

East Stroudsburg University



Student Teaching Supervisor Handbook

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Guidelines for University Supervisors of Student Teachers

Listed below are the duties and responsibilities for university supervisors of ESU student teachers:

1. Visit each **new cooperating teacher** and student teacher for orientation purposes as early as possible. This visit is referred to as the “Hello Visit.” During this visit, the university supervisor should retrieve the following materials: classroom schedule, contact information form, and any other initial information about the placement or student teacher responsibilities deemed necessary. The university supervisor should also verify with the cooperating teacher that they have access to Tk20 for completion of the required assessment forms, payment card, and evaluation items. The university supervisor should also review the cooperating teacher’s roles and responsibilities (outlined in the student teacher handbook).
2. The first observation of each student teacher should be conducted within the first 2 – 3 weeks. If a “Hello visit” was not conducted (because the cooperating teacher is not new), all of the items outlined in step one should be conducted at this time. During each observation a TEU Classroom Observation Assessment should be completed. The second observation should be conducted during weeks 3 – 5 and the final observation should be conducted during weeks 5 – 7.
 - a. Upon entering each school building, supervisors should contact school office personnel and follow the building’s normal sign-in/sign-out procedures. The university supervisor should also wear their ESU name badge and any additional identification badge required by the school.
 - b. The university supervisor should discuss the results of the observations immediately following each observation with the student. The university supervisor should also meet with the cooperating teacher to review the observation and share any concerns. Student teachers who are experiencing difficulties, who need additional support, or who request more feedback should be observed more frequently. In all cases, university supervisors should provide written feedback in the form of the TEU Classroom Observation.
 - c. The best TEU Classroom Observation should be uploaded to Tk20 for data-collection purposes.

- d. Inform the Department Chairperson and the Associate Dean for Field Experience and Partnerships of any student teacher who is experiencing difficulties. Any such problems that the student teacher is experiencing should be documented in writing. If an improvement contract is needed it should be developed as early in the quarter as possible. When completing a contract, follow the guidelines for “Unsuccessful Student Teaching Procedure” outlined in the TEC Policy Manual.
3. At the completion of a student teacher’s experience at the end of each quarter, complete all evaluation forms in Tk20. This includes 1) The best TEU Classroom Observation, 2) The Clinical Experience Assessment Summary, 3) the PDE 430, 4) the Dispositions Rubric, and 5) any other department-specific assessments.
4. The university supervisor and the content supervisor should communicate to share their views on the student’s progress and to develop a schedule for their observations. When the student transitions from their first placement to their second placement, the university supervisors should communicate with one another regarding the student’s progress.
5. Keep a daily record of mileage, toll fees, and lunch costs. This information should be submitted to the Office of Field Experience and Partnerships using the appropriate form at the end of each month. University supervisors must claim the shortest distance between the university and school or home and school.
6. At the conclusion of each semester, a university supervisor’s typed recommendation regarding each student teacher should be submitted to the student and it is recommended that this letter be uploaded to Tk20. In the event that two supervisors have worked with the same student, it is the responsibility of each supervisor to prepare a recommendation for the student’s placement file. If two certification areas are involved, it is important that two separate recommendations be completed.
7. Recommend potential cooperating teachers to the office of Field Experiences and Partnerships.
8. Attend all Supervisor Meetings
9. Fulfill all responsibilities as described in the Collective Bargaining Agreement.

Unit-wide Assessments:

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

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

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

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

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"> Teacher candidate's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. 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. Students contribute to explaining concepts to peers. 	<ul style="list-style-type: none"> Most of the teacher candidate's questions are of high quality. Adequate time is provided for students to respond. Teacher candidate creates a genuine discussion among students, stepping aside when appropriate. Teacher candidate successfully engages all students in the discussion. 	<ul style="list-style-type: none"> Teacher candidate's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher candidate makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. Teacher candidate attempts to engage all students in the discussion, but with only limited success. 	<ul style="list-style-type: none"> 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. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

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.

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

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

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

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.

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

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

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)
The teacher candidate independently designed and implemented an appropriate assessment(s) (diagnostic, formative, and/or summative) that aligned with standard and essential content.	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.	The teacher candidate failed to design and implement their own assessment but used an assessment provided by cooperating teacher.	The teacher candidate did not use an assessment.

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.

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

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.

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

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.).

Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
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:

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:

Clinical Experience Assessment Summary				
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.				
Category A Content Outcomes	Unacceptable	Developing	Proficient	Advanced
Demonstrate general knowledge competency				
Demonstrate subject matter knowledge competency				
Category B Learner and the learning Environment Outcomes	Unacceptable	Developing	Proficient	Advanced
Create a classroom environment that motivates and supports positive social interaction and active learning.				
Establish instructional opportunities that demonstrate the value of diverse learners.				
Category C Teaching and learning Process Outcomes	Unacceptable	Developing	Proficient	Advanced
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.				
Category D Professionalism Outcomes	Unacceptable	Developing	Proficient	Advanced
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.				

Professional Dispositions

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.

Checkpoints	Early Childhood & ELED	Middle School	Secondary Education	Physical Ed & Health	SPED and ECED	SPED and Middle
Checkpoint #1: 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
Checkpoint #2: 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
Checkpoint #3: 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
Checkpoint #4: 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
Checkpoint #5: Student completes a self-assessment and requests Cooperating Teachers (ALL) and University	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

Supervisors (ALL) to complete an assessment						
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– (Revised Fall 2012)

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

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

Disposition Remediation Plan:

1st 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.

2nd Unsatisfactory: If a student receives a 2nd 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.

3rd Unsatisfactory: If a student receives a 3rd 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.**



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. University Supervisors evaluate student teachers 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.



Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	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.
Rating (Indicate ✓)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justification for Evaluation				

Departmental Assessments

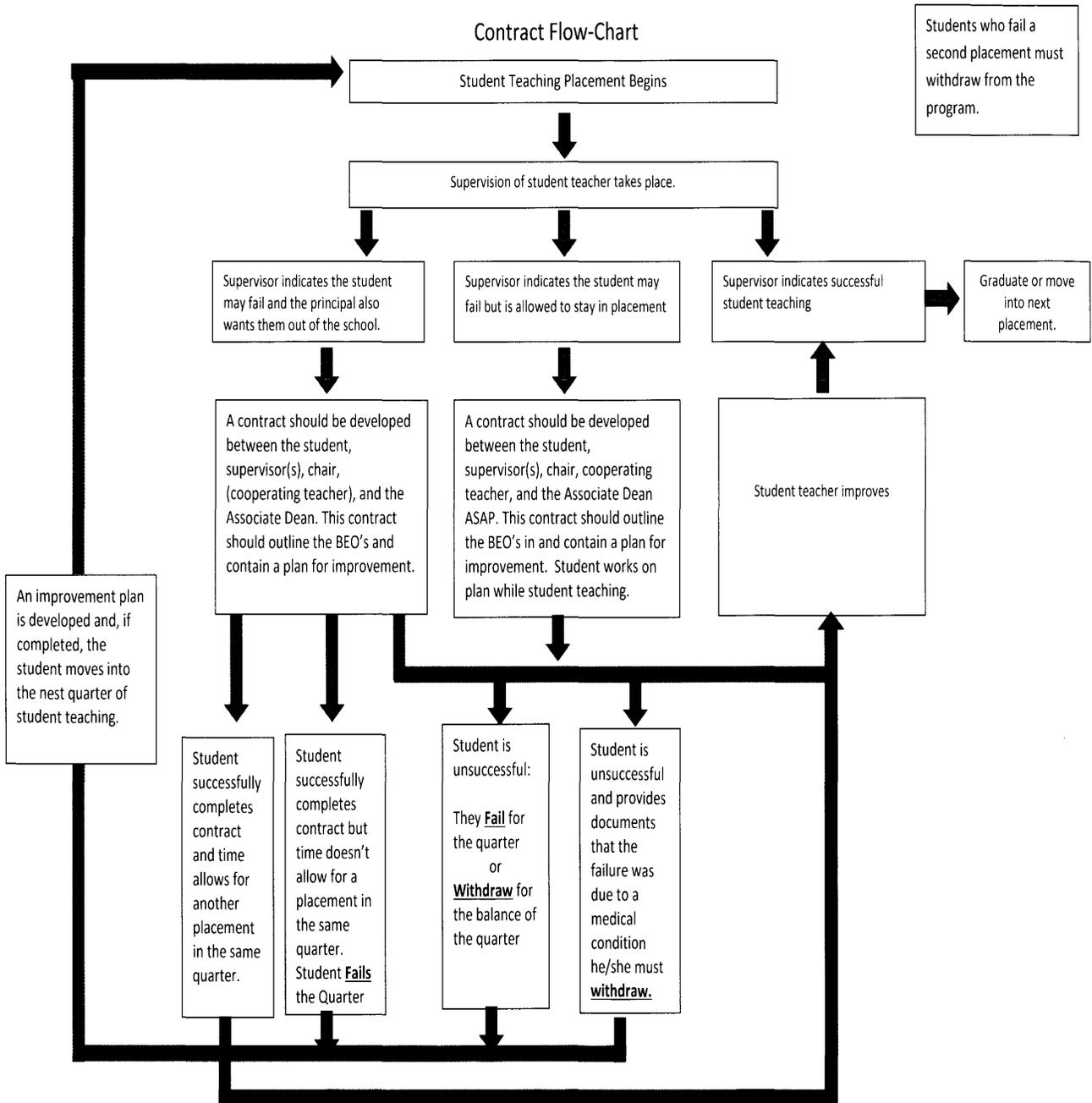
In addition to the Unit-wide Assessments, each department also requires a range of department-level assessments. As such, it is important to familiarize yourself with these expectations as well. Working in concert, the Teacher Education Unit and each department strives to ensure that the student teaching experience is rich in experience and also reflective of the demands educators face on a daily basis.



Student Teaching Opportunities (Revised July 3, 2012)

Student teachers are limited to a maximum of three quarter opportunities to complete their student teaching assignments. East Stroudsburg University's Teacher Education Council has established the following policy to aid students who are not successful. While the intention of this policy is to remediate unsuccessful candidates, this policy also provides a means to document insufficiencies when students fail a quarter of student teaching or are removed from the program.

1. When a candidate is not successful but is permitted to stay in their placement, the university supervisor and cooperating teacher will meet to identify the Beginning Educator Outcomes (BEOs) that are of concern. The university supervisor and cooperating teacher (in consultation with the Associate Dean of Field Experience and Partnerships) will document concerns and provide a plan for improvement for the candidate. The university supervisor and cooperating teacher will then conference with the candidate to discuss the BEOs of concern and the improvement plan that was developed to address them. A timeframe for improvement will be identified at this time. During this timeframe, the university supervisor and cooperating teacher will increase supervision. Candidates who successfully complete an improvement plan will pass for the quarter. Candidates who are not successful may withdraw if time (based on University policy) or circumstances (e.g. medical withdraw) permit. **The improvement plan must be completed to be granted an additional student teaching assignment.**
2. When a candidate is not successful and is not permitted to remain in their placement (by request of the building principal) an improvement plan will be developed. As outlined above, the university supervisor and cooperating teacher (in consultation with the Associate Dean of Field Experience and Partnerships) will develop the improvement plan based on the BEOs of concern. The university supervisor and the Associate Dean of field Experience and Partnerships will conference with the candidate to discuss the BEOs of concern and the improvement plan that was developed to address them. A timeframe for improvement will be identified at this time. The candidate may elect to withdraw (if the parameters outlined above apply) or will receive a failing grade for the quarter. **In both cases, the candidate must complete the improvement plan to be granted an additional student teaching assignment.**



Student Teaching – School Closures and Student Absences (Revised July 3, 2012)

The Pennsylvania Department of Education approved program at ESU includes a fifteen-week student teaching semester. It is divided into two separate 7.5 week placements. Our program is dependent upon a good working relationship with our host schools. Student teachers are integral parts of the entire instructional program of the host schools. We are guests in the school districts and our programs need to follow the public school calendar as closely as possible. As such, students should make every effort to have a perfect attendance and participation record. In order to maintain this productive partnership and guarantee the high standards of our program, our students need to follow these policies:

1. Students must satisfactorily complete two separate (7.5 weeks) student teaching experiences. The college supervisor is responsible for certifying that the entire (15 week) student teaching experience has been completed satisfactorily.
2. In the event of excessive school closures due to inclement weather, facility safety or teacher strikes, arrangements must be made with the cooperating teacher, college supervisor and student teacher to satisfy each student teaching experience.
3. In the event of excessive absences of the student teacher due to personal illness or family concerns, arrangements must be made with the cooperating teacher and college supervisor to satisfy each student teaching experience.

When there are an excessive amount of school closures or absences, the university certification officer is responsible for developing a coverage plan. This plan should be developed in concert with the Associate Dean of Field Experiences and Partnerships, appropriate school administrators, department chairpersons, cooperating teachers, student teacher supervisors and university officials.

Request to Enroll in an Additional Course While Student Teaching

Name: _____

Student ID#: _____ **G.P.A.:** _____

Address: _____

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

Course Title: _____

Reason for request: _____

Day/Time of Class _____

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

The policy of East Stroudsburg University’s Teacher Education Council (TEC) is such that students are not permitted to take additional courses that are not part of the student teaching semester 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. Students should obtain signatures 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. **This form must be completed and approved by the first day of the semester.**

Notes: