Department of
Special Education

Special Education
Teacher Candidate Handbook

A Guide for

- **Cooperating Teachers**
- **Teacher Candidates**
- **University Supervisors**

WCU
WEST CHESTER UNIVERSITY

Fall/Spring 2023/2024

The Department of Special Education's Teacher Candidate Handbook is designed to assist mentor teachers, teacher candidates, and university supervisors. This handbook contains information specific to the Special Education Program – all EGP/MGP Majors are required to download additional handbooks from their respective programs.

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The Teaching Experience

The student teaching experience provides a laboratory for the testing of ideas—a place where the student may encounter real problems, an opportunity for personal growth, and a feeling of reality. All these factors tend to make the student teaching experience one of the most interesting and helpful phases of the professional preparation of prospective teachers.

The Department of Special Education would like to thank the faculty and staff of the participating schools for being such an important part in the development of a new generation of professional educators. We would also like to wish our students well in this critical step of their professional education.

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Bachelor of Science in Education/ Post Baccalaureate Certification Special Education

Degree Program Leading to Pennsylvania Certification:
PreK-12 Special Education

Our Mission Statement

As the Special Education faculty, we provide relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from three to twenty-one years of age, in the public schools of Pennsylvania.

We are committed to preparing graduates of the program who can provide diverse student populations with the knowledge, skills, and values essential for effective participation in society.

We believe high standards of scholarship, ethics, and awareness of the changes occurring in the field are essential for both faculty and students to remain at the forefront of sound educational practice. We demonstrate this through instruction, learning, research, collaboration with other professionals in the College of Education and Social Work and community school districts, and through service to the community.

The Special Education department stands out in the southeastern Pennsylvania region because of numerous and early opportunities for practicum experiences afforded its students; its small, professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and finally, national (Council for the Accreditation of Educator Preparation), regional (Middle states Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education) accreditation.

WCU Conceptual Framework for Teacher Education

Mission

The College of Education and Social Work (CESW) prepares highly skilled and ethical professionals to become fair-minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthening educational, health or community systems.

Vision

The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.

General Description

For double special education majors, the special education portion of the student teaching experience consists of one half-semester in a special education placement to be completed either during the first half of semester as EDA 416 or second half as EDA 417. For special education Prek-12 stand-alone majors, the student teaching experience consists of two different special education teaching experiences; in EDA416 and EDA417. During the special education placement, the student will work under the direction of a mentor teacher and a university supervisor. By the end of the placement, the student will have undertaken teaching and all other activities related to a special education teacher's work in addition to completing a series of assignments. Students will attend mandatory orientation on campus and also participate in weekly seminar sessions at a time and location to be announced. Special education Prek-12 stand-alone majors will work with their university supervisor to coordinate completion of assignments and seminar.

Requirements

You are required to maintain the utmost confidentiality at all times. It is anticipated that your first few days/first week will be a gradual introduction into classroom routines and activities - the pace at which you become actively involved will depend on your ability to adapt to the new demands i.e., some placements may require that you observe for a few days to familiarize with the routines and/or student needs whereas others may require that you begin engaging immediately. Consult with your mentor teacher and supervisor for guidance.

The guiding principle within each placement is that instruction should be designed, materials created, documents (i.e., IEPs) drafted, and activities planned such that they meet the needs of the students in your assigned classroom. If performance data suggest that learning has occurred as a result of a lesson, it is likely you have done a good job in planning. If not, revisions are needed – this is an example of effective, data-based, reflective teaching.

All written requirements are to be submitted in a timely fashion, as designated by the university supervisor. The following assignments, as described below, will be submitted for grading via Anthology:
- **Six** lesson plans [submitted as part of the Danielson and SLO]
- IEP, RR, NOREP and SLO

Therefore, all student teachers are required to have an Anthology account for submission of all assignments.

1. **Observations.** The first visit (TRIAD meeting usually occurs within the first two weeks of semester) – this is usually an informal meeting during which the WCU supervisor, teacher candidate and mentor teacher hold a brief meeting to review expectations and discuss the key assignments so that everyone understands their roles and responsibilities during the

7.5-week placement. This initial meeting will also present opportunity for university supervisor to answer any questions the teacher candidate or mentor teacher may have. All student teachers will be observed formally a **minimum of three times** by the university supervisor. Another TRIAD meeting will take place at the end of placement during which the triad will discuss the experience and to gather additional information/evidence for the Danielson rubric. It is important to note that all visits [formal or informal] will contribute to the university supervisor's perceptions of the student teacher's abilities as a professional special educator. It is important to note that the mentor teacher or the university supervisor may determine the need for additional formal observations (if needed).

2. **Lesson Plans**. Written lesson plans are required for all lessons taught. Each lesson plan must include clearly defined learning outcomes/instructional objectives, selection of differentiated activities for direct instruction, guided and independent practice, list of materials and plan for student evaluation that is appropriate in assessing the skills being taught. Lessons may vary anywhere from fifteen to forty-five minutes or more in presentation depending on the type of placement, diverse student needs, topic and/or group size. The content may range from daily lessons (math, reading etc.) to special lessons (art, projects, holidays, etc.). If you are student teaching in a Life Skills Support, Multiple Disabilities Support, or Autism Support placement, your lesson plans may be in the form of instructional plans using systematic instruction (such as *System of Least Prompts),* task analysis, and functional content. The format and style of your daily lesson plans will be dictated by the needs of your students and the nature of the instructional methods you are using. **It is important to note that each lesson plan submitted for grading is formatted following the WCU lesson plan template and also graded using the lesson plan rubric.**

   Students will be required to submit lesson plans to mentor teacher and supervisor for review and feedback at least 2 days <u>prior</u> to the actual teaching - refer to university supervisor and mentor teacher for additional guidance. Of the lesson plans prepared over the course of your 7.5 weeks special education placement, a total of <u>six</u> lesson plans will be submitted to university supervisor for the purpose of grading.
   * 1 lesson plan, that is not part of the SLO will be submitted into the Lesson Plan tab
   * 3 lesson plans or the equivalent of 5 hours of instruction (minimum) will be submitted as part of the SLO Assignment into tab with the same label
   * The remaining lesson plans will be submitted as your university supervisor indicates

3. **RR, IEP and NOREP**
   Select a student who needs a new or revised IEP - your mentor teacher should guide you in selecting a student. You may need to obtain parental permission to work with this student. It's important that you:
   ▪ Read all available background information concerning the student, observe the student in different settings and interview the student and the teachers that work with the student.
   ▪ Complete formal assessments.
       ▪ **Write a Reevaluation Report, IEP and NOREP -** demonstrate your ability to write professionally and objectively. Utilize all informal and formal information

obtained to create the Reevaluation Report (RR) – it is important that you change **all identifying information such as the student name, school and district names** to ensure confidentiality. Remember that the IEP indicates yearly academic outcomes, social and behavioral expectations, and transition goals (if applicable). The IEP should be a living, working document – follow state and federal guidelines for completion. Also, use the official RR, IEP and NOREP templates available on D2L.

- **Ideally, you should use the same student for all key assignments (RR, IEP, NOREP) including the SLO**

4. **Reflective Journal Prompts - Danielson Domain 4**

It is the responsibility of the candidate to provide evidence of meeting the expectations of Domain Four and components (4a, 4b, 4c, 4d, 4e, and 4f) before the completion of your special education student teaching placement. This evidence is submitted to Anthology in the Domain 4 tab of your binder. Evidence will be in the form of a written reflection as you review the expectations listed below and outlined in the Danielson Framework. It is encouraged that you upload artifacts (if applicable) to support your reflective narrative. University supervisors will rate each item below using the criteria outlined in the Danielson Framework Domain 4 only.

4a: Reflecting on Teaching
Teachers reflect on their practice through a self-analysis, examine student informal and formal outcome data, and conversations with others (parents, students, colleagues). To complete this task, you should consider your experience during student teaching on having a positive impact on student learning, developing a positive relationship with colleagues, parents, etc.

Use the following prompts as a guide as you write your narrative:
- What were some challenges in developing positive relationships with students, families, and colleagues? How did you overcome those challenges? What will you do differently to improve in this area?
- What would you do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?

4b: Maintaining Accurate Records
An essential responsibility of educators is keeping accurate records of both instructional (student records) and non-instructional events (lunch forms, permission slips, etc.). During student teaching, consider ways you were able to maintain records and write a reflective narrative (upload artifacts if appropriate) as evidence.

Use the following prompts as a guide as you write your narrative:
- Describe a process (steps) used to record students' progress toward the learning target (SLO may be helpful to consider when responding to this prompt).
- What process did you use to communicate to students about their progress (e.g., during any assessment administered or homework grades)? How did you maintain confidentiality?
- Describe a process used to maintain accurate records of non-instructional activities.

4c: Communicating with Families
Educators have the responsibility to provide opportunities for families to understand their child's academic progress. Effective communication is one way to establish a positive relationship with families.

Use the following prompts as a guide as you write your narrative:
- Describe some of the challenges or perceived challenges in working with families to support the growth and development of their child. What strategies would be essential to overcome those challenges?
- What have you done to communicate to families about the progress of their child? What did you have to consider before communicating with families? What were some challenges?
- What responsibility do you have to ensure you develop and maintain a positive professional relationship with families?

4d: Participating in the Professional Community
It is critical that teachers work collaboratively to plan, share, and address issues to not only improve teaching and learning but to develop your ability to be an active participate within the professional community. In this section, you should consider in what ways you have developed your ability to participate as part of the professional community. This may include working with your mentor (mentor) teacher or university supervisor to plan lessons; problem solve issues or concerns, etc. Eventually, this should include participating in activities beyond your classroom such as volunteering on committees or other organizations/school events.

Use the following prompts as a guide as you write your narrative:
- What evidence supports your ability to participate in activities beyond your classroom? Describe those experiences and how it relates to your ability to participate as part of the professional community.
- Describe your role in your school as a professional learning community.
- What opportunities do you have to share classroom research and successes with your colleagues?
- If you were a permanent part of the school, how would you be able to contribute to the mission and vision? In essence, how do you see yourself contributing to the school (outside of your teaching responsibilities)?

4e: Growing and Developing Professionally
Lifelong learning is essential to remain current to new and innovative approaches to improve your practice. This may include attending or presenting at conferences, networking with colleagues (joint planning sessions, study groups), participating in professional organizations, or reading articles or books that will support your effectiveness in a classroom.

Use the following prompts as a guide as you write your narrative:
- After reflecting on your student teaching experience, what are your strengths and areas in need of further development?

- What will you do to address those areas of concern? This may include identifying resources (books, articles) you plan to read with an explanation of why you selected those resources.
- What professional organizations are you an active member and how has your participation supported your development?
- What do you believe to be the characteristics of an exemplary teacher?

4f: Showing Professionalism

Educators demonstrate professionalism in service and to the profession. Professionalism can be displayed in your interactions with students, colleagues and others. Specifically, your ability to be honest, respectful, and trustworthy. Maintaining professionalism is critical in difficult situations that may include interaction with others or conflicting policies, beliefs, and values.

Use the following prompts as a guide as you write your narrative:
- What are your personal goals to maintain your professionalism?
- What examples of professionalism did you observe in your student teaching experience and what did you learn from that experience?

5. **Student Learning Objective [SLO]** The SLOs is an intensive learning plan that includes a variety of informal and formal assessment to support target learning objective(s). Although one of the major goals of a SLO is to document student learning over a period of time, you will be evaluated on the process as outlined in the SLO Process Rubric. Also, you will be evaluated on your ability to develop and implement an evidenced-based plan of instruction that should, if implemented with fidelity, impact student learning. The following is the minimum expectation for completing the SLO during the modified time frame of your special education student teaching placement – this proposed timeline will enable you complete the various components of the SLO:

   o Candidates completing the SLO assignment in a special education classroom will work with 1 student (minimally) – this must be approved by the university supervisor and mentor teacher (MT).
   o Complete and submit the SLO template (Appendix B: SLO Template) – Upload to Anthology.
   o Develop and implement an instructional plan that consists of 3-5 consecutive lessons [minimum 5 hours of instruction] to address using the SLO – Upload to Anthology.
   o SLO Rubric - Appendix A: Student Learning Objectives (SLO) Process Rubric
   o Lesson Plan Template - Appendix C: Lesson Plan Template

Choose a specific area from the IEP for remediation (this can be academic or behavioral). Using the SLO template, you will complete all sections beginning with the

Classroom Context

I.   Analysis of Student Performance

- In this section, you will revisit information from the re-evaluation report and the IEP, identifying the student's area of need that aligns to the area of remediation. Include dates of assessments and completion of paperwork. For example, you may begin broadly by indicating that the student has a disability, based on IQ and/or specific achievement assessments, related services assessments, etc., to then include any specific classroom-based assessments and/or teaching reporting.

II. Identification of Instructional Need & Instructional Population

- In this section, you will indicate how this information compares to grade-aligned peers. Additionally, you will provide information related where the student receives their educational services, based on the continuum of services and the location (general or special education classroom) of the instruction. In this section you will also address if the setting is co-taught, push-in, or pull-out, as well as whole or small group, or one-to-one instruction.

III. Goal Statement

- In this section, you will provide the specific IEP goal(s) and objective(s) (if applicable) that will be remediated in the SLO.

IV. Essential Question

- In this section, you will identify the essential questions related to the need for the instruction and completion of the SLO. For example, (a) Will this instruction increase the students abilities/knowledge to align closer to grade-aligned peers?, (b) Is (fill in the blank) the most appropriate procedure to use for the student to make advancements in (instructional area)?, (c) How can the use of differentiated/individualized/adapted instruction provide meaningful instruction?

- In your final reflection, you will address each of the essential questions provided here.

V.   PA Standards

- In this section, you will use grade-aligned eligible or alternate eligible content standards in your lesson plans. These are the same standards that are in your lesson plans.

VI. ISTE Standards

- You may use Educator and/or Learner standards. At least one lesson ***must*** include meaningful use of technology.

VII. Academic Language

- This is the content terminology that is addressed in your lesson plans. You will subdivide as Lesson Plan 1, Lesson Plan 2, etc. Most of the terminology listed in this section will be specifically taught.

Pre and Post Assessment Plans

I.   Pre & Post Assessment Plan Description

- In this section, identify the assessment used. You will describe why the identified assessment was selected. You will attach a copy of the assessment(s) to the SLO assignment.
- You may develop and administer curriculum-based assessment(s[CBA]). Pre-assessments should incorporate varied measures that assess the students' existing knowledge base/skill levels focusing specifically on the skill (identified in the IEP) that needs to be remediated. Remember CBA is frequent brief measurements administered before, during and after instructional its implementation (**refer to supervisor for additional clarification**).

II.   Validity and Reliability

- In this section, you will describe how the assessment tool is both valid and reliable. If you are using a published assessment, you will find this information in the assessment manual. If you have created the pre and post assessments for the SLO, discuss these items in detail.

III.   Assessment Window

- When will the pre assessment and post assessment be delivered

IV.   Baseline

- In this section, you will describe the student's current abilities based on the data gathered. Return to the IEP to determine the rate of progress to date and discuss reasonable growth within these 5 hours of instruction. Explicitly describe the conditions under which the assessment was given. This will help ensure reliability of the assessment at post assessment.
- Instruction should be designed based on a comparative profile of pre-assessment data from varied measures.

Achievement Goal

I.   Achievement Goal Type

- For this assignment you will select Individualized Growth Target

II.   Identify actual performance

- In this section, you will create a graph or graphs to visually represent progress. Include pre-assessment and post-assessment data –select digital graphic representation(s) that will display the data meaningfully, making sure that it is properly labeled.

III.   Achievement Goal

- In this section, you will include the objectives that are in the lesson plans. Identify them as Lesson 1, Lesson 2, etc. Develop your objectives carefully, keeping in mind, the student's rate of progress as discussed earlier

Instructional Plan Outline

I. Provide an outline with brief description of the instructional procedures and strategies used.

- In this section, explain why you believe that this is the best course of action.
- Develop <mark>lesson plans</mark> incorporating instructional activities that are adapted to address individual student needs. All adapted activities should be professionally developed - at least one instructional activity should incorporate meaningful **use of technology.** Include motivational strategies if necessary and appropriate. Do not copy directly from a workbook/textbook – activities should be hands-on. <mark>**Minimum 3 lesson plans equivalent to 5 hours of instruction**</mark>
- Attach of the lesson plans to this document. Include samples of materials used. You must provide samples of materials used.

II. Instructional Window Dates

Reflection

I. Identify number of students who met the achievement goal.

- In this section, you will identify the number of students who met the goal identified.

II. Identify this value as a percentage

III. Candidate self-rating

- Check the appropriate box

IV. Reflective Narrative

- In this section, you will critically analyze the instruction provided. Be specific while considering student engagement, progress, and ability to demonstrate conceptualization of information.
- Reflect on impact of the different activities on student learning/behavior. Your reflection should address the following:
  - What worked/what you would change
  - What did *you* learn from the process
  - Logical next steps for instruction

Graduate Students Only:

Application Requirements for Regular Student Teaching

1. No later than the beginning of the semester immediately prior to the student teaching semester, meet with the Graduate Coordinator of the Department of Special Education to ensure that all program requirements are complete or will be completed prior to student teaching.
2. Complete a student teaching application and return it to the Office of Clinical Experiences and Candidate Services (instructions are in the application packet). Applications must be submitted by the deadline for consideration.

   NOTE: On the application, note whether an internship is being considered, and the location of the internship. Internships are an option only for Post-bac students who have passed all required PRAXIS exams. If you are currently employed full-time in a classroom, it may be possible to allow you to remain in that setting while fulfilling your student teaching. Please discuss this option with the Student Teaching Coordinator in the Department of Special Education prior to submitting your application.

Formal Evaluation of Student Teaching

All teacher candidates will be evaluated using the:
- o West Chester University's Danielson Framework (FE) rubric - the Danielson evaluation is completed by the Student Teacher Candidate, University Supervisor, and Mentor (Mentor) Teacher

For more information view the evaluation forms via the Educator Preparation Programs assessment website:
Assessment and Accreditation

Professional Expectations

Special Education Student Teaching
Additional forms of evaluation to assess your performance during your special education placement will include:

- o **Observation - Formal Lesson**
  A sample form is included - each time your university supervisor observes (minimally 3 times), they will complete an observation form.

- o **IEP/Reevaluation Report/NOREP/SLO**
  The rubrics illustrate the on-line scoring method used for each of these products.

- o **Lesson Plan Rubric**

Required Certification Tests
All teacher certification candidates must take and pass the Praxis test(s) required by their program prior to the last day of their student teaching semester in order to graduate or be considered program completers.

Special Education [Prek-12] Double Major
- o Praxis 5354
Special Education [Prek-12] Stand Alone
- o Praxis 5354
- o Praxis 5511

STUDENT TEACHER CLASS SCHEDULE

This form is to be completed with the help of your mentor teacher and mailed (or given) to your university supervisor by the end of your first week in each assignment. The purpose of the schedule is to allow the university supervisor to make a tentative schedule of visitations.

Name of Student
Teacher_____

Student Teaching Address_____Phone_____
(where you will actually be residing during your student teaching experience)

Name of School_____Phone_____

Address of School_____

Name of Principal _____

Name/Email of Mentor Teacher: _____
| | First | Middle | Last |

SCHEDULE

Hour	Room Number	Subject	Activity	Date you expect to begin teaching

Irregular schedules or special subjects (art, music, etc.) should also be recorded - indicate day and time

Please Indicate School Closing Dates:
_____

_____

_____

_____

_____

_____

<mark>Observation Form</mark>

This form is to be used to collect evidence to support the formal Danielson evaluations (via observation or pre- and post-conference).
This does <u>not</u> replace completing the formal Danielson Framework evaluation via Tk20.

Teacher Candidate:_____   Observer:_____

School:_____   Grade/Subject:_____   Date:_____

Danielson Domains	Evidence / Component
The following is provided as a reference.	Actions and statements by the Teacher Candidate and students when observing or during the pre- and post-observation conference. Include the appropriate component next to each statement in parenthesis after you have completed the observation or conference.
Domain 2: Classroom Environment	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2e: Organizing Physical Space	
Domain 3: Instruction	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy	

1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	
4b: Maintaining Accurate Records	
4c: Communicating with Families	
4d: Participating in the Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	

Additional Observation Notes/Comments:

Teacher Candidate Initials: _____   Observer Initials: _____   Date: _____

This document will be used by faculty members to gather evidence to support the various Domains within the Danielson Framework. This pre-observation interview/planning conference should take place prior to a scheduled formal observation. Candidate may also respond to one or more of the questions electronically before you observe them teaching a lesson. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. Some of the questions will also be referenced when analyzing lesson plans created by the teacher candidate to support K-12 student learning outcomes. Addressing these questions before a formal observation will provide an opportunity for gain some understanding of the candidates thought process about the key components essential for planning a high-quality learning experiences.

1. How does this learning experience "fit" in the sequence of learning for the class and/or align with the students IEP goals/objectives (1b, 1e, 1a)
2. How will this lesson support PA standards? PA Alternate Eligible Content (1a) [see link below for **Alternate Eligible Content**]
3. How will you differentiate support, adapt learning and accommodate the unique needs of all learners? (1c)
4. What do you want students to know and learn upon completion of this lesson? (1c, 1f)
5. What do you know about students' cultural backgrounds, interests, language proficiencies that support the development of the learning experience? (1b, 1a, 4d)
6. What is the rationale for selecting the resources incorporated as part of your learning plan? How will the resources support the learning outcome? (1d)
7. How will you assess students' knowledge throughout the lesson or unit? How will you know if students learned what you intended? (1f)
8. How will you engage students in the learning experience? What will you do? What will students do? (1d, 1a, 1e)
9. Describe the instructional strategies that will be used to meet the lesson objectives. (1a, 1b)
10. How will you establish routines and procedures (transitions, communication to students about acceptable behavior during individual and group work, etc.)? (2a)
11. How will you model and acknowledge appropriate behavior in a classroom? (2c)
12. How will you organize the classroom (if appropriate) to support teaching of learning (grouping of students, circles, etc.)? (2e)

PA Alternate Eligible Content
http://www.pattan.net/category/Educational%20Initiatives/Students%20with%20Significant%20Cognitive%20Disabilities/page/Alternate_Eligible_Content.html

Post-Observation Interview Questions

This document will be completed as a post-observation conference after the implementation of a learning experience. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. It will be helpful to provide an in-depth understanding of the questions prior to a formal evaluation. Ideally, this will be done face-to-face after a scheduled formal observation.

1. In general, how successful was the lesson? Highlight specific evidence that supports your conclusion? (3d, 4a)
2. Describe how you established a classroom of mutual respect (recognized and modeled appropriate behavior, etc.). (2a)
3. What experiences did you provide students to demonstrate pride in their work? (2b)
4. What experiences did you provide students to take responsibility of their own learning? (2b)
5. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson? (2a, 2b, 3a, 3b, 3c)
6. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to student learning? (2c, 2d, 2e)
7. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (3d, 3e)
8. Describe how you established and implemented classroom routines and procedures? (2c)
9. What would you do differently if you had to teach the lesson again to the same group of students (including any changes to planning and the implementation of the lesson)? (4a)
10. What strategies did you employ to monitor student behavior and to respond to any misbehavior? (2d)
11. Explain some challenges with respect to procedures and routines that will have to be altered or changed. (2a, 2d, 4a)
12. Describe how you engaged all students in the learning experience. (3a, 3b, 3c, 3d, 4a)
13. Were there students who were not engaged? If so, what would you have done differently? (3a, 3b, 3c, 3d, 4a)
14. Identify one area of strength and provide evidence - why do you think this part of the lesson went well? (4a)
15. Identify one area of weakness and provide evidence - why do you think this part of the lesson did not work well? (4a)
16. Is there anything specific you would like me to observe during the next lesson? (4a, 4e)
17. How were students empowered to take responsibility of their own learning? (2b, 3c, 3d)

Special Education-Re-Evaluation Report (RR) Rubric

	Exemplary (3pts)	Proficient (2pts)	Unsatisfactory (1pt)
1. Teacher candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior.	Teacher candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior by integrating **all** available student information from a variety of sources (e.g. previous evaluation report, previous/current IEP(s), teacher input, parent input, formal assessments, classroom performance, input from school nurse or an outside medical professional).	Teacher candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior by integrating **some, but not all**, available student information from a variety of sources (e.g. previous evaluation report, previous/current IEP(s), teacher input, parent input, formal assessments, classroom performance, input from school nurse or an outside medical professional).	Teacher candidate does not demonstrate an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior.
2. Teacher candidate demonstrates an understanding of how to summarize parent and teacher input.	Teacher candidate demonstrates an understanding of how to summarize parent and teacher input by (1) indicating that the information provided is a summary of the information obtained from the parent and/or teacher (2) interpreting **all** parent and teacher input related to the PK-12 student (e.g. academic performance, behavior, social/emotional status, health and medical status).	Teacher candidate demonstrates an understanding of how to summarize parent and teacher input by (1) indicating that the information provided is a summary of the information obtained from the parent and/or teacher (2) interpreting **some, but not all**, parent and teacher input related to the PK-12 student (e.g. academic performance, behavior, social/emotional status, health and medical status).	Teacher candidate does not demonstrate an understanding of how to summarize parent and teacher input.
3. Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests.	Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests through **all** of the following (1) accurately reporting standardized scores (as available), (2) interpreting the meaning of the standardized scores, and (3) summarizing the results of the standardized scores.	Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests through **some, but not all**, of the following (1) accurately reporting standardized scores (as available), (2) interpreting the meaning of the standardized scores, and (3) summarizing the results of the standardized scores.	Teacher candidate does not demonstrate an understanding of how to describe the results of standardized aptitude and achievement tests.
4. Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments.	Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments through **all** of the following (1) accurately reporting performance on classroom-based, state, and local assessments (as available), (2)	Teacher candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments through **some, but not all**, of the following (1) accurately reporting performance on classroom-based, state, and local assessments (as available), (2) interpreting	Teacher candidate does not demonstrate an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments.

	interpreting the performance on classroom-based, state, and local assessments, and (3) summarizing the results of the performance on classroom-based, state, and local assessments.	the performance on classroom-based, state, and local assessments, and (3) summarizing the results of the performance on classroom-based, state, and local assessments.	
5. Teacher candidate demonstrates an understanding of how to explain the PK-12 student's behavior as measured by direct observations.	Teacher candidate demonstrates an understanding of how to explain the PK-12 student's behavior through **all** of the following (1) gathering and/or collecting data from direct observations (as appropriate), (2) interpreting direct observation data, (3) reporting behaviors in observable and measurable terms, and (4) reporting direct observations in objective, observable, and measurable terms.	Teacher candidate demonstrates an understanding of how to explain the PK-12 student's behavior through **some, but not all**, of the following (1) gathering and/or collecting data from direct observations (as appropriate), (2) interpreting direct observation data, (3) reporting behaviors in observable and measurable terms, and (4) reporting direct observations in objective, observable, and measurable terms.	Teacher candidate does not demonstrate an understanding of how to explain the PK-12 student's behavior as measured by direct observations.
6. Teacher candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency.	Teacher candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency by evaluating **all** available information/data (e.g. information related to educational history, information from parent/teacher interviews, data related to language proficiency).	Teacher candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency by evaluating **some, but not all**, available information/data (e.g. information related to educational history, information from parent/teacher interviews, data related to language proficiency).	Teacher candidate does not demonstrate an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency.
7. Teacher candidate demonstrates an understanding of how to represent additional data.	Teacher candidate demonstrates an understanding of how to represent additional data through **all** of the following: (1) accurately determining whether additional data is necessary, (2) gathering/collecting additional data if it is determined to be necessary, and (3) interpreting additional data that has been gathered/collected.	Teacher candidate demonstrates an understanding of how to explain additional data through **some, but not all**, of the following: (1) accurately determining whether additional data is necessary, (2) gathering/collecting additional data if it is determined to be necessary, and (3) interpreting additional data that has been gathered/collected.	Teacher candidate does not demonstrate an understanding of how to represent additional data.
8. Teacher candidate demonstrates an understanding of how to summarize findings and interpret evaluation results.	Teacher candidate demonstrates an understanding of how to summarize findings and interpret evaluation result by identifying **all** (1) current educational strengths and needs	Teacher candidate demonstrates an understanding of how to summarize findings and interpret evaluation result by identifying **some, but not all**, (1) current educational strengths and	Teacher candidate does not demonstrate an understanding of how to summarize findings and interpret evaluation results.

	in each area of achievement, (2) present levels (academics) that are based on all relevant evaluations and findings, and (3) present levels (functional, developmental, behavioral, social/emotional, as appropriate) that are based on all relevant findings.	needs in each area of achievement, (2) present levels (academics) that are based on all relevant evaluations and findings, and (3) present levels (functional, developmental, behavioral, social/emotional, as appropriate) that are based on all relevant findings.	
9. Teacher candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services.	Teacher candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services by identifying **all** of the following (1) whether the PK-12 student has a disability, (2) whether the PK-12 student demonstrates evidence of a need for specially designed instruction, (3) the primary/secondary disability category (as appropriate), and (4) recommendations for the IEP team to consider that are relevant to the PK-12 student's needs (as appropriate).	Teacher candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services by identifying whether the PK-12 student (1) has a disability and (2) demonstrates evidence of a need for specially designed instruction. and by identifying **one, but not both** of the following (1) the primary/secondary disability category (as appropriate), and (2) recommendations for the IEP team to consider that are relevant to the PK-12 student's needs (as appropriate).	Teacher candidate does not demonstrate an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services.
10. Teacher candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student).	Teacher candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student) by describing **all** of the following: (1) underachievement in each area of achievement for which the student is qualified for a learning disability, (2) the basis for determination (RTI or severe discrepancy), (3) Instructional strategies, (4) Educationally relevant medical findings, (5) whether there are educational effects that are based on the environment, culture, or economic status of the PK-12 student, (6) whether regular educational instruction was delivered to the PK-12 student by qualified personnel, (7) progress monitoring data, (8) the relationship of the PK-12 student's behavior to academic performance, and (9) the exclusion of other possible primary conditions (for all listed conditions) as a reason for determining a learning disability.	Teacher candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student) by describing a **minimum of 5** of the following: (1) underachievement in each area of achievement for which the student is qualified for a learning disability, (2) the basis for determination (RTI or severe discrepancy), (3) Instructional strategies, (4) Educationally relevant medical findings, (5) whether there are educational effects that are based on the environment, culture, or economic status of the PK-12 student, (6) whether regular educational instruction was delivered to the PK-12 student by qualified personnel, (7) progress monitoring data, (8) the relationship of the PK-12 student's behavior to academic performance, and (9) the exclusion of other possible primary conditions (for all listed conditions) as a reason for determining a learning disability.	Teacher candidate does not demonstrate an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student).

Special Education-Individualized Education Program (IEP) Rubric

	Exemplary (3pts)	Proficient (2pts)	Unsatisfactory (1pt)
1. Teacher candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (e.g., behavior, communication, sensory deficits).	Teacher candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (1) by providing accurate demographics and (2) by evaluating **all** available student documentation (e.g., evaluation report, re-evaluation report, parent input, teacher input, classroom performance) that could provide evidence of the need for special considerations.	Teacher candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (1) by providing accurate demographics and (2) by evaluating **some, but not all**, available student documentation (e.g. evaluation report, re-evaluation report, parent input, teacher input, classroom performance) that could provide evidence of the need for special considerations.	Teacher candidate does not demonstrate an understanding of how to represent the PK-12 student's Demographics and Special Considerations (e.g. behavior, communication, sensory deficits).
2. Teacher candidate demonstrates an understanding of how to identify the PK-12 student's present levels.	Teacher candidate demonstrates an understanding of how to identify the PK-12 student's present levels by accurately reporting **all** (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a large variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher candidate demonstrates an understanding of how to identify the PK-12 student's present levels by accurately reporting **some, but not all**, (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher candidate does not demonstrate an understanding of how to identify the PK-12 student's present levels by accurately reporting.
3. Teacher candidate demonstrates an understanding of how to interpret the PK-12 student's present levels.	Teacher candidate demonstrates an understanding of how to interpret the PK-12 student's present levels by interpreting **all** (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a large variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher candidate demonstrates an understanding of how to interpret the PK-12 student's present levels by interpreting **some, but not all**, (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher candidate does not demonstrate an understanding of how to interpret the PK-12 student's present levels.

4.	Teacher candidate demonstrates an understanding of how to plan for the PK-12 student's transition services (e.g. postsecondary education and training, employment, and independent living) (as appropriate).	Teacher candidate demonstrates an understanding of how to plan for the PK-12 student's transition services by using assessment to plan outcomes, services and activities, and related necessary IEP goals for **all** domains of transition **that are relevant to the individual student** (postsecondary education and training, employment, and independent living); or the teacher candidate indicates that specific transition services are not applicable for the student at the current time, and states the rationale.	Teacher candidate demonstrates an understanding of how to plan for the PK-12 student's transition services by using assessment to plan outcomes, services and activities, and related necessary IEP goals for **some, but not all** domains of transition **that are relevant to the individual student** (postsecondary education and training, employment, and independent living).	Teacher candidate does not demonstrate an understanding of how to plan for the PK-12 student's transition services or indicate that transitions services are not applicable for the student at the current time.
5.	Teacher candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments.	Teacher candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments by examining **all** (1) allowable test accommodations (as indicated by each test) and (2) allowable options for alternative testing (as indicated by the state/federal guidelines) based on the student's characteristics.	Teacher candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments by examining **some, but not all** (1) allowable test accommodations and (2) allowable options for alternative testing based on the student's characteristics.	Teacher candidate does not demonstrate an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments.
6.	Teacher candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives.	Teacher candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives by generating goals and objectives that have **all** of the following characteristics: they (1) are individualized, measurable, and observable, (2) address the content area that is directly affected by the student's disability, (3) address other needs that may interfere with progress in the general education curriculum, such as behavior, (4) demonstrate a direct relationship with the present levels, (5) describe how progress will be monitored, and (6) indicate when and how progress will be reported to the parents.	Teacher candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives by generating goals and objectives that have **some, but not all**, of the following characteristics: they (1) are individualized, measurable, and observable, (2) address the content area that is directly affected by the student's disability, (3) address other needs that may interfere with progress in the general education curriculum, such as behavior, (4) demonstrate a direct relationship with the present levels, (5) describe how progress will be monitored, and (6) indicate when and how progress will be reported to the parents.	Teacher candidate does not demonstrate an understanding of how to develop the PK-12 student's IEP goals and objectives.
7.	Teacher candidate demonstrates an understanding of how to design the PK-12 student's special education services.	Teacher candidate demonstrates an understanding of how to design the PK-12 student's special education services by identifying **all** appropriate supports and services including (1) appropriate modifications and specially designed instruction, (2) related services, (3) supports for	Teacher candidate demonstrates an understanding of how to design the PK-12 student's special education services by identifying **some, but not all**, appropriate supports and services including (1) Appropriate modifications and specially designed instruction, (2) Related services, (3) Supports for school	Teacher candidate does not demonstrate an understanding of how to design the PK-12 student's special education services

	school personnel, (4) support services for students who are identified as gifted, and (5) eligibility for Extended School Year services that would benefit the student's education.	personnel, (4) support services for students who are identified as gifted, and (5) eligibility for Extended School Year services that would benefit the student's education.	
8. Teacher candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement.	Teacher candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement by (1) considering **all** allowable options (e.g. setting, curricular) that could ensure that the student is educated in the least restrictive environment and (2) providing a rationale that relates **very specifically** to the student's individual characteristics.	Teacher candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement by (1) considering **some** possible options (e.g. setting, curricular) that could ensure that the student is educated in the least restrictive environment and (2) providing a rationale **that is not specific** to the student's characteristics	Teacher candidate does not demonstrate an understanding of how to determine and justify the PK-12 student's educational placement

West Chester University
Department of Special Education

NOREP Rubric

Key: 0—component or aspect is missing or incorrect 1—
component or aspect is partially present or partially correct
2—component or aspect is present and correct

1.Confidentiality is maintained (all identifying information has been changed, including student name)	0	1	2
2. Heading information is provided (date, name, address, etc.)	0		2
3.Action proposed or refused indicated	0	1	2
4.Explanation of the reasons why the actions were proposed or refused	0	1	2
5a. Describes other options considered when the determination of appropriate special education services was made	0	1	2
5b. Explains why the options considered in 5a were considered but found to be Inappropriate	0	1	2
6.Describes the evaluation procedures, assessments, records or reports used as the basis for the action proposed or refused	0	1	2
7.Describes other factors that are relevant to the proposed action or refusal (N/A)	0	1	2
8.Type of service recommended			
a. Type of service indicated (e.g., itinerant, resource, PT, FT)	0	1	2
b. Type of support indicated (e.g., Learning Support, Life Skills Support, Emotional Support, etc.)	0	1	2

NOTE: If an item has (N/A), the item must be noted on the NOREP as being "Not Applicable" if it is not applicable to the student.

Lesson Plan Rubric

Revised 4-21-2004; 5-3-2004; 5-11-2004; 5-18-2004; 1-10-2005; 9-28-2005; 9-29-2006; 1-24-2007; 3-21-2007; 4-4-2007; 02-06-2008; 03-28-2008; 07-27-2009; 06/01/2011

Candidate's Name _____   **Course Prefix/Number/Section** _____

Lesson Topic _____   Grade _____   Lesson Taught ☐ Yes   ☐ No

Semester: ☐ **Fall**   ☐ **Spring**   ☐ **Summer**   **Year:** ☐ **2020**   ☐ **2021**   ☐ **2022**   ☐ **2023**

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please place an X in the box ⊠ next to the level of performance that the Candidate demonstrated**. **Please select only one option for each lesson plan component.**

Evaluation Scale

Exemplary (3 pts.):	Candidate performed at a level well beyond that expected of a novice teacher (This rating reserved to highlight exceptional strengths.)
Sound/Solid (2 pts.):	Candidate performed commendably; reflective of successful efforts
Acceptable (1 pt.):	Candidate performed adequately with few exceptions; reflective of acceptable efforts
Emerging/Needs Development (0 pts.):	Candidate performed at a level less than acceptable; reflective of the need to strengthen and/or develop

1.1 Integration of Learning Outcomes

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pt.)
☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are well integrated into and consistently used throughout the lesson plan.	☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are consistently used in the lesson plan.	☐ The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are frequently used in the lesson plan.	☐ The candidate needs to demonstrate the ability to develop measurable, observable learning outcomes/objectives, linked to appropriate standards, and used to develop meaningful experiences that facilitate learning for all students as evidenced in the lesson plan.

1.2 Standards

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan.	☐ Appropriate and reasonable standard(s) is/are consistently used in the lesson plan.	☐ Appropriate and reasonable standard(s) is/are in the lesson plan.	☐ Needs appropriate and reasonable standard(s) in the lesson plan.

1.3 Anticipatory Set

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Anticipatory set is well integrated and exhibits all of the following characteristics: active and engaging, awareness of expectations (process and outcomes), and appropriate to students and content.	☐ Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	☐ Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	☐ Needs to incorporate an anticipatory set that includes the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.

1.4 Procedures

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	☐ Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	☐ Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	☐ Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment.

1.5 Differentiation

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom.	☐ Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	☐ Addresses the individual needs of all students.	☐ Needs to demonstrate that the instruction addresses the individual needs of all the students.

1.6 Closure

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	☐ Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	☐ Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	☐ Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.

1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	☐ Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	☐ Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	☐ Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes.

1.8 Materials/ Equipment

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety.	☐ Materials are well integrated and exhibit the following characteristics: appropriateness and safety.	☐ Materials are appropriate and safe.	☐ Materials need to be appropriate and safe.

1.9 Technology (PLEASE CHECK *NOT APPLICABLE* [*NA*] IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON: ☐ NA)
Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, and assistive technology).*

| Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	☐ Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	☐ Candidate uses technology that promotes knowledge and skills complementary to the lesson.	☐ Candidate needs to use technology that promotes knowledge and skills complementary to the lesson.

2.1 Reflection on Planning

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning.	☐ Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning.	☐ Candidate refers to his/her content and pedagogical knowledge.	☐ Candidate needs to refer to his/her content and pedagogical knowledge.

2.2 Reflection on Instruction (PLEASE CHECK *NOT APPLICABLE* [*NA*] IF LESSON WAS NOT TAUGHT: ☐ NA)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt.)	Emerging/Needs Development (0 pts)
☐ Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	☐ Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	☐ Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	☐ Reflection needs to demonstrate: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.

Instructor_____   Evaluation Date _____
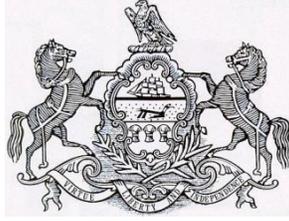
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice
Pennsylvania Department of Education – PDE 430

HEADING AND SIGNATURE PAGE

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

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher / candidate:
   a. Category I- Planning and Preparation
   b. Category II- Classroom Environment
   c. Category III- Instructional Delivery
   d. Category IV- Professionalism

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

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

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher / candidate, of performance expectations and the required levels of proficiency for each category. The category's results, are evaluated through the review of the defined "Student Teacher / Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher / candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. **The judgment of the performance for the rating of any category is based on:**
   a. **The rater's overall evaluation of performance in each category and**
   b. **Is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.**

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the student teacher/ candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher / candidate's performance / level of proficiency.
2. It is also the responsibility of the student teacher / candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher / candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher / candidate's performance / level proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations / visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the student teacher / candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/ her specific strengths and areas for improvement. It is important to write statements that are clear, consistent and specify key areas for improvement, if required.

   The justification section may be expanded to whatever length the rater feels necessary to help the student teacher / candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation / signature page of the PDE 430 includes the school year and the term during which the observation occurred. An appropriate overall judgment of the student teacher / candidate's demonstrated performance will be made and checked, resulting in a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher / candidate's supervisor, must be included. In addition, the signature of the student teacher / candidate and the appropriate signature dates must also be included. The student teacher / candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher / candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher / candidate. Student teacher / candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher / candidate with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order

to fully express the observations and recommendations to the student teacher /candidate. Additional pages may be added if necessary.

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

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

GENERAL REQUIREMENTS

1. Each student teacher / candidate must be observed and evaluated using PDE 430 a minimum of two times during their student teaching experience – once at the midpoint, and once at the end. Note that his is a minimum number of times and further evaluations may be completed, as the college/ university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the four 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. Not that all categories must have achieved at least a satisfactory rating in all cases.
3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher / candidates should have a copy of their completed PDE 430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during stat major program reviews.

<div align="right">
Division of Teacher Education
Tel: 717 787 3470
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education (8/1/03)
</div>

TO AID IN GRADING THE FOLLOWING GUIDELINES ARE SUGGESTED:

A. Clearly superior in planning, implementation, effectiveness, creativity, rapport with pupils and faculty. Lessons flow smoothly and accurately. Is able to manage the classroom and all duties of teaching in a seemingly effortless manner. Has developed an effective and consistent teaching style. Completes all practicum requirements actively and thoughtfully.

A- Plans, implements and evaluates lessons that are accurate, creative, and effective. Classroom management is excellent or shows signs of becoming excellent. Rapport with students and faculty is excellent or shows much improvement throughout the assignment. Practicum participation and requirements are consistently well done.

B+ Good, solid performance in classroom. Significant improvement in skill is noted. Shows indication of significant potential in skill development. Lesson plans, implementation, and evaluation are accurate, effective, and show creativity. Classroom management is effective. Practicum participation and requirements are well done.

B. Good performance in classroom. Improvement in skill is evident and gives signs of true potential. Lesson plans and implementation are accurate, effective and frequently creative. Classroom management shows increasing effectiveness as experience grows. Practicum participation and requirements are satisfactory.

B- Satisfactory performance in classroom. Indicated areas of need show improvement in subsequent observations. Lesson plans, implementations, and evaluation show improvement in accuracy and effectiveness. Classroom management is becoming more effective. Practicum participation and requirement completion are usually satisfactory.

C+ Performance in classroom is improving. Indicated areas of need are improving. Lesson plans and implementation show improvement with specific guidelines. Classroom management shows evidence of increased effort. Practicum participation and requirement completion seem inconsistent.

C   Classroom performance shows the need for significant improvement in several areas. Lesson plans and implementation indicate the need for more accuracy, effectiveness, or creativity. Practicum participation and requirement completion indicate a lack of understanding and/or commitment.

The following guidelines may be used as a basis for a post observation conference, discussions regarding the teacher candidate's development, and for evaluation conferences.

Content and Pedagogical Specialist
- o Is knowledgeable about content and teaching strategies.
- o Integrates instruction across the curriculum.
- o Designs student tasks that focus on content knowledge needed to demonstrate mastery.
- o Uses technology effectively to enhance instruction.

Assessment and Instructional Designer
- o Writes clear, measurable objectives for lesson plans.
- o Teaches to the objective.
- o Instructional management = effective classroom management.
- o Develops student mastery through instructional design of lessons.
- o Ensures that students know instructional objectives and receive feedback on their progress toward these objectives.
- o Uses proven research-based practices.
- o Organizes students, time, space, and materials so that content instruction and student learning can take place.
- o Gives appropriate wait-time given for student responses.
- o Directions for student assignments are precise and clear.
- o Directions for multi-step assignments are written and verbal.
- o Teaches for accomplishment, using structured assignments with specific objectives.
- o Includes: anticipatory set, stating the objective, providing appropriate input (content), modeling, checking for understanding, guided practice, closure, and independent practice in lesson design
- o Provides non-evaluative feedback that gives students a clear sense of progress.
- o Designs carefully planned questions, which facilitate comprehension, retention, and transfer.
- o Designs lower-level and higher-level questions that demonstrate application of Bloom's Taxonomy.
- o Teaches students to draw conclusions, develop arguments, and construct explanations for others.
- o Uses graphic organizers to promote retention of learning.
- o Uses formative assessment, including pre-assessment to inform teaching decisions and to improve student learning.
- o Designs student tasks that focus on content knowledge needed to demonstrate mastery, and on the process skills and work habits students need to be successful.

Diversity Advocate and Classroom Community Builder
- o Establishes effective control via procedures and routines.
- o Provides well-ordered learning environment and high academic expectations.
- o Listens carefully and completely to student's w/o interruption and allows students to respond to the perspective of others.
- o Knows (and addresses) all students by their name.
- o Demonstrates that the most important factor governing student learning is classroom management (instructional management).
- o Develops a classroom climate that is task oriented, relaxed, and positive.

- o   Wastes little time, little confusion, or disruption.
- o   Promotes time on task through classroom organization.
- o   Addresses student behavior problems appropriately and efficiently.
- o   Focuses on student learning.
- o   Involves students actively in learning through interactions with information, materials, and each other in a variety of groupings.
- o   Treats all students with respect and dignity.
- o   Communicates clear expectations, which include criteria for success.
- o   Circulates around the classroom teaching from various locations, uses proximity and non-verbal communication to influence behavior.
- o   Recognizes that attention spans are short.
- o   Differentiates instruction so that learning experiences are productive for all students.
- o   Embraces the belief that all students have the right and the ability to learn.
- o   Exhibits enthusiasm for the subject matter taught.
- o   Provides context and connects it to meaningful experiences.
- o   Differentiates instruction so that learning experiences are productive for all students.

School and Community Professional
- o   Dresses appropriately as a professional educator to model success.
- o   Demonstrates the following professional attributes: Attitude, Dependability, Responsibility, Initiative, Cooperation, and Judgment

Self-Directed Practitioner
- o   Evaluates own performance.
- o   Offers suggestions for self-improvement.
- o   Accepts and responds to suggestions.

Universal Precautions

I.   **Purpose**: To ensure proper handling and disposal of blood and other body fluids, and/or contaminated material.

II.   **Objectives**: To prevent spread of infection by all school staff and students from direct contact with blood/body fluids and/or contaminated material. Appropriate barrier precautions (latex gloves) should routinely be used by all school staff to prevent exposure when contact with blood/body fluids is anticipated.

III.   **Routine Specifications**:

1. **Gloves**: Use when anticipating contact with blood/body fluids, mucus membrane, or non-intact skin. Gloves should be worn when handling items or surfaces soiled with blood/body fluids. Gloves should be changed after contact with contaminated materials.

2. **Hand washing**: Should be carried out immediately after gloves are removed. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood/body fluids.

IV.   **Helpful Hints for Staff**:

1. Wear Band-Aids over any cuts on your hands.
2. Keep lots of tissues in your room (use this as a barrier for a bloody nose until gloves are put on).
3. Keep a change of appropriate clothes available in the event that clothes contact contaminated material.