takes a leadership position and promotes completion of tasks by group members</li> </ul>

**Communicating Across Groups:**

Unacceptable	Developing	Proficient	Advanced
<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Avoids conversations or is argumentative or defensive with professionals, families and/or community members</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Attends to conversations with peers, professionals, families and/or community members</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Willingly and consistently participates in conversations with peers, professionals, families and/or community members</li> </ul>	<p><b>The candidate:</b></p> <ul style="list-style-type: none"> <li>Actively facilitates conversations with peers, professionals, families and/or community members</li> </ul>

**Comments/Rationale:**

**For self-reflection, if you rated yourself below “Proficient”, what plan will you put in place to reach proficiency?**

Values Professionalism			
<b>Preparation:</b>			
Unacceptable	Developing	Proficient	Advanced
<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Is unreliable and tardy in completing work</li> <li>• Completes the work without attention to quality, clarity or adequate preparation</li> <li>• Fails to notify instructor/supervisor before absence/tardiness</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Is usually punctual and reliable in completing work</li> <li>• Completes the work to meet minimum requirements for quality, clarity or adequate preparation</li> <li>• Notifies instructor/supervisor before absences/tardiness</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Is punctual and reliable in completing work</li> <li>• Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work</li> <li>• Usually makes prior arrangements with instructor/supervisor when absence is necessary</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Completes work before deadlines</li> <li>• Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity</li> <li>• Always makes prior arrangements with instructor/supervisor when absence is necessary</li> </ul>
<b>Policies and Procedures:</b>			
Unacceptable	Developing	Proficient	Advanced
<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Sometimes disregards known policies or restrictions</li> <li>• Sometimes wants exceptions to be made for himself/herself</li> <li>• Sometimes tries to circumvent established rules (e.g., appearance, behavior, attendance, language, etc.)</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Usually follows rules and policies without having to be reminded by others</li> <li>• When reminded about breaches of rules or policies, accepts them and does not attempt to circumvent them</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, behavior, attendance, language, etc.)</li> <li>• Shares concern about rules with appropriate parties but honors the rules</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Follows rules and policies and encourages others to respect them</li> <li>• Shows exemplary patterns of behavior with respect to rules and policies</li> <li>• Shares concern about rules with appropriate parties, facilitates dialogue for making changes and is proactive in offering solutions</li> </ul>
<b>Professional Development:</b>			
Unacceptable	Developing	Proficient	Advanced
<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Shows no interest in pursuing a personal plan for professional growth</li> <li>• Ignores opportunities for development when they arise</li> <li>• Has not created a plan for professional growth</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Shows limited interest in pursuing a personal plan for professional growth</li> <li>• Limits participation in professional development to required activities</li> <li>• Has created a cursory plan for professional growth</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Seeks out opportunities as part of a personal plan for professional growth</li> <li>• Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service</li> <li>• Has created a plan for professional growth</li> </ul>	<b>The candidate:</b> <ul style="list-style-type: none"> <li>• Maintains and continuously revisits a personal plan for professional growth</li> <li>• Is highly engaged in professional development; for example, provides leadership and/or is an advocate for individual students or the teaching profession</li> <li>• Has enacted a plan for professional growth</li> </ul>
<b>Comments/Ration</b>			
<p><b>For self-reflection, if you rated yourself below “Proficient”, what plan will you put in place to reach proficiency?</b></p>			



East Stroudsburg University’s procedures related to dispositions are grounded in the belief that positive dispositions are developed through self-reflection, external feedback, and experience. Accordingly, dispositions are required of all teacher candidates at the following times (additional dispositions are encouraged if needed):

**TEU Undergraduate Dispositions Assessment Chart**

<b>Checkpoints</b>	<b>Early Childhood &amp; ELED</b>	<b>Middle School</b>	<b>Secondary Education</b>	<b>Physical Ed &amp; Health</b>	<b>SPED and ECED</b>	<b>SPED and Middle</b>
<b>Checkpoint #1:</b> Student completes a self-Assessment	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150	Must be completed in PSED 150
<b>Checkpoint #2:</b> Student completes a self-assessment and selects 2 ESU faculty to complete an assessment	Must be completed in ECED 263  Must be submitted for Screening	Must be completed in PSED 250/244  Must be submitted for Screening	Must be completed in PSED 250  Must be submitted for Screening	Must be completed in PSED 250  Must be submitted for Screening	Must be completed in ECED 263  Must be submitted for Screening	Must be completed in PSED 244  Must be submitted for Screening
<b>Checkpoint #3:</b> Student completes a self-assessment and requests Host Teacher from the Field & 1 ESU Faculty to complete an assessment	Must be completed in ECED 414	Must be completed in ELED 350	Must be completed in PSED 420	N/A; PETE follow their program specific guidelines for Dispositions Assessment	Must be completed in ECED 414	Must be completed in ELED 350
<b>Checkpoint #4:</b> Student completes a self-assessment and requests Host Teacher & 1 ESU Faculty to complete an assessment	Must be completed in ECED 420	Must be completed in ELED 450	Must be completed in PSED 421	Must be completed in PETE 440	Must be completed in ECED 420	Must be completed in ELED 450
<b>Checkpoint #5:</b> Student completes a self-assessment and requests Cooperating Teachers (ALL) and University Supervisors (ALL) to complete an assessment	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during Student Teaching	Must be completed during in Student Teaching	Must be completed during Student Teaching

**– (Revised Fall 2012)**

### **Disposition Remediation Plan:**

**1<sup>st</sup> Unsatisfactory:** If a student receives an unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to all program academic advisor and chairs) advising the student to develop a plan with their advisor to address the area of concern. If this rating occurs during student teaching, the remediation plan will be made with the university supervisor instead of the academic advisory.

**2<sup>nd</sup> Unsatisfactory:** If a student receives a 2<sup>nd</sup> and subsequent unsatisfactory rating in any category, the student will meet with the Associate Dean of Field Experiences and Partnerships and a remediation contract will be developed in conjunction the student's academic advisor or supervisor (if student teaching). Copies of the contract will be distributed to the program academic advisors and chairs, as well as the Dean of the College of Education.

**3<sup>rd</sup> Unsatisfactory:** If a student receives a 3<sup>rd</sup> and subsequent unsatisfactory rating in any category, the student will meet with the Dean of the College of Education to discuss the implications for their future success as an educator and may be removed from the program.

**\*If a faculty member wishes to complete a Dispositions Assessment to document a specific incident or concern, they should contact the Associate Dean Field Experiences and Partnerships and a report should be filed through Tk20. This Dispositions Assessment does not have to coincide with a checkpoint.**





## **The Role and Responsibilities of the Student Teacher**

The clinical experience is the capstone experience of our teacher education program. Therefore, this time should be viewed as a critical stage in the transition from a university student to a practicing teacher. Candidates should be prepared to commit themselves to this challenge.

Your role is that of a student [demonstrating your knowledge and ability to demonstrate East Stroudsburg University's Beginning Educator Outcomes] and a teacher [establishing relationships with your cooperating teacher, university supervisor(s), your students and their families]. In this role, it is important to understand the role of constructive criticism, the responsibility of educating children, and the trust families place in you as a teacher. Above all, you should consider your student teaching experience as an opportunity to refine your skills as an educator in an effort to secure employment after graduation.

While student teaching, candidates must successfully complete unit-wide performance assessments [established by East Stroudsburg University's Teacher Education Unit (TEU)] and department-level performance assessments [established by each department].

### **Unit-wide Assessments:**

Unit-wide assessments are those assessments conducted with all student teachers. These assessments include 1) The TEU Classroom Observation, 2) The TEU Clinical Experience Assessment Summary, 3) The Dispositions Assessment, and 4) The Pennsylvania Department of Education PDE430.

#### **TEU Classroom Observation:**

The TEU Classroom Observation is conducted three times (each quarter) by the student teacher's University Supervisor(s) and three times (each quarter) by their Cooperating Teacher in the field. As such, student teachers receive six formal observations during their student teaching experience. Additional observations are conducted both formally and informally by cooperating teachers and academic departments.

Based on the Beginning Educator Outcomes, the TEU Classroom Observation assesses a myriad of skills expected of professional educators. Each observation is followed by a post-

observation conference so the student teacher can refine their skills as necessary. This observation template is outlined below:

Student Teacher \_\_\_\_\_  
 Lesson Observed \_\_\_\_\_  
 Date \_\_\_\_\_

Faculty \_\_\_\_\_  
 Class Period \_\_\_\_\_ Obs. # \_\_\_\_\_  
 School \_\_\_\_\_

**A. Planning and Preparation**

**Lesson coherence, structure and pacing (BEO C.6, C.7)** The lesson has a clearly defined instruction and learning structure around which activities are organized.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<ul style="list-style-type: none"> <li>The lesson's structure and progression of activities is highly coherent, clear and allows for reflection, and closure.</li> <li>Progression of activities is even, with reasonable time allocations.</li> <li>Pacing of the lesson is appropriate for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson has a clearly defined structure around which activities are organized.</li> <li>Progression of activities is mostly even, with reasonable time allocations.</li> <li>Pacing of the lesson is generally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson has a recognizable structure, although the structure is not uniformly maintained throughout.</li> <li>Progression of activities is uneven, with most time allocations reasonable.</li> <li>Pacing of the lesson is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson has no clearly defined structure, or the structure is chaotic.</li> <li>Activities do not follow an organized progression, and time allocations are unrealistic.</li> <li>Pace of the lesson is too slow or rushed, or both.</li> </ul>

**Correlation with state and national standards (BEO C.7)** Lesson objectives reflect the essential concepts and practices embedded in state and national standards.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Lessons are developed, within a cohesive whole or unit, using objectives that are appropriately linked with, and accurately reflect, the essential concepts and practices embedded in state and national standards	Lesson objectives reflect the essential concepts and practices embedded in state and national standards (as opposed to just mimicking the same topic).	Needs support to identify objectives that reflect the essential concepts and practices embedded in state and national standards	Focuses entirely on standards as lists of topics instead of essential knowledge and skills, or is unfamiliar with concepts and practices embedded in state and national standards

**Preparation (BEO C.7, D.9, D.11)** Teacher candidate had the lesson approved by the cooperating teacher and had all materials ready to begin prior to the lesson.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<ul style="list-style-type: none"> <li>Lesson plan was approved by cooperating teacher 1 to 2 days prior to teaching.</li> <li>Lesson plan is of exceptional quality with evidence of personal reflection, revision, initiative and creativity.</li> <li>Had all materials ready prior to lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan was approved by cooperating teacher one day in advanced.</li> <li>Lesson plan exhibits attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work.</li> <li>Had most materials ready prior to lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson was approved by cooperating teacher the same day that the lesson was taught.</li> <li>Had some materials ready prior to lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Failed to have lesson plan approved by cooperating teacher.</li> <li>Materials were not ready prior to lesson.</li> </ul>

**Additional Comments for Planning and Preparation:**

## B. Instruction

**Clarity and appropriateness of directions, procedures and content explanation (BEO A.2, C.6)** Teacher candidate's spoken and written language is clear.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<ul style="list-style-type: none"> <li>Teacher candidate's spoken and written language is correct and conforms to standard English.</li> <li>Teacher candidate's directions and procedures are clear to students and anticipate possible student misunderstanding.</li> <li>Teacher candidate's explanation of essential content is imaginative and connects with students' correct knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate's spoken and written language is clear and correct and conforms to standard English.</li> <li>Teacher candidate's directions and procedures are clear to students.</li> <li>Teacher candidate's explanation of essential content is appropriate and connects with students' correct knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate's spoken language is audible, and written language is legible, but some vocabulary is not appropriate to the students' ages or backgrounds.</li> <li>Teacher candidate's directions and procedures are clarified after initial student confusion.</li> <li>Teacher candidate's explanation of essential content is uneven; some is done skillfully, but other portions are difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate's spoken/written language is inaudible/illegible or contains errors of grammar or syntax.</li> <li>Teacher candidate's explanations, directions and/or vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</li> </ul>

**Quality of questions and student participation in discussions (BEO A.2, C.6, C.8)** Teacher candidate's questions are of high quality, with adequate time provided for students to respond.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<ul style="list-style-type: none"> <li>Teacher candidate's questions are of uniformly high quality, with adequate time for students to respond.</li> <li>Students formulate many questions.</li> <li>Students assume considerable responsibility for the success of the discussion, initiating topics, making unsolicited contributions, and ensuring that all voices are heard in the discussion.</li> <li>Students contribute to explaining concepts to peers.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the teacher candidate's questions are of high quality. Adequate time is provided for students to respond.</li> <li>Teacher candidate creates a genuine discussion among students, stepping aside when appropriate.</li> <li>Teacher candidate successfully engages all students in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate's questions are a combination of low and high quality, posed in rapid succession.</li> <li>Only some invite a thoughtful response.</li> <li>Teacher candidate makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</li> <li>Teacher candidate attempts to engage all students in the discussion, but with only limited success.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</li> <li>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li> <li>A few students dominate the discussion.</li> </ul>

**Cognitive impact of activities and assignments (BEO C.6, B.3, B.4, B.5)** Activities and assignments are appropriate to students, all students are cognitively engaged in exploring content.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
<ul style="list-style-type: none"> <li>All students are cognitively engaged in the activities and assignments in their exploration of content.</li> <li>Teacher candidate initiate and/or differentiated all activities to enhance students' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are cognitively engaged in exploring content.</li> <li>Teacher candidate initiate and/or differentiated some activities to enhance students' understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are cognitively involved but others are not engaged.</li> <li>Some activities and assignments are appropriate to students.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not cognitively engaged in lesson.</li> <li>Activities and assignments are inappropriate for lesson.</li> </ul>

**Feedback and response to students (BEO C.8, B.4)** Teacher candidate monitors the progress of students and provides timely feedback.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
<ul style="list-style-type: none"> <li>Teacher candidate actively and systematically elicits information from individual students regarding their understanding and monitors the progress of individual students.</li> <li>Teacher's feedback to students is timely, congruent with goals of lesson and of high quality (e.g. specific approving, specific corrective) 80% or more. Feedback promotes higher order thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate monitors the progress of groups of students in the curriculum, making limited use of prompts to elicit information.</li> <li>Teacher candidate's feedback to students is timely, congruent with goals of lesson and of high quality (e.g. specific approving, specific corrective)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate monitors the progress of the class as a whole but elicits no information.</li> <li>Teacher candidate's feedback to student is not congruent with goals of lesson, and its timeliness is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate does not monitor student learning in the curriculum.</li> <li>Teacher candidate's feedback to students is of poor quality and not provided in a timely manner.</li> </ul>

**Lesson adjustment (BEO C.6, C.8)** Teacher candidate makes appropriate adjustment to the lesson and the adjustments occurs smoothly. Teacher successfully accommodates students' questions or interests.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
<ul style="list-style-type: none"> <li>Teacher candidate successfully makes a major adjustment to the lesson when needed.</li> <li>Teacher candidate seizes a major opportunity to enhance learning, building on student interests or a spontaneous event (Teachable moment).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate makes a minor adjustment to the lesson, and the adjustment occurs smoothly.</li> <li>Teacher candidate successfully accommodates students' questions or interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate attempts to adjust the lesson when needed, with only partially successful results.</li> <li>Teacher candidate attempts to accommodate students' questions or interest, although the pacing of the lesson is disrupted.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher candidate adheres rigidly to an instructional plan, even when a change is clearly needed.</li> <li>Teacher candidate ignores or brushes aside students' questions of interests.</li> </ul>

**Relationship with Students (BEO D.11, B.3, B.4, B.5)** Teacher candidate used first person language throughout the lesson that conveys respect and sensitivity with students. Teacher candidate maintains appropriate confidentiality regarding professional or personal interactions.

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<ul style="list-style-type: none"> <li>• Demonstrates and advocates for equitable treatment of students, including under-represented groups.</li> <li>• Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their physical and emotional health and safety.</li> <li>• Uses inclusive language in examples, demonstrations, and curricula, Inclusion style teaching, provides multiple levels of challenge, participation, and opportunities for success.</li> <li>• Interacts with p-12 learners in an empathic and caring way.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates respect for all individuals in the learning environment regardless of age, ability, race, sexual orientation, etc.</li> <li>• Intervenes when other students use negative stereotypes and language in class.</li> <li>• Attempts to use inclusive language in examples, demonstrations, and curricula, Inclusion style teaching, provides multiple levels of challenge, participation, and opportunities for success.</li> <li>• Interacts with p-12 learners showing an ability to listen.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner.</li> <li>• Does not intervene when other students use negative stereotypes and language in class.</li> <li>• Minimal interaction with p-12 learners. Shows limited ability to listen.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Candidate was unable to use first person language.</li> <li>• Participates in the use of negative stereotypes and language in interactions with students.</li> <li>• Does not interact with p-12 learners in an empathic and caring way.</li> </ul>

**Additional comments for Instruction:**

**C. Assessment:**

**Diagnostic, formative, and/or summative assessment (BEO C.8)** Used diagnostic, formative, and/or summative assessment that aligned with national and/or state standard and essential content

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
<p>The teacher candidate independently designed and implemented an appropriate assessment(s) (diagnostic, formative, and/or summative) that aligned with standard and essential content.</p>	<p>The teacher candidate, with some assistance from cooperating teacher, designed and implemented appropriate assessment(s) (diagnostic, formative, and/or summative) that aligned with standard and essential content.</p>	<p>The teacher candidate failed to design and implement their own assessment but used an assessment provided by cooperating teacher.</p>	<p>The teacher candidate did not use an assessment.</p>

**Clarity and congruence with instructional outcomes (BEO B.5, C.7, C.8)** Assessment criteria and standards are clear and congruent with the instructional outcomes.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
<ul style="list-style-type: none"> <li>Assessment criteria are clear and fully aligned with instructional outcomes and there is evidence that the candidate contributed to p-12 development.</li> <li>Assessment methodologies have been adapted for individual students, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment criteria and sufficiently aligned with instructional outcomes.</li> <li>Assessment methodologies have been sufficiently adapted for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment criteria and standards have been developed, but they are not clear and/or are minimally aligned with the instructional outcomes.</li> <li>Assessment methodologies may have been adapted for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment criteria contains no criteria or standards.</li> <li>Assessment procedures are not congruent with instructional outcomes.</li> <li>The instructional outcomes are not assessed.</li> </ul>

**Additional Comments for Assessment:**

#### D. Classroom Management

**Emotional Maturity (BEO D.11, B.3, B.4)** Teacher candidate employed effective conflict resolution strategies when necessary. Teacher candidate maintained control of emotions throughout the lesson, regardless of the teaching circumstance.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
<p>The teacher candidate:</p> <ul style="list-style-type: none"> <li>Maintains control of emotions regardless of circumstances throughout the lesson.</li> <li>Accepts complete responsibility for actions, employing effective conflict resolution strategies.</li> </ul>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> <li>Maintains control of emotions, except under rare circumstances</li> <li>Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control.</li> </ul>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> <li>Is susceptible to losing control of emotions in isolated circumstances.</li> <li>Accepts personal responsibility for his/her actions and works toward developing more appropriate responses.</li> </ul>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> <li>Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect toward peers or others.</li> <li>Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside circumstances for loss of emotional control.</li> </ul>

**Classroom Management Strategies (BEO B.3, B.4, B5)** Teacher candidates implements strategies to help p-12 learners demonstrate responsible, personal and social behaviors in a productive learning environment. (i.e. implementation of cooperative learning activities, Hellison's TPSR, full-value contracts, goal setting, self-regulation strategies, self-assessment/peer-assessment, etc.).

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Unacceptable (0)</b>
The teacher candidate used three or more strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate used two strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate used one strategies to enhance p-12 learners personal and social responsibility.	The teacher candidate failed to use at least two strategies to enhance p-12 learners personal and social responsibility.

**Additional Comments for Classroom Management:**

You need to arrange to be formally observed by your cooperating teacher two times each week and formally observed by your university supervisor(s) at least three times each quarter.

**TEU Clinical Assessment Summary:**

The TEU Clinical Assessment Summary is conducted at the conclusion of each student teaching placement by both the student teacher’s supervisor and their cooperating teacher. As such, the student teacher receives four Clinical Assessment Summaries during their student teaching experience. As its name implies, the Clinical Assessment Summary represents a final evaluation of the student teacher’s performance. The TEU Clinical Assessment Summary is outlined below:

<b>Clinical Experience Assessment Summary</b>				
<b>Please record a score for each of the listed Beginning Educator Outcomes. Remember that you have many scores and evidence to determine a final score for each Beginning Educator Outcome.</b>				
<b>Category A Content Outcomes</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Demonstrate general knowledge competency				
Demonstrate subject matter knowledge competency				
<b>Category B Learner and the learning Environment Outcomes</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Create a classroom environment that motivates and supports positive social interaction and active learning.				
Establish instructional opportunities that demonstrate the value of diverse learners.				
<b>Category C Teaching and learning Process Outcomes</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.				
Use diagnostic, formative and summative assessments to plan learning experiences that meet the continuous needs of all students.				
<b>Category D Professionalism Outcomes</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
Initiates and maintain an ongoing plan of reflection, continued learning and professional development.				
Works actively with families, professionals, and community members to increase the quality of their students’ education.				
Demonstrates professional demeanor, ethical behavior, and accountability in all activities.				

### **Dispositions Assessment:**

Understanding the impact that professional dispositions have on instructional effectiveness, East Stroudsburg University's teacher education program evaluates the dispositions of its candidates throughout its program. During student teaching, the university supervisor, the cooperating teacher, and the student teacher complete a disposition assessment each quarter. As such, the student teacher receives four Disposition Assessments during their student teaching semester. The dispositions rubric can be found on page 16.

### **Pennsylvania Department of Education PDE 430**

The PDE 430 form is submitted to the Pennsylvania Department of Education as part of the official recommendation by East Stroudsburg University for instructional certification. As such, it is important to familiarize yourself with this evaluation prior to student teaching. The PDE 430 is used to evaluate performance in four major categories: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. Your University Supervisor will evaluate you using the PDE 430 at the conclusion of each student teaching assignment. A satisfactory rating of a (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 for certification. This form is outlined on the following page.





Student/Candidate's Last Name

First

Middle

123-45-6789

Social Security Number

<p><b>Category II: Classroom Environment</b> — 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.</p> <p><b>Alignment: 354.33. (1)(i)(E), (B)</b></p>																				
<p>Student Teacher/Candidate's performance appropriately demonstrates:</p> <ul style="list-style-type: none"> <li>• Expectations for student achievement with value placed on the quality of student work (BEO B4c; B5b; C8d)</li> <li>• Attention to equitable learning opportunities for students (BEO B4a)</li> <li>• Appropriate interactions between teacher and students and among students (BEO B3c; B4c; D11a,b)</li> <li>• Effective classroom routines and procedures resulting in little or no loss of instructional time (BEO 3b; B4d; C7e)</li> <li>• Clear standards of conduct and effective management of student behavior (BEO B4b,c,d)</li> <li>• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher (BEO B4b; B4e; D11b)</li> <li>• Ability to establish and maintain rapport with students (BEO B3c,e; B4; D11b)</li> </ul>																				
<p><b>Sources of Evidence</b> (Check all that apply and include dates, types/titles, and number)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><input type="checkbox"/> Classroom Observations</td> <td style="width: 30%;">See Attached</td> <td style="width: 30%;"><input type="checkbox"/> Visual Technology</td> <td style="width: 10%;">See</td> </tr> <tr> <td><input type="checkbox"/> Informal Observations/Visits</td> <td>See Attached</td> <td><input type="checkbox"/> Resources/Materials/Technology/Space</td> <td>See</td> </tr> <tr> <td><input type="checkbox"/> Student Teacher/Candidate</td> <td>See Attached</td> <td><input type="checkbox"/> Other</td> <td>See</td> </tr> <tr> <td><input type="checkbox"/> Interviews</td> <td>See Attached</td> <td></td> <td></td> </tr> </table>					<input type="checkbox"/> Classroom Observations	See Attached	<input type="checkbox"/> Visual Technology	See	<input type="checkbox"/> Informal Observations/Visits	See Attached	<input type="checkbox"/> Resources/Materials/Technology/Space	See	<input type="checkbox"/> Student Teacher/Candidate	See Attached	<input type="checkbox"/> Other	See	<input type="checkbox"/> Interviews	See Attached		
<input type="checkbox"/> Classroom Observations	See Attached	<input type="checkbox"/> Visual Technology	See																	
<input type="checkbox"/> Informal Observations/Visits	See Attached	<input type="checkbox"/> Resources/Materials/Technology/Space	See																	
<input type="checkbox"/> Student Teacher/Candidate	See Attached	<input type="checkbox"/> Other	See																	
<input type="checkbox"/> Interviews	See Attached																			
<b>Category</b>	<b>Exemplary 3 Points</b>	<b>Superior 2 Points</b>	<b>Satisfactory 1 Point</b>	<b>Unsatisfactory 0 Points</b>																
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.																
<b>Rating</b> (Indicate √)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																
<b>Justification for Evaluation</b>																				

Student/Candidate's Last Name

First

Middle

123-45-6789  
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 (BEO A2; C7c,d)
- Instructional goals reflecting Pennsylvania K-12 standards (BEO C7a,b,c,d)
- Communication of procedures and clear explanations of content (BEO A2c; B3f)
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs (BEO b5a,b,c; C7c)
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

- |   |     |  |                   |
|---|-----|--|-------------------|
| <input type="checkbox"/> Classroom Observations       | See | <input type="checkbox"/> Student Assignment Sheets | See Attached 430- |
| Attached 430-A  |     | A  |                   |
| <input type="checkbox"/> Informal Observations/Visits | See | <input type="checkbox"/> Student Work              | See Attached 430- |
| Attached 430-A  |     | A  |                   |
| <input type="checkbox"/> Assessment Materials         | See | <input type="checkbox"/> Instructional Resources/  | See Attached 430- |
| Attached 430-A  |     | A  |                   |
| <input type="checkbox"/> Student Teacher/Candidate    | See | Materials/Technology                               |                   |
| Attached 430-A  |     | <input type="checkbox"/> Other                     | See Attached 430- |
| Interviews  |     | A  |                   |

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

**Justification for Evaluation**

Student/Candidate's Last Name  
Number

First

Middle

123-45-6789  
Social Security

**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 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)

<input type="checkbox"/> Classroom Observations	See	<input type="checkbox"/> Student Assignment Sheets	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Informal Observations/Visits	See	<input type="checkbox"/> Student Work	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Assessment Materials	See	<input type="checkbox"/> Instructional Resources/Materials/	See Attached
Attached 430-A		430-A	
<input type="checkbox"/> Student Teacher Interviews	See	Technology	
Attached 430-A		<input type="checkbox"/> Other	See Attached
<input type="checkbox"/> Written Documentation	See	430-A	
Attached 430-A			

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

**Justification for Evaluation**

## **Departmental Assessments**

As noted on page 21, student teachers are responsible for the Unit-wide Assessments; however, they are also responsible for Departmental Assessments. Therefore, in addition all Unit-wide Assessments, it is important to gain a full understanding of the expectations each department requires as well. Working in concert, the Teacher Education Unit and each department(s) strive to ensure that the student teaching experience is rich in experience and also reflective of the demands educators face on a daily basis. To review department requirements, please double click on the department's handbook located on ESU's website on the Field Experience page.

## **Professional Development Practicums**

During the student teaching semester student teachers are also required to attend five Professional Development Practicum sessions. The purpose of the Practicums are to provide student teachers with an opportunity to collaborate with supervisor(s), attend department-specific professional development sessions, and take part in unit-wide professional development sessions designed to address the needs of all student teachers. Attendance at Practicum sessions is mandatory and since practicum is part of the professional experience, students teachers are expected to dress professionally.

The practicum events are designed by university supervisors, education departments and the Office of Field Experiences and Partnerships. Topics are timely and are designed to strengthen each student teacher's position as a teaching candidate and as a professional in the field. Past topics included preparation for employment interviews, core-content standards, high-stakes testing, data analysis and instructional planning, and both in-state and out-of-state certification.

## **Unsuccessful Student Teaching**

The art and science of teaching is a difficult profession. Students who experience difficulty will be provided with a means to improve; however, it must be noted that students who are unsuccessful in student teaching may be removed from the program.

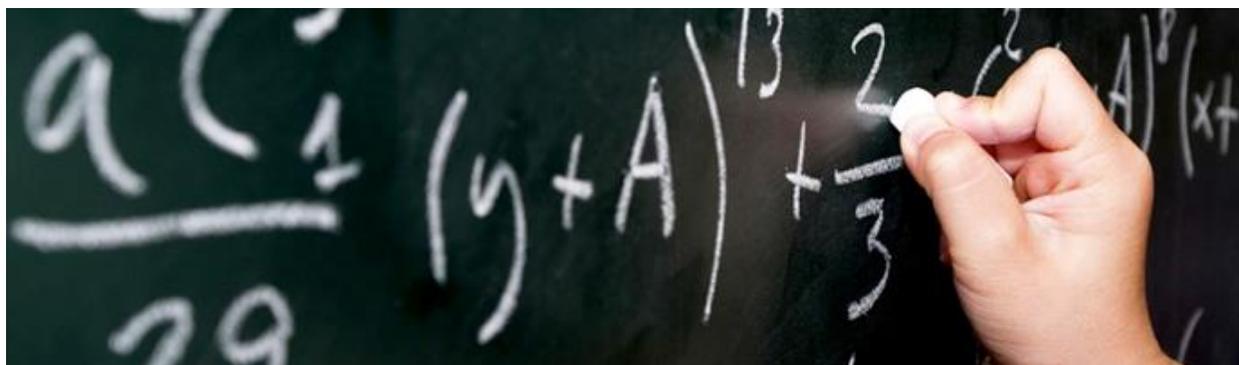
If a student is experiencing difficulties while student teaching, the cooperating teacher and university supervisor will meet with the candidate to identify weaknesses and outline a schedule of learning experiences with a timeline and improvements required. The resultant agreements are

recorded as an improvement contract and signed by all three parties (Student Teaching Contract illustrated below). During this time, the support and observations of the university supervisor will increase.

School building principals may request the removal of a candidate from their school. In this case, the Associate Dean of Field Experience and Partnerships will consult with the student's cooperating teacher and university supervisor to design a student teaching contract. It should be noted that the timeline for student teaching will likely be extended. Once again, this contract will identify areas of concern, a plan for improvement, and alteration of student teaching timelines.

Candidates are limited to a maximum of three opportunities to successfully complete twelve units of the clinical experience. An opportunity is defined as a half of a semester. Candidates experiencing difficulties during the clinical experience have the following options: 1) receive an unsatisfactory grade and withdraw or 2) proceed conditionally into the second student teaching placement by completing a three-week action plan developed by the university supervisor.

Candidates who receive a failing grade for the first assignment may request a second opportunity to complete the clinical experience. The candidate will complete an improvement plan (outlined in the student teaching contract), during the second quarter (or semester) of student teaching and, with the recommendation of their university supervisor, receive a future student teaching placement. Candidates who receive a second failing grade must withdraw from the teacher education program.



**East Stroudsburg University  
College of Education  
Student Teaching Contract**

**Student's Name:**

**Cooperating Teacher's Name:**

**University Supervisor's Name:**

This contract is written for ( ) an East Stroudsburg University student teacher who is presently completing the ( ) quarter of student teaching for the ( ) semester, (year).

This contract has been developed based upon the information and documentation obtained at the observation conference. The student, cooperating teacher and university supervisor have established the following list of conditions as areas of concern and expectations for the remainder of the quarter. Failure to complete all of the expectations related to the areas of concern identified will result in an unsatisfactory rating for the quarter and removal from student teaching.

**I. Areas of Concern:**

**a. Structure and Concepts in Contact to be Taught:**

**b. Planning:**

**c. Instruction:**

**d. Assessment:**

**e. Communication and Collaboration:**

**f. Professionalism**

**II. Plans for Improvement:**

**Starting date:** ( )      **Ending date:** ( )      **Evaluation Conference Date:** ( )

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

**Cooperating Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Associate Dean of Education:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **The Role and Responsibilities of the Cooperating Teacher**

Cooperating teachers are critical to the success of our student teaching program. Your daily guidance assists our candidates as they transition from the role of student to teacher. Through modeling, collaboration and formal conferences, you will illustrate to our students that teaching is both an art and a science; you will exemplify to them that successful teaching is hard work that is fueled by a passion for student success. So, as you begin your journey as a cooperating teacher, we thank you for your hard work, dedication, and passion for all students – ours included!

### **Selection of Cooperating Teachers:**

The selection of cooperating teachers involves a joint decision by the university, school system administrators, and building principals. Most school district administrators use the following guidelines to recommend a practicing teacher to work with the University:

- The cooperating teacher must have a valid in-field certificate.
- The cooperating teacher must have a minimum of three years of successful teaching.
- The cooperating teacher must express a desire to work collaboratively with a student teacher.
- The cooperating teacher must be recommended/confirmed by their building administrator.

### **Preparing for your Student Teacher's Arrival:**

All student teachers are required to contact their cooperating teacher before they arrive. To insure a good beginning for the clinical experience, cooperating teachers are encouraged to carefully plan for the candidates first day in the school. The following guidelines may be helpful:

- a. Prepare your students by explaining that another teacher will be working with them to increase their opportunity to learn.
- b. Provide a folder of informative materials including school and class schedules, building floor plan, emergency procedures, discipline procedures, routine duties, classroom rules, discipline policies, faculty and student handbooks and clerical procedures.

- c. Create a work space where the candidate can work and keep materials, books, and supplies.
- d. Send a letter home informing parents about the student teacher.
- e. With your student teacher, produce a detailed timetable for the completion of requirements to transition the student teacher as the role of the teacher.
- f. Cooperating teacher meets with the ESU supervisor who collaborates with the co-op to guide the student teacher.
- g. Cooperating teacher conducts informal and formal observations of the student teacher twice or more per week.

**Observation and Feedback:**

Informal observations, formal observations, daily feedback and assessments of plans and materials will enhance candidate performance.

A formal observation is accomplished when the candidate and the cooperating teacher conduct a pre-conference followed by an observation and then a post-conference. Post-conference discussion should emanate from pre-conference discussion. The candidate needs to be supported by a strong conference structure. It is in this phase of student teaching that candidates receive individual guidance from competent professionals that enables them to analyze their growing understanding of the relationship between theory and practice. Conferencing will enable candidates to organize, assimilate, synthesize the clinical experience and become a reflective practitioner. Written reflections should be produced by the candidate to be assessed/reviewed by the cooperating teacher for goal setting and informed decision making for the next formal observation.

Evaluation sessions are required at four weeks and at the end of the last week of each clinical assignment. The weekly Cooperating Teacher Competencies Assessment forms allow the candidate to show growth and/or maintenance of selected Beginning Educator Outcomes. During the last evaluation session it is appropriate to share your evaluation recorded on the Student Teacher Competency Evaluation. This form is the official East Stroudsburg University evaluation document that describes the candidate. Each candidate will have all evaluation documents recorded and kept on file in their *Tk20* account for seven years. Candidates may request an additional letter of recommendation from their cooperating teacher and university supervisor.

Please feel free, at any time, to contact the University Supervisor of Office of Field Experience & Partnerships with any questions you may have regarding your student teacher or the Resident Student Teaching Semester. Open and honest communication is a key to the successful work of the Resident Semester Triad – you, the student teacher, and the university supervisor.

**Visitation by University Supervisors:**

The university supervisor will conduct a minimum of three formal observation sessions and a final evaluation session for each quarter of student teaching.

During the first two weeks, the candidate and the cooperating teacher should be developing common ground for professional discussions and reach consensus of expectations. The student teacher should begin teaching lessons as soon as possible.

During weeks 3-5 the university supervisor should conduct one formal observation. University supervisors may wish to review cooperating teacher formal observation reports to enhance their time with the candidate.

The remaining two formal observations should occur during weeks 5-7. One to two weeks would be considered an appropriate interval between university supervisor formal observation sessions.

**Related Professional Activities:**

The candidate's experiences should not be limited to only the cooperating teacher's assignment. Cooperating teachers should arrange for the candidate to observe/participate in a variety of school-related activities to enhance the candidates experiences related to the total school environment and those other teaching responsibilities. Parent teacher conferences, Back to School night, In-service programs, Board of Education meetings, PTO meetings and other special events are related professional activities that would display a professional commitment. Artifacts from such events should be placed in your portfolio.

**Using Tk20**

Tk20 is an on-line data management system, you will be using for assessing your student teacher and for submission of your payment information. To access Tk20, put in your username and PID

password. A Tk20 Work Aid is provided (see below) to guide you for assessing your student teacher. The forms you are required to complete will be in your student teacher’s binder.

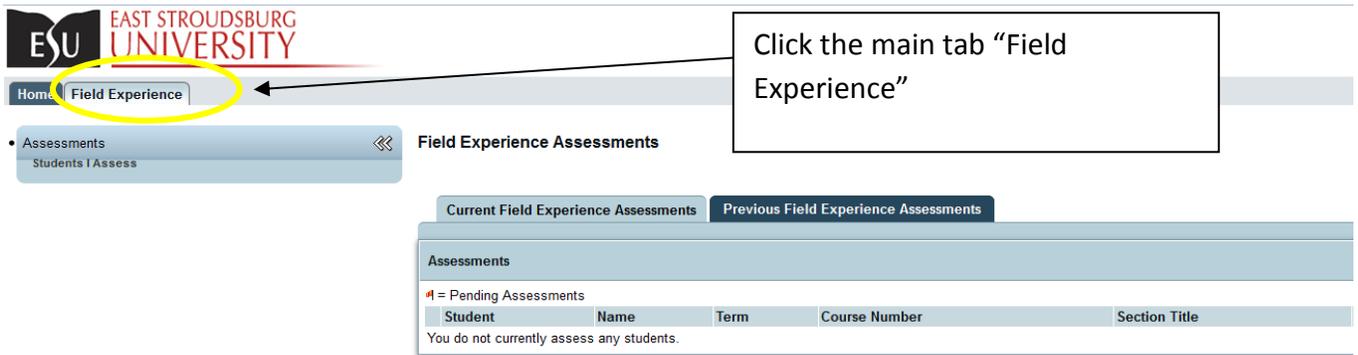
**Work Aid for Cooperating Teacher: Assessing your student teachers in Tk20**

**I. Log In:**

- a. Log in to Tk20 at <https://tk20-1.admin.esu.edu> with your username and password.
- b. After logging in, you will see the home screen of your Tk20 account by default. The home tab includes any messages that have been sent to you and any tasks that are pending.

**II. Field Experience:**

- a. Click on the **Field Experience** tab.
- b. Click on your student teacher to open their binder.



- c. On the left side of the screen is the student’s work and on the right side of the screen are your assessments.
- d. Click on the assessment you would like to complete.
- e. When you finish an assessment click save. You can always come back to it to add more.
- f. When all assessment are complete you can click submit to finalize your part of the binder.

Username: \_\_\_\_\_

Temporary Password: \_\_\_\_\_

Password: \_\_\_\_\_

If you have any questions, or need your username and password, please call or email the Tk20 office.

Phone: 570-422-3033

Email: [tk20@po-box.esu.edu](mailto:tk20@po-box.esu.edu)

**Mandatory Cooperating Teacher Tk20 Forms**

All student teacher assessments are to be completed using Tk20, our internet based data collection system. This system helps us track our students' performance and also ensures that they will have items needed to obtain certification. This system also helps us to evaluate and improve the quality of our program. Please note that there are dates for each form with regard to completion deadlines.

**For all Co-operating teachers:**

You will have access to fill out a payment card, a Clinical Experience Assessment Summary, and the TEU (Teacher Education Unit) Observation form in Tk20. Please note the following information regarding these forms:

**Payment Card** – filled out by you and is not visible to any other users in the system except the designated staff in the Office of Field Experiences and Partnerships for processing purposes. Please fill out the payment card as soon as the binders are released, no later than **the 4<sup>th</sup> week of the quarter**. Once you click save, we will have your information for processing. Please be aware that we will continue to give Act 48 hours to our cooperating teachers as well.

**Clinical Experience Assessment Summary** – This form is intended as a summary of all classroom observations during each placement. It should be completed at the **end** of the student teaching placement as a summary of all observations.

**TEU Observation Form** – This form is intended for a single classroom observation (not a summary of all). It should be completed between the **5<sup>th</sup> and 7<sup>th</sup> weeks** of the student teacher's placement with you. There is a choice of "Not Applicable" for those criterions not observed during a particular lesson.

**TEU Dispositions Rubric** – This is a new assessment we have added to help our students understand that one's professional disposition is an integral part of being an effective

teacher. This should be completed at the **end** of the student teacher's placement and is a summative assessment based on all observations.

**Cooperating Teacher Survey** – This survey is completed to ensure that we receive feedback from the cooperating teachers about where we are succeeding and where we need to make improvements programmatically. This information is anonymous and is not visible to other users. This survey should also be completed towards the **end** of the student teacher's placement.

**Optional Letter of Recommendation & Additional Observations** – Cooperating teachers can also upload a letter of recommendation for their student teacher and additional observations to the student's electronic binder if they so desire. If a cooperating teacher does not wish to do this, they must still open and save both items to complete the systems requirements.

**Additional Forms** – There may be additional forms in your binder, such as the BEO Assessment Continuum for SPED majors and various Competency forms for HLTH & PETE majors. Please complete and save all assessments that are in your student teacher's electronic binders.

**Please note:** any form in Tk20 should be saved once the user has started or made any changes to a form. **To save the form one is working in, he/she must click save a second time to save the form in the binder.**

The student teacher and university supervisor can view forms at any time once they've saved their work. If one needs to make changes, he/she can do so until they "Submit" the binder. Once all forms have been completed and the information is accurate, please "Submit" the forms. If a user accidentally hits "submit" and needs to change something, please contact the Tk20 office and we can unlock the binder for you.



Office of Field Experience and Partnerships  
 214 Stroud Hall  
 200 Prospect Street  
 East Stroudsburg, PA 18301

**Request to Enroll in an Additional Course While Student Teaching**

**Name:** \_\_\_\_\_

**Student ID#:** \_\_\_\_\_ **Q.P.A.:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**I request permission to enroll in the following course during student teaching:**

**Section #:** \_\_\_\_\_ **Subject Area:** \_\_\_\_\_ **Cat. No:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_ **Credits:** \_\_\_\_\_

**Reason for request:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Associate Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Office of Field Experience and Partnerships**

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The policy of East Stroudsburg University’s Teacher Education Council (TEC) is such that students are not permitted to take course(s) while student teaching. Students requesting an exemption from this policy must complete this form for approval. This form must indicate the course(s) requested, the reason for the request, and signatures as outlined above. Signatures should be attained in the order in which they are listed. As such, the Associate Dean for the College of Education’s Office of Field Experience and Partnerships should receive the form last and will inform the student of the outcome of their request.

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**ESU Teacher Education Policy Manual**

