



Student Teaching Handbook



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I. INTRODUCTION

Saint Joseph's University students in the School of Education and Human Development ("SEHD") who wish to obtain teaching certificates as part of an undergraduate or graduate degree must complete a full-time student teaching experience. This Student Teaching Handbook has been prepared for all students, administrators, faculty and staff at both Saint Joseph's University and Host Schools (as defined below), as well as others wishing to know more about (1) the student teaching experience and (2) the policies and procedures applicable to the student teaching experience.

References to the "the University", "University", "SJU" or "Saint Joseph's" in this handbook refer to Saint Joseph's University. Students with questions about anything in this handbook should contact SEHD's Director of Clinical Experiences. Saint Joseph's University reserves the right, without prior notice, to correct errors and make changes to policies, procedures, programs and/or activities related to the student teaching experience and/or to this handbook as it deems appropriate and in the best interest of the University.

II. DEFINITIONS

- A. **Cooperating Teacher** means the classroom teacher at the Host School who meets the educational and certification standards of the state in which they are teaching. The Cooperating Teacher should be a highly competent teacher, demonstrating expertise in the classroom, skilled in interpersonal relationships, and interested in guiding a Student Teacher. The Cooperating Teacher is the Student Teacher's primary teaching resource and will work with the Student Teacher on a daily basis to provide teaching resources, opportunities and suggestions for professional growth. (For further information, see the *Cooperating Teacher Responsibilities* section, below).
- B. **Host School** means a public or private school that meets state requirements and is committed to supporting student teaching candidates during their student teaching experience semester.
- C. **Formal Observation** means a classroom visit by the University Supervisor subject to evaluation on the Formal Observation Form or PDE 430.
- D. **Student Teacher** means the University student in good standing who has completed the necessary prerequisites, as described below.
- E. **Student Teaching** means the student teaching experience required to obtain a teaching certificate as part of an undergraduate or graduate degree program in SEHD. The student teaching experience is a set of organized and carefully planned classroom teaching experiences where Student Teachers are assigned to one or more classrooms. In the classroom, Student Teachers are closely supervised and mentored by a Cooperating Teacher, who provides regular feedback to the Student Teacher on their classroom teaching performance, and general supervision of Student Teachers is provided by the University Supervisor. (See the Pennsylvania Department of Education ("PDE") [The Framework for K-12 Program Guidelines, March 2012](#).)
- F. **University Supervisor** means the educational professional with expertise in the applicable area, who acts as a mentor and advocate for the Student Teacher throughout the Student Teaching Experience. The University Supervisor communicates with the Student Teacher weekly and visits the classroom for Formal Observations during the Student Teaching semester. The University Supervisor works collaboratively with the Cooperating Teacher to support the Student Teacher's overall professional growth. The University Supervisor's assessment of the Student Teacher's

growth is of prime consideration in the overall evaluation of the Student Teacher. For some Student Teaching placements, the Cooperating Teacher serves as the University Supervisor (the “Cooperating Teacher-Supervisor”). (For further information, see the *University Supervisor Responsibilities* section, below).

III. STUDENT TEACHING PREREQUISITES

A. Academic Eligibility

1. University Programs

- Undergraduate students in the SEHD Educator Preparation Program (“EPP”). Typically, undergraduate students will complete their Student Teaching semester in their senior year.
- Graduate students in the following programs listed below: Typically, graduate students will complete their Student Teaching semester in the final year of their graduate program.
 - Elementary Education PreK-4
 - Elementary Education Middle Year 4-8
 - Reading Specialist
 - Secondary Education Art PreK-12
 - Biology 7-12
 - Chemistry 7-12
 - History-Citizenship 7-12
 - English 7-12
 - French K-12
 - General Science 7-12
 - German K-12
 - Hearing Impaired K-12
 - Italian K-12
 - Latin K-12
 - Math 7-12
 - Physics 7-12
 - Social Studies 7-12
 - Spanish 7-12

2. Academic Requirements

- **Academic Standing**
 - Maintain a cumulative GPA of at least **3.00** at the time of application and through the duration of the placement.
 - Candidates whose cumulative GPA falls between **2.80 and 2.99** may be considered for conditional approval for Student Teaching provided they demonstrate **mastery of Basic Skills** through one of the approved assessments established by the Educator Preparation Program.
 - To qualify under this provision, candidates must meet or exceed the required performance standards on one of the following approved assessments:
 - PAPA (Pre-service Academic Performance Assessment) – Meeting the established cut scores in Reading, Mathematics, and Writing

- ETS Praxis Core Academic Skills for Educators – Meeting the required passing scores in Reading, Writing, and Mathematics
- ACT – Minimum qualifying scores in English and Mathematics
- SAT – Minimum combined and section score requirements as established by the program
- **Undergraduate EPP Candidates**
 - Must complete all required education coursework prior to Student Teaching.
 - Undergraduate candidates may enroll in **SPE 379** concurrently with Student Teaching, if applicable and approved by their advisor.
- **Graduate Candidates**
 - Must complete all applicable coursework and prerequisites prior to the start of Student Teaching.
 - No graduate coursework may be taken concurrently with Student Teaching. However, a student may request permission to enroll in **one** additional course during the Student Teaching semester. Approval must be granted in advance by the Program Director.
 - The student’s Program Director will review the requested course to determine whether it is appropriate to be taken concurrently with Student Teaching and whether it meets program requirements.
 - Approval will be granted at their discretion based on the student’s academic standing, progress in the program, and the demands of the Student Teaching placement.
- Student Teaching is considered the culminating clinical experience of the program and requires full professional commitment. Candidates who do not meet these requirements may have their placement delayed.

B. Application

1. Online Application

Interested students must submit an online Student Teaching Application, available at: <https://www.sju.edu/school-education-human-development/experiential-learning/student-teaching/application>

2. Deadlines

- Fall semester placement: **January 30th** of the *previous* academic year (e.g., for Student Teaching in fall of senior year, by January 30th of junior year).
- Spring semester placement: **May 15th** of the *previous* academic year (e.g., for Student Teaching in spring of senior year, by May 15th of junior year).

C. Background, Health, and Other Clearances

1. Timing and Process for Obtaining Clearances

a. Timing

Students can not be placed in Student Teaching until all of the clearances listed in this section are uploaded by the Student Teacher to EXAAT for review and approval.

Clearances must be renewed/dated *within one year of the date the Student Teaching placement begins* and remain current through the end of the placement.

Delays in obtaining clearances will result in a delay in being placed in Student Teaching, and students who miss required weeks due to lack of clearances will be impacted by possible lower course grades and receipt of an “incomplete” for Student Teaching, which would then have to be completed in a subsequent semester.

b. Process

- Please see the [Student Teaching Clearances Website](https://docs.google.com/document/d/1kIYOGYMSSkWUEh3qAfrLVwgmWcgYwUQieHmqNUMVg/edit) for a detailed explanation of how to obtain clearances, which is available at:
<https://docs.google.com/document/d/1kIYOGYMSSkWUEh3qAfrLVwgmWcgYwUQieHmqNUMVg/edit>

Note: Student Teaching in states other than Pennsylvania may require different clearances. It is a student’s responsibility to contact the Office of Clinical Experiences if they intend to complete Student Teaching in another state.

- Once the clearance documents are obtained, they should be uploaded to EXXAT.
- Students must retain the original copies of all clearances, and are responsible for bringing hard copies of clearances to their Student Teaching placements, as they may be requested by the Host School.

2. **Background Clearances**

Pennsylvania state law requires that Student Teachers obtain the following background checks prior to Student Teaching:

- Pennsylvania State Police Criminal History Record
- Department of Human Services Child Abuse Report
- Federal Criminal History Record Information (CHRI) (includes FBI fingerprint check)

See the [Student Teaching Clearances website](#) for more information on instructions and costs for obtaining these clearances.

3. **Health Clearances**

Pennsylvania state law requires Student Teachers be tested for tuberculosis (TB). This can be done by a student’s personal physician, at the SJU Health Center or at any health facility.

See the [Student Teaching Clearances website](#) for more information.

4. **Mandated Reporter Training**

Pennsylvania state law mandates that all educators undergo mandated reporter training. The University provides this training to Student Teachers free of charge.

See the [Student Teaching Clearances website](#) for more information and instructions.

IV. The Student Teaching Experience

A. Placements

1. **Length of Placement**

- Full-semester (14 weeks) placements: Placements are typically for one semester during a regular PK-12 school year. Over the course of the Student Teaching, the Student Teacher gradually assumes responsibility for teaching the students of the Cooperating Teacher.
 - Student Teachers who are candidates for certification in Grades 4-8 and 7-12 may work in one or more classrooms and may have one or more Cooperating Teachers.
- Six-week placements: Student Teachers who are candidates for certification in Special Education PK-12 and who hold an active and valid teaching certificate (for which they previously completed a full semester of Student Teaching) may have a six week placement. With prior approval from the Graduate Program Special Education Director and the Director of Clinical Experiences, the four weeks may be non-consecutive.

2. **Changing or Withdrawing from a Placement**

a. Change

A change of Student Teaching placement will be allowed for extraordinary and compelling reasons, in the University's sole discretion. A Student Teacher candidate contemplating a change of placement must discuss the matter immediately with the Student Teaching Seminar instructor as well as their University Supervisor, both of whom shall report the situation to the Director of Clinical Experiences. There is no guarantee that a request for a change of placement will be granted.

b. Withdrawal

Withdrawing from a Student Teaching placement follows the University's [policy and procedure for withdrawing from a course](#), which is available at: <https://www.sju.edu/offices/advising/forms#>

3. **No Self-Selection (*Undergraduate Students Only*)**

Undergraduate Student Teachers are not permitted to arrange, request, or suggest specific Host Schools, school districts, or Cooperating Teachers for their Student Teaching placements. This includes:

- Requests based on proximity, preference, or perceived ease of placement.
- Communication with schools or teachers to coordinate a Student Teaching placement independently.

4. **Conflicts of Interest**

To avoid conflicts of interest, Student Teachers may not be placed in their former high school, a school district or school attended by their own children, relatives, or a school at which a relative is employed. No exceptions will be made

5. Out-of-State Field Experience Placement Policy

For any student seeking an Instructional I or Education Specialist certification (22 Pa. Code § 354.25(f)) at an entity outside of Pennsylvania **MUST** complete at least 50% of their student teaching in a Pennsylvania school. The 50% of student teaching **MUST** be completed in either a virtual or brick and motor setting. No more than 50% of the candidate's field experience will be completed at an out-of-state or out-of-country placement. This includes field experiences (i.e., student teaching, internships, and clinical experiences) in an entity in another state or country.

B. Student Teaching Seminar

A major component enhancing the development of reflective practice is the weekly professional seminar (“**Student Teaching Seminar**”). All Student Teachers must register for the applicable Student Teaching Seminar for the semester in which they will be completing their Student Teaching.

The purpose of the Student Teaching Seminar is to enrich and complement the field experience of the Student Teachers. Through guided discussions in seminar class, Student Teachers are able to reflect upon their classroom experience, analyze its significance, and link earlier acquired theoretical knowledge of teaching to the practical realities of their classrooms. Attendance and participation at all seminar meetings are essential and demonstrate the Student Teacher's commitment to continued professional development.

Student Teaching Seminar instructors are University faculty. Specific details and requirements for the Student Teaching Seminar may be found in the course's syllabus.

C. Evaluations

Student Teachers receive consistent and specific feedback and evaluations, both formal and informal, by Cooperating Teachers and University Supervisors.

1. Lesson plans

Cooperating Teachers and University Supervisors provide ongoing feedback on Student Teachers' written, daily lesson plans, using the Lesson Plan grading plan rubric, available in the [Lesson Plan Handbook](#) and included as **Appendix A**.

2. Formal Observations

Formal Observations are conducted by University Supervisors as follows:

a. Full-semester (14 weeks) placements:

- Four (4) Formal Observations.

- The Formal Observation Form (a sample of which is included as **Appendix B**) or will be completed after each observation.
- A Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice – PDE 430 (the “**PDE 430**”)** (a sample of which is included as **Appendix C**) will be completed at mid-semester and at the end of the semester.
- At mid-semester, a conference is held between the Student Teacher, Cooperating Teacher and University Supervisor.

b. Six-week placements:

- Two (2) Formal classroom Observations: once after three weeks, and once after six weeks.
- A PDE 430** (see **Appendix C**) will be completed after each observation.

**Two satisfactory PDE 430 evaluations are required for teacher certification in Pennsylvania

V. STUDENT TEACHING POLICY

The Student Teaching Policy describes the University’s expectations for Student Teachers while participating in Student Teaching placements. This policy does not supersede or replace any other University policy that might be applicable to a Student Teacher or a Student Teacher’s conduct while a student at the University.

A. Professional Conduct

While participating in Student Teaching, Student Teachers must adhere to the Pennsylvania Code of Professional Practice and Conduct for Educators (included as **Appendix D**). In addition, under the Student Teaching Policy, Student Teachers may not engage in conduct that would result in professional disciplinary action under the Professional Educator Discipline Act (a list of such conduct is included in **Appendix E**). Violations may result in disciplinary action up to and including removal from the Student Teaching placement.

B. Daily Attendance

Daily attendance at the Host School is required. Absences may be excused only for illness or other extraordinary circumstances. Prior approval must be obtained from the Director of Clinical Experiences for any absence related to University-sponsored activities, such as a mission or service-learning trip.

Student Teachers with more than three (3) excused absences will be required to make their absences up by extending the placement for the number of missed days.

Student teachers must report absences *before the school day begins* as follows:

- Notify Host School and/or Cooperating Teacher
- Notify University Supervisor
- Email the Director of Clinical Experiences.

C. Host School Hours and Calendar; Vacations

1. Working Hours

Student Teachers are expected to observe the working hours of the Host School. They are expected to arrive at the Host School well before the students and remain after school as long as necessary. Generally, conforming to the hours of the Cooperating Teacher is appropriate.

2. Calendar

The Student Teaching semester begins and ends in conjunction with the University's academic calendar. However, Student Teachers will observe the holidays/in-service days of the Host School.

3. Vacations

Student Teachers are not permitted to take vacation days during the Student Teaching placement, including during the University's fall or spring breaks.

D. Dress

Student Teachers are expected to meet or exceed the Host School's expectation of appearance and behavior.

E. Confidentiality

Student Teachers are expected to follow any confidentiality policies of the Host School, as well as any state and federal privacy laws (including but not limited to the Family Education Rights and Privacy Act (FERPA)) that protect student education records.

F. Mandated Reporting

Under Pennsylvania law, Student Teachers are mandated reporters who must take the following actions if they have reasonable cause to suspect that a child is the victim of child abuse:

1. Immediately file a report with Childline in one of the following ways:
 - (1) Call ChildLine at 1-800-932-0313
 - Within 48 hours of an oral report, a written report must be filed with the applicable county's children and youth services (CYS) agency. If an electronic report is filed, the county is automatically notified and there is no need to file a written report with the county agency;
 - or**
 - (2) File an electronic report at www.compass.state.pa.us/cwis
 - Keep a copy of any report filed
2. Immediately notify the Host School that a report was filed with ChildLine. Student Teachers are responsible for reviewing the Host School's mandated reporting policy.

3. Immediately notify the Director of Clinical Experiences that a report was filed with ChildLine.

Students participating in Student Teaching in other states are responsible for following that state's laws on reporting child abuse or neglect.

G. Safety

It is expected that Student Teachers will become familiar with and follow the Host School's safety and security policies at all times.

H. Performance

1. Improvement Plan

An improvement plan is a non-disciplinary intervention initiated by the University Supervisor to address areas of concern in the performance of the Student Teacher. Such concerns may include, but are not limited to: lesson planning, instructional delivery, classroom management issues, compliance with Host School policies, or professional behavior. An improvement plan may be written at any time during the Student Teaching placement, but it should provide, when feasible, sufficient time for the Student Teacher to attempt to improve performance based on the objectives and strategies cited in the improvement plan. (See **Appendix F** for a sample Improvement Plan form.)

2. Removal or Termination of Student Teaching Placement

a. Removal/Termination by the Host School

The Host School has the right, in its sole discretion, to remove the Student Teacher from the Host School and/or to terminate the Student Teaching placement for unsatisfactory performance, health status or behavior; failure to comply with Host School policies; or jeopardizing the Host School's operations, students, staff, the Student Teacher themselves or others. In such cases, the Student Teacher must leave the Host School's facilities immediately and promptly report the occurrence to the Director of Clinical Experiences. A Student Teacher's failure to promptly report their removal or termination by the Host School may result in disciplinary action.

When Host School terminates a Student Teaching placement, the Review Board Process (set forth below) will apply.

b. Removal/Termination by the University

The University may remove a Student Teacher from, and/or terminate, a Student Teaching placement for a violation of the policies and procedures in this handbook, including but not limited to the Student Teaching Policy; other applicable University policy; the Pennsylvania Code of Professional Practice and Conduct for Educators (see **Appendix D**); or for engaging in conduct that would result in professional disciplinary action under the Professional Educator Discipline Act (see **Appendix E**).

When the University terminates a Student Teaching placement, the Review Board Process (set forth below) will apply.

I. Student Teaching Review Board, Process, and Sanctions/Appeals

1. The Review Board

The Student Teaching Review Board (“**Review Board**”) is composed of at least three administrators or faculty from SEHD and/or other areas of the University and is chaired by the Assistant Dean (or their designee). The Review Board reviews and determines sanctions for violating the Student Teaching Policy. To perform its duties, the Review Board may request information from SEHD faculty or the Host School, or cooperate with other University offices or departments, such as the Office of Community Standards.

When a Student Teaching termination is reported to the Review Board, it will follow the Review Board Process (set forth below). Depending on the level of severity, the Review Board may, in its discretion, also refer the report to the Office of Community Standards. If referred to the Office of Community Standards, the Review Board may choose to pause the Review Board Process until the matter has been concluded, including all appeals, under the Community Standards process. The Review Board reserves the right to impose sanctions for violations of the Student Teaching Policy regardless of, or in addition to, the outcome of the Community Standards process.

2. Review Board Process

- No more than 10 business days (not including University breaks) of receiving the report of the Student Teaching termination, the Review Board will notify the Student Teacher in writing of the following:
 - The date of the Review Board hearing (the Review Board will use all reasonable efforts to schedule the hearing within 10 business days, not including University breaks, from the date it receives the report of the termination).
 - Prior to the Review Board hearing, the Student Teacher must provide a letter to the Review Board outlining the details of the termination, including objective information/evidence.
- During the Review Board hearing, the Board will hear testimony and review information provided by the Student Teacher and any other relevant individuals.
- Within five (5) business days (not including University breaks) of the Review Board hearing, the Review Board will review all relevant information, determine a sanction, and notify the Student Teacher in writing of the sanction.

3. Sanctions

The Review Board may impose one of, or a combination of, the following sanctions, and such sanctions may be imposed in addition to sanctions resulting from the Community Standards process for the same incident.

- New Placement: It is not guaranteed that a new placement will be available at another Host School during the same semester. This could delay graduation or completion of certification requirements.

- **Remediation:** The Student Teacher must sign a remediation plan, which will include (but is not limited to) specific, measurable tasks/outcomes with deadlines, as well as consequences if the remediation plan is not successfully completed. Failure to fulfill the remediation plan may result in a lower grade for, or failure of, the Student Teaching Seminar, or dismissal from the EPP or graduate degree program.
- **Failure of the Student Teaching Seminar:** Retaking a Student Teaching Seminar due to failure could delay graduation or completion of certification requirements.
- **Dismissal from the EPP or graduate degree program:** At the sole discretion of the University, students may be eligible to pursue other degree options at SJU.

4. Appeals

- Students may submit a written petition to appeal a sanction to the Dean of SEHD or their designee within five (5) business days from notification of sanctions.
- The petition must include the following information:
 - The letter to the Review Board, including any supporting documentation
 - The reason for the appeal, including any new information that was not presented to the Review Board
- The Dean (or designee) will notify the student in writing of their decision, which is final and may not be appealed.

VI. INFORMATION FOR COOPERATING TEACHERS

The Cooperating Teacher is the keystone in the bridge between theory and practice, as well as between preparation at SJU and the world in which the student will teach. As a seasoned professional, the Cooperating Teacher mentors the Student Teacher, provides models for the Student Teacher to emulate, and shares knowledge and suggestions for continued improvement. The Cooperating Teacher must have a willingness to allow the Student Teacher to take responsibility for teaching and managing their classes.

A. Responsibilities of the Cooperating Teacher

- Providing a teaching model for the Student Teacher
- Supervising the Student Teacher in meeting the specific University requirements
- Familiarizing the Student Teacher with appropriate curricula and materials for the instruction of students
- Defining for the Student Teacher methods of total classroom organization and management
- Acting as a model professional
- Giving feedback on lesson planning and performance to the Student Teacher

- Discussing the Student Teacher’s performance with the University Supervisor during the Formal Observations, by phone and/or by written communications
- Participating in a consensus Teacher Disposition Assessment (“**TDA**”) evaluation and completing a final performance evaluation of the Student Teacher (a sample which is included as **Appendix G**).
- Since the Cooperating Teacher is legally responsible for the class, the Student Teacher should not be asked to assume unsupervised responsibilities.

B. Integrating the Student Teacher into the Classroom Routine

Every classroom situation is unique. In some circumstances, Student Teachers may not have the opportunity to assume the traditional full classroom responsibility. Both the University and the PDE accept a co-teaching model for Student Teaching.

Examples of co-teaching modalities:

- One person teaches, the other observes
- One person teaches, the other helps by rotating around the class
- Each teacher is in charge of a “station” or learning center
- Parallel teaching: both teach same lesson to half the group
- Supplemental teaching: one teaches the grade level group, the other a different ability group
- Alternate teaching strategies – same lesson in two different modalities

C. Suggested Student Teaching Preparations and Time Table

1. Suggestions prior to the Student Teacher’s arrival

- Share the Student Teacher’s name and background with the students.
- Emphasize the co-teaching role with the class.
- Provide a workplace with a full-size chair and desk for the Student Teacher.
- Gather necessary materials that will be useful to the Student Teacher such as textbooks, teacher’s guides, Host School handbook, daily schedule, etc.
- Orient the Student Teacher to the Host School and facilities.

2. Suggestions for collegiality

- Provide the Student Teacher with the feeling of intellectual collegiality.
- Help the Student Teacher to develop a sense of responsible decision-making.
- Allow the Student Teacher to think through issues with the understanding that the Cooperating Teacher is willing to provide support and feedback.

- Define to what extent the Student Teacher should participate or act independently in disciplining children or in making class assignments, etc.
- Discuss how closely the Student Teacher should follow the Cooperating Teacher's routine and methods of teaching, and/or to what extent the Student Teacher is permitted to introduce new patterns.

3. Suggested weekly schedule for Student Teachers

Please note: Use of a co-teaching model is also acceptable. Please clear plans to use a co-teaching model with the University Supervisor.

- Student Teachers with two, seven-week placements (typically: a regular and special education cooperating teacher, two different grade levels, or two Cooperating Teachers at the secondary level).

Week 1	Become familiar with routines, lesson planning, grading, observe Cooperating Teacher, assist with planned lessons
Week 2	Teach one class/lesson per day, assist with planned lessons, work with small groups participate in all phases of classroom management
Weeks 3 and 4	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management
Weeks 5, 6 and 7	Assume as much teaching responsibility as possible; transition back to the Cooperating Teacher towards the end of the 7 th week

- Student Teachers with one, 14-week placement

Week 1	Become familiar with routines, lesson planning, grading, observe Cooperating Teacher, assist with planned lessons
Week 2	Teach one class/lesson per day, assist with planned lessons, work with small groups participate in all phases of classroom management
Week 3	Teach at least two classes/lessons per day, assist with planned lessons and small groups, and overall classroom management
Weeks 4, 5 and 6	Assume additional teaching responsibility, responsible for about 50% of the Cooperating Teacher's duties; observe other classrooms
Weeks 7 through 14	Assume as much teaching responsibility as possible; transition back to the Cooperating Teacher towards the end of the 14th week

4. Lesson Plans

One of the most challenging areas for Student Teachers is appropriate planning. The Cooperating Teacher can assist the Student Teacher in writing lesson plans by making their lesson plans available to the Student Teacher, discussing plans prior to class, and giving feedback after the plans have been implemented. The University Supervisor will ask for lesson plans to evaluate on visits to the classroom. Cooperating teachers should provide frequent feedback to the Student Teacher and the University Supervisor regarding the Student Teacher's growth in planning.

Each Student Teacher is required to keep a comprehensive binder or electronic folder containing the lesson plans taught by the Student Teacher (see the sample Lesson Plan Format included as **Appendix H**; also available at the following website: [SJU Lesson Plan Handbook](#)). The lesson plans are to be checked frequently by the Cooperating Teacher and University Supervisor, and should always be available when the University Supervisor visits the classroom. A decision concerning the appropriateness of reducing lesson plan length to block form will be made in conversations between the University Supervisor, Cooperating Teacher, and the Student Teacher.

VII. INFORMATION FOR THE UNIVERSITY SUPERVISOR

The University Supervisor is the main advocate for the Student Teacher and provides ongoing support and feedback (both formal and informal) throughout the Student Teaching experience. The University Supervisor works collaboratively with the Cooperating Teacher to support the Student Teacher's overall professional growth. The University Supervisor previews lesson plans for Formal Observations and gives the Student Teacher feedback prior to, and after, each Formal Observation.

A. Classroom Evaluations

The University Supervisor is responsible for formal, written evaluations of the Student Teacher's progress, including:

- 4 formative assessments (using the Formal Observation Form, see **Appendix B**)
- 1 TDA evaluation
- 2 summative assessments (using the PDE 430, see **Appendix C**):

Note that the above applies to 14-week placements; four-week placements only require two PDE 430 evaluations.

All evaluation forms should be submitted at the following website:

<https://www.sju.edu/school-education-human-development/experiential-learning/student-teaching/supervisor-resources>

B. Formal Observation Calendar

University Supervisors should schedule Formal Observations of Student Teachers and complete the written evaluations in accordance with the calendar located at:

<https://www.sju.edu/school-education-human-development/experiential-learning/student-teaching/supervisor-resources>

1. For 14-week (and two, 7-week) placements

Observation 1 Placement 1	Observation 2 Placement 1	Observation 3 Placement 1 or Placement 2 where applicable	Observation 4 Placement 1 or Placement 2 where applicable
Complete <ul style="list-style-type: none"> • SJU COF 	Complete <ul style="list-style-type: none"> • SJU COF • PDE 430 • TDA 	Complete <ul style="list-style-type: none"> • SJU COF 	Complete <ul style="list-style-type: none"> • SJU COF • PDE 430

2. For 6-week placements

Observation 1	Observation 2
Complete <ul style="list-style-type: none"> • PDE 430 	Complete <ul style="list-style-type: none"> • PDE 430

C. Formal Observation Protocol

Below is a suggested protocol for each Formal Observation

1. Prior to the Lesson

Check	Activity
	Asks for initial lesson plan in advance (at least 72 hours).
	Works with Student Teacher to design or modify lesson plan.
	Holds a pre-observation conference with the Student Teacher.
	Sets goals for the observation (target areas to observe).
	Other:

2. During the Lesson

Check	Activity
	Conducts observation according to the University schedule. See website for deadlines: https://www.sju.edu/school-education-human-development/experiential-learning/student-teaching/supervisor-resources
	Arrives on time to the observation.
	Observes the entire lesson.
	Takes notes on Student Teacher's behaviors.
	Takes notes on PK-12 students' behaviors.
	Takes notes on indicators of PK-12 students' learning.
	Other:

3. After the Lesson

Check	Activity
	Holds a post-observation conference within 72 hours.

	Begins with Student Teacher's self-reflection.
	Solicits Cooperating Teacher's feedback, if available.
	Provides positive feedback citing lesson examples in reference to Danielson's Domains: I. Planning & Preparation; II. Classroom Environment & Management; III. Instruction; IV. Professional Responsibilities
	Provides areas for growth citing lesson examples in reference to Danielson's Domains: I. Planning & Preparation; II. Classroom Environment & Management; III. Instruction; IV. Professional Responsibilities
	Arranges dates for next observation.
	Establishes targets for next observation.
	Files University report within 72 hours.
	Other:

Appendix A

Standards Aligned System Lesson Plan Rubric

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points) Score/Comments
<p>Section 1 Essential Questions</p> <p>Essential questions are connected to the SAS framework and are specifically linked to Big Idea(s).</p>	<p>Big Idea(s) very clearly stated. The candidate's Essential Question(s) are specifically linked to Big Idea(s) and are aligned to lesson content.</p>	<p>Big Idea(s) clearly stated. Most of the candidate's Essential Question(s) are linked to Big Idea(s) and are mostly aligned to lesson content..</p>	<p>Big Idea(s) need to be stated more clearly. Some of the candidate's Essential question(s) are somewhat linked to Big Idea(s) and are somewhat aligned to lesson content.</p>	<p>The candidate does not yet connect the Essential Question(s) to the Big Idea or align them to lesson content.</p>
<p>Section 2 Learner Outcomes</p> <p>Instructional objectives directly relate to the lesson topic and are written in observable and measurable terms.</p>	<p>The candidate demonstrates a clear connection between the lesson topic and the learner outcomes. The instructional objectives are clearly observable and measurable.</p>	<p>The candidate connects most of the learner outcomes to the lesson topic. Most of the instructional objectives are observable and measurable.</p>	<p>The candidate connects some of the learner outcomes to the lesson topic and/or some of the instructional objectives are observable and measurable.</p>	<p>The candidate does not yet connect the learner outcomes to the lesson topic. The instructional objectives are not observable and measurable.</p>
<p>Section 3 Standards</p> <p>Common Core and/or PA Standards are listed based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select appropriate academic standards based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select mostly appropriate academic standards based on learner outcomes.</p>	<p>The candidate demonstrates the ability to select some of the appropriate academic standards based on learner outcomes.</p>	<p>The candidate does not yet demonstrate the ability to select appropriate academic standards based on learner outcomes.</p>

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points) Score/Comments
<p>Section 4 Vocabulary</p> <p>Essential terms to be introduced in the lesson are identified.</p>	<p>The candidate's essential terms are fully connected to the lesson and are appropriate to the targeted grade level.</p>	<p>Most of the candidate's essential terms are connected to the lesson and are appropriate to the targeted grade level.</p>	<p>Some of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.</p>	<p>Few or none of the candidate's essential terms are connected to the lesson and appropriate to the targeted grade level.</p>
<p>Section 5 Materials/Resources</p> <p>List of all materials required for the lesson as well as resources utilized in lesson development.</p>	<p>The candidate has included a complete and appropriate set of materials, including very creative materials, as well as resources used to develop the lesson.</p>	<p>The candidate has included a mostly complete and appropriate set of materials, including some creative materials, as well as resources used to develop the lesson.</p>	<p>The candidate has included a somewhat complete and appropriate set of materials, including few creative materials and/or resources used to develop the lesson.</p>	<p>The candidate has not included a complete or appropriate set of materials and resources for this lesson with no creative materials</p>
<p>Section 6 Instructional Procedures</p> <p>Instructional strategies planned, such as explicit instruction, modeling, active engagement, scaffolding, etc.</p>	<p>The candidate provides extensive evidence of appropriate teaching strategies and approaches, reflecting best practices with maximum active student participation.</p>	<p>The candidate provides ample evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate provides some evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>	<p>The candidate does not yet provide evidence of appropriate strategies and approaches reflecting best practices with active student participation.</p>

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points) Score/Comments
<p>Section 7 Addressing Learners' Diverse Needs</p> <p>Meets the needs of students with diverse needs.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate extensive knowledge of the needs of diverse learners.</p>	<p>The candidate selects teaching strategies and approaches that demonstrate, in most cases, knowledge of the needs of diverse learners.</p>	<p>The candidate selects some strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>	<p>The candidate does not yet select strategies and approaches that demonstrate knowledge of the needs of diverse learners.</p>
<p>Section 8 Formative/Summative Assessments</p> <p>Assessments should be aligned with Essential Questions, Instructional Objectives, and Academic Standards; including artifacts and/or student work samples as applicable.</p>	<p>The candidate demonstrates extensive knowledge of effective assessment by using appropriate assessments aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate demonstrates knowledge of effective assessment in that most of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards</p>	<p>The candidate demonstrates some knowledge of effective assessment in that some of the assessments used are aligned with Essential Questions, Instructional Objectives, and Academic Standards.</p>	<p>The candidate does not yet demonstrate knowledge of effective assessment in that assessments are lacking that align with Essential Questions, Instructional Objectives, and Academic Standards.</p>
<p>Section 9 Data Analysis and Reflection on Planning /Instruction; Plans for Re-teaching (as applicable)</p>	<p>Supporting artifacts and student work samples included are representative of all of the areas assessed; the candidate presents</p>	<p>Supporting artifacts and student work samples included are representative of most of the areas assessed; the candidate presents</p>	<p>Supporting artifacts and student work samples included are representative of some of the areas assessed; the candidate</p>	<p>Supporting artifacts and student work samples representing areas assessed are not included; the candidate does not yet present data analysis and reflection on planning and instruction or plans for re-teaching (as applicable)</p>

Elements	Exemplary (3 points)	Proficient (2 points)	Basic (1 point)	Unsatisfactory (0 points) Score/Comments
Reflection includes evaluation of the lesson planning and, if taught, of the data collection and implementation of the lesson, as well as the plan for re-teaching.	extensive data analysis and reflection on planning and instruction, as well as plans for re-teaching (as applicable).	adequate data analysis and reflection on planning and instruction, as well as some good discussion on plans for re-teaching (as applicable).	presents some data analysis and reflection on planning and instruction, as well as some discussion on plans for re-teaching (as applicable).	

Overall Evaluation ____ Exemplary ____ Proficient ____ Basic ____ Unsatisfactory	TOTAL SCORE
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* The weighting of the sections in the lesson plan will be based on the skills being assessed.

Appendix B

Formal Observation Form

Saint Joseph's University
Student Teacher Observation Assessment

Date _____
Student Teacher _____
Cooperating Teacher _____
School _____
Grade/Subject _____

University Mentor _____

Observation #: ___1 ___2 ___3 ___4 ___5

Planning and Preparation					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>1a: Demonstrating knowledge of content and pedagogy</i>		In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<i>1b: Demonstrating knowledge of students</i>		The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

<p><i>1c: Setting instructional outcomes</i></p>		<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p><i>1d: Demonstrating knowledge of resources</i></p>		<p>The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.</p>	<p>The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p><i>1e: Designing coherent instruction</i></p>		<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p><i>1f: Designing student assessment</i></p>		<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use</p>

		incorporate formative assessment in the lesson or unit.	approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	of the assessment information.
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The Classroom Environment					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>2a: Creating an environment of respect and rapport</i>		Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
<i>2b: Establishing a culture for learning</i>		The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

The Classroom Environment

		<p>precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	
<p><i>2c: Managing classroom procedures</i></p>		<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
<p><i>2d: Managing student behavior</i></p>		<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher candidate monitoring of</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries,</p>	<p>Student behavior is generally appropriate. The teacher candidate monitors student behavior against</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to</p>

The Classroom Environment

		student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	with uneven results, to monitor student behavior and respond to student misbehavior.	established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	individual student needs and respects students' dignity.
<i>2e: Organizing physical space</i>		The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Instruction

Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>3a: Communicating with students</i>		The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

			consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	
<i>3b: Using questioning and discussion techniques</i>		Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>3c: Engaging students in learning</i>		Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
<i>3d: Using Assessment in Instruction</i>		There is little or no assessment or monitoring of student learning; feedback is absent	Assessment is used sporadically by teacher candidate	Assessment is used regularly by teacher candidate and/or students during the lesson through	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to,

		<p>or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students</p>
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>		<p>The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.</p>	<p>The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>

Professionalism					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>4a: Reflecting on Teaching</i>		The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>4b: Supervised maintenance of accurate records</i>		Even with supervision, the teacher candidate's information on student completion of assignments, student progress in learning, non-instructional activity is nonexistent or in disarray.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, non-instructional activity that is rudimentary and partially effective.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, and non-instructional activities that is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
<i>4c: Supervised communication with families</i>		Even with supervision, the teacher candidate has not demonstrated skills for effective communication and involvement with families.	With supervision, the teacher candidate demonstrates some skills for effective communication and involvement with families.	With supervision, the teacher candidate communicates effectively with families.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
<i>4d: Participating in a Professional Community</i>		The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	The teacher candidate's professional relationships are characterized by mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
		The teacher candidate engages in	The teacher candidate	The teacher candidate seeks out	The teacher seeks out opportunities for professional development and makes a

<p><i>4e: Growing and Developing professionally</i></p>		<p>no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.</p>	<p>opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p><i>4f: Showing Professionalism</i></p>		<p>The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.</p>	<p>The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.</p>	<p>The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

****Mandatory Feedback/Comment Section:**

1. Identify areas of pedagogical strengths.

2. Identify areas of pedagogical areas that need improvement. (Behaviors observed)

3. Identify pedagogical targets (Behaviors not observed yet).

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

Category II: Classroom Environment – Student teacher establishes and maintains a purposeful and equitable environment for learning, in which candidates feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher’s performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for candidates
- Appropriate interactions between teacher and candidates and among candidates
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with candidates

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

- | | |
|------------------------------|--------------------------------------|
| Classroom Observations | Visual Technology |
| Informal Observations/Visits | Resources/Materials/Technology/Space |
| Student Teacher Interviews | Other |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
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School Year

Term

Required Signatures:		
Student Teacher Mentor /Evaluator:		Date:
Student Teacher:		Date:
Certification Officer:		Date:

Appendix D

Pennsylvania Code of Professional Practice and Conduct for Educators

Code of Professional Practice and Conduct for Educators Chapter 235

COMMONWEALTH OF PENNSYLVANIA
Professional Standards and Practices Commission
333 Market Street, Harrisburg, PA 17126-0333 Phone: (717) 787-6576

ANNEX A
TITLE 22. EDUCATION
PART XIV. PROFESSIONAL STANDARDS AND PRACTICES COMMISSION
CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR
EDUCATION

Section

- 235.1. Mission.
- 235.2. Introduction.
- 235.3. Purpose.
- 235.4. Practices.
- 235.5. Conduct.
- 235.6. Legal Obligations.
- 235.7. Certification.
- 235.8. Civil Rights.
- 235.9. Improper personal or financial gain.
- 235.10. Relationships with students.
- 235.11. Professional relationships.

§235.1. Mission.

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

§235.2. Introduction.

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

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

§235.3. Purpose.

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens.

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

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

§235.4. Practices.

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. §§1-101- -27-2702), other school laws of this

Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. §§1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.

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

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

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

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

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

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

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

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

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

§235.5. Conduct.

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

§235.6 Legal Obligations.

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

12-1268), known as the Teacher Certification Law.

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

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

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

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

§235.7. Certification.

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

§235.8. Civil rights.

The professional educator may not:

(1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

§235.9. Improper personal or financial gain.

The professional educator may not:

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

§235.10. Relationships with students.

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

§235.11. Professional relationships.

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Appendix E

Conduct Prohibited by the Professional Educator Discipline Act

The Professional Educator Discipline Act (24 P.S. §2070.1a et seq) identifies the below conduct as that which may, or in some cases will, trigger professional discipline.

§ 237.3. Immorality	Immorality is conduct which offends the morals of the Commonwealth and is a bad example to the youth whose ideals a professional educator or charter school staff member has a duty to foster and elevate.
§ 237.4. Incompetency	Incompetency is a continuing or persistent mental or intellectual inability or incapacity to perform the services expected of a professional educator or a charter school staff member.
§ 237.5. Intemperance	Intemperance is a loss of self-control or self-restraint, which may result from excessive conduct.
§ 237.7. Cruelty	Cruelty is the intentional, malicious and unnecessary infliction of physical or psychological pain upon living creatures, particularly human beings.
§ 237.8. Negligence	Negligence is continuing or persistent action or omission in violation of a duty. A duty may be established by law, by promulgated school rules, policies, or procedures, by express direction from superiors or by duties of professional responsibility, including duties prescribed by Chapter 235 (relating to Code of Professional Practice and Conduct for Educators).
§ 237.9. Crimes involving moral turpitude	<p><i>Definition.</i> Moral turpitude includes the following:</p> <p>(1) That element of personal misconduct in the private and social duties which a person owes to his fellow human beings or to society in general, which characterizes the act done as an act of baseness, vileness or depravity, and contrary to the accepted and customary rule of right and duty between two human beings.</p> <p>(2) Conduct done knowingly contrary to justice, honesty or good morals.</p> <p>(3) Intentional, knowing or reckless conduct causing bodily injury to another or intentional, knowing or reckless conduct which, by physical menace, puts another in fear of imminent serious bodily injury.</p> <p>(b) <i>Elements of the crime.</i> A determination of whether a crime involves moral turpitude will be determined based solely upon the elements of the crime. The underlying facts or details of an individual criminal charge, indictment or conviction are not relevant to the issue of moral turpitude.</p> <p>(c) <i>Specific crimes.</i> Crimes involving moral turpitude per se include the following:</p> <p>(1) An offense under 18 Pa.C.S. (relating to crimes and offenses) listed in section 111(e)(1) of the Public School Code of 1949 (24 P. S. § 1-111(e)(1)).</p>

(2) An offense designated as a felony under The Controlled Substance, Drug, Device and Cosmetic Act (35 P. S. § § 780-101—780-144). At any time subsequent to the adoption of this chapter if section 111(e)(1) is amended to add or delete crimes, the Commission will consider each additional or deleted crime to determine if the crime involves moral turpitude per se and will vote at a public meeting whether the crime will be designated as involving moral turpitude per se for purposes of cases coming before the Commission under section 9.2 of the Professional Educator Discipline Act (24 P. S. § 2070.9b) (act).Page 13

(3) An offense of a criminal law of the Commonwealth, the Federal government or another state or territory of the United States, or another nation, an element of which offense is delivery of a controlled substance or possession of a controlled substance with intent to deliver.

(4) A State offense, out-of-State offense or Federal offense or another nation, similar in nature to crimes listed in paragraphs (1)—(3).

(d) *Certified copy.* For purposes of section 9.2 of the act and this section, a document certified by the clerk of court or other judicial officer designated by law as the official custodian of criminal court records or certified by the official custodian of the appropriate licensing authority in another state, territory or nation will be treated by the Commission as a certified copy of the document.

(e) *Indictment.* Indictment under section 9.2 of the act includes a criminal complaint, criminal information or other similar document filed in a court of competent jurisdiction.

(f) *Conviction.* The term conviction under section 9.2 of the act is defined to mean the verdict, judgment or sentence or the entry of an order which constitutes a final order by the sentencing court. A plea of guilty or nolo contendere constitutes a conviction for purposes of this section.

Appendix F

Improvement Plan

**Saint Joseph's University
Office of Student Teaching
Action Plan for Improvement in Student Teaching**

Date:

Student Teacher:

Host School:

Cooperating Teacher:

Student Teacher Supervisor:

Brief description of concern(s)

Objectives	Action Steps (What Will Be Done?)	Timeline (By When?)	Evidence Of Success (How will you know that you are making progress?)

Appendix G

Cooperating Teacher Final Evaluation

Saint Joseph's University Cooperating Teacher Final Evaluation of Student Teacher Performance

SEMESTER:

YEAR:

STUDENT TEACHER:

STUDENT TEACHER EMAIL:

UNIVERSITY SUPERVISOR:

UNIVERSITY SUPERVISOR EMAIL:

COOPERATING TEACHER:

COOPERATING TEACHER EMAIL:

Planning and Preparation					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>1a: Demonstrating knowledge of content and pedagogy</i>		In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
<i>1b: Demonstrating knowledge of students</i>		The teacher candidate displays minimal understanding of how students learn—and little	The teacher candidate displays generally accurate knowledge of how students learn and of their varied	The teacher candidate understands the active nature of student learning and attains	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also

		knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	information about levels of development for groups of students. The teacher candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
<i>1c: Setting instructional outcomes</i>		The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
<i>1d: Demonstrating knowledge of resources</i>		The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>1e: Designing coherent instruction</i>		Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

		offer no variety.	recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	
<i>1f: Designing student assessment</i>		Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

The Classroom Environment					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>2a: Creating an environment of respect and rapport</i>		Patterns of classroom interactions, both between teacher candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher candidate does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher candidate. The teacher candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

			nor conflict.	may be somewhat cautious about taking intellectual risks.	
<i>2b: Establishing a culture for learning</i>		The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
<i>2c: Managing classroom procedures</i>		Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
<i>2d: Managing student behavior</i>		There appear to be no established standards of conduct, or students challenge them. There is	Standards of conduct appear to have been established, but their implementation is	Student behavior is generally appropriate. The teacher candidate monitors student behavior against	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of

		little or no teacher candidate monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.	established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: <i>Organizing physical space</i>		The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Instruction					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
3a: <i>Communicating with students</i>		The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

			appropriate to the students' ages or backgrounds.		
<i>3b: Using questioning and discussion techniques</i>		Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>3c: Engaging students in learning</i>		Learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher candidate scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one

					another.
<i>3d: Using Assessment in Instruction</i>		There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher candidate and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some concern that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students
<i>3e: Demonstrating flexibility and responsiveness</i>		The teacher candidate adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher candidate ignores student questions; when students experience difficulty, the teacher candidate blames the students or their home environment.	The teacher candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher candidate accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher candidate promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands

					and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
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Professional-ism					
Component	Not Observed	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished*
<i>4a: Reflecting on Teaching</i>		The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>4b: Supervised maintenance of accurate records</i>		Even with supervision, the teacher candidate's information on student completion of assignments, student progress in learning, non-instructional activity is nonexistent or in disarray.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, non-instructional activity that is rudimentary and partially effective.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, and non-instructional activities that is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
<i>4c: Supervised communication with families</i>		Even with supervision, the teacher candidate has not demonstrated skills for effective communication and involvement with families.	With supervision, the teacher candidate demonstrates some skills for effective communication and involvement with families.	With supervision, the teacher candidate communicates effectively with families.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent

					and successful.
<i>4d: Participating in a Professional Community</i>		The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the cooperating teacher.	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the cooperating teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	The teacher candidate's professional relationships are characterized by mutual support and cooperation; taking initiative in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<i>4e: Growing and Developing professionally</i>		The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
<i>4f: Showing Professionalism</i>		The teacher candidate interactions are characterized by questionable professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate interaction are characterized by honest, genuine but inconsistent professionalism in dress, grooming, communication, timeliness, commitment to teaching, ability to take on responsibilities.	The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate demonstrates full commitment to teaching and a willingness to take on responsibilities.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental

					decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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Appendix H

Lesson Plan Format

**Saint Joseph's University
Pennsylvania Standards Aligned System
Lesson Plan Format**

Candidate Name:	Course:	
Subject:	Grade Level:	Duration:
Lesson Context: Big Ideas and Essential Questions Central Topic and Concepts of the Content Areas Interdisciplinary Areas (if applicable) Lesson situation Prerequisite Skills		
Learner Outcomes (Instructional Objectives):		
Related Academic Standards: (Common Core and/or PA Standards – as relevant to the standards used by the school district)		
Vocabulary:		
Materials: Resources:		
Instructional Procedures(s): In general, the lesson plan Instructional Procedures section should have a minimum of three sections (e.g.: Introduction, Developmental Activities, Closure). However, the exact sections may differ by content area and/or type of lesson. For example, the sections for an Investigative lesson in Mathematics should include Initiate, Investigate, and Summarize sections, and an Inquiry-Based lesson in Science should follow the 6-E model – Engage, Explore, Explain, Extend, Evaluate, e-Learning. See the SJU Lesson Plan Handbook for which sections must be included depending on the type of lesson plan. Consider how you are addressing these questions throughout your lesson (You do not need to answer specifically, rather incorporate these ideas into your lessons. Delete this text in your final lesson plan): W: How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way: H: How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?		

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- E: What experiences will you provide to help students make their understanding real and equip all learners for success throughout your course/unit?
- R: How will you cause students to reflect, revisit, revise, and rethink?
- E: How will students express their understandings and engage in meaningful self-evaluation?
- T: How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O: How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?
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Addressing Learners' Diverse Needs:

- Accommodations and Adaptations (IEPs, 504 Plans)
 - Language adjustments made for specific ELP levels (include ELP level and PA ELP Standards)

 - Challenges for advanced learners
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Formative/Summative Assessment:

Reflection:

In the "reflection" section of the SJU lesson plan, complete all of the following:

- Prior to teaching the lesson - What advice did your mentor (and Cooperating Teacher, if available) give you about how to plan the lesson? What feedback was given on your initial written lesson plan? How did you change or modify the lesson plan in accordance with the feedback?
 - How successful was the lesson? Did students learn what you set as the objectives?
 - Be sure to provide specific data from the assessments conducted during the lesson to support conclusions in this section. This must be done for each of the objectives.
 - For example, if you say that "students met the objectives" you should include information about how many/what % of the students met *each* objective and what assessment information you used to determine this.
 - For the students who did not meet the objective, explain what you will do to re-teach the content/skills.
 - Discuss how you feel the lesson went. Comment on each of these areas related to effectiveness for meeting the objectives - instructional procedures, accommodations and modifications, materials, and assessment strategies.
 - What advice, both orally and in writing (please note that you need to read your mentor's written evaluation in order to complete this section), did you mentor (and Cooperating Teacher - if available) give you after the lesson? How did the feedback you received on the lesson match your own thoughts? What aspects of the feedback do you agree with and why? What did you learn from the feedback for the next time you design and implement a lesson? Was there any mentor (or Cooperating Teacher) feedback that concerned you or that you disagreed with? Why?
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Note: Use the following link for content-specific lesson plan formats:

[SJU Lesson Plan Handbook](#)

