



Student Teaching Handbook

Teacher Candidate Guide

Fall 2022 – Spring 2023

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West Chester University of Pennsylvania
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<https://www.wcupa.edu/education-socialWork/clinicalExperiences.aspx>

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THE STUDENT TEACHING EXPERIENCE

Dear WCU Teacher Candidate:

Student teaching is the capstone project of your teacher preparation program. We are excited for you to begin this final phase of your education experience at West Chester. During this experience, you will continue to gain additional practical knowledge as well as an understanding of how educational theory connects to instruction in the classroom. You will plan and teach a variety of lessons and encounter the everyday and sometimes not so everyday problems related to education. It is a time to try your ideas and to listen and learn from your mentor teacher and the students. You will have an opportunity to grow both personally and professionally. Savor this time, enjoy each day's challenges and rewards, and reflect on all that occurs.

Remember, you are an ambassador from West Chester University. Your conduct and performance will not only demonstrate your skills, but also attest to the quality of the University you represent.

Best regards,
Office of Clinical Experiences
West Chester University





My signature certifies that I have read and agree to abide by the contents included and referenced in the WCU Student Teaching Handbook (e.g., policies, requirements, expectations, etc.), and understand that CESW and/or WCU reserves the right to address issues not covered in the Handbook on an individual basis.

Student Teacher (Printed) _____

Student Teacher (Signature) _____

Date _____

WCU ID # _____

TEACHER CANDIDATE ROLES AND RESPONSIBILITIES

TEACHER CANDIDATE:

The successful outcome of the student teaching experience is dependent upon open communication and collaboration between the teacher candidate, mentor teacher and the university supervisor.

The basic roles and responsibilities of the teacher candidate are as follows:

- Observes classroom teaching strategies, techniques, procedures, student behavior, and classroom management techniques of the mentor teacher and other faculty members within the school.
- Presents an appropriate lesson plan for each assigned teaching situation **two days prior to the actual instructional period.**
- Evaluates student responses to the above activities.
- Evaluates himself/herself on the four domains of Danielson, including each sub-domain.
- Complies with the Acceptable Use of Technology Policy established by the school district.

Teacher candidate requirements are as followed:

- Reviewing with the mentor teacher any and all applicable policies, codes or confidentiality issues related to the experience (See Appendix B)
- Assuming full responsibility for the class/schedule for a period of time to which the mentor teacher and university supervisor agree; the decision concerning how and when to increase a teacher candidate's classroom responsibilities should be a joint decision involving all three key participants- the mentor teacher, the teacher candidate and the university supervisor.
 - Begin with observation
 - Assist in reviewing student work and proctoring assessments
 - Assist the mentor teacher or department/grade level members with small tasks such as tutoring or teaching small groups
 - Progress to responsibility for instructing one or more subjects/classes
 - Proceed to full responsibility for instructing the class/schedule (if appropriate)

Progress in assigning new tasks will depend upon the readiness of the teacher candidate and the needs of the students. The mentor teacher should give consideration to the teacher candidate's satisfactory completion of tasks at each stage.

GENERAL RULES AND POLICIES FOR TEACHER CANDIDATES

TEACHING RESPONSIBILITIES

The first obligation of the teacher candidate is to fulfill as effectively as possible every role of the teacher. The teacher candidate is urged to participate as fully as possible in the activities of the host school. Student teaching is the culminating activity of the Teacher Education Program and is a full-time responsibility. The teacher candidate's actions have an impact, not only upon the teacher candidate, but

also upon the students, the mentor teacher, the hosting school, and West Chester University. Therefore, the student teaching experience must take precedence over all other commitments.

ATTENDANCE WITHIN PLACEMENT

The teacher candidate is responsible for attending school the full teaching day. The teacher candidate reports to the assigned school at the same time the mentor teacher is required to report and is to remain until the end of the scheduled day (following the same schedule as the mentor teacher). Teacher candidates are expected to observe the same rules and punctuality which apply to the Mentor Teacher. Teacher Candidates follow the calendar of their assigned school/district.

Because of the value of this professional experience, teacher candidates are expected to participate in all aspects of teaching including, but not limited to attending parent-teacher conferences, workshops, faculty meetings, and other professional activities if permitted by the building administration.

SEMINAR ATTENDANCE

In addition, each teacher candidate is required to attend a professional seminar which is conducted concurrently with student teaching. The seminar is conducted by the university supervisor and is designed to consider practical problems encountered while teaching and to develop a functional understanding of Pennsylvania School Law. Attendance and participation in the seminar are factored into the teacher candidate's final grade for student teaching.

ABSENCES

Teacher candidates are permitted ***five*** days of absence for the entire semester. These absences may be used for illness, emergencies, conferences, or interviews. Absences for conferences and interviews should be cleared with the mentor teacher and the university supervisor at least two days in advance. ***In the case of an absence, teacher candidates must notify their mentor teacher and the university supervisor of the impending absence as soon as it becomes apparent that an absence will be necessary.*** The university supervisor and mentor teacher will keep a record of the date and the reason for each absence.

All absences from student teaching in excess of five days must be made up by the teacher candidate.

Arrangements for such make-up days must be made with the university supervisor and the mentor teacher. Student teaching grades and credits will be withheld until the make-up arrangement is fulfilled.

STUDENT TEACHING GRADE

The final grade for student teaching is determined by completion of all assignments and after consultation between Teacher Candidate, Mentor Teacher and University Supervisor regarding classroom performance on the Danielson Rubric.

The Danielson evaluation and the dispositions are completed in the Professional Education Unit's online assessment system called Tk20. For more information about and to view the evaluation forms, please access the [Professional Education Unit's tab](#) on the Assessment and

GUIDELINES FOR GRADES

- A** Clearly superior in planning, implementation, effectiveness, creativity, rapport with pupils and faculty. Lessons flow smoothly and accurately. Is able to manage the classroom and all duties of teaching in a seemingly effortless manner. Has developed an effective and consistent teaching style. Completes all seminar requirements actively and thoughtfully.
- A-** Plans, implements and evaluates lessons that are accurate, creative, and effective. Classroom management is superior or shows signs of becoming superior. Rapport with students and faculty is superior or shows much improvement throughout the assignment. Seminar participation and requirements are consistently well done.
- B+** Good, solid performance in classroom. Significant improvement in skill is noted. Shows indication of significant potential in skill development. Lesson plans, implementation, and evaluation are accurate, effective, and show creativity. Classroom management is effective. Seminar participation and requirements are well done.
- B** Good performance in classroom. Improvement in skill is evident and gives signs of true potential. Plans and implementation are accurate, effective and frequently creative. Classroom management shows increasing effectiveness as experience grows. Seminar participation and requirements are satisfactory.
- B-** Satisfactory performance in the classroom. Indicated areas of need show improvement in subsequent observations. Lesson plans, implementation and evaluation show improvement in accuracy and effectiveness. Classroom management is becoming more effective. Seminar participation and requirement completion are usually satisfactory.
- C+** Performance in the classroom is improving. Indicated areas of need are improving. Lesson plans and implementation show improvement with specific guidelines. Classroom management shows evidence of increased effort. Seminar participation and requirement completion seem inconsistent.
- C** Classroom performance shows the need for significant improvement in several areas. Lesson plans and implementation indicate the need for more accuracy, effectiveness or creativity. Seminar participation and requirement completion indicate a lack of understanding and/or commitment.

EXTRA-CURRICULAR ACTIVITIES

The extra-curricular program at each school site offers an excellent opportunity for a teacher candidate to gain needed professional experience in planning and directing an extra-curricular program. Teacher candidates are encouraged to assist with coaching, clubs, and other extra-curricular programs as long as the activities do not interfere with teacher candidate's teaching responsibilities.

TRANSPORTATION

Teacher Candidates are responsible for arranging their own transportation to and from their assigned school. Teacher Candidates must not transport school students in any vehicle. This stipulation includes field trips and other activities.

STATE LAWS CONCERNING LIABILITY

Teachers and Teacher Candidates have been held legally liable by the Pennsylvania courts for the behavior of students under their direction. If a student is injured because of the negligence of either a teacher or teacher candidate, both the teacher and teacher candidate can be held legally responsible. For this reason, it is highly advisable for the teacher candidate to be protected by liability insurance. Such insurance is highly recommended and typically available through membership in the [Student Pennsylvania Education Association \(PSEA\)](#)/National Education Association (NEA) or through an insurance company.

INJURIES INCURRED WHILE STUDENT TEACHING

Teacher candidates are encouraged to maintain a health insurance program in case of an injury suffered while participating in the student teaching experience. Student insurance plans are available through the Student Health Services. Information regarding the insurance program may be obtained from the Student Health Services, Ground Floor, Commonwealth Hall, telephone: (610) 436-2509. If a teacher candidate incurs an injury while performing the duties of a teacher candidate, West Chester University will not accept responsibility for the medical care required to treat the injury. The school district to which the teacher candidate is assigned may or may not accept responsibility.

WCU SUBSTITUTE TEACHING WHILE STUDENT TEACHING POLICY

WCU's College of Education and Social Work policy, **relative to student teachers**, regarding Act 86 of 2016/Act 91 of 2021 permitting prospective teachers to act as substitute teachers are outlined in the following document. The policy applies to West Chester University student teachers during their assigned student teaching placement.

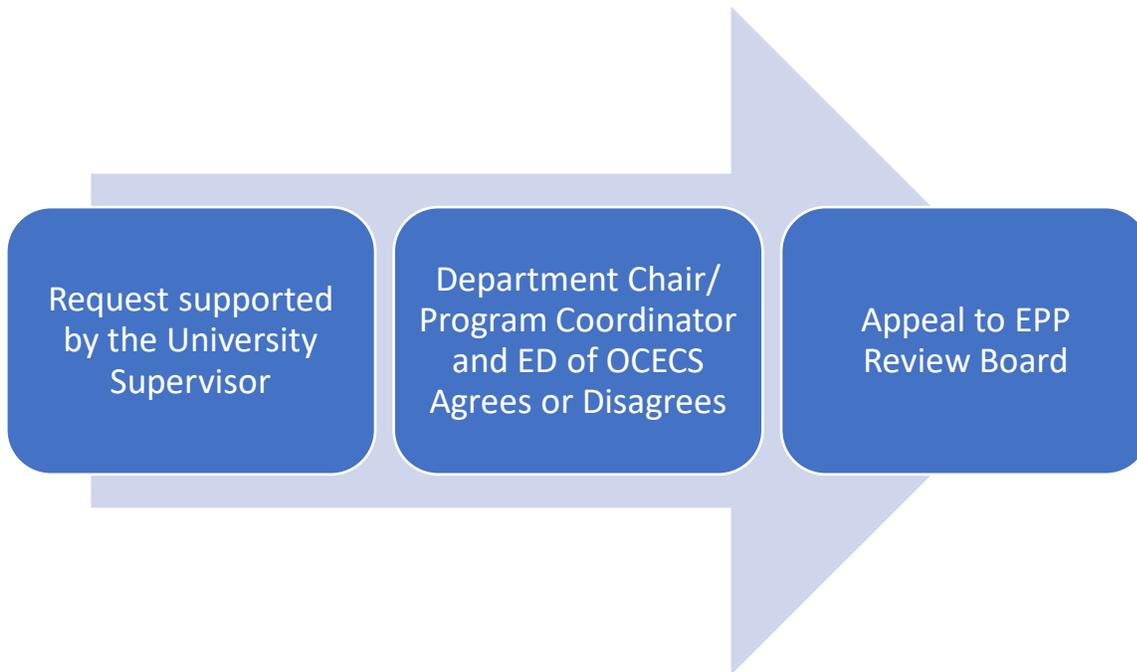
[*The Substitute Teaching Permit for Prospective Educators*](#)

NOTE: All decisions relating to student teacher readiness and responsibilities will be determined by the mentor teacher, university supervisor and student teacher.

CHANGE IN PLACEMENTS

CHANGE IN PLACEMENTS

The Office of Clinical Experiences and Candidate Services (OCECS) commits to finding a single student teaching placement for each Teacher Candidate per course. If a Teacher Candidate has a concern about their placement during the student teaching semester, they should discuss their concerns with their University Supervisor. A change in placements will not occur because of differences in personality or teaching philosophies between the Teacher Candidate and the Mentor Teacher. If the Teacher Candidate communicates a significant placement concern, unrelated to personality differences or teaching philosophies, to the University Supervisor, the University Supervisor will discuss the circumstances with the field placement coordinator. The department chair/program coordinator will collaborate with the Executive Director of the OCECS to determine if the request would be granted. It is important to note that if a change in placement is granted, it is not guaranteed that another placement will be found that semester. A change in placement could delay graduation or completion of certification requirements. However, if a change in placement is denied, the Teacher Candidate may appeal the decision to the EPP Review Committee. The EPP Review Board will be led by the CESW Associate Dean and be comprised of the university supervisor or department chairperson, one member from Field Experience Committee, and one member of the Disposition Committee from a department in which the candidate's program does not reside. During this meeting the student will have an opportunity to present any additional evidence to support the appeal. The decision of the EPP Review Board is final.



WCU DISPOSITIONAL EXPECTATIONS

West Chester University's Educator Preparation Programs value professional dispositions and requirements. These are essential for candidates and critical for professional educators. Candidates have opportunities to demonstrate professional dispositions and requirements in courses, their interactions with others, and school settings. When candidate behaviors do not meet professional expectations, the specific behaviors will be addressed through a process. Additionally, when candidate behaviors are a violation of university-wide policy and/or PA Code of Ethics, (link provided below) it will be filed with the appropriate University or College body.

Information on professional disposition and requirements:

<https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx>

PA Code of Professional Practice and Conduct for Educators

<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>

DISCIPLINARY ACTION

The district always has the right to ask the student teacher to be removed from the assignment if they believe that the student teacher has violated any policy or procedure at either the district level or the building level as indicated on page 2 item 5 of the Standard Affiliation Agreement:

Professional Standards: Both parties to this agreement have a right and an obligation to insist on standards of professional decorum on the part of the Teacher Candidates that are consistent with applicable law and regulations, and the prevailing standards in the school community and the educational profession.

WITHDRAW/REMOVAL FROM STUDENT TEACHING

Removal from field experience or student teaching is a very serious matter. The district (mentor teacher, school, administrator, or district Human Resources representative) always has the right to ask the Student Teacher to be removed from the assignment, for any reason. If the Student Teacher is asked not to return to the school site and is dismissed from their placement, the Student Teacher must leave the school's facilities immediately and report this occurrence to their University Supervisor immediately.

WCU's Educator Preparation Programs (EPP) also have the right to remove a Student Teacher from their assigned teaching placement. When evidence is presented that indicates a Student Teacher's behavior is unacceptable due to violation of the [PDE Code of Professional Practice and Conduct for Educators](#) or the [Professional Educator Discipline Act](#) removal from student teaching will result. In these cases, the University Supervisor in consultation with the Department Chair/Program/Field Coordinator will inform

the Student Teacher that they are not to return to the school site and an EPP Review Board Hearing will be scheduled (See Restorative Action Plan and Areas of Concern Guidelines).

Pertinent information may be found here:

PA Code of Professional Practice and Conduct for Educators

<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>

Professional Standards and Practices Commission Actionable Misconduct

<https://www.pspc.education.pa.gov/Educator-Discipline-System-and-Reporting/Overview-Discipline-System/Pages/Actionable-Misconduct.aspx>

WCU Academic Integrity

<https://www.wcupa.edu/viceProvost/academicIntegrity.aspx>

WCU Student Code of Conduct

<https://www.wcupa.edu/services/conduct/documents/studentCodeofConduct.pdf>

WCU Dispositions Assessment

<https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx>

APPENDIX A

REQUIREMENTS FOR A PENNSYLVANIA PROFESSIONAL EDUCATOR CERTIFICATE

In order to teach in a Pennsylvania public school, candidates must apply for a Pennsylvania Teacher Certificate through the PA Department of Education (PDE)'s online Teacher Information Management System (TIMS). ***Please follow all directions provided by the Office of Certification.***

It is strongly recommended that program completers apply, although they may not be planning to seek a position immediately or they may be planning to work in another state. In current practice, if a person applies for PA certification sometime in the future, that person must meet the requirements in effect at that time. New requirements could mean additional coursework, testing, and/or higher test scores to qualify for a certificate.

QUALIFICATIONS FOR A PA CERTIFICATE

- Complete all of the academic requirements of a PDE approved educator preparation program at West Chester University as stated in the Academic Catalog
- Meet current PA test requirements established in the Academic Catalog
- Be at least 18 years of age
- Be a citizen of the United States- or hold a valid immigration visa and file a "Declaration of Intent to Become a Citizen of the United States"; candidates applying for foreign language certifications are exempt from this regulation.
- Be a person of good moral character

Questions about any part of this process should be directed to the Office of Certification in
302 Recitation Hall, 610-436-2321.

APPENDIX B

CHECKLIST FOR TEACHER CANDIDATES

(As applicable to placement)

Learn Policies and Procedures

- District Level
- Building Level

Learn Daily Procedures

- Time teacher enter and leave (AM/PM)

Mentor Teacher Supervisor Duties

- Recess
- Restrooms
- Halls
- Assemblies
- Study Halls
- Cafeteria Duties
- Buses
- Before/After School Duties
- Other Duties

Classroom Procedures

- Attendance
- Lunch Count
- Daily Announcements
- Opening Exercises
- Schedule for Special Area and Support Classes
- Procedure to send and receive messages
- System used to dismiss students to other classes, recess, lunch and fire drills
- Procedures for dismissal
- Method used to distribute, collect and store curriculum and instruction materials
- Procedures to obtain supportive technology and equipment

Classroom Forms and Records

- Attendance
- Excuse Notes
- Lunch count forms
- Hall pass forms/ Lavatory passes
- Health pass forms
- Grading forms and system
- Report forms and report cards
- Discipline forms
- Health Records
- Permanent Record forms
- SAP, IEP, ER
- Other special forms

Student Information

- Names
- Ability Levels
- Methods for grouping and flexibility of the groups
- Special seating arrangements
- Special health and physical needs of students (consult District Confidentiality Policy)
- Appropriate home and family information (consult District Confidentiality Policy)
- Procedures for involving counselors and/or parents

APPENDIX C

QUICK REFERENCE

WHAT TO DO IN CASE OF:

SITUATION: Illness, family emergency, funeral, etc.

ACTION: Notify your Mentor Teacher and University Supervisor

SITUATION: In-service Day, Back-To-School Night, Parent Conferences, Field trips

ACTION: Attend with Mentor Teacher if principal permits

Notify University Supervisor

SITUATION: Inclement Weather

ACTION: Refer to District website for information regarding change in school schedule due to inclement weather

Notify University Supervisor

SITUATION: Covid Related Changes (e.g. Teacher candidate contracts COVID or tests positive, Teacher Candidate is exposed to someone who tests positive, your classroom/school status changes (quarantine, closing, etc.)

ACTION: Notify Building Principal

Notify University Supervisor

Follow Building/District Protocols

SITUATION: Teacher Candidate is asked to teach/supervise students without certified teacher supervision (i.e. lunch, hall or bus duty, study halls, or supervision of a field trip without presence of Mentor Teacher)

ACTION: Refer Administration/Mentor Teacher to WCU policy

Notify University Supervisor

Section II



Information Specific to Early and Middle Grades Education

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The Student Teaching Experience

The student teaching experience in early and middle grades education is the capstone experience in the teacher education program at West Chester University. One purpose of this experience is to encourage candidates to think beyond **how** teachers work to **why** they work in specific ways. Equal emphasis is placed on the management of teaching and the reflection on teaching.

The goal of the placements and university seminars is to advance each candidate's knowledge and practice of teaching in learning environments that are aligned with the theory and philosophy of the College of Education's Conceptual Framework. The Framework outlines a set of beliefs about teaching and learning that will prepare candidates to provide for the educational needs of all students in an increasingly diverse and technological society. This framework, and its associated knowledge base and unit outcomes, represents our expectations for all candidates. We encourage candidates to review the framework as they progress through their student teaching experience and use it as a reference as they develop the knowledge, skills, and dispositions necessary to teach in the schools of the 21st century.

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Requirements

Planning and Implementing Appropriate Teaching and Learning Experiences: The Lesson Plan Portfolio and Analysis - Candidates are required to (a) engage in careful review and analysis of their previous planning and teaching efforts and (b) develop professional goals for their student-teaching experience

Attendance – Attendance in school placements and at seminar is mandatory.

Lesson Plans – A minimum of two days, or as per district policy, prior to implementation, a lesson plan must be prepared and submitted to the cooperating teacher. Lesson plans must follow the WCU lesson plan format. Keep lesson plans in a three-ring binder and make them available to the supervisor. See format here: <https://www.wcupa.edu/education-socialWork/assessmentAccreditation/assessmentResources.aspx>

SLO- Student Learning Objectives (SLOs) are a semester- or year-long intensive learning plan that includes a variety of informal and formal assessments to support target learning objectives. Candidates will implement a modified version of the SLO process during their student teaching experience with the goal of understanding the process and the importance of having a systematic approach to SLOs. The teacher candidate will prepare an SLO with a group of at least six students, covering at least five days.

Please utilize the *Student Learning Objective User Guide* to learn more about the SLO process

<https://www.wcupa.edu/education-socialWork/assessmentAccreditation/assessmentResources.aspx>

Alternative Assessment – The teacher candidate will design and implement a performance-based assessment.

Educational Technology – Use educational technology during the semester either alone or in conjunction with the cooperating teacher.

Visual Displays – Make at least two visual displays with the consent of the cooperating teacher (e.g., bulletin boards, showcases, learning center) in a classroom or elsewhere in the school. These displays should be instructional in nature.

Video/Audio Tape Critique – If requested by the supervisor or cooperating teacher, create and present a five to ten minute video of a lesson. The video may be valuable to use as a demonstration piece when applying for a job.

Observations – Observe and interview at least four school-related faculty, staff or volunteers. Focus on the school community relationship and student advocacy only.

Other Assignments – Teacher candidates may be assigned additional requirements by the supervisor or the Department.

Seminar

The seminar provides an opportunity for teacher candidates to meet and exchange ideas in collaborative inquiry sessions. Seminar is also designed to acquaint teacher candidates with the requirements of student teaching, discuss the nature of student teaching, and provide suggestions and helpful hints for improving instruction.

Large-group meetings are held during the semester on such topics as certification, technology, and the application and interview process.

EGP Student Teachers - Lesson Plan Portfolio and Analysis: Directions

Since your first field-experience course, you have been developing a lesson plan portfolio. Each lesson plan has been reviewed and “graded” by the appropriate course instructor. Now you will have the opportunity to review and analyze lessons you have planned, plus lessons you have planned and taught, during your professional courses as an Early Grades Preparation candidate at West Chester University. Following this review and analysis, you will set a series of professional goals relevant to your student-teaching placement(s). The reflections, analyses, and setting of goals will focus on five dimensions and are linked to both the National Association for the Education of Young Children (NAEYC) standards and the WCU Conceptual Framework (WCU CF). The dimensions are:

- **Building a Caring Community of Learners**
- **Planning and Teaching Content**
- **Utilizing Developmentally Appropriate Strategies**
- **Responding to Differences and Utilizing Technology**

- **Practicing Appropriate and Responsible Assessment**

At a minimum, you will need plans that demonstrate your ability to plan in the following content areas: reading/language arts, mathematics, social studies, science, and the arts. You should also include plans that demonstrate your planning ability in three age ranges—PK, K-1, and 2-4. Some, but not all, of the plans must be plans you actually implemented in your Level II or Level III field experiences. Make sure your lesson-plan collection is complete before going further. You will also want to have your plans “on paper,” or in separate electronic documents, where you can highlight and add comments and questions during discussions with supervisors and peers and while you prepare your responses.

You will be required to submit your findings in a series of PowerPoint slides. You will be creating a total of 15 “content” slides plus one cover slide and a final slide for a reference list. Unlike slides that are used to supplement oral presentations, these slides will be content rich—they need to be able to “stand alone” and tell the whole story. They should also be well-organized and visually pleasing.

Step 1:

Read all the rubrics I, II, III, IV, V, VI.

Step 2:

Review your lesson plans, utilizing the rubrics in IA, IIA, IIIA, IVA, and VA. Take notes, mark up copies of your plans. Review comments from your professors and field-experience teachers. Make sure you can refer to your lesson plans quickly and appropriately so that you contribute relevant examples—related to the five dimensions—during small-group discussions and conversations with your supervisor.

Step 3:

You are now ready to utilize rubric IA to develop slide 2, IIA for slide 5, IIIA for slide 8, IVA for slide 11 and VA for slide 14. Use clear concise language and bullets.

Step 4:

You are now ready to analyze your lesson examples utilizing each of the five dimensions. Review rubrics IB, IIB, IIIB, IVB, and VB. Next consider your texts, literature reviews you have developed in different courses, plus other references from courses in your professional-preparation programs. Develop slides 3, 6, 9, 12, 15 to demonstrate your ability to analyze your examples using professional references and vocabulary. Use APA format (author, year of publication) to cite references. Include a complete reference list (APA format) as slide 17.

Step 5:

You have now utilized the five dimensions to review and analyze lessons you have planned and lessons you have taught in your pre student-teaching professional coursework. You have met the professionals and children with whom you will be working during your student-teaching placement(s) and you have

explored some district resources. You are now ready to set a professional goal related to each of the five dimensions. Review Rubrics IC, IIC, IIIC, IVC, and VC to assist you in developing slides 4, 7, 10, 13, and 16. Be specific, realistic, and clear.

Step 6:

As you assemble your slides, review them for clarity, format, layout, and aesthetics. Create an opening slide. The opening slide should include: (a) your name, (b) the grade level(s), school(s), and district(s) of your student-teaching placement(s), and (c) a title. Your title should be relevant, descriptive, and engaging.

Lesson-Plan Portfolio and Analysis: Rubric for EGP Majors

I. Building a Caring Community of Learners

<p>NAEYC 4a: Candidates understand positive relationships and interactions as the foundation of their work with children.</p> <p>WCU Conceptual Framework (WCU CF): Diversity Advocate and Classroom Community Builder EGP Program Outcomes (EGP PO): #2, 6</p>	
<p>IA: Candidate portfolio demonstrates the ability to plan and implement instruction designed to develop a caring community of learners that supports instruction and pro-social interpersonal connections.</p>	<p>Exemplary: Examples demonstrate the ability to plan and implement instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples are active, engaging, and motivating and include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional approaches.</p>
	<p>Solid/Sound: Examples demonstrate the ability to plan and implement instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples are active, engaging, and motivating and include at least two content areas and ranges (PK, K-1, 2-4).</p>
	<p>Acceptable: Examples demonstrate the ability to plan instruction that builds positive relationships and supportive interactions within a caring community of learners. Examples include at least two content areas and ranges (PK, K-1, 2-4).</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan instruction that builds positive relationships and supportive interactions within a caring community of learners.</p>
<p>NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; EGP PO: #2, 6, 8</p>	
<p>IB: Candidate demonstrates the habit of reflective, responsive, and intentional practice--based on knowledge, professional values, and research—and focused on the development of a caring community of learners.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to intentional community building and positive outcomes for each child. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary discuss teacher planning and decision making related to intentional community and positive outcomes for each child.</p>
<p>NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; EGP PO: #2, 6, 8</p>	

<p>IC: Candidate goal setting demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives related to the development of a caring community of learners.</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth related to community building and promoting positive outcomes for children.</p>
	<p>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth related to community building and promoting positive outcomes for children.</p>
	<p>Acceptable: Goal setting is relevant to student-teaching placement and relates to community building.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to set professional goals, related to community building, for the student-teaching placement.</p>

II. Planning and Teaching Content

<p>NAEYC 5b: Candidates know and use the central concepts, inquiry tools, and structures of content areas and academic disciplines.</p> <p>WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 6</p>	
<p>IIA: Candidate portfolio demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.</p>	<p>Exemplary: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Standards are well integrated in the lesson plans. Materials and resources are appropriate to the content areas and are authentic, safe, developmentally appropriate, and comprehensive. Examples include at least three disciplines, two ranges (PK, K-1, 2-4), and varied instructional approaches that are consistent with best practice in the content areas.</p>
	<p>Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Materials and resources are appropriate to the content areas and are safe and developmentally appropriate. Examples include at least three disciplines, two ranges (PK, K-1, 2-4), and varied instructional approaches that are appropriate to the content areas.</p>
	<p>Acceptable: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate content standards. Materials and resources are appropriate to the content areas and are safe and developmentally appropriate. Examples include at least two content areas and ranges (PK, K-1, 2-4) and varied instructional approaches.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction in multiple content areas with (a) measurable, observable learning outcomes that are linked to appropriate content standards, and (b) safe and appropriate materials and resources.</p>
<p>NAEYC 5c: Candidates use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging, curricula for each child.</p> <p>WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 4, 6, 8</p>	
<p>IIB: Candidate demonstrates the ability to analyze</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to content-area instruction. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.</p>

planning and instruction designed to provide challenging and developmentally appropriate instruction in the content areas.	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to content area instruction. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to content-area instruction. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to content-area instruction.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Subject and Pedagogical Specialist; EGP PO: #1, 8	
IIC: Candidate goal setting demonstrates the ability to integrate knowledgeable, reflective, and critical perspectives related to providing challenging and appropriate instruction.	Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the disciplines and in content-area instruction.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in content-area instruction.
	Acceptable: Goal setting is relevant to content-area instruction in the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to content-area instruction, for the student-teaching placement.

III. Utilizing Developmentally Appropriate Strategies

NAEYC 4c: Candidates know and use a broad repertoire of developmentally appropriate teaching/learning approaches. WCU CF: Assessment and Instructional Designer; EGP PO: #4	
IIIA: Candidate portfolio demonstrates the ability to plan and implement instruction using a broad range of developmentally appropriate and effective strategies.	Exemplary: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of the environment, schedules, and routines; (b) supports social interaction and addresses challenging behaviors; (c) integrates the use of technology to support learning; (d) uses integrative approaches to curriculum; (e) fosters the use of oral and written language and the desire to communicate; and (f) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional strategies.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) supports social interaction and addresses challenging behaviors, (c) integrates the use of technology, (d) uses integrative approaches to curriculum, (e) fosters the use of oral and written language, and (f) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied instructional strategies.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) addresses challenging behaviors, (c) uses technology, and (d) fosters the use of oral and written language. Examples include at least two content areas and ranges (PK, K-1, 2-4) and varied instructional strategies.

	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that: (a) makes effective use of routines, (b) addresses challenging behaviors, (c) uses technology, and (d) fosters the use of oral and written language.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #2, 4, 8	
IIIB: Candidate demonstrates the ability to analyze planning and instruction related to the use of a broad range of developmentally appropriate and effective strategies designed to promote positive outcomes for each child.	Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally appropriate and effective strategies. Analysis includes well-developed professional vocabulary, links to theory, and considerations and distinctions related to varying developmental issues.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally appropriate and effective strategies. Analysis includes professional vocabulary, links to theory, and considerations related to varying developmental issues.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to a range of developmentally appropriate approaches. Analysis utilizes professional vocabulary.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to a range of developmentally appropriate approaches.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Assessment and Instructional Designer; EGP PO: #2, 4, 8	
IIIC: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research related to the use of developmentally appropriate and effective strategies.	Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a broad range of developmentally appropriate and effective strategies.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a broad range of developmentally appropriate and effective strategies.
	Acceptable: Goal setting related to the use of a range of developmentally appropriate strategies is relevant to the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to the use of a range of developmentally appropriate strategies, for the placement.

IV. Responding to Differences and Utilizing Technology

NAEYC 4b: Candidates know and understand effective strategies and tools for early education, including appropriate use of technology. WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 5, 9
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<p>IVA: Candidate portfolio demonstrates the ability to plan and implement instruction that includes adaptations and accommodations and appropriate use of technology.</p>	<p>Exemplary: Examples (a) demonstrate the ability to plan and implement instruction that integrates technology and (b) consider adaptations and accommodations for a broad range of individual, cultural, and linguistic differences while, simultaneously, maintaining a community of learners. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and varied approaches to adaptation and accommodation.</p>
	<p>Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction that utilizes technology and (b) consider adaptations and accommodations for a broad range of differences. Examples include at least three content areas, two ranges (PK, K-1, 2-4), and more than one approach to adaptation and accommodation.</p>
	<p>Acceptable: Examples (a) demonstrate the ability to plan and implement instruction that includes technology and (b) consider adaptations and accommodations for a range of differences. Examples include at least two content areas and ranges (PK, K-1, 2-4), and more than one approach to adaptation and/or accommodation.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes technology and considers adaptations and accommodations for a range of differences.</p>
<p>NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 5, 8, 9</p>	
<p>IVB: Candidate demonstrates the ability to analyze planning and instruction that includes technology and adaptations and accommodations for a range of differences.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations for a broad range of individual, cultural, and linguistic differences. Analysis includes well-developed professional vocabulary and links to theory.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations for a broad range of differences. Analysis includes professional vocabulary.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations. Analysis utilizes professional vocabulary.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to analyze teacher planning and decision making related to (a) technology and (b) the use of adaptations and accommodations.</p>
<p>NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; EGP PO: #3, 8, 9</p>	
<p>IVC: Candidate demonstrates a positive disposition towards the development of</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.</p>
	<p>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.</p>

his/her own cultural competence and the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	Acceptable: Goal setting is relevant to the student-teaching placement and addresses (a) adaptations, accommodations, and technology; and (b) the development of cultural competence.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to (a) the use of adaptations, accommodations, and technology; and (b) the development of cultural competence.

V. Practicing Appropriate and Responsible Assessment

NAEYC 3c: Candidates understand and practice responsible assessment to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #7	
VA: Candidate portfolio demonstrates the ability to plan and implement instruction that includes a broad range of developmentally appropriate and responsible assessments.	Exemplary: Examples demonstrate the ability to plan and implement instruction that include assessments that are active, engaging, utilize a variety of strategies, and are tied to relevant learning outcomes. Examples include at least three content areas and two ranges (PK, K-1, 2-4) and are developmentally appropriate and responsible.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that include assessments that utilize a variety of strategies and are tied to relevant learning outcomes. Examples include at least three content areas and two ranges (PK, K-1, 2-4) and are developmentally appropriate and responsible.
	Acceptable: Examples demonstrate the ability to plan and implement instruction that include assessments that utilize multiple strategies and are tied to learning outcomes. Examples include at least two content areas and ranges (PK, K-1, 2-4), and are developmentally appropriate and responsible.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes assessments that utilize multiple strategies, are tied to learning outcomes, and are developmentally appropriate and responsible.
NAEYC 4d: Candidates reflect on practice to promote positive outcomes for each child. WCU CF: Assessment and Instructional Designer; EGP PO: #7, 8	
VB: Candidate demonstrates the ability to analyze planning and instruction with the goal of including a broad range of developmentally appropriate and	Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to the use of appropriate and responsible assessment in a range of ages, settings, and content areas. Analysis utilizes well-developed professional vocabulary and links to theory.
	Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of appropriate and responsible assessment across multiple ages, settings and/or content areas. Analysis utilizes professional vocabulary.
	Acceptable: Candidate includes analysis of teacher planning and decision making related to the use of appropriate and responsible assessment. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.

responsible assessments.	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to analyze teacher planning and decision making related to the use of appropriate and responsible assessment.
NAEYC 6d: Candidates integrate knowledgeable, reflective, and critical perspectives on early education. WCU CF: Assessment and Instructional Designer; EGP PO: #7, 8	
VC: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.	Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify possibilities for professional growth in the use of wide range of appropriate and responsible assessments.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth in the use of a range of appropriate and responsible assessment.
	Acceptable: Goal setting is relevant to the student-teaching placement and includes the use of appropriate and responsible assessments.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals related to the use of appropriate and responsible assessment.

VI. Demonstrating Professional Communication

NAEYC 6c: Candidates engage in continuous, collaborative learning to inform practice (using technology effectively with peers). WCU CF: Self-Directed Practitioner; EGP PO: #5, 8	
Design and Layout	Exemplary: The slides enhance the organization of the content, and are appropriate for the intended audience. The layout is effective and uncluttered and enhances the reader’s experience. All required components are included.
	Solid/Sound: The slides are appropriate for the intended audience. The layout is effective and uncluttered. All required components are included.
	Acceptable: The slides are appropriate for the intended audience. The layout is effective. All required components are included.
	Emerging/Needs Development: Slides lack one or more of the following: appropriateness for audience; effective layout; all the required components.
Navigation	Exemplary: Each slide is clearly labeled and has a definite purpose. The entirety of the presentation enhances understanding of the individual components. All links to lesson plans work.
	Solid/Sound: Each slide is clearly labeled and has a definite purpose. All links to lesson plans work.
	Acceptable: Each slide is labeled and has a purpose. Most links to lesson plans work.
	Emerging/Needs Development: Slides may lack labels or it may be hard to determine the purpose of individual slides. Broken or missing links make it difficult to view the lesson plans discussed.

Professional Documentation	Exemplary: Presentation is well documented with varied and relevant references. Required APA format is accurate.
	Solid/Sound: Presentation is documented with relevant references. Required APA format is accurate.
	Acceptable: Presentation is documented. APA format may not be complete and/or accurate, but sufficient detail is included to allow the reader to “find” the references.
	Emerging/Needs Development: Adequate documentation needs to be included.
Writing Mechanics	Exemplary: Text is well written. It is virtually free of errors in formatting, grammar, syntax, mechanics, and spelling.
	Solid/Sound: Text is well written. It may contain minimal errors in formatting, grammar, syntax, and mechanics, but spelling has been checked.
	Acceptable: Text contains a few errors in formatting, grammar, syntax, mechanics and spelling.
	Emerging/Needs Development: Text contains numerous errors in formatting, grammar, syntax, mechanics, and spelling; these may interfere with readability.

MGP Student Teachers - Lesson Plan Portfolio and Analysis: Directions

Since your first field-experience course, you have been developing a lesson portfolio. Each lesson plan has been reviewed and “graded” by the appropriate course instructor. Now you will have the opportunity to analyze lessons you have planned, plus lessons you have planned and taught, during your professional coursework as a Middle Grades Preparation candidate at West Chester University. You will also set a series of professional goals relevant to your student-teaching placement(s). The analyses and setting of goals will focus on five dimensions and are linked to the Association for Middle Level Education (AMLE) standards, the WCU Conceptual Framework, and MGP Program Outcomes. The dimensions are:

- **Building and Managing Developmentally Responsive Environments for Learning**
- **Planning and Teaching in the Content Areas**
- **Utilizing Developmentally Responsive Strategies**
- **Responding to Differences and Involving Families and Communities**
- **Practicing Appropriate and Responsive Assessment**

At a minimum, you will need lesson plans that demonstrate your ability to plan in the following content areas: reading/language arts, mathematics, social studies, and science. Some, but not all, of the plans must be plans you actually implemented in your Level II or Level III field experiences. Make sure your lesson-plan collection is complete before going further. You will also want to have your plans available “on paper,” or in separate electronic documents, where you can highlight and add comments and questions during discussions with your supervisor and peers and while you prepare your responses.

You will be required to submit your findings in a series of PowerPoint slides. You will be creating a total of 15 “content” slides plus one cover slide and a final slide for a reference list. Unlike slides that are used to supplement oral presentations, these slides will be content rich—they need to be able to “stand alone” and tell the whole story. They should also be well-organized and visually pleasing.

Step 1:

Read all the rubrics I, II, III, IV, V, VI.

Step 2:

Review your lesson plans, utilizing the rubrics in IA, IIA, IIIA, IVA, and VA. Make notes, mark up copies of your plans. Review comments from your professors and field-experience teachers. Make sure you can refer to your lesson plans quickly and appropriately so that you contribute relevant examples—related to the five dimensions—during small-group discussions lead by your supervisor.

Step 3:

You are now ready to utilize rubric IA to develop slide 2, IIA for slide 5, IIIA for slide 8, IVA for slide 11 and VA for slide 14. Use clear concise language and bullets.

Step 4:

You are now ready to utilize the five dimensions to analyze your lesson examples. Review rubrics IB, IIB, IIIB, IVB, and VB. Next consider your texts, literature reviews you have developed in different courses, plus other references from courses in your professional preparation programs. Develop slides 3, 6, 9, 12, 15 to demonstrate your ability to analyze your examples using professional references and vocabulary. Use APA format (author, year of publication) to cite references. Include a complete reference list (APA format) as slide 17.

Step 5:

You have now utilized the five dimensions to review and analyze lessons you have planned and lessons you have taught in your pre student-teaching professional coursework. You have met the professionals and young adolescents with whom you will be working during your student-teaching placement(s) and you have explored some district resources. You have worked with the other teacher candidates and discussed your planning with your supervisor. You are now ready to set a professional goal related to each of the five dimensions. Review Rubrics IC, IIC, IIIC, IVC, and VC to assist you in developing slides 4, 7, 10, 13, and 16. Be specific, realistic, and clear.

Step 6:

As you assemble your slides, review them for clarity, format, layout, and aesthetics. Create an opening slide. The opening slide should include: (a) your name, (b) the grade level(s), school(s), and district(s) of your student-teaching placement(s), and (c) a title. Your title should be relevant, descriptive, and engaging.

Lesson Plan Portfolio and Analysis: Rubric for MGP

I. Building and Managing Developmentally Responsive Environments for Learning

<p>AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to . . . a developmentally appropriate climate. . . .</p> <p>WCU Conceptual Framework (WCU CF): Diversity Advocate and Classroom Community Builder</p> <p>MGP Program Outcome (MGP PO): #2, 6</p>	
<p>I A: Candidate demonstrates the ability to plan and implement instruction that is designed to develop caring and productive learning environments based on the principles of developmentally responsive practice.</p>	<p>Exemplary: Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment. Examples are active, engaging, and motivating, with planning that embeds effective management strategies. Examples include at least three content areas, two ranges (4-6, 7-8) and varied instructional approaches.</p>
	<p>Solid/Sound: Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment. Examples are active, engaging, and motivating, with planning that embeds effective management strategies. Examples include at least two content areas and ranges (4-6, 7-8) and varied instructional approaches.</p>
	<p>Acceptable: Examples demonstrate the ability to plan and implement instruction that builds a caring and productive learning environment with planning that embeds effective management strategies. Examples include at least two content areas.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan instruction that builds a caring and productive learning environment with effective management strategies.</p>
<p>AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to . . . a developmentally appropriate climate. . . .</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; Self Directed Practitioner</p> <p>MGP PO: # 2, 6, 8</p>	
<p>I B: Candidate demonstrates the ability to analyze planning and instruction designed to develop a caring and productive learning environment.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to building a caring and productive learning environment. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and ranges.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to building a caring and productive learning environment. Analysis includes professional vocabulary and links to theory, with reference to more than one content area and age range.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to intentional community building. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to intentional community.</p>

<p>AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; Self Directed Practitioner</p> <p>MGP PO: # 2, 6, 8</p>	
<p>I C: Candidate demonstrates the habits of reflective, responsive, and intentional practice based on knowledge, research, professional competence, collegiality, and ethical behavior.</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify possibilities for professional growth, collaboration, and the utilization of district resources, to meet the needs of young adolescents.</p>
	<p>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration to meet the needs of young adolescents.</p>
	<p>Acceptable: Candidate demonstrates the ability to utilize professional vocabulary to set professional goals, related to community building, for student-teaching placement.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to set professional goals, related to community building, for the student-teaching placement.</p>

II. Planning and Teaching in the Content Areas

<p>AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum . . . and they use this knowledge in their practice.</p> <p>AMLE 4: Middle level teacher candidates understand and use central concepts, tools of inquiry, standards, and structures of content and they create learning experiences that develop competence in subject matter and skills.</p> <p>WCU CF: Subject and Pedagogical Specialist; MGP PO: # 1, 6</p>	
<p>II A: Candidate demonstrates the ability to plan and implement instruction in the content areas based on core concepts, professional standards, and sound resources.</p>	<p>Exemplary: Examples demonstrate the ability (a) to plan and implement instruction in multiple content areas, and (b) to plan multidisciplinary or interdisciplinary instruction. Examples include measurable, observable learning outcomes that are linked to appropriate state and national content standards; standards are well integrated in the lesson plans. Materials and resources are appropriate to the content areas and are relevant, challenging, developmentally responsive, and comprehensive. Examples include at least three content areas, two ranges (4-6, 7-8), the integration of discipline appropriate technology, and varied instructional approaches that are consistent with best practice in the content areas.</p>
	<p>Solid/Sound: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate state and national content standards. Materials and resources are appropriate to the content areas and are relevant, challenging, and developmentally responsive. Examples include at least three disciplines, two ranges (4-6, 7-8), the use of technology, and varied instructional approaches that are appropriate to the content areas.</p>
	<p>Acceptable: Examples (a) demonstrate the ability to plan and implement instruction in multiple disciplines; and (b) include measurable, observable learning outcomes that are linked to appropriate state and national content standards. Materials and resources are appropriate to the content areas and are relevant and developmentally responsive.</p>

	<p>Examples include at least two content areas and ranges (4-6, 7-8) and varied instructional approaches.</p> <p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction in multiple content areas with (a) measurable, observable learning outcomes that are linked to appropriate content standards; and (b) materials and resources that are appropriate, relevant, and developmentally responsive.</p>
<p>AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum . . . and they use this knowledge in their practice.</p> <p>WCU CF: Subject and Pedagogical Specialist; Self Directed Practitioner; MGP PO: #1, 4, 6, 8</p>	
<p>II B: Candidate demonstrates the ability to analyze planning and instruction designed to provide challenging and developmentally relevant instruction in the content areas.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to content-area instruction. Analysis includes well developed professional vocabulary, links to theory, and considerations and distinctions related to varying content areas and age ranges.</p> <p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to content area instruction. Analysis includes professional vocabulary and links to theory with reference to more than one content area and age range.</p> <p>Acceptable: Candidate includes analysis of teacher planning and decision making related to content-area instruction. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</p> <p>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to content-area instruction.</p>
<p>AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p> <p>WCU CF: Subject and Pedagogical Specialist; Self Directed Practitioner; MGP PO: #1, 8</p>	
<p>II C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, research, professional competence, collegiality, and ethical behavior.</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement. It demonstrates the ability to identify opportunities for professional growth, collaboration, and the utilization of district curricula and resources in content-area instruction.</p> <p>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in content-area instruction.</p> <p>Acceptable: Goal setting is relevant to content-area instruction in the student-teaching placement.</p> <p>Emerging/Needs Development:</p> <p>Candidate needs to demonstrate the ability to set relevant professional goals, related to content-area instruction, for the student-teaching placement.</p>

III. Utilizing Developmentally Responsive Strategies

<p>AMLE 5: Candidates understand and . . . employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p> <p>WCU CF: Assessment and Instructional Designer; MGP PO: #4</p>	
<p>III A: Candidate demonstrates the ability to plan and implement instruction using a broad range of developmentally responsive, motivating, equitable, and effective strategies.</p>	<p>Exemplary: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of independent and collaborative inquiry, (b) supports higher-order thinking skills, (c) integrates the use of technology to support learning, (d) integrates literacy skills in content areas, and e) develops skills and motivation for problem solving. Examples include at least three content areas, two ranges (4-6, 7-8), and varied instructional strategies.</p>
	<p>Solid/Sound: Examples demonstrate the ability to plan and implement instruction that: (a) makes effective use of inquiry, (b) supports thinking skills, (c) utilizes technology to support learning, (d) integrates literacy skills in content areas, and (e) develops skills for problem solving. Examples include at least three content areas, two ranges (4-6, 7-8), and varied instructional strategies.</p>
	<p>Acceptable: Examples demonstrate the ability to plan and implement instruction that includes: (a) inquiry, (b) the development of thinking skills, and (c) technology to support learning. Examples include at least two content areas, two ranges (4-6, 7-8), and varied instructional strategies.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes inquiry, thinking skills and technology and varied instructional strategies.</p>
<p>AMLE 5: Candidates understand and . . . employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p> <p>WCU CF: Assessment and Instructional Designer; MGP PO: #2, 4, 8</p>	
<p>III B: Candidate demonstrates the ability to analyze planning and instruction related to the use of a broad range of developmentally responsive, motivating, equitable, and effective strategies.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally responsive, equitable, and effective strategies. Analysis includes well-developed professional vocabulary, links to theory, and considerations and distinctions related to developmental characteristics of young adolescents.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of a broad range of developmentally responsive, equitable, and effective strategies. Analysis includes professional vocabulary, links to theory, and considerations related to developmental characteristics of young adolescents.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to a range of developmentally responsive approaches. Analysis utilizes professional vocabulary.</p>

	Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to discuss teacher planning and decision making related to a range of developmentally responsive approaches.
<p>AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p> <p>WCU CF: Assessment and Instructional Designer; Self-Directed Practitioner; MGP PO: #2, 4, 8</p>	
<p>III C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.</p>	Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of a broad range of developmentally responsive, equitable, and effective strategies.
	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of a broad range of developmentally responsive, equitable, and effective strategies.
	Acceptable: Goal setting related to the use of a range of developmentally responsive strategies is relevant to the student-teaching placement.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to the use of a range of developmentally responsive strategies, for the placement.

IV. Responding to Differences and Involving Families and Communities

<p>AMLE 5: Candidates . . . meet the varying abilities and learning styles of all young adolescents.</p> <p>AMLE 6: Candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; MGP PO: #3, 5, 9</p>	
<p>IV A: Candidate demonstrates the ability to plan and implement instruction that includes adaptations and accommodations. Candidate demonstrates the ability to plan for</p>	Exemplary: Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a broad range of individual, cultural, and linguistic differences while, simultaneously, maintaining a community of learners. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least three content areas, two ranges (4-6, 7-8), varied approaches to adaptation and accommodation, and at least one approach to family communication.
	Solid/Sound: Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a broad range of differences. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least three content areas, two ranges (4-6, 7-8), more than one approach to adaptation and accommodation and at least one approach to family communication.

<p>family communication.</p>	<p>Acceptable: Examples demonstrate the ability to plan and implement instruction that considers adaptations and accommodations for a range of differences. Examples demonstrate the ability to plan for family communication related to instruction. Examples include at least two content areas and ranges (4-6, 7-8), more than one approach to adaptation and/or accommodation and one approach to family communication.</p>
	<p>Emerging/ Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that (a) considers adaptations and accommodations for a range of differences and (b) includes family communication.</p>
<p>AMLE 5: Candidates . . . meet the varying abilities and learning styles of all young adolescents.</p> <p>AMLE 6: Candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; MGP PO: #3, 5, 8, 9</p>	
<p>IV B: Candidate demonstrates the ability to analyze planning and instruction that includes adaptations and accommodations, a positive disposition towards the development of his/her own cultural competence, and commitment to working collaboratively with families and the community.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to (a) the use of adaptations and accommodations for a broad range of individual, cultural, and linguistic differences; and (b) working with families. Analysis includes well-developed professional vocabulary and links to theory.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to a) the use of adaptations and accommodations for a broad range of differences; and b) working with families. Analysis includes professional vocabulary.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to (a) the use of adaptations and accommodations; and (b) working with families. Analysis utilizes professional vocabulary.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to analyze teacher planning and decision making related to (a) the use of adaptations and accommodations; and (b) working with families.</p>
<p>AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p> <p>WCU CF: Diversity Advocate and Classroom Community Builder; School and Community Professional; Self-Directed Practitioner</p> <p>MGP PO: #3, 8, 9</p>	
<p>IV C: Candidate demonstrates the habit of reflective, responsive, and</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations and accommodations (b) developing cultural competence and (c) working collaboratively with families and the community.</p>

intentional practice based on knowledge, professional values, and research.	Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for (a) professional growth in the use of adaptations and accommodations (b) developing cultural competence and (c) working with families and communities.
	Acceptable: Goal setting is relevant to the student-teaching placement and addresses (a) adaptations and accommodations and (b) working with families.
	Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals, related to (a) the use of adaptations and accommodations and (b) working with families.

V. Practicing Appropriate and Responsive Assessment

<p>AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice.</p> <p>AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment.</p> <p>WCU CF: Assessment and Instructional Designer; MGP PO: #7</p>	
<p>V A: Candidate demonstrates the ability to plan and implement instruction that includes a broad range of relevant, developmentally responsive and responsible assessments.</p>	<p>Exemplary: Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective, active, and engaging; (b) utilize a variety of strategies; (c) incorporate technology; and (d) are tied to content learning and relevant learning outcomes. Examples include at least three content areas and two ranges (4-6, 7-8) and are developmentally responsive, and responsible.</p>
	<p>Solid/Sound: Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective; (b) utilize a variety of strategies; (c) incorporate technology; and (d) are tied to content learning and relevant learning outcomes. Examples include at least three content areas and two ranges (4-6, 7-8) and are relevant, developmentally responsive, and responsible.</p>
	<p>Acceptable: Examples demonstrate the ability to plan and implement instruction that include assessments that (a) are effective (b) utilize multiple strategies; and (c) are tied to learning outcomes. Examples include at least two content areas and ranges (4-6, 7-8), and are relevant, developmentally responsive, and responsible.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to plan and implement instruction that includes assessments that are effective, utilize multiple strategies, are tied to learning outcomes, and are relevant, developmentally responsive and responsible.</p>
<p>AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice.</p> <p>AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment.</p> <p>WCU CF: Assessment and Instructional Designer; Self Directed Practitioner; MGP PO: #7, 8</p>	

<p>V B: Candidate demonstrates the ability to analyze planning and instruction that include a broad range of relevant, developmentally responsive and responsible assessments.</p>	<p>Exemplary: Candidate includes detailed analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment in a range of ages, settings, and content areas. Analysis utilizes well-developed professional vocabulary and links to theory.</p>
	<p>Solid/Sound: Candidate includes detailed analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment across multiple ages, settings and/or content areas. Analysis utilizes professional vocabulary.</p>
	<p>Acceptable: Candidate includes analysis of teacher planning and decision making related to the use of relevant, responsive, and responsible assessment. Analysis includes reference to more than one content area and age range and utilizes professional vocabulary.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to utilize professional vocabulary to analyze teacher planning and decision making related to the use of relevant, responsive, and responsible assessment.</p>
<p>AMLE 3: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level . . . assessment, and they use this knowledge in their practice.</p> <p>AMLE 5: Candidates understand and use the major concepts, principles, theories, and research related to effective . . . assessment.</p> <p>AMLE 7: Candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p> <p>WCU CF: Assessment and Instructional Designer; Self Directed Practitioner; MGP PO: #7, 8</p>	
<p>V C: Candidate demonstrates the habit of reflective, responsive, and intentional practice based on knowledge, professional values, and research.</p>	<p>Exemplary: Goal setting is detailed, realistic, and relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of relevant, responsive, and responsible assessment.</p>
	<p>Solid/Sound: Goal setting is relevant to student-teaching placement and demonstrates the ability to identify possibilities for professional growth and collaboration in the use of relevant, responsive, and responsible assessment.</p>
	<p>Acceptable: Goal setting is relevant to the student-teaching placement and includes the use of relevant, responsive, and responsible assessments.</p>
	<p>Emerging/Needs Development: Candidate needs to demonstrate the ability to set relevant professional goals related to the use of relevant, responsive, and responsible assessment.</p>

VI. Demonstrating Professional Communication

<p>WCU CF: Self-Directed Practitioner</p> <p>MGP PO: #5, 8</p>
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Design and Layout	Exemplary: The slides enhance the organization of the content, and are appropriate for the intended audience. The layout is effective and uncluttered and enhances the reader’s experience. All required components are included.
	Solid/Sound: The slides are appropriate for the intended audience. The layout is effective and uncluttered. All required components are included.
	Acceptable: The slides are appropriate for the intended audience. The layout is effective. All required components are included.
	Emerging/Needs Development: Slides lack one or more of the following: appropriateness for audience; effective layout; all the required components
Navigation	Exemplary: Each slide is clearly labeled, and has a definite purpose. The entirety of the presentation enhances understanding of the individual components. All links to lesson plans work.
	Solid/Sound: Each slide is clearly labeled, and has a definite purpose. All links to lesson plans work
	Acceptable: Each slide is labeled and has a purpose. Most links to lesson plans work.
	Emerging/Needs Development: Slides may lack labels or it may be hard to determine the purpose of individual slides. Broken or missing links make it difficult to view the lesson plans discussed.
Professional Documentation	Exemplary: Presentation is well documented with varied and relevant references. Required APA format is accurate.
	Solid/Sound: Presentation is documented with relevant references. Required APA format is accurate.
	Acceptable: Presentation is documented. APA format may not be complete and/or accurate, but sufficient detail is included to allow the reader to “find” the references.
	Emerging/Needs Development: Adequate documentation needs to be included.
Writing Mechanics	Exemplary: Text is well written. It is virtually free of errors in formatting, grammar, syntax, mechanics, and spelling.
	Solid/Sound: Text is well written. It may contain minimal errors in formatting, grammar, syntax, and mechanics, but spelling has been checked.
	Acceptable: Text contains a few errors in formatting, grammar, syntax, mechanics and spelling.

Student Teaching Competencies for EGP 410/411 and MGP 410/411

A. Planning and Preparation

1. Links content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans (SLO, D1)
2. Constructs all instructional plans to align with Pa. Pre-K-12 Academic Standards (D1)
3. Plans instruction that is responsive to the age and/or related characteristics of their students (SLO, D I).
4. Uses multiple forms of formative and summative assessments to adapt learning goals that match individual student needs (SLO, D I).
5. Plans short- and long-range instruction using appropriate resources, materials, technology and activities to engage students in meaningful learning, based on their instructional goals (SLO, D I).
6. Assesses existing resources and creates and/or accesses additional instructional resources appropriate for learners under their responsibility (SLO, D I).

B. Classroom Environment

1. Maintains and promotes a culture which values the development of meaningful, caring, and respectful relationships between teacher and students, and among students (D II).
2. Creates and maintains a prepared classroom environment as a necessary element to support optimal learning opportunities (D II).
3. Uses classroom resources to support equity and maximize learning opportunities, which are age-, gender-, individually-, culturally- and ability-appropriate (D II).
4. Assesses classroom resources in order to make adaptations and accommodations required to differentiate instruction for all learners (D I).
5. Engages in proactive communication with families and community contacts (D IV).
6. Demonstrates knowledge of, develops and/or supports systems for student transitions, as well as procedures and routines for instructional and non-instructional responsibilities (D II).

C. Instructional Delivery

1. Uses effective verbal and non-verbal communication techniques (D III).
2. Uses effective questioning and discussion techniques (D III).

3. Uses a variety of age-, gender-, individually-, culturally-, ability- and skill-appropriate instructional strategies which reflect evidence of student engagement, new learning and assessment (D III).
4. Uses instructional technology and assesses its impact on student learning (D III).
5. Provides appropriate progress feedback to students in a timely manner (D III).
6. Uses active student engagement during instructional delivery (D III).
7. Uses a variety of formal and informal assessments to measure student responsiveness to instruction (SLO, D III).
8. Constructs a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which learning goals were achieved and can offer alternative actions if necessary (D III).
9. Actively seeks, and is responsive to, constructive feedback offered by the cooperating teacher and university supervisor (D IV).
10. Clearly communicates instructional goals, procedures and content (D III).
11. Accesses communication technologies to communicate with families regarding student progress (D IV).

D. Professional Conduct

1. Communicates with the cooperating teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to, grading, attendance, lesson plans, parent communication, and inter-school needs and assumes these responsibilities as permitted (D IV).
2. Participates in district, college, regional, state and/or national professional development growth and development opportunities (D IV).
3. Exhibits integrity, ethical behavior and professional conduct as stated in the "PA Code of Regulations". Professional Practice & Conduct for Educators," as well as local, state and federal laws (D IV).
4. Avoids inappropriate relationships, conduct and contact with students (D IV).
5. Applies safety precautions and procedures (D II).
6. Complies with school policies and procedures regarding professional dress, attendance, punctuality and the use of technology (D IV).
7. Cultivates professional relationships with school colleagues, families and the broader community; and avoids inappropriate relationships, conduct, and contact with colleagues, families and the broader community (D IV).

E. Assessment

1. Uses various kinds of assessments in instruction, including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective and psychomotor (D III).
2. Makes norm-referenced and criterion-referenced interpretations of assessment results (D I).
3. Applies interpretations to inform planning and instruction for groups and individual students (D I).
4. Applies interpretations of status (PSSA) and growth (PVASS) assessment models to inform planning and instruction for groups and individual students (D I).
5. Constructs assessments to match cognitive, affective, behavioral and/or psychomotor curricular goals (D III).
6. Constructs assessments to match curricular goals along a continuum of complexity (e.g. Bloom's taxonomy) (D I).
7. Assesses their own professional growth through focused self-reflection (D IV).

F. Knowledge of Diverse Learners

1. Appropriately responds to the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom (D I).
2. Promotes a positive learning environment that values and fosters respect for all students (D II).
3. Differentiates instruction to meet the needs of diverse learners that promotes successful educational performance (SLO,D I).
4. Supports the growth and development of all students, particularly those traditionally underserved (D II).
5. Communicates with and engages families, caregivers and the broader community (D IV).

Guidelines for Grades

- A Clearly superior in planning, implementation, effectiveness, creativity, rapport with pupils and faculty. Lessons flow smoothly and accurately. Is able to manage the classroom and all duties of teaching in a seemingly effortless manner. Has developed an effective and consistent teaching style. Completes all practicum requirements actively and thoughtfully.
- A- Plans, implements and evaluates lessons that are accurate, creative, and effective. Classroom management is superior or shows signs of becoming superior. Rapport with students and faculty is superior or shows much improvement throughout the assignment. Practicum participation and requirements are consistently well done.
- B+ Good, solid performance in classroom. Significant improvement in skill is noted. Shows indication of significant potential in skill development. Lesson plans, implementation, and evaluation are accurate, effective, and show creativity. Classroom management is effective. Practicum participation and requirements are well done.
- B Good performance in classroom. Improvement in skill is evident and gives signs of true potential. Plans and implementation are accurate, effective and frequently creative. Classroom management shows increasing effectiveness as experience grows. Practicum participation and requirements are satisfactory.
- B- Satisfactory performance in classroom. Indicated areas of need show improvement in subsequent observations. Lesson plans, implementation, and evaluation show improvement in accuracy and effectiveness. Classroom management is becoming more effective. Practicum participation and requirement completion are usually satisfactory.
- C+ Performance in classroom is improving. Indicated areas of need are improving. Lesson plans and implementation show improvement with specific guidelines. Classroom management shows evidence of increased effort. Practicum participation and requirement completions seem inconsistent.
- C Classroom performance shows the need for significant improvement in several areas. Lesson plans and implementation indicate the need for more accuracy, effectiveness, or creativity. Practicum participation and requirement completion indicate a lack of understanding and/or commitment.

Universal Precautions

- I. **Purpose:** To ensure proper handling and disposal of blood and other body fluids; and/or contaminated material.
- II. **Objectives:** To prevent spread of infection by all school staff and students from direct contact with blood/body fluids and/or contaminated material. Appropriate barrier precautions (latex gloves) should routinely be used by all school staff to prevent exposure when contact with blood/body fluids is anticipated.
- III. **Routine Specifications:**
 1. **Gloves:**
 - a.) Use when anticipating contact with blood/body fluids, mucus membrane or non-intact skin.
 - b.) Gloves should be worn when handling items or surfaces soiled with blood or body fluids.
 - c.) Gloves should be changed after contact with contaminated materials.
 2. **Hand washing:**
 - a.) Should be carried out immediately after gloves are removed.
 - b.) Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood/body fluids.
- IV. **Helpful Hints for Staff:**
 1. Wear adhesive bandages over any cuts on your hands.
 2. Keep lots of tissues in your room (use this as a barrier for bloody nose until gloves are put on.)

Guidelines for Observations Based on the WCU Conceptual Framework

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

Content and Pedagogical Specialist

Is knowledgeable about content and teaching strategies.

Integrates instruction across the curriculum.

Designs student tasks that focus on content knowledge needed to demonstrate mastery.

Uses technology effectively to enhance instruction.

Assessment and Instructional Designer

Writes clear, measurable objectives for lesson plans.

Teaches to the objective.

Instructional management = effective classroom management.

Develops student mastery through instructional design of lessons.

Ensures that students know instructional objectives and receive feedback on their progress toward these objectives.

Uses proven research-based practices.

Organizes students, time, space, and materials so that content instruction and student learning can take place.

Gives appropriate wait-time given for student responses.

Directions for student assignments are precise and clear.

Directions for multi-step assignments are written and verbal.

Teaches for accomplishment, using structured assignments with specific objectives.

Includes: anticipatory set, stating the objective, providing appropriate input (content), modeling, checking for understanding, guided practice, closure, and independent practice in lesson design

Provides non-evaluative feedback that gives students a clear sense of progress.

Designs carefully planned questions, which facilitate comprehension, retention, and transfer.

Designs lower-level and higher-level questions that demonstrate application of Bloom's Taxonomy.

Teaches students to draw conclusions, develop arguments, and construct explanations for others.

Uses graphic organizers to promote retention of learning.

Uses formative assessment, including preassessment to inform teaching decisions and to improve student learning.

Designs student tasks that focus on content knowledge needed to demonstrate mastery, and on the process skills and work habits students need to be successful.

Diversity Advocate and Classroom Community Builder

Establishes effective control via procedures and routines.

Provides well-ordered learning environment and high academic expectations.

Listens carefully and completely to students w/o interruption and allows students to respond to the perspective of others.

Knows (and addresses) all students by their name.

Demonstrates that the most important factor governing student learning is classroom management (instructional management).

Develops a classroom climate that is task oriented, relaxed, and positive.

Wastes little time, little confusion, or disruption.

Promotes time on task through classroom organization.

Addresses student behavior problems appropriately and efficiently.

Focuses on student learning.

Involves students actively in learning through interactions with information, materials, and each other in a variety of groupings.

Treats all students with respect and dignity.

Communicates clear expectations, which include criteria for success.

Circulates around the classroom teaching from various locations, uses proximity and non-verbal communication to influence behavior.

Recognizes that attention spans are short.

Differentiates instruction so that learning experiences are productive for all students.

Embraces the belief that all students have the right and the ability to learn.

Exhibits enthusiasm for the subject matter taught.

Provides context and connects it to meaningful experiences.

Differentiates instruction so that learning experiences are productive for all students.

School and Community Professional

Dresses appropriately as a professional educator to model success.

Demonstrates the following professional attributes:

Attitude, Dependability, Responsibility, Initiative, Cooperation,
and Judgment

Self-Directed Practitioner

Evaluates own performance.

Offers suggestions for self-improvement.

Accepts and responds to suggestions.