INTRODUCTION: ROLES AND RESPONSIBILITIES

Cooperating Teacher

The person most influential on the performance of student teachers is the cooperating teacher. Professionals who accept this responsibility are active participants in the development of new members of the teaching profession and contribute to the excellence of the quality of education we deliver to society’s youth. **It is, therefore, imperative that the cooperating teacher remain in the classroom with the student teacher at all times. If the cooperating teacher is absent, the student teacher may remain in the room as long as there is a certified teacher in the classroom.**

Orientation to the practical aspects of teaching is the responsibility of cooperating teachers and other members of the student teaching team. Introducing the student teacher to other staff members will help them feel accepted as a part of the school. They should be urged to use all the resources of the school, to visit the principal and the vice-principal, to attend faculty meetings and other professional meetings and to use all the technology resources available at the school. Also, the student teacher should be made aware of all medical problems in the classroom as well as any IEP classroom accommodations. Student teachers need to become involved in classroom activities so that they feel welcome, accepted and ready to start their role as professional educators.

An introduction to the students is very important in helping the student teacher establish productive relationships with the members of the class. Suggesting useful activities from the beginning helps the student teacher be identified as instructor and active participant in the classroom. Such things as taking attendance, working with small groups, collecting money, marking papers, assisting with supervised practice work and other similar duties help the student teacher become acquainted with the students.

Being specific about expectations and how things should be done at the beginning is helpful to the student teacher. This will give the student teacher more confidence and help him/her be ready to assume a greater role in the teaching/learning experience. As student teachers assume more responsibility for the learning activities of the class, the cooperating teacher takes on a greater role in guiding/directing the student teacher and providing evaluation and feedback.

The cooperating teacher reviews the student teacher’s lesson plans to make sure that adequate preparation for each class has been made. It is important that thorough discussion about planning and implementation take place before and after teaching demonstration. Frequent (daily) conferences are necessary for adequate supervision and student growth. Conferences give
opportunities for questions about specific problems and feedback about progress. A time for conferences should be put into each day’s schedule.

The cooperating teacher should observe the student teacher on a daily basis and give at least informal feedback about the lesson(s). More formal observations and conferences with written feedback should take place bi-weekly. While helping the student teacher identify strengths and weaknesses, the cooperating teacher should help the novice develop his/her own “teaching style” that is flexible, varied and able to meet the various needs of the students. The readiness of the future teacher for full-time professional responsibility depends on honest and thorough evaluation and guidance from the cooperating teacher. Remember, the university supervisor is there to help work with the student teacher as well.

A Checklist for the Cooperating Teacher

Before the student teacher arrives, the cooperating teacher could:

- Review background information on the student. Prepare students for the arrival of the student teacher.
- Provide a separate adult desk/chair or high table which will serve as a home base for the student teacher. Please avoid the use of student desks if at all possible.
- Provide a class roster, daily schedule and seating chart. Provide teaching manuals and textbooks.
- Plan a balanced sequence of experiences for the student teacher.

After the student teacher arrives, the cooperating teacher may wish to:

- Welcome the student teacher in a warm way and help him/her feel like a teacher. Introduce the student teacher to the students as a co-teacher.
- Introduce the student teacher to school personnel and school practices. Establish a pattern of open communication and set a time to talk each day. Explain responsibilities and authority of the student teacher.
- Familiarize the student teacher with students’ backgrounds and needs, including medical issues and IEP classroom accommodations.
- Acquaint the student teacher with available instructional materials.
- Plan for the student teacher’s gradual assumption of teaching responsibilities

During student teaching, the cooperating teacher may want to:

- Assist the student teacher in realistic planning.
- Help the student teacher to develop traits which will promote success in teaching. Encourage the development of good classroom management and control.
• Review and make written comments as necessary and initial the student teacher’s written assignments.
• Examine the student teacher’s lesson plans. Encourage self-evaluation of lessons taught. Hold frequent conferences.
• Set a good example and encourage a professional attitude.
• Avoid discussing the student teacher’s performance, shortcomings and “goofs” with other school personnel.
• Treat the student teacher as an adult and a co-worker.
• Maintain an atmosphere that is warm, friendly, positive and encouraging. Show appreciation for the student teacher’s efforts.
• Remember personal experiences associated with student teaching. Discuss methods for solving problems.
• Give the student teacher an opportunity to participate in school activities. Help the student teacher perceive strengths and weaknesses.
• Work with the university supervisor in providing meaningful evaluation, praise and suggestions for improvement.
• Encourage the student teacher to set professional goals.
• Introduce the student teacher to pupils’ parents, when appropriate.
• Conduct at least the designated number of observations using the Student Teacher Performance Summary.

**Near the end of student teaching, the cooperating teacher should:**

• Work with the student teacher and university supervisor to determine the student teacher’s level of competence.
• Complete an evaluation for the student teacher’s placement file using the appropriate Evaluation of Student Teaching by Cooperating Teacher form.

**Student Teacher**

Student teachers are novice professionals who practice applying the knowledge and theories that they obtained from the coursework and previous field and clinical experiences. Following are policies and procedures regarding the student teacher:

**Mentorship**

The student teacher works directly under the mentorship of the cooperating teacher with oversight from the university supervisor. It is expected that the student teacher will spend full time in focused observations, planning, teaching, reflecting and other classroom activities. Student teachers may not be used as substitute teachers. Assignment of the student teacher to any
other activities not normally assigned to the cooperating teacher can only be undertaken after consultation and approval of the university supervisor.

**Advanced Planning and Preparation**

The student teachers plan and prepare for each lesson in advance, following the curriculum of the school district and the university. University supervisors provide appropriate lesson plan examples and templates. The student teacher must present lesson plans before teaching following the timeline set by the cooperating teacher and the university supervisor. Student teachers can only teach lessons that have been approved by the cooperating teacher and have been presented following the set timeline. Being unprepared to teach on an assigned day is counted as a day of absence from teaching and must be made up during the last week of the semester.

**Attendance**

While the university calendar determines the beginning and ending dates of the student teaching placement, the student teacher observes the school calendar of the school district to which he/she is assigned. Additionally, the university supervisor develops a schedule for observations, practicum and other professional activities.

The student teacher is expected to be on duty each day of student teaching. If for unavoidable reasons the student teacher cannot be present, he or she must notify the cooperating teacher and the university supervisor using the procedures set forth by the district, the university supervisor, and the cooperating teacher.

It is expected that each day missed from either the classroom placement setting or from practicum sessions will be made up during the last week of the semester. There is one exception regarding job interviews or job fairs. Student teachers are permitted to miss two (2) days for these job-related endeavors and are not expected to make these days up during the last week of the semester. However, please note that these days must be scheduled and approved by the university supervisor in advance. The supervisor may require documentation of participation in the job interview or job fair as well.

Attendance must be documented on a form provided to the student teacher.

**Professional Behavior**

Proper professional behavior must be maintained by the student teacher including appropriate behavior, observance of confidentiality, and professional attire and grooming. Unprofessional behavior is considered sufficient cause for removal from student teaching and shall be addressed by the university supervisor and the Education Unit Oversight Committee.
Professional Meetings
Student teachers may attend professional meetings with the cooperating teacher provided prior approval of the university supervisor.

Dedicated Effort
It is expected that student teachers put forth high levels of dedication to the experience throughout the entire semester. While it is understood that activities such as coaching, working, and tutoring have value, student teaching must remain a priority.

Further, taking classes while student teaching is discouraged and must be approved before the semester begins. The approval process begins with the department chair.

Receiving Compensation and Substitute Teaching
The policy of the Board of Presidents of the State System of Higher Education does not permit the release of student teachers to accept teaching positions prior to the successful completion of the student teaching experience. Receiving compensation for student teaching is not permitted. Further, the student teacher is not a certified teacher and is not an employee of the Board of Education of the district in which he/she is assigned. The Pennsylvania School Code states that only persons with teaching certification valid in the Commonwealth may work as regular or substitute teachers.

University Supervisor
The university supervisor is the representative of the university whose chief purpose is to help student teachers improve their teaching effectiveness. This person is responsible for the implementation of university regulations for student teachers and for establishing and preserving rapport among the student teachers, cooperating teachers and administration. The supervisor assesses the effectiveness of the placement(s) and provides feedback about the adequacy of school-university relationships. It is also his/her responsibility to provide feedback to the department chairpersons and faculty so appropriate changes can be made in curriculum.

The supervisor conducts a weekly or bi-weekly practicum, which helps student teachers analyze their experiences. The practicum also provides the opportunity for the student teacher to learn about school law, recent educational trends, additional instructional methods, certification policy and techniques. The practicum sessions are very important and student teachers cannot be excused from them.

The university supervisor observes the student teacher and conducts a continuous professional evaluation of their teaching effectiveness. The expectation is that the supervisor conducts at least
The university supervisor encourages the student teacher to experiment with technologies and strategies they learned at the university helping to emphasize and reinforce desirable teaching behaviors and practices. The supervisor files periodic appraisal reports and performs a final comprehensive evaluation of the student teachers’ experiences and achievement after conferencing with the cooperating teacher. At the end of each placement (for dual placements) and at the midterm and conclusion of single placements, the university supervisor completes the PDE-430 form which is required by the Pennsylvania Department of Education for certification. The university supervisor is charged with acting as the liaison between the cooperating teacher, the student teacher and university. They provide systematic and thorough supervision to help student teachers achieve their maximum growth in this keystone experience.

**Education Unit Administrator**

The administrator is responsible for upholding the policies and procedures approved by the College of Education and Human Services, the university and Pennsylvania Department of Education.

Since student teaching is based on competency, a student teacher who is being withdrawn must be shown to be incompetent by the university supervisor and cooperating teacher. In cases where the student teacher is withdrawn for remediation, the administrator chairs the review committee, assists in developing a remediation plan, and monitors the student’s progress. The director reconvenes the committee when specified remedial activities have been done to determine whether or not the student teacher is to be returned to an assignment.

**CLASSROOM COMPONENTS OF THE STUDENT TEACHING EXPERIENCE**

**Teaching Schedule**

The student teacher should assume a fair and reasonable share of responsibility for the bulletin boards, display tables and the general appearance and neatness of the room. These activities help the student teacher become a part of the classroom environment as a member of the instructional team.

Student teachers should be assigned a minimum number of classes in the beginning of the assignment and the cooperating teacher’s full load of classes nearer to the end of the assignment. The rate at which a student teacher is assigned to teach more classes will vary by the student teacher’s competence. A suggested sequence to follow is presented to you by the university supervisor or by the student teacher on his/her first day.
If a student teacher has a **second assignment** the schedule should follow a sequence similar to the first assignment. Student teachers should move into full responsibility as soon as the cooperating teacher, university supervisor and they feel that sufficient skills have been acquired.

**Formal and Informal Feedback and Evaluation**

The cooperating teacher gives several types of informal and formal feedback. Informal feedback is given daily and can be daily conferences and notes taken while the student teacher teaches. About six times across the semester, the cooperating teacher gives additional informal feedback using the Student Teacher Performance Summary. A copy of this form is given to the university supervisor as well.

Formal feedback is given at the mid-point and end of the semester using the Evaluation of the Student Teacher by the Cooperating Teacher.

**Conferencing with the Student Teacher**

Perhaps the best learning experience for the student teacher is the post-lesson conference. Cooperating teachers should arrange for this conference as soon after the lesson as is convenient, perhaps at the end of the day’s activities. The conference should be based upon the lesson observation and comments recorded during the lesson. Since student teachers are novices in the profession of teaching, please identify their strengths as well as developing skills. This emphasis will also make them more confident in improving their skills and accepting constructive feedback. Students who consistently have more weaknesses than strengths will need careful guidance during the student teaching experience. If this situation occurs, immediate discussion with the university supervisor is necessary. Early identification of such a situation will ensure that the student teacher is given additional help and support for remediating problem areas.

**Elements of Effective Feedback**

Students are evaluated throughout their academic careers. During their university studies, tests and examinations may not have been among their most pleasant university experiences. An evaluation of their ability to apply all their accumulated knowledge and teach under the eye of a master teacher is the most critical of these examinations. Many student teachers exhibit a high level of anxiety during their time of evaluation. If evaluations are approached objectively and systematically with corrective feedback and praise when deserved, the process will become a very real opportunity for professional growth for both the student and cooperating teacher. If approached in a punitive manner, this can stifle the student teacher’s ability to grow in skills and confidence. The cooperating teacher controls the process and can make evaluations a tool for improving instruction.
Student teachers expect to have their performance evaluated fairly and constructively. In order to evaluate in this way, it is important for both parties to have a clear understanding of evaluation criteria. Expectations for performance will become higher as the student teacher progresses in the experience. The students who know that their performance is being judged as students, not master teachers, will have a more positive attitude toward the evaluation process.

Feedback is constructive and focused on the elements of effective teaching, including classroom management and professionalism. Components of constructive feedback include the following:

- Based on behavior: Feedback that refers to what the student teacher does allows for change.
- Is frequent in nature: When feedback is timely, student teachers can continuously reflect on practice and improve over time.
- Positive and encouraging: Feedback that balances areas of strength as well as areas for further growth encourages student teachers to improve.
- Includes the student teacher: When student teachers are involved in identifying strengths and areas of growth, they become more reflective and self-evaluative.
- Grounded in facts: Feedback is more effective when it is based in examples with specific suggestions for improvement.
- Is progressive: Student teacher performance expectations grow as the semester progresses. Therefore, feedback should reflect that.
- Is digestible: It may be helpful to focus on one selected area at a time for improvement. Or prioritize the selected areas given the progression of the semester. Too much feedback at once can often be overwhelming and does enable the student teacher to apply the ideas and suggestions.

**Sample Comments by Cooperating Teacher**

*Positive Reinforcement: (Comments)*

Student teacher:

- Demonstrates strong content knowledge.
- Continues to reflect upon strengths and weaknesses.
- Uses questioning and discussion strategies effectively.
- Incorporates thorough lesson content and includes analysis of Bloom’s Taxonomy.
- Encourages appropriate interactions among students and demonstrate appropriate interactions between the teachers and students.
- Moves around the room effectively so as to monitor student behavior.
- Demonstrates respect for all students.

*Positive Criticism: (Suggestions)*

Continue to:
• Assess student learning both formally and informally following each lesson.
• Appear confident, relaxed and in control within the classroom environment.
• Develop lessons that are standards-based and aligned to the indicated objectives.
• Focus on student learning as the main priority of the lesson.

Student Teachers in Need of Remediation
Since student teaching is based on competency, a student teacher who fails must be shown to be incompetent by the university supervisor and cooperating teacher. Before a student teacher is removed or fails student teaching, the Education Unit Administrator must observe the student and consult with the university supervisor and the cooperating teacher to identify the student’s specific areas of weakness.

Since the student may choose to participate in remediation, careful documentation of strengths and weaknesses must be done as part of the evaluation process. Student teachers who believe that they have been incorrectly failed have a right to appeal the grade at the university level.

GENERAL POLICIES

Student Teachers Non-Instructional Duties
A student teacher can greatly enhance their opportunities for a rich and varied educational experience by working and talking with a variety of professionals in a number of different school settings. They should participate in all activities that are associated with a teacher’s normal school day and should share non-teaching assignments such as bus duty or lunch duty, study hall supervision or hall/playground monitoring, with their cooperating teacher.

Improper Conduct
Any improper conduct that violates school district/school policies will be grounds for dismissal.

Selection of Cooperating Teachers
Cooperating teachers are chosen collaboratively by the appropriate administrative officer in the respective school district and the university. The cooperative teacher must hold the proper certification for the classes he/she is teaching and coincide with the certificate the student is seeking. Cooperating teachers must have had a minimum of three years of successful teaching experience. One of the years must be in the district to which the student teacher is assigned.

Those persons who are being considered should have a professional approach that:
• Permits positive relationships with other members of the school staff, students and administration.
• Demonstrates effective self-evaluation and is receptive to evaluation by other professionals.
• Shares their classroom with the student teacher, allowing the student teacher to feel shared ownership of and responsibility for the classroom.

The cooperating teacher should demonstrate an active involvement in professional growth. Considerations shall be:
• Active involvement in professional organizations.
• Active involvement in graduate training programs with the goals of obtaining an advanced degree and professional or national certification.
• Current knowledge of developments in the profession through reading professional publications.
• Attendance at professional conferences and meetings.

Those persons being considered should possess:
• A well organized, productive and safe environment.
• A positive attitude toward teaching and pupils.
• Leadership within his/her school or department.
• Respect from his/her colleagues.
• Sound knowledge of instructional techniques and managerial skills.
• Professional manner, dress and deportment.
• Willingness to cooperate with and support his/her building administrator

Cooperating teachers are required to complete a program of preparation on skills necessary for the role of student teacher mentor. A program has been developed by the university in keeping with state requirements.

**Clearances for Student Teachers**
The university requires that all students submit current Act 24, Act 34, Act 151, and Act 114 reports before beginning student teaching. A copy of student teaching clearances are also on file in the office of student teaching at California University.

*Act 24 of 2011 – Arrest or Conviction Form PDE-6004*
Act 24 adds several new crimes to the list of offenses in Section 111(e). Act 24 requires all current school employees to complete a Pennsylvania Department of Education (“PDE”) form to report prior arrests or convictions for any offense listed in the newly expanded Section 111(e). All student teachers must submit the form, even if they do not have a record.

*Act 34 of 1985*
Act 34 of 1985 specifies that employees of public and private school hired as of January 1, 1986 must undergo background checks.

Act 114 of 2006
An FBI criminal history record shall be required for student teacher candidates assigned to all public and private schools, intermediate units and area vocational-technical school.

Act 151 of 1996
Act 151 of 1996 specifies that employees of public and private schools hired as of July 1, 1996 must undergo background checks related to indicated and founded child neglect and/or abuse reports.

The student teacher must present a copy of his/her required clearances to the principal or district administration upon arrival at his or her assigned school/school district.

Tb Tine Test
In compliance with Act 47 of the General Assembly of the Commonwealth of Pennsylvania, June 22, 1971, it is necessary for each student teacher to have a TB test prior to reporting to their assignment. The tuberculin skin test that is administered shall be either the Intracutaneous Mantoux test method with the two-step skin test procedure or the percutaneous multiple puncture test method. Purified Protein Derivative (PPD) is the tuberculin that is to be used for both skin test methods.

Second, a chest x-ray is no longer an approved method for screening school personnel for tuberculosis. The chest x-ray is to be used only to provide a follow-up diagnosis when skin test reveals a significant (positive) reaction.

Additionally, the regulations eliminate the requirements for repeated testing every two years. The regulations provide, however, for continuing surveillance and follow-up for those persons who are exposed to or develop symptoms of tuberculosis after the initial skin test.

Personal Liability Insurance
All student teachers must show evidence of Personal Liability Insurance at a minimum of $1,000,000. Students may obtain this insurance through membership in the student PSEA.
Checklist for Partial Semester (7 Week) Placement

Week 1 of Placement
Introduce student teacher to other faculty, staff, and administration.
Discuss school and classroom procedure and protocol.
Student teacher should observe and assist with classroom and student activities.

Weeks 2-3 of Placement
Student teacher should be teaching about ¼ to ½ of all classes.
Cooperating teacher should complete their initial Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.
Cooperating teacher should complete the initial Cooperating Teacher Checklist and give to the visiting University Supervisor or Office of Student Teaching staff member.

Weeks 4-5 of Placement
Student teacher should be teaching about ½ to ¾ of all classes.
Cooperating teacher should complete a second Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.

Weeks 6-7 of Placement
Student teacher should be teaching all classes.
If necessary, the cooperating teacher should complete a third Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.
Cooperating teacher should complete FINAL Evaluation of Student Teacher by Cooperating Teacher. Discuss with student teacher and provide TWO originals to the university supervisor and a copy to the student teacher.
Cooperating teacher should review, sign, and return the Attendance Record to the student teacher.

Ongoing
Review lesson/unit plans
Discuss progress with university supervisor
Provide anecdotal comments to the student teacher

Please notify the university supervisor IMMEDIATELY if there are concerns about a student’s progress or questions about student teaching policies or procedures.
Checklist for Complete Semester (15 Week) Placement

Week 1 of Placement
Introduce student teacher to other faculty, staff, and administration.
Discuss school and classroom procedure and protocol.
Student teacher should observe and assist with classroom and student activities.

Weeks 2-4 of Placement
Student teacher should be teaching about ¼ to ½ of all classes.
Cooperating teacher should complete their initial Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.
Cooperating teacher should complete the initial Cooperating Teacher Checklist and give to the visiting University Supervisor or Office of Student Teaching staff member.

Weeks 5-7 of Placement
Student teacher should be teaching about ½ to ¾ of all classes.
Cooperating teacher should complete a second Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.
Cooperating teacher should complete MIDTERM Evaluation of Student Teacher by Cooperating Teacher.
Discuss with student teacher and provide TWO originals to the university supervisor and a copy to the student teacher.

Weeks 8-10 of Placement
Student teacher should be teaching all classes.
Student Teacher should be performing other assigned non-instructional duties (i.e., lunch duty)
Cooperating teacher should complete a third Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.

Weeks 11-13 of Placement
Cooperating teacher should complete a fourth Student Teacher Performance Summary and discuss with student teacher. Signed copies should be given to the student teacher.

Weeks 14-15 of Placement
Student teacher should begin returning classes to the Cooperating Teacher.
Cooperating teacher should complete FINAL Evaluation of Student Teacher by Cooperating Teacher.
Discuss with student teacher and provide TWO originals to the university supervisor and a copy to the student teacher.
Cooperating teacher should review, sign, and return the Attendance Record to the student teacher.

Ongoing
Review lesson/unit plans
Discuss progress with university supervisor
Provide anecdotal comments to the student teacher

Please notify the university supervisor IMMEDIATELY if there are concerns about a student’s progress or questions about student teaching policies or procedures.
Evaluation of Student Teacher By Cooperating Teacher

As a cooperating teacher, it is important that your student teacher receives honest and timely feedback. Please take time to complete this form, print, and sign it before the last day of the placement. The comments at the end of the document are very valuable. Feel free to allow them to go onto the next page. A letter of recommendation is very important for a student teacher.

Select the type of evaluation: □ Mid-Semester Evaluation □ End of Semester Evaluation

Student: _____________ Subject(s): ___
School: _____________ Grade Level(s): __
Cooperating Teacher: ______________________________________
Cooperating Teacher’s Signature: ____________________________ Date: ___

To earn a score of 3 (Distinguished):
• The candidate consistently and thoroughly demonstrates indicators of performance
• The candidate thoroughly demonstrates the ability to independently assume full classroom responsibilities and other professional duties

To earn a score of 2 (Proficient):
• The candidate usually and extensively demonstrates indicators of performance
• The candidate usually demonstrates the ability to independently assume full classroom responsibilities and other professional duties with minimal supervision

To earn a score of 1 (Basic):
• The candidate sometimes and adequately demonstrates indicators of performance
• The candidate sometimes demonstrates the ability to independently assume full classroom responsibilities and other professional duties with ongoing supervision

To earn a score of "N/I" (Needs Improvement)
• The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance
• The candidate does not demonstrate the ability to assume full classroom responsibilities and other professional duties without constant supervision

Identify the level of competency that the student teacher has attained for each item below.

| The student teacher demonstrated an ability to manage and organize classes independently. |
| The student teacher’s assignments are appropriate and conform to Pennsylvania Academic Standards. |
| The student teacher’s lesson plans and assessments are thorough and submitted in advance. |
| The student teacher has established a positive relationship with the students and is familiar with the community. |
| The student teacher treats all students with respect and dignity. |
| The student teacher treats all students fairly. |
| The student teacher presents a professional attitude toward teaching and works well with other faculty members. |
| The student teacher consistently incorporates constructivist principles (Elementary and Secondary/Technology Education) or behaviorist principles (Special Education) into their teaching. |
**Identify the level of competency that the student teacher has attained for each item below.**

<table>
<thead>
<tr>
<th>Planning and Preparation: Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment: Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.</td>
<td></td>
</tr>
<tr>
<td>Instructional Delivery: Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.</td>
<td></td>
</tr>
<tr>
<td>Professionalism: Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.</td>
<td></td>
</tr>
<tr>
<td>Content: Student teaching candidate demonstrates a thorough knowledge of the content that they are teaching.</td>
<td></td>
</tr>
<tr>
<td>Overall Performance</td>
<td></td>
</tr>
</tbody>
</table>

In the space below, provide some comments related to your student teacher, or attach a letter of recommendation on school letterhead.

1. Why do you believe the student will/will not become a successful teacher?

2. What areas of teaching and classroom management would you suggest the student strive to improve?
California University of Pennsylvania  
College of Education & Human Services  
Student Teacher Performance Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>School</th>
<th>District</th>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
</table>

Evaluator:  
- University Supervisor  
- Cooperating Teacher  
- Self-assessment

**Directions:** Check off observed behaviors and assign a score for each area. See page 2 for criteria.

### Planning and Preparation  
Score: Select Rating...

- Writes objectives and PA K – 12 Academic Standards clearly
- Designs thorough and logical lesson plans
- Identifies and uses instructional resources, materials and technology appropriately
- Identifies appropriate student adaptations in the lesson plan
- Aligns assessments of student learning with instructional goals
- Makes instructional decisions based on assessment analysis

### Classroom Environment  
Score: Select Rating...

- Maintains clear standards of conduct and effective management of student behavior
- Demonstrates and fosters appropriate behavior among students and between teacher and students
- Establishes and maintains rapport with students
- Gives all students an equal opportunity to learn and share
- Utilizes effective classroom routines and procedures resulting in little or no loss of instructional time
- Demonstrates appropriate attention to a safe classroom
- Communicates expectations for student achievement with value placed on the quality of student work

### Instructional Delivery  
Score: Select Rating...

- Delivers lessons that are thorough and include: Communication of objectives  
  - Anticipatory set  
  - Modeling  
  - Guided practice  
- Independent practice  
- Assessment of objectives  
- Differentiation / adaptations
- Uses appropriate communication skills in lesson delivery
- Uses questioning and discussion strategies effectively
- Provides appropriate verbal and non-verbal feedback to students on learning and behavior
- Engages students in learning and paces instruction appropriately
- Integrates lesson content with other subject areas as needed
- Displays mastery of content and skills taught

### Professionalism  
Score: Select Rating...

- Dresses professionally and maintains professional demeanor / disposition
- Appears confident, relaxed, and in control
- Demonstrates integrity and ethical behavior
- Exhibits acceptable and professional language and communication skills in both oral and written formats
- Cultivates professional relationships
- Accepts and implements constructive criticism
- Reflects upon strengths and weaknesses
- Completes work in advance as required by university, district and cooperating teacher
Rating Scale Definitions

To earn a score of 3 (Distinguished):
- The candidate consistently and thoroughly demonstrates indicators of performance
- The candidate thoroughly demonstrates the ability to independently assume full classroom responsibilities and other professional duties

To earn a score of 2 (Proficient):
- The candidate usually and extensively demonstrates indicators of performance
- The candidate usually demonstrates the ability to independently assume full classroom responsibilities and other professional duties with minimal supervision

To earn a score of 1 (Basic):
- The candidate sometimes and adequately demonstrates indicators of performance
- The candidate sometimes demonstrates the ability to independently assume full classroom responsibilities and other professional duties with ongoing supervision

To earn a score of N/I (Needs Improvement):
- The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance
- The candidate does not demonstrate the ability to assume full classroom responsibilities and other professional duties without constant supervision

Cooperating Teacher Manual
Provide anecdotal information for each area rated during the observation. Note areas of strength and areas requiring remediation. Write a summary and provide goals for the next observation. This page will be attached to the student’s PDE 430 documentation.

**Planning and Preparation:**

**Classroom Environment:**

**Instructional Delivery:**

**Professionalism:**

**Summary and Goals:**

Student Teacher’s Signature / Date: __________________________

Supervisor’s Signature / Date: __________________________

☐ Additional Observation(s) Needed
☐ Action Plan Needed
☐ Meet with Director of Student Teaching