

Student Teaching Handbook

Drexel University

A Guide for Student Teachers, Cooperating Teachers
&
University Supervisors



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DREXEL UNIVERSITY

Drexel University was founded in 1891 as the Drexel Institute of Art, Science and Industry to provide educational opportunities in the “practical arts and sciences” for women and men of all backgrounds. Because of this rich heritage in science and technology, students taking science courses at Drexel, regardless of major, receive rigorous instruction from highly qualified science educators.

As Philadelphia's technological university and a leader in curricular innovation, Drexel has a history of integrating the latest technological advances into the learning process. In 1983, Drexel became the first university to require all entering students to have microcomputers. In 2000, Drexel became the first major university to operate a fully wireless campus, allowing students, faculty and staff to access the Internet from indoors and outdoors, anywhere on the University's three campuses. In 2002, Drexel launched the first mobile Web portal service for students, enabling them to access a range of information via virtually any Web-enabled handheld device, from anywhere in the world.

In 2007, the Trustees of Drexel University adopted a new strategic plan for the University titled “The Future is Drexel.” The planning process which lasted well over a year and included all the Drexel schools and colleges determined that Drexel was ready, and able, to establish itself as one of the nation’s best comprehensive research universities in the coming decades. The plan included a new mission statement to fit the 21st century:

To serve our students and society through comprehensive integrated academic offerings enhanced by technology, cooperative education, and clinical practice in an urban setting, with global outreach embracing research, scholarly activities, and community initiatives.

Rankings:

For the sixth consecutive year, Drexel has been ranked in the category of Best National Universities in “America's Best Colleges” by *U.S. News & World Report*. The University placed 89th overall in the 2009 rankings, a jump of 19 places from 2008 and the first time Drexel has reached the top 100.

Drexel also ranked sixth among national universities in the first *U.S. News* list of “Schools to Watch,” ranking the nation's top “up-and-coming schools.” The magazine asked university administrators nationwide to name schools that have demonstrated “the most promising and innovative changes in academics, faculty, students, campus, or facilities,” and Drexel was near the top of the list.

The **School of Education** has also made an appearance in the rankings for the fourth consecutive year. The School of Education’s graduate program is ranked 9th among national private universities.

The School of Education, Drexel University

The School of Education (SoE) at Drexel University offers initial teacher certification in the area of Elementary (PreK-4) and nine secondary areas in English, Mathematics, Social Studies, and the sciences (Biology, Chemistry, Earth & Space Science, Environmental Education, General Science and Physics). The SoE also offers a joint Library Media Specialist certification program in conjunction with the College of Information Science & Technology and the English as a Second Language certification program with Drexel's English Language Center. Current Leadership certification offerings by the SoE include programs for School Principal (K-12) and School Superintendent.

Part of the undergraduate *Drexel Experience* is the co-op program required in almost all undergraduate programs at the University. Typically, Teacher Education majors fulfill this requirement during the summer months after their sophomore and junior years. Students with certification areas in the sciences are encouraged to secure positions in science laboratories or science museums/camps. These “real world” experiences enrich the background of future educators and help them grow in leadership and responsibility.

The program of studies offered to students pursuing certification includes courses and experiences that cover the content, performance and professional standards required by the state of Pennsylvania. Coursework is also aligned with Danielson’s Framework for Teaching as well as the NCTE standards for the proposed certification in English. The program also includes an emphasis on effective teaching and enhancing teaching by using technology.

The decisions about content and activities that teachers make, their interactions with students, the selection of assessments, the habits of mind that teachers demonstrate and nurture among their students, and the attitudes conveyed wittingly and unwittingly all affect the knowledge, understanding, abilities, and attitudes that students develop. The School of Education strives to prepare teachers who:

- are active and engaged students in their content area(s),
- are urban savvy and possess a high degree of civic literacy,
- are independent creative leaders,
- possess strong academic background in both mathematics and science, and are able to use cutting edge tools of technology in the classroom setting.

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I. SCHOOL OF EDUCATION MISSION STATEMENT & PROGRAM OUTCOMES

Teacher Education

Mission Statement of the Teacher Education Program: The School of Education's Teacher Education Program at Drexel University provides students with creative academic leadership skills, a global perspective on current educational issues, knowledge of best pedagogical practices, tools to effectively integrate technology in curriculum, assessment and instruction, and a strong academic background in all subject areas that meet PDE content requirements.

School of Education graduates will possess the knowledge, skills, and competencies to become reflective practitioners who are lifelong learners, sensitive to the needs of PK-12 school children, and who base their practice on theory, research, and developmentally appropriate pedagogy. The Education degree at Drexel offers a flexible, innovative curriculum with a unique emphasis on creative problem solving and the application of the latest technologies to learning.

Program Outcomes for the Teacher Education Program:

- 1. The teacher candidate** demonstrates independent and creative academic *teacher leadership* skills that can be applied in the classroom, school community and the profession.
- 2. The teacher candidate** understands the changing role of the educator in an increasingly *diverse society* from both an *urban and a global perspective*, and applies this understanding in the classroom, school community and profession.
- 3. The teacher candidate** demonstrates the ability to *reflect* upon one's professional practice during engagement in experiential learning and against a framework of understanding of best practice supported by *educational research*.
- 4. The teacher candidate** demonstrates a strong academic background in all subject areas that meet PDE content requirements with *emphasis on STEM*, and can effectively integrate tools of *technology* in curriculum, assessment and instruction to enhance PK-12 student learning.
- 5. The teacher candidate** demonstrates the ability to create and maintain a positive and democratic *classroom climate* that supports and facilitates learning for all students.

II. PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Authority

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

§ 235.1. Mission.

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

§ 235.2. Introduction

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

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

§ 235.3. Purpose.

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

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

§ 235.4. Practices.

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

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

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

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

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

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

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

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

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

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

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

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

§ 235.5. Conduct.

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

§ 235.6. Legal obligations.

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.

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

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

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.7. Certification.

The professional educator may not:

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

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.8. Civil rights.

The professional educator may not:

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

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. Relationships with students.

The professional educator may not:

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. Professional relationships.

The professional educator may not:

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

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

III. PAC-TE CORE VALUES



The Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) espouses core beliefs that express a commitment to advancing highest quality teacher preparation programs aimed at a single goal: the opportunity and right for all learners to achieve. Stemming from PAC-TE's core beliefs are six keys to assuring and sustaining excellence in teacher preparation.

IV. THE DREXEL GUIDING PRINCIPALS

The Drexel University School of Education's *Guiding Principles* encompass what sets the Drexel teacher education student apart from other candidates. The School of Education expects that students exiting the Drexel Teacher Education Program will exhibit these six standards in his/her professional teaching practice. The program also includes an emphasis on effective teaching integrating the sciences and enhancing teaching by using technology, two central components of every Drexel Education. Throughout its teacher certification programs, the School of Education strives to prepare teachers who:

Teacher Leadership:

Drexel Principle 1: Are independent and creative academic leaders

Diversity:

Drexel Principle 2: Possess an astute understanding of the changing role of the educator in an increasingly diverse society

Understanding Best Practices:

Drexel Principle 3: Have acquired a global perspective on current issues and best practices in education

Educational Research:

Drexel Principle 4: Are aware of the importance and nature of educational research

Content Knowledge:

Drexel Principle 5: Possess strong academic background in all content areas, including mathematics and science

Technology Integration:

Drexel Principle 6: Can effectively integrate tools of technology in curriculum and

Any questions that are not answered by the handbook can be addressed to the Director of Teacher Certification Programs, School of Education, Drexel University, 3141 Chestnut Street, Philadelphia, PA 19104. Please call: 215-895-6770.

V. OVERVIEW OF THE STUDENT TEACHING PROGRAM

A. Student Teaching Placements

The student and intern teaching experience comprises a full-time, twelve-week (60 days) placement in which the student teacher is “on the job” five days per week for the extent of a school day and gradually assumes all teaching responsibilities in that classroom. All student teachers will be placed with a host teacher (referred to as a “cooperating teacher”) with a minimum of three years experience and who is certified in the same certification area being sought by the teacher candidate. Teacher candidates are encouraged to identify preferences for placements; however, final placement accommodations are determined by the School of Education’s Field Placement Office. Eligibility for student teaching is based on the following requirements:

- Candidate has earned a “B” or better in the required education pedagogy courses, which include; best practices, several introductory classroom and service learning field experiences, classroom management, portfolio development, current research in instruction, evaluation, teaching diverse students, diagnostic teaching, curriculum and lesson planning, constructivist learning and reflective practice;
- Has earned (and will maintain) a GPA of at least a 3.0 or better in their university course work, including the content area of their certification;
- Has submitted an introductory letter, current resume, recommendation letter by a School of Education faculty member, required clearances and any other required documents (e.g. TB test);
- Undergraduate students and provisionally accepted graduate students with an undergraduate cumulative GPA below a 3.0 have successfully passed Pre-academic Performance Assessments (PAPA) exams. The appropriate test module codes are as follows:
 - Module 1- Reading: 8001
 - Module 2-Mathematics: 8002
 - Module 3- Writing: 8003

In all student teaching placements, university supervisors regularly visit the classrooms and collaborate with the cooperating teachers(s) in supervising and evaluating the teacher candidate. University supervisors conduct a *minimum of four formal observations* of student teachers. The student teacher, cooperating teacher and university supervisor will also conduct an *introductory meeting* to discuss mutual expectations and *final grade meeting* to discuss the teacher candidate’s overall progress. All student and intern teachers are required to attend a weekly seminar course linked to their field experience. The weekly seminar is usually held on campus at Drexel University or in an online setting.

B. Goals of the Student Teaching Experience

- ⇒ To provide a sequential, on-going classroom teaching experience, with the teacher candidate ultimately assuming the majority of the classroom responsibilities under the direct supervision of a cooperating teacher
- ⇒ To provide experiences that will allow teacher candidates to connect practice and theory
- ⇒ To provide teacher candidates opportunities to implement best practices in instruction, classroom management, student motivation and assessment in a variety of applicable situations
- ⇒ To receive ongoing constructive feedback from a cooperating teacher and a university supervisor who will assist the teacher candidate in continually strengthening his/her teaching skills
- ⇒ To provide opportunities to be involved in the daily life and activities of the host school
- ⇒ To encourage the teacher candidate to seek further involvement in the overall school community in an attempt to better understand the many responsibilities of a classroom teacher
- ⇒ To provide the teacher candidate with opportunities for professional growth and self-reflection
- ⇒ To allow the teacher candidate opportunities to consider school reform and the many critical and contemporary issues that relate to U.S. K-12 education.

C. Evaluation Criteria

Performance Evaluation by the University Supervisor:

University Supervisors use an evaluation form to assess student teachers during the placement. Click on the following link to download a copy of the PDE 430 document, <http://mobile.goodwin.drexel.edu/si/wp-content/uploads/2009/07/PDE-430.pdf>

The student teacher is evaluated in 4 domains:

1. Planning and Preparation
2. Classroom Environment
3. Instructional Delivery
4. Professionalism

The student teacher is given feedback throughout the placement on these 4 domains, but is formally assessed twice by the University Supervisor via the PDE 430 form. The score ranges from 1– 12, but the student must earn at least a 1 in each domain to pass. The first formal evaluation is formative, giving the student teacher an opportunity to improve in certain areas. The final evaluation is summative and is the final score (1 - 12). The scores for each evaluation are not added together, but viewed as separate scores. Each domain includes performance indicators that reflect the student teacher’s level of competence in that domain. Ex., the student teacher’s ability to plan lessons and curriculum units may be reflected by the student teacher’s content knowledge, knowledge of academic standards, knowledge of students, how to use this for instruction, and so on.

The supervisor also checks off what kinds of evidence have been used for each domain score that is given (lesson plans, student conference, observation, and so on). Students that score less than a score of 1 in each domain in the final evaluation will meet with their University Supervisor and the School of Education’s administration to determine if the candidate’s student teaching experience a) will be extended until the candidate gains and demonstrates sufficient mastery of course requirements to be successful in being assessed on a new final PDE 430 evaluation, OR b) must be repeated in a subsequent term through formal re-application and course.

Performance Evaluation by the Cooperating Teacher:

The cooperating teacher will be asked to provide the student teacher with ongoing constructive feedback throughout the 12-week student teaching experience in all areas including; planning and preparation, classroom environment, instructional delivery and professionalism. Cooperating teachers are asked to kindly identify a “standing meeting time” with the student teacher (most conducive to the cooperating teacher’s schedule) to hold ongoing discussions regarding expectations, planning and general feedback on progress.

In addition, the cooperating teacher is asked to complete both a midterm and final evaluation for the student teacher. The Cooperating Teacher Evaluation Form should be completed during week 6 and week 12. The form (please see Appendix D) requires the cooperating teacher to evaluate the student teacher according to the four domains for novice teachers developed outline within Charlotte Danielson’s Framework for Teaching. These ten professional teaching standards have served as a set of guiding principles for the student teachers throughout their School of Education coursework at Drexel University. The cooperating teacher is asked to review the document (both at midterm and final) with the student and then submit one copy to the university supervisor. The university supervisor will use the cooperating teacher’s evaluation(s) as a *significant* component in determining the student’s overall grade.

D. The Professional Seminar

A critical component of the Student Teaching Practicum is the weekly professional seminar. EDUC 410: *The Undergraduate Student Teaching Seminar* and EDUC 540: *The Graduate Student Teaching Seminar* central purpose is to enrich and complement the field experience of the student teachers. Through guided discussions in seminar class, student teachers are able to grow as educators through critical self-reflection. In this setting, the teacher candidate is able to reflect upon one’s classroom experiences, connect to earlier acquired content and educational theory and set personal goals for improvement. Students are also able to collaborate with fellow student teachers, sharing ideas, advice and strategies. Attendance and participation at all seminar meetings are mandatory, and ultimately demonstrate the student teacher’s commitment to continued professional development. Seminar Instructors will collaborate with university supervisors in determining the student teachers’ overall grades for the experience.

Student Teaching Seminar Assignments:

Student Teaching Seminar Assignments include, but are not limited to the following:

- 2 Videotaped lessons (lesson plan, video, and reflection)
- Professional Learning Portfolio
- Reflective Blog Posts
- 5 Writing Pieces (Domains I-4)
- Exit Interview
- Active participation in discussion boards

The Professional Learning Portfolio:

The final assignment for the Student Teaching Seminar is to design a professional learning portfolio that illustrates the successes that occurred during the student/intern teaching field experience. The goals of the Professional Learning Portfolio (PLP) are:

- Introduce yourself as a teaching professional
- Showcase your credentials
- Document student teaching experience
- Analyze and reflect on your teaching and learning
- Show evidence of student learning as a result of your teaching

Items to be included in the portfolio are a current resume, letters of recommendation, Philosophy of Education, lesson plans and related evaluations, unit plan and its related evaluations, examples of assessment instruments and strategies, artifacts and pictures of student learning and activities, examples of communications with parents, evaluations from cooperating or mentor teachers and university supervisors, and self-evaluations. Student/intern teaching portfolios are organized according to the four domains of the PDE 430 Form, which also serves as the student teacher's final evaluation in his/her field component of the experience. The rubric below provides an organized criterion according to the learning domains previously mentioned.

Domain	Description/Criteria	Materials
Planning and Preparation	Plan and prepare effective lessons with clear objectives, coherent instruction, and assessments. Demonstrate knowledge of content and students.	<ul style="list-style-type: none">• Domain 1: Planning and Preparation writing piece• Reflective Blog post• Lesson plans• Learning experiences• Student work• Graphic organizers• Differentiated instruction
The Classroom Environment	Create a classroom environment that promotes respect and establishes a culture for learning. Use effective classroom management strategies.	<ul style="list-style-type: none">• Domain 2: The Classroom Environment writing piece• Reflective Blog post• Classroom management strategies (procedures, expectations, guidelines)• Video, photos• Student work
Instruction	Describe instruction and assessment strategies.	<ul style="list-style-type: none">• Domain 3: Instruction writing piece• Reflective Blog post• Strategies used

	Show evidence of student learning.	<ul style="list-style-type: none"> • Student work • Graphic organizers • Videos of teaching
Professional Responsibilities	<p>Show your ability to maintain a professional learning environment.</p> <p>Show your ability to develop yourself professionally.</p>	<ul style="list-style-type: none"> • Domain 4: Professional Responsibilities writing piece • Reflective Blog post • Statement of teaching philosophy • Praxis scores for PPST • Transcripts • Student teaching evaluations • PDE standards

The Student Teaching Seminar: Emphasis on Best Practices:

The student teaching seminar portion of EDUC 410: *Student Teaching & Seminar* and EDUC 540: *Graduate Student Teaching & Seminar* courses are designed to meet Danielson’s Framework for Teachers is characterized by research-based best practice that includes:

- Active learning in a problem-solving environment;
- The integration of learning technologies as mind tools;
- The use of multiple intelligences and learning styles to reach all learners;
- Facilitation of student voice and ownership in the learning process;
- Development of critical and creative thinking in all subjects;
- Performance-based assessments; and
- Collaborative and cooperative learning that facilitates multiple perspectives.

The Student Teaching Seminar course helps to develop and further enhance each teacher candidate’s teaching knowledge, skills and abilities through field placement, supervision and reflective practice. Each week, the students share their experiences through journal entries, participate in workshops and team meetings, learn about resources, reflect on what they are learning and present their case studies.

E. The Roles of the Major Participants in the Student/Intern Teaching Experience:

The Drexel University School of Education provides a four-tiered support system for its teacher candidate’s; the Cooperating Teacher, the Seminar Instructor, the University Supervisor and the Director of Teacher Certification Programs. Each of these individuals serves a critical role in the overall success of each student teacher. This section seeks to explain each of these roles.

The Cooperating Teacher:

The School of Education is keenly aware of the significant contribution made by the schools and districts that make the student teaching experience possible for the Drexel Education students. More specifically, the cooperating teacher is perhaps the most important individual in the student teacher's overall experience. The support of these individuals is absolutely critical to the success of the student teachers. Providing this supporting climate is a significant commitment for which the Drexel University School of Education is immensely grateful. The following list explains the role of the cooperating teacher:

- Possesses a valid, state-issued teaching certificate in the area of certification being sought by the teacher candidate;
- Has taught at least 3 years within the certification area, including one year in the current position;
- Agrees to the principle and ideal of “developing teaching expertise in others” as stated in the Cooperating Teacher application;
- Agrees to notify the assigned University Supervisor and/or the School of Education's Director of Certification Programs regarding irregularities or concern about the placement or the teacher candidate's performance;
- Agrees to communicate with both the teacher candidate and University Supervisor as well as work collaboratively with Drexel University's School of Education to share the Cooperating Teacher's expertise as appropriate and possible with other Cooperating Teachers and student teachers during the term of a placement. Specifically, the Cooperating Teacher agrees to meet with the University Supervisor (and student teacher when possible) to review the Student Teaching & Seminar orientation guidelines.
- Understands the need for flexibility, in attitude and in practice;
- Accepts the possibility that pedagogical styles other than the ones they use may be successful; and
- Has a professional vision beyond that of the classroom.

The cooperating teacher completes a Mid-Term and Final evaluation of the student teacher (Appendix D). The cooperating teacher is asked to evaluate the students according to the four domains of the Danielson's Framework, identify the student teacher's overall strengths and provide suggestions for the future. The University Supervisor and Seminar Instructor will use information provided by the Cooperating Teacher in determining the student teacher's final grade.

The University Supervisor:

University supervisors work collaboratively with cooperating teachers in mentoring and evaluating student teachers. The following list explains the role of the University Supervisor:

- Previously certified teacher with at least 3 years experience preferably in an area closely

related to the certification area sought by the teacher candidate;

- Has expertise and experience in staff development, mentoring and supervising other teachers (Note: University Supervisors are hired by Drexel University as adjunct instructors);
- Has excellent communication and organizational skills and can maintain a flexible schedule to view the assigned student teacher onsite;
- Agrees to notify the School of Education’s student teaching Field Placement Coordinator regarding irregularities or concern about the placement or teacher candidate’s performance;
- Has a professional vision beyond that of the classroom; and
- Agrees to communicate with both the student teacher and Cooperating Teacher during the term of a placement. Specifically, the University Supervisor agrees to minimally complete and submit two (2) formal evaluations using the PDE 430 form, in addition to conducting a minimum of four formal evaluations of the student teacher. The formal evaluations are shared with the student teacher, the Cooperating Teacher and the Student Teaching Seminar instructor.

The University Supervisor completes the Daily Observation Evaluation Form (see Appendix C) after every formal observation. The university supervisor also prepares a Mid-Term and Final Evaluation of the student teacher’s performance via the PDE 430 Form (Appendix E). This document serves as part of the basis for the student/intern teacher’s recommendation for teaching certification to the Pennsylvania Department of Education. The PDE 430, along with the feedback from the cooperating teacher and evaluation for the professional seminar, are combined to produce a final grade for student teaching. While the seminar instructor is considered the Drexel University “Instructor of Record”, the Supervisor, Cooperating Teacher and Seminar Instructor all contribute to the final grade for the student teacher.

Student Teaching Seminar Instructor:

The seminar instructors are university faculty who guide the teacher candidates through activities to assist in planning and preparation, managing classrooms, instructional delivery and professionalism. The seminar instructor also facilitates critical discussions for the student teachers in their course. As instructors of record for the Professional Seminar, they are ultimately responsible for the final grade received by the teacher candidate (see above).

Director of Teacher Certification Programs:

The Director of Teacher Certification Programs serves as the primary liaison between Drexel University and the host schools and is responsible for overseeing all aspects of the teacher education program and field experiences. Perhaps most importantly, the Director may serve as an advocate for the teacher candidate and is responsible for providing support or consultation for any problematic situations that may arise during the experience.

Field Placement Office:

The School of Education has a designated Field Placement Office that is responsible for securing all field based placements and providing information and support to all participants. The Office of Field Placement is responsible for accepting and evaluating requests for field observations, clinical experiences, and student teaching. The office collaborates with schools on a national scale to find placements, and provide continuous communication, assessment, and feedback during the process. This service is provided to students in order to aid in professional growth that will positively affect their abilities to become consummate teaching professionals.

Certification Officer:

The Certification Officer oversees the administration of the teacher certification process. It is the responsibility of the Certification Officer to verify and sign all recommendations for teacher certification to the Pennsylvania Department of Education for instructional teaching certification and professional certificates.

III. The Student Teaching Experience

A. Before the quarter begins:

1. Please read the Student Teaching Handbook and print ONE additional copy for your cooperating teacher and ONE for your building administrator. Please provide your cooperating teacher(s) with a copy of the handbook on the first day of student teaching (or earlier if possible).
2. Obtain required background clearances for your state of residence. If you are Pennsylvania-based student, please provide ***copies*** of the following clearances to the Field Placement Office (DO NOT provide your original documents):
 - Pennsylvania Act 34: Police Request for Criminal Record Check
 - Act 151: Child Abuse History Clearance
 - Act 114: Federal Criminal History Record
3. Get a tuberculin test (***if*** required by your host district)
4. Complete the process of taking and successfully passing the Pre-Service Academic Assessment (PAPA) series exams. Students must have successfully passed the Reading, Mathematics, and Writing exams to receive a placement.
5. Contact your cooperating teacher and attempt to set up an introductory meeting in order to introduce yourself and to get information regarding starting times, procedures, and materials. Consult the "Student Teaching First Days Guide" in Appendix G for tips

you will need in getting started and acquainted in your new student teaching placement.

B. During the Student Teaching Experience

Attendance:

The teacher candidate may not be absent or late to their assigned school or classroom during their student teaching placement. If a teacher candidate must be absent or late (for illness or emergency), the teacher candidate must notify the host school and cooperating teacher, the Field Placement Office and their University Supervisor as soon as possible. Excessive absence or lateness may cause for the teacher candidate to be withdrawn from the placement. It is the sole responsibility of the teacher candidate to rearrange their daily schedule to accommodate the needs of their host school and Cooperating Teacher. The University Supervisor and the Field Placement Coordinator will jointly determine if the days a teacher candidate was absent will need to be made up.

Calendar:

Teacher candidate will need to follow the student teaching experience, as it has been identified by the School of Education, in alignment with the academic calendar of Drexel University. However, the calendar of the host school (e.g. holidays, professional in-service days) will also be followed by the teacher candidate. Teacher candidates are expected to arrive at the school well before the students and remain after school as long as necessary. Typically, the teacher candidate should follow the lead of his/her cooperating teacher whenever possible.

Attire:

Teacher candidates are asked to remember that they are not only representing themselves in the host school setting, but they are also representing Drexel University. Therefore, teacher candidates are *urged to dress both conservatively and professionally*. Teacher candidates are requested to remember that first impressions are lasting impressions and ultimately the goal with regard to this issue is to present oneself as a mature professional.

School Emergency and Safety Procedures:

It is imperative that all teacher candidates familiarize themselves with school and district emergency/safety procedures upon arrival to their student teaching placement. Teacher candidates should discuss these policies with their cooperating teachers and/or school administrators. Some of these may include, but are not limited to the following circumstances:

- Identify what to do in case of an accident on school grounds
- Locate the nurse's office and safety supplies
- Identify the policy regarding suspected child abuse

- Determine school procedures for emergencies (i.e. fire drills, snow drills, bomb threats) and locate where emergency exits are located
- Identify school procedures with regard to the dispensing of medication

In addition, teacher candidates must abide by the following safety/legal policies:

1. Drexel University teacher candidates should **NEVER** be left alone in a classroom with a class of students without having a certified teacher in the room. If a teacher candidate is left alone with a class, that person should immediately notify the office and have another certified teacher or school/district employee join them in the room.
2. Drexel University teacher candidate should never be left alone in a room with an individual student. If a Drexel University teacher candidate is asked to work one on one with a PreK-12 student (i.e. for tutoring, testing, etc.), that needs to take place in a room where another certified teacher or school/district employee is visible.
3. Drexel University teacher candidates **SHOULD NOT** have any physical contact with PreK-12 students, regardless of the circumstances.

Professionalism:

Teacher candidates **must** act as professional teachers throughout their student teaching placement, maintaining a respectful and courteous manner with all school personnel and students. Teacher candidates should keep all conversations about their students in a confidential manner.

NOTE: Repeated violations of *any* of the policies outlined above, with the possibility of first violation depending on the seriousness of the offense, are grounds for removal from the student teaching placement.

Planning:

Teacher candidates are required to construct a formal lesson plan for every lesson taught. The teacher candidate should keep an ongoing binder, which contains all of the lesson plans taught by that teacher candidate (see Appendix A for the lesson plan template and planning tool). The lesson plans will be checked frequently by the cooperating teacher and the university supervisor. At mid-quarter, a decision concerning the appropriateness of reducing lesson plan length will be made in conversations between the university supervisor, cooperating teacher, and the teacher candidate.

Evaluation of Student Teachers:

Evaluation of classroom performance is absolutely critical to the continued professional growth of the teacher candidate. Teacher candidates are encouraged to seek other evaluations of their teaching from principals and other faculty members if possible. For a full list of evaluation procedures, please refer to Section II of this handbook.

C. After the Quarter Ends

It is important to note that the completion of one's student teaching experience does not necessarily mean that the individual is eligible for certification. Teacher candidates must ensure that they have completed the required content and pedagogy courses as well as the appropriate PECT (PreK-4) or PRAXIS II (Secondary Content Knowledge) tests which are mandatory for the certification area of the student. **NOTE:** Each teacher candidate must be academically cleared by his/her academic advisor before applying for certification on the TIMS system as well as program completion on the Drexel One Portal.

(See Appendix L for Supplemental Application Process Information and Notes for PA Intern, Instructional I and Program Specialist Certification)

The Instructional I certificate is valid for a period of six years of teaching in Pennsylvania. The Instructional I Certificate must be made permanent after six years of teaching. The Instructional II certificate is issued after three years of satisfactory teaching and upon the completion of twenty-four (24) semester credit hours that is the equivalent of thirty-six (36) quarter credit hours of post-baccalaureate study at a state approved baccalaureate degree granting institution. It is recommended that students complete an approved Master's Degree to satisfy this requirement.

IV. Integrating the Teacher Candidate into the Classroom

Throughout this experience, the development and ultimate success of the teacher candidate's success is largely dependent on the cooperating teacher's guidance, and willingness to allow the teacher candidate to assume responsibilities in the classroom. Therefore, it is critical that there is open communication and ongoing feedback provided to the teacher candidate so that he/she is clear of the cooperating teacher's expectations. As a seasoned professional, the cooperating teacher mentors the teacher candidate, providing models for the teacher candidate to emulate, and shares knowledge and suggestions for continued improvement.

Drexel University recognizes the varied abilities and learning rates of individuals placed in student teaching. We rely on the expertise of cooperating teachers to assist the teacher candidates in their new classroom roles. With these ideas in mind, the following plan for a successful student teaching experience is provided. Some variations may occur. However, unless unusual circumstances require a different timetable, all teacher candidates should have full responsibility for the entire school day, typically by week 5. Exceptions should be reviewed with the university supervisor.

A number of simple preparations will greatly benefit the teacher candidate in his/her new classroom setting. Therefore, the School of Education requests that cooperating teachers kindly consider the following:

- ⇒ Prepare the students in the classroom by sharing the student teacher's name and background;
- ⇒ Emphasize the co-teaching role with the class (doing so helps set a positive stage for the student teacher's work);
- ⇒ Provide a workplace for the student teacher;

- ⇒ Gather necessary materials that will be useful to the student teacher (texts, teacher's guides, school handbook, and similar materials);
- ⇒ Develop a strategy for working with the student teacher, who will be a co-teacher in your room.
- ⇒ Familiarize the student teacher with school policies and provide him/her with a handbook or building manual.
- ⇒ Share background information and class characteristics related to anything that the student teacher should know about the students in the class.
- ⇒ Provide the student teacher with a tour of the school and its facilities
- ⇒ Identify for the student teacher when you expect that individual to arrive in the morning and how long you expect that person to stay on campus at the end of the day (for planning and preparation)
- ⇒ Discuss with the student teacher your own philosophy and approach to the classroom with regard to planning, instruction, classroom management etc. *(the student teacher MUST follow the cooperating teacher's lead in all of the areas in order to maintain consistency in all aspects of the classroom)*

A. Model for Assuming Responsibilities in the Classroom:

During the 12-week student teaching experience it is expected that the teacher candidate will, at some point, assume the majority of the responsibilities in the classroom. While the Drexel University School of Education provides a model for the teacher candidate to gradually take over classroom responsibilities, this process is ultimately dependent on the perspective of the cooperating teacher. It is the hope that the cooperating teacher will consult with the University Supervisor and advise the supervisor of the teacher candidate's readiness for "full-time" teaching.

•**Week 1:** Interactive observations (assisting the teacher, working with individual students, working with small groups, classroom organization and maintenance, assisting with classroom management etc.)

•**Week 2-3:** Begin implementing lessons, dialogue with cooperating teacher regarding feedback, ongoing planning, attend school-based events

•**Weeks 4-11:** Assume majority of the classroom responsibilities for the whole school day (Planning, instructional delivery, classroom management, assessment, daily correspondence)

•**Week 12:** Gradually give back responsibilities to the cooperating teacher, observe other classrooms in the school building.

B. Cooperating Teacher's Progress Check:

How can anyone know when he or she has done a good job with a student teacher? Of course, we sometimes just feel it, and tell from the activity, the enjoyment, the accomplishment, and the professional tone of our relationship. The checklist below might help to remind you of some of the specific ways by which you can evaluate your efforts:

- Have I done what I can to see that the class(es) will accept my student teacher favorably?
- Did I explain the student teacher's role in the classroom?
- Have I avoided criticizing or interfering with my student teacher in the presence of pupils?
- Have I really become acquainted with the student teacher?
- Did I discuss his or her academic background with him or her?
- Have I helped orient the student teacher to the school situation?
- Did I provide complete information on school policies, regulations, and practices?
- Did I show the student teacher the school's material resources?
- Did I arrange for the student teacher to get to know and work with other faculty members?
- Have I given the student teacher gradual introduction to teaching responsibility?
- Did I give the student teacher time to observe my pupils, routines, and teaching methods?
- Did his or her participation begin with specific, short-term tasks?
- Did I give advance notice of the responsibilities to be assumed?
- Have I helped the student teacher develop sound educational values?
- Did I discuss and illustrate principles of effective teaching?
- Did I give reasons for my use of methods, materials, and activities?
- Have I helped the student teacher in making workable teaching plans?
- Did I encourage the student teacher to include alternate plans in case the original plan wasn't successful?
- Did I look over and comment on the plans before they were put into use?
- Did I encourage the student teacher to try some new ideas?
- Have I conferred effectively with the student teacher?
- Did we both feel free to request a conference with the other whenever it seemed desirable?
- Did we devote enough time to conference when the pupils were not present?
- Did we both discuss the questions and problems encountered in the classroom?
- Did the conference result in a better relationship between the student teacher and I?
- Have I thoughtfully evaluated the student teacher's performance?
- Did I help the student teacher evaluate his or her 's own performance?
- Did we continue evaluating throughout the student teaching experience?
- Did our evaluation deal with all phases of the teacher's job?
- Have I been a good partner in teacher education?
- Did I try to discover and understand my role in the partnership?
- Did I make the university supervisor feel welcome within my school?
- Did I cooperate fully in evaluating and guiding the student teacher?
- Have I profited from this experience?

(S. Fina, 2001)

C. Evaluation and Supervision:

University Supervisors serve as the main liaison between Drexel University and the school where the teacher candidate is placed. The supervisor is expected to visit the teacher candidate a minimum of six times during a term, and will observe student teachers a minimum of four times formally. Supervisors will also conduct an introductory meeting as well as a final grade meeting. However, additional observations may be necessary, depending on the overall progress of a student teacher. University supervisors will combine their observations with feedback from the cooperating teacher to fully assess the teacher candidate.

University supervisors will provide a written assessment after each observation using the Daily Observation Evaluation Form found in Appendix C. University supervisors complete a formal PDE 430 Form at the midterm and at the end of the student teaching experience (Appendix E). The university supervisor will consult with the cooperating teacher and the seminar instructor to determine a grade for the student teacher, which will be given to the seminar instructor, who will assign the final course grade based on both the supervisor's grade and work done in the seminar course.

D. The Clinical Supervision Cycle

Below is an outline of the Clinical Supervision Cycle (S. Cramer & R. Koskela, 1992), which is required to be used by the university supervisors. While it is not necessary to follow this model detail, to detail, the framework of the cycle should remain consistent. Each has developed an individual supervisory style, following the principles fundamental to good supervision.

STAGE 1: Pre-Observation Conference

Purposes:

- 1) To obtain information as to the student/intern teacher's intentions (objectives of the lessons, planned procedures, criteria of evaluation).
- 2) To establish a contract between the university supervisor and the cooperating teacher (issues on which the cooperating teacher desires feedback)
- 3) To establish specific plans for carrying out the observation (use of tape recorders, checklists or narrative observations, time limits)

STAGE 2: The Observation

Purposes: To view the lesson as planned

STAGE 3: Supervisory Analysis and Strategy

Purposes:

- 1) To reconstruct the observed events.
- 2) To assess the observed lesson in terms of:

- a. Pedagogical criteria, including the Charlotte Danielson Framework for Teaching domains and evaluative criteria (see Appendix B)
 - b. The student/intern teacher's own intentions
 - c. The student/intern teacher's own pattern of teaching
- 3) To develop a plan for helping this student/intern teacher.

STAGE 4: The Supervision Conference

Purposes:

- 1) To provide feedback for the improvement of the future teacher.
- 2) To offer specific suggestions and establish priorities for the future, including the next supervisory visit.

STAGE 5: The Post-Conference Analysis

Purposes:

- 1) To reconstruct the events of the conference.
- 2) To assess the conference in terms of the supervisor's intentions, the supervisory criteria, and the apparent value of the conference to the teacher, in order to better prepare for the next observation.

APPENDICIES

APPENDIX: *A*

Lesson Planning Tool

PRE-PLANNING STEPS

Lesson Standards / Essential Questions

Lesson Learning Goals and Objectives

Materials (Including technology infusion if appropriate)

INSTRUCTIONAL STRATEGIES (BDA)

Before Instructional Strategies (Introduction)

Time Needed:

During Instructional Strategies

Time Needed:

After Instructional Strategies (Closing & Additional Reinforcement/Practice)

Time Needed:

Accommodations or Modifications needed for students with disabilities or ESOL

ASSESSMENT OF GOALS AND OBJECTIVES

How will you assess student learning in each phase? How will you provide feedback to students?

POST REFLECTION

What would I do differently if I taught this lesson again? Why?

What aspect(s) of the lesson were especially valuable or worked well? Why?

Lesson Plan Format:

Teacher _____

Grade Level _____

- I. **Content and Standards:** Standards for this lesson are aligned with the content, the text and materials.
- II. **Prerequisites:** State the understanding and knowledge that is necessary for this lesson.
- III. **Instructional Objective:** Indicate what is to be learned and what you will teach- this must be a complete objective. Write this objective in terms of what an individual student will do.
- IV. **Instructional Procedures: BDA** Description of what you will do in teaching the lesson, and, as appropriate, includes a description of how you will introduce the lesson to the students (Before), what actual instructional techniques you will use (During), and how you will bring closure to the lesson (After). Include what specific things students will actually do during the lesson. In most cases, you will provide some sort of summary for the students.
- V. **Materials and Equipment:** List all materials and equipment to be used by both the teacher and learner and **how** they will be used..
- VI. **Assessment/Evaluation:** Describe how you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the behavior called for in the instructional objective. Include rubric where necessary. **CONSIDER PORTFOLIOS AND PRESENTATIONS.**
- VII. **VII. Accommodations or Modifications needed for students with disabilities or ESOL:** Indicate **how** other activities/materials will be used to reinforce and extend this lesson and for whom. Include homework, assignments, and projects.
- VIII. **Technology:** Describe which technology will be incorporated and describe how technology will assist learning.
- IX. **Self-Assessment** Determine here how you plan to collect information that will be useful for planning future lessons. A good idea is to analyze the difference between what you wanted (the objective) and what was attained (the results of the assessment).

DOMAIN 1: Planning & Preparation

- 1a. Demonstrates Content Knowledge and Sound Pedagogical Practices
- 1b. Demonstrates Knowledge of Students including; development, learning, special needs, interests and cultural background.
- 1c. Identifies Appropriate Instructional Outcomes
- 1d. Identifies Developmentally Appropriate Resources
- 1e. Designs Coherent Lessons which include Engaging Strategies (activities, materials, resources and collaborative grouping)
- 1f. Designs Learner-Centered Assessments, which drive Planning and Practice

DOMAIN 2: Classroom Evaluation

- 2a. Creates a Positive, Productive and Respectful Learning Environment
- 2b. Establishes a Culture of Learning, which fosters active participation and student collaborative learning.
- 2c. Maximizes Instructional time with clear routines, smooth transitions and organization of materials and resources
- 2d. Manages student behavior with clear expectations for behavior and appropriate responses to undesired behavior
- 2e. Provides a safe, organized and accessible learning space for all types of learners

DOMAIN 3: Instructional Delivery

- 3a. Communicates; clear expectations for learning, instructional directions, and demonstration of content in both verbal and written form
- 3b. Uses an appropriate line of questioning and discussion techniques to increase student participation
- 3c. Creates engaging activities and experiences for students through collaborative grouping, supplemental resources and materials and appropriate pacing of lessons
- 3d. Continuously checks for understanding and provides valuable feedback to the learners
- 3e. Adjusts lessons to meet the needs of the learners in the classroom

DOMAIN 4: Professionalism

- 4a. Reflects on teaching in an ongoing manner
- 4b. Maintains accurate, anecdotal records and quantitative data on student progress
- 4c. Communicates appropriately with students' families
- 4d. Participates in professional education community, including collaborating with peers, and service within the school community
- 4e. Seeks personal professional development, including new knowledge and experiences in the field of education
- 4f. Demonstrates ethics and integrity in one's teaching practice and complies with all school and district policies and procedures

APPENDIX: C



DREXEL UNIVERSITY
School of
Education
Daily Observation Form

Student Teacher: _____

Term: _____

School: _____

Subject Area/Grade: _____

Directions: For each lesson observed, please use the space provided for narrative feedback as needed.

Domain:	Feedback:
<p>I. Planning & Preparation</p> <ul style="list-style-type: none"> • Constructs plans with clear and measurable instructional objectives • Constructs plans with coherent instructional design. Lesson procedures have a clear sequence, aligned with instructional goals and assessments • Constructs plans that have a clear assessment(s), which measures all students' achievement in meeting the lesson instructional goals • Demonstrates originality in preparing and presenting lessons (creativity) • Constructs plans include adaptations for special needs and/or differentiation • Uses appropriate resources and materials which enhance the learning 	
<p>II. Classroom Environment</p> <ul style="list-style-type: none"> • Utilizes a system of positive reinforcement and behavior management strategies • Creates a respectful learning environment • States expectations for learning and behavior clearly • Creates an appropriate, safe and accessible physical space for learning • Responds to student inappropriate behavior in a timely, appropriate manner 	



DREXEL UNIVERSITY
School of
Education
Daily Observation Form

Student Teacher: _____

Term: _____

School: _____

Subject Area/Grade: _____

Directions: For each lesson observed, please use the space provided for narrative feedback as needed.

Domain:	Feedback:
<p>I. Planning & Preparation</p> <ul style="list-style-type: none"> • Constructs plans with clear and measurable instructional objectives • Constructs plans with coherent instructional design. Lesson procedures have a clear sequence, aligned with instructional goals and assessments • Constructs plans that have a clear assessment(s), which measures all students' achievement in meeting the lesson instructional goals • Demonstrates originality in preparing and presenting lessons (creativity) • Constructs plans include adaptations for special needs and/or differentiation • Uses appropriate resources and materials which enhance the learning 	
<p>II. Classroom Environment</p> <ul style="list-style-type: none"> • Utilizes a system of positive reinforcement and behavior management strategies • Creates a respectful learning environment • States expectations for learning and behavior clearly • Creates an appropriate, safe and accessible physical space for learning • Responds to student inappropriate behavior in a timely, appropriate manner 	



DREXEL UNIVERSITY
School of
Education

**Student Teaching Cooperating Teacher Evaluation Form
(Mid-term and Final Evaluation)**

Student Teacher: _____

Term: _____

School: _____

Subject Area/Grade: _____

Directions: Please provide a rating of Outstanding (O), Satisfactory (S), Developing (D), Needs Improvement (NI), and use the space provided to offer narrative feedback to evaluate the student teacher in each area of the domains. If you did not observe this candidate's progress in a particular domain, please just use N/A (not applicable) in the space provided.

Domain:	Rating:	Strengths:	Areas for Improvement:
Domain 1: Planning & Preparation			
1a. Demonstrates Content Knowledge and Sound Pedagogical Practices			
1b. Demonstrates Knowledge of Students including; development, learning, special needs, interests and cultural background.			
1c. Identifies Appropriate Instructional Outcomes			
1d. Identifies Developmentally Appropriate Resources			

Adapted from C. Danielson's Framework for Teaching, 2013.

APPENDIX: E

Domain 1: Planning and Preparation

Components	Unsatisfactory 0	Developing 1-2	Proficient 3-4	Distinguished 5
1a. Demonstrating knowledge of content and pedagogy	Planning and instruction reflect -content errors -lack of knowledge of prerequisite relationships -lack of knowledge of instructional strategies	Planning and instruction reflect awareness of -content -prerequisite relationships -instructional strategies	Planning and instruction reflect solid knowledge of -content -prerequisite relationships -instructional strategies that can be used to enhance teaching/learning	Planning and instruction represent that the teacher: -Has a deep understanding of the content and prerequisite relationships among content and skills -Anticipates student misunderstanding and its causes -Plans and practice reflect various instructional strategies based on needs of student and content
1b. Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of -student development -learning process -student interests and needs -special needs -cultural backgrounds -student skills, knowledge, and proficiencies,	Planning and instruction represent that the teacher has some general knowledge of the following and applies the knowledge to the class as a whole: -student development -learning process -student interests and needs -special needs -cultural backgrounds -student skills, knowledge, and proficiencies	Planning and instruction represent that the teacher has knowledge of the following and uses it to plan instruction for groups of students: -student development -learning process -student interests and needs -special needs -cultural backgrounds -student skills, knowledge, and proficiencies	Planning and instruction represent that the teacher has knowledge of the following and uses it to plan instruction for individual students: -student development -learning process -student interests and needs -special needs -cultural backgrounds -student skills, knowledge, and proficiencies
1c. Setting instructional outcomes	Instructional outcomes are -not appropriate for content and/or students -low level -stated as activities -not applicable to appropriate assessments	Instructional outcomes are -appropriate for some students -listed as activities and goals -allow for some type of assessments -not adapted for student need	Instructional outcomes are -clear, measurable, aligned with instruction and assessment -reflect high-level learning and standards -appropriate for most students -reflect different types of learning -opportunities for differentiation	Instructional outcomes are -clear, measurable, aligned with instruction and assessment -challenge students to think on a higher level -meet the needs of all learners -differentiated for various student interests and needs
1d. Demonstrating knowledge of resources	No knowledge of or use of resources available; however, does not -instruction -professional development -student need	Teacher shows some familiarity with resources available; however, does not seek to use them to -improve -instruction -professional development -student need	Teacher knows resources available and uses them -for professional development -to improve instruction based on student need	Teacher demonstrates knowledge of available resources and -uses them to enhance instruction -resources are aligned with learning outcomes -seeks out other new resources -uses resources to promote independent learning
1e. Designing coherent instruction	Instruction -is not aligned with instructional outcomes -does not follow organized structure -is not suitable for all students	Designs instruction that -is partially aligned with instructional outcomes -may engage few students in higher level learning	Designs instruction that -is aligned with instructional outcomes -uses a clear and sequenced lesson -engages students in higher level learning -uses appropriate instructional materials and resources.	Designs instruction that -is aligned with instructional outcomes -engages all students in higher level learning -uses a clear and sequenced lesson, appropriate grouping, instructional materials and resources -Evidence of curriculum map which shows relationships to prior learning -Student led instruction -Differentiated where appropriate
1f. Designing student assessments	Assessments -are not aligned with instructional outcomes -do not measure if all students will meet learning outcomes -do not include assessment criteria -are not used to guide instruction	Designs assessments that -are partially aligned with instructional outcomes -will measure if some students met learning outcomes -use only one type of assessment -criteria is weak or unclear	Designs assessments that -measure if all students met learning outcomes -are aligned with instructional outcomes -are used to guide instruction -include clearly defined criteria -are varied; uses formal and informal assessments -include criteria for student work	Designs assessments that -measure if all students meet learning outcomes -are aligned with instructional outcomes -used to guide instruction -include clearly defined criteria -are varied; uses formal and informal assessments -include criteria for student work -are differentiated based on student interest and/or need -Students participate in the assessment process

Adapted from: Charlotte Danielson's Framework for Teaching, 2013.

1

Domain 2: The Classroom Environment

Components	Unsatisfactory 0	Developing 1-2	Proficient 3-4	Distinguished 5
Creating an environment of respect and rapport	-Teacher does not initiate or promote an atmosphere of respect. -No strategies are in place to promote positive interactions or sensitivity to cultures and developmental differences.	-Teacher tries to initiate or promote an atmosphere of respect. -Classroom interactions are generally positive; however, occasional disrespect may exist.	-Teacher initiates and promotes an atmosphere of respect. -Classroom interactions are positive. -Students and teacher are sensitive to cultures and developmental differences.	-Students and teacher promote an atmosphere of respect. -Students and teacher promote positive interactions. -Students and teacher are sensitive to cultures and developmental differences.
Establishing a culture for learning	-Classroom culture is negative. -Low expectations for students. -Students show little to no pride in work.	Teacher attempts to create culture that includes -high expectations for most students -commitment to learning -students demonstrate little pride in their work	Teacher creates a classroom culture that includes -high expectations for most students -commitment to learning -students demonstrate pride in their work	-Students and teacher share a passion for learning. -Teacher promotes excitement in learning. -High expectations are set for learning and achievement. -Students take pride in their work, hold themselves to high standards, and initiate improvements in their work.
Managing classroom procedures	-Most instructional time is lost due to unclear and inefficient procedures for group work, transitions, attainment and use of materials. -Classroom procedures are not clear to students.	-Instructional time is lost due to partially effective classroom routines and procedures for group work, transitions, attainment and use of materials. -Classroom procedures are not clear to all students.	-Little instructional time is lost due to classroom routines and procedures for group work, transitions, attainment and use of materials. -Classroom procedures are clear to all students.	-No instructional time is lost due to classroom routines and procedures for group work, transitions, attainment and use of materials. -Classroom procedures are clear to all students. -Students initiate seamless use of procedures with no loss of instructional time.
Managing student behavior	-No expectations for student behavior or expectations are not clear. -Teacher does not monitor student behavior. -Teacher responds negatively to student misbehavior.	-Expectations for student behavior have been established; however, their implementation is inconsistent. -The teacher sometimes monitors student behavior. -Teacher response to student behavior is inconsistent.	-Expectations for student behavior are clear and implemented successfully. -Teacher frequently monitors student behavior. -Teacher's response to student misbehavior is consistent.	-Expectations for student behavior are clear and implemented successfully. -Teacher uses subtle and preventive measures to monitor student behavior -Teacher's response to student misbehavior is respectful of individual student needs. -Students take ownership for and contribute to behavior management.
Organizing physical space	-Classroom is not safe or accessible to all students. -Physical arrangement is ineffective for the use of all materials and resources, including technology.	-Classroom is safe and accessible to most students. -Physical arrangement is sometimes ineffective for the use of all materials and resources, including technology.	-Classroom is organized to ensure safety and accessibility, including those with special needs -Physical arrangement is appropriate and effective for the use of all materials and resources, including technology.	-Classroom is organized to ensure safety and accessibility, including those with special needs. -Physical arrangement is appropriate and effective for the use of all materials and resources, including technology. -Students contribute to the organization of classroom to enhance learning.

Domain 3: Instructional Delivery

Components	Unsatisfactory 0	Developing 1-2	Proficient 3-4	Distinguished 5
Communicating with students	<ul style="list-style-type: none"> -Teacher communication is unclear or confusing to the students. -Teacher uses language that contains errors or is inappropriate to the students' cultures and developmental levels. 	<ul style="list-style-type: none"> Teacher -communicates expectations for learning -communicates directions and procedures -clarifies explanations of content after initial confusion. -uses language that is correct but may not be appropriate to students' cultures and developmental levels. 	<ul style="list-style-type: none"> Teacher clearly communicates: -expectations for learning -directions and procedures -explanations of content Communications are appropriate to students' cultures developmental levels. 	<ul style="list-style-type: none"> Teacher clearly communicates: -expectations for learning (learning outcomes and assessments) -directions and procedures -accurate explanation of content Oral and written communication is: -clear and expressive -appropriate for developmental level and culture -anticipates possible student questions
Using questioning and discussion techniques	<ul style="list-style-type: none"> Questions are -low level and inappropriate -limited to one student participating -recitation, not discussion 	<ul style="list-style-type: none"> Questions -are low level -promote one student to answer at a time -allow few opportunities for students to discuss, ask questions 	<ul style="list-style-type: none"> Most questions and discussions -require students to think on a higher level -promote active discussion amongst students -promote culturally and developmentally appropriate discussions 	<ul style="list-style-type: none"> Questions and discussions -require students to think on a higher level -promote active discussion amongst students -promote culturally and developmentally appropriate discussions and questions -promote students to develop and ask high level questions and ensure that all voices are heard
Engaging students in learning	<ul style="list-style-type: none"> -Few students actively thinking and working -Materials are unsuitable. -Learning tasks include recall or one correct response. -One type of instructional group. -Pacing is slow or too fast. 	<ul style="list-style-type: none"> -Some students actively working -Learning tasks are a mix of thinking and recall. -Student engagement is passive. -Few materials and resources require thinking or ask students to explain thinking. The lesson has a recognizable structure but lacks appropriate pace. 	<ul style="list-style-type: none"> Most students are -engaged in thinking about and discussing -making contributions to learning experiences, group work -engaged in effectively using materials and resources The lesson's structure is coherent, with appropriate pace. 	<ul style="list-style-type: none"> All students -are engaged in higher level thinking, discussing and explanation of their thinking -work to engage each other in discussions and learning experiences -make contributions to learning experiences, group work -are engaged in effectively using materials and resources -have opportunity to reflect on their thinking Structure and pacing allow for student reflection and closure.
Using assessment in instruction	<ul style="list-style-type: none"> -Assessments are not used throughout instruction. -Student progress is not monitored. -Students are not provided with feedback. -Students have no knowledge of assessment criteria. 	<ul style="list-style-type: none"> -Assessments are used occasionally to monitor student progress, provide student feedback. -Students are aware of some assessment criteria. 	<ul style="list-style-type: none"> -Assessments are used regularly throughout instruction and provide high quality feedback. -Students self assess. -Students are fully aware of assessment criteria. 	<ul style="list-style-type: none"> -Assessments are used throughout, both informal and formal. -Assessments measure if all students can meet learning objectives. -Both students and teachers self assess and monitor progress. -Both students and teachers provide meaningful feedback.
Demonstrating flexibility and responsiveness	<ul style="list-style-type: none"> Teacher -adheres to lesson plan -does not adjust to meet student needs -does not answer student questions 	<ul style="list-style-type: none"> Teacher -attempts to modify lesson -has limited use of instructional strategies 	<ul style="list-style-type: none"> Teacher -promotes successful learning of all students -monitors and adjusts instruction -accommodates questions, needs, and interests of learners 	<ul style="list-style-type: none"> Teacher -monitors and adjusts lesson -is flexible and responsive to students -takes opportunities to build on and enhance learning -uses extensive repertoire of instructional strategies

Adapted from: Charlotte Danielson's Framework for Teaching, 2013.

3

Domain 4: Professional Responsibilities

(***Note that the highlighted items might be difficult to assess during a lesson. These can be assessed through conversations with the cooperating teacher, EDUC540 seminar instructor, evidence in the Professional Learning Portfolio (PLP), and evidence from lesson to lesson.)

Components	Unsatisfactory 0	Developing 1-2	Proficient 3-4	Distinguished 5
Reflecting on teaching	<ul style="list-style-type: none"> -Does not mention if learning goals are met. -Does not consider feedback from CT, US, and/or Seminar Instructor. -Does not discuss performance in each of 4 domains. -Does not mention personal teaching goals. 	<ul style="list-style-type: none"> -Mentions learning goals but makes inaccurate statements as to whether or not they are met. -Mentions feedback but does not discuss how it was used to influence instruction. -Discusses performance in each of 4 domains. -Lists 1-2 personal teaching goals. 	<ul style="list-style-type: none"> -Mentions learning goals, whether they are met, cites accurate examples. -Mentions feedback and discusses how it was used to influence instruction. -Discusses performance in each of 4 domains and cites specific examples. -Lists 1-2 personal teaching goals with reasoning and evidence. 	<ul style="list-style-type: none"> -Mentions learning goals, cites accurate examples, and evidence showing the degree to which they were met. -Discusses and reflects on prior feedback and how it was used to change instruction/student learning citing specific examples from the lesson. -Discusses performance in each of 4 domains, cites specific examples, and includes artifacts. -Lists more than 2 personal teaching goals with reasoning and evidence.
Maintaining accurate records	<ul style="list-style-type: none"> Does not maintain records of: -completion of assignments -student progress -non instructional records 	<ul style="list-style-type: none"> Uses partially effective system for maintaining records of: -completion of assignments -student progress -non instructional records Some inaccuracies occur and therefore cannot be used to inform instruction. 	<ul style="list-style-type: none"> Maintains accurate records throughout lesson -completion of assignments -student progress -non instructional records Records are used to inform instruction. 	<ul style="list-style-type: none"> Effectively maintains accurate records throughout lesson -completion of assignments -student progress -non instructional records Shows evidence of using records to adjust instruction.
Communicating with families	<ul style="list-style-type: none"> -Little or no culturally appropriate communication with families. -Does not work to engage families in instructional program. 	<ul style="list-style-type: none"> -Minimal or occasional culturally sensitive communication with families. -Little attempt to engage families in instructional program. 	<ul style="list-style-type: none"> -Frequent and effective culturally sensitive communication with families. -Successfully engages families in instructional program. -Responds to family concerns. 	<ul style="list-style-type: none"> -Frequent and effective culturally sensitive communication with families with student input. -Successfully engages families in instructional program. -Responds to family concerns.
Participating in a professional community	<ul style="list-style-type: none"> -Does not develop professional relationships. -No participation in school/district meetings, events, projects. 	<ul style="list-style-type: none"> -Forms positive professional relationships within school community. -Attends school events, meetings and participates in projects. 	<ul style="list-style-type: none"> Engages in and contributes to -positive professional relationships within school community -school events, meetings and projects 	<ul style="list-style-type: none"> Engages in and contributes to -positive professional relationships within school community and on social media -school events, meetings and projects -the "larger community" outside the class Participates in a culture of inquiry.
Growing and developing professionally	<ul style="list-style-type: none"> -Does not engage in professional development. -Resists feedback. -Does not share knowledge with peers. 	<ul style="list-style-type: none"> -Engages in few professional development experiences. -Reluctantly accepts feedback. -Makes few contributions to the profession. 	<ul style="list-style-type: none"> -Engages in several professional development experiences. -Welcomes feedback. -Participates in and contributes to profession. 	<ul style="list-style-type: none"> -Engages in and seeks out professional development opportunities both online and face-to-face. -Welcomes feedback. -Participates in and contributes to profession. -Uses information from professional resources to develop lesson/seeks out new resources.
Showing professionalism	<ul style="list-style-type: none"> -Professional interactions are dishonest. -Teacher shows lack of awareness of student needs. -Teacher's decisions are self-serving. -Teacher does not comply with school/district regulations. 	<ul style="list-style-type: none"> -Professional interactions are honest. -Teacher shows inconsistent attempts to serve students. -Teacher does not always comply with school/district regulations. 	<ul style="list-style-type: none"> -Teacher displays honesty, integrity, and confidentiality. -Teacher assures that all students are fairly served. -Teacher complies with school/district regulations. 	<ul style="list-style-type: none"> Teacher shows leadership in Educ540 coursework, student teaching, correspondence, and decision making by -displaying honesty, integrity, and confidentiality -assuring that all students are fairly served -complying with school/district regulations Teacher challenges negative attitudes/practices in a respectful and professional manner.

Adapted from: Charlotte Danielson's Framework for Teaching, 2013.

4

STUDENT TEACHER SCHOOL ORIENTATION GUIDE-GETTING STARTED

(S. Fina, 2001)

The following checklist will help you get organized in your student teaching and should be completed prior to the twelve week experience and/or during the first few days of your placement.

I. PHYSICAL SURROUNDINGS

Step 1: Draw a quick map of the school building. Mark your classroom and the emergency exit route on this map.

Step 2: Note where the following places are located within your school building:

- boys' and girls' bathrooms
- teachers' restrooms
- teachers' lounges
- principal's office
- admin. assistant's office
- nurse's room
- custodian's office
- guidance counselor's of
- bus loading area

Step 3: Check where the following special rooms are located within your school building:

- Cafeteria
- Library
- Gymnasium
- Auditorium
- All Purpose Room
- Music
- Science
- Speech
- Computer Lab

II. SCHOOL PERSONNEL

Suggestion: Identify the names of the following people:

- your principal
- your assistant principal
- your department head
- the school secretaries
- the art teacher
- the science teacher
- the music teacher
- the gym teacher

- the custodians
- the school nurse
- the guidance counselor
- the other teachers who teach your grade or area
- lunch room / recess monitors
- the librarian
- computer lab personnel
- cafeteria workers

III. FACULTY GUIDELINES

Suggestion: Find out the answers to the following questions:

- Teachers must be in their classroom by __ a.m.
- Teachers cannot leave school until __ p.m.
- When and where are faculty meetings?
- Are there rules for parking?
- Is there a dress code for teachers?
- What is the lunch policy for teachers?
- What are the policies for leaving the building?

IV. EMERGENCY PROCEDURES

Suggestion: Find out the proper procedures to the following situations:

- What do you do in an emergency drill?
- What are the rules and procedures in an emergency?
- How will you know when your school is canceled or delayed?
- Which students have special needs that may become an emergency?
- Are any students on medication?
- What do you do when a student is injured?

V. STUDENTS

Suggestions:

- Obtain a class roster and seating plan.
- Learn your students' names and nicknames.

- What grouping patterns and methods are in use?
- Who are the children with special needs, and what are those needs?

VI. DAILY PROCEDURES

Suggestions:

- Write down your cooperating teacher's class schedule and other responsibilities.
- Obtain a schedule for special classes (art, music, resource room, etc.)
- Learn which of your cooperating teacher's non-teaching

duties you will participate in:

Recess__ Restrooms__ Halls__ Assemblies_____

Study Halls_____ Cafeteria__

Buses__ Homeroom_____

Suggestion: Find out the answers to the following questions:

- Students start to arrive at school at ____ a.m.
- Students leave school at ____ p.m.
- Will you take attendance? If so, how?
- What daily announcements will you be responsible for?
- What time is recess?
- Who walks the students to recess/class/lunch/programs?
- Who walks the students to recess/classes/lunch/programs?
- Who returns the students?
- What time is lunch?
- For what reasons may students stay in for recess/lunch?
- How are students to be dismissed for recess, lunch, and other classes?
- How are students supposed to enter and exit the classroom?
- How are you supposed to distribute, collect, and store materials?
- What are the procedures for closing the school day?
- Where do parents wait for students?
- Are parents supposed to sign homework?
- What do you do when homework is not completed?

VII. TEACHING INFORMATION

Suggestions:

- Collect the curriculum guidelines
- Obtain copies of the textbooks
- What are the guidelines for homework?
- Where are homework assignments posted?
- When is homework collected and checked?

VIII. GENERAL AND INSTRUCTIONAL SUPPLIES

Suggestion: Answer the following questions:

- Where are classroom supplies kept?

- What is the procedure to requisition supplies?
- What instructional materials are available?
- How do you obtain the instructional materials?

IX. CLASSROOM FORMS AND RECORDS

Step 1: Answer the following questions:

- What is the school's policy concerning records kept on students?
- Where are student records kept?
- What is recorded in the grade book?
- How and when are grades recorded?
- How will you be involved in grading?

Step 2: Become familiar with the following forms and records:

- Attendance
- Hall/Lavatory Pass
- Excuse Notes
- Discipline Forms
- Permanent Record Forms
- Grading Forms and Systems
- Report Forms and Report Cards
- IEPs

X. SCHOOL SERVICES

- **Suggestion:** Answer the following questions:
- Where are the copiers, laminating machine, and computers for teachers?
- What are the procedures and rules for using this equipment?
- What audio-visual equipment and materials are available?
- Where is the audio-visual equipment kept?
- How do you reserve and acquire audio-visual materials and equipment?
- What secretarial/clerical assistance is available?
- What are the guidelines and protocol for getting this help?
- What is the procedure for getting janitorial help?



Cooperating Teacher Application

Applicant's Name: _____ **Email:** _____

Home Address: _____

School Name: _____

School Address: _____

School District: _____

School Principal's Name: _____ **Principal's Email:** _____

School Phone: _____

Certificate Areas Held: _____

Start Date at School: _____ **# of Years Teaching:** _____

Current Grade Level & Subjects Teaching: _____

- Minimum Educational Requirements to Serve as Cooperating Teacher:**
- 3 years teaching experience on state-issued teaching certificate with a minimum of 1 year in the district to which the teacher candidate is assigned; and
 - Have a teaching assignment appropriate to the subject competency and certification area of the teacher candidate.

- Agreement to Program Requirements to Serve as Cooperating Teacher:**
- Agree to the principle and ideal of developing teaching expertise in others;
 - Agree to notify the University of concerns about the student teaching placement that may arise;
 - Be willing to allow the student teacher to incorporate pedagogy techniques learned in University education course work into the classroom, as well as model good teaching practices to assist student teacher development.

I agree to serve as the Cooperating Teacher for the Drexel student, _____,
for the weeks requested. (Student Teacher's name)

Cooperating Teacher Applicant
Signature: _____ **Date:** _____

Please fax to 215-571-4270 (Attn: Dr. Sarah Ulrich)



Student Teacher Self-Evaluation Form

Student Teacher: _____

Cooperating Teacher: _____

Site Director: _____ **Midterm:** _____ **Final:** _____

Directions: The purpose of this form is to assist the Student Teacher in evaluating one's growth at the midterm and final points of the student teaching experience. Each candidate is asked to complete the form and share his/her results with both the University Supervisor and the Cooperating Teacher.

Please use the following rating scale:

Distinguished	D
Proficient	P
Basic	B
Unsatisfactory	U

Domains:	Rating:	Areas of Strength:	Area for Improvement:
Domain 1: Planning & Preparation			
Domain 2: The Classroom Environment			
Domain 3: Instruction			
Domain 4: Professional Responsibilities			

Areas within the Four Domains where I have demonstrated improvement:



Drexel University
School of Education
Student Teaching
Introductory Meeting

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

Items for Discussion:

- When the student teacher should arrive at school and what time (generally they should remain at school at the end of the day).
- How far in advance lesson plans should be completed for the cooperating teacher to review (for instance -should these be given to the host teacher two days in advance? Three?)
- Which responsibilities does the cooperating teacher want the student teacher to be responsible for each week?
- When will the student teacher and cooperating teacher meet for planning, feedback etc.?
- The supervisor should ask at this point if there are any questions with regard to the handbook the orientation, etc.
- The supervisor is also asked to inquire as to whether the cooperating teacher has indeed submitted the honorarium form.

Dear Parents:

_____ is a student teacher in our classroom this term. He/she is working with us for the next several months. As part of his/her undergraduate/graduate work at Drexel University, _____ is required to videotape himself/herself teaching. The purpose of this exercise is for the student teacher to evaluate his/her instruction and reflect on the effectiveness of the lesson. The tape will strictly be used in accordance with university guidelines for this assignment.

Depending on the lesson, your child may or may not even appear on the videotape. Nevertheless, we would like your permission to include him/her on the video if the camera includes the students as part of the taping. In no way will any of the students be evaluated or singled out for any reason. The tape is **only** used for the student teacher's analysis of lesson effectiveness.

Please indicate on the form below whether or not you will grant permission for your son/daughter to be on videotape. In cases in which permission is not granted, we will not include those students on the video and will limit the taping to the teacher and students for whom permission has been granted.

Thank you very much for assisting us with this important project.

Sincerely,

(Cooperating Teacher)

___ **Yes, I grant permission for my son/daughter _____ to be videotaped in**
_____'s classroom.

___ **No, I do not grant permission for my son/daughter to be included in a videotaped lesson.**

Signature of Parent/Guardian_____

Supplemental Application Process Information and Notes for PA Intern, Instructional I and Program Specialist Certification

The Pennsylvania Department of Education (PDE) requires that all applications for credentials be completed and submitted through the Teacher Information Management System (TIMS). The information on this page is supplemental to the application instructions on the PDE and TIMS websites, which supersedes any information in this document. PDE may change its webpages and processes at any time. Most Drexel teacher candidates do find this information helpful in navigating the TIMS application.

Please be advised that PDE would prefer not to receive anything in the mail. It is *strongly* suggested that candidates review the TIMS User's Guide documents on PDE's website before beginning an application in TIMS. Click below to:

- [learn more about TIMS User Guides](#) (See "Applicant User's Guide")

STEP 1: CREATE A USERNAME AND ID

Before a candidate may access TIMS, the **candidate needs to create a Username and ID**. Go to <http://www.PA-TIMS.com>. Click "Register" under the Log In link located in the top part of the left hand menu.

After creating a Log In Username and Password, go back to <http://PA-TIMS.com> and click "Log In." When the page reloads, scroll down to "PDE Online Services" and click "TIMS." Click "Access TIMS" in the horizontal menu across the top of the embedded window, and follow the instructions.

STEP 2: Complete TIMS APPLICATION FOR PA CERTIFICATION

When completing the TIMS application for a certification program completed through Drexel, please keep in mind that the context of a candidate's responses should be focused on application for the certification area(s) being sought, e.g., if a candidate completed a prior teacher certification program before completing Drexel's program, the information/program for the prior certification is not relevant. **Drexel should be listed as the one, and the only, ED PREP program**, that the candidate should list as having completed a certification program on the TIMS application.

NOTES FOR ALL APPLICANTS

TIMS is not yet as automated of a website as one might envision. The information and instructions are generally geared toward the most common applicant – i.e., a candidate who recently (or soon will) received their baccalaureate degree and is a first-time TIMS applicant. Example: TIMS may indicate that the PAPA tests are required for teacher certification. This is true of those who completed Drexel's undergraduate teacher education program, but not for those who completed Drexel's graduate teacher education program.

NOTE 1: [The TIMS coversheet may list "Education" as a category that needs addressed and indicate that transcripts are required.](#) **You may ignore this; do not send transcripts!** This is a requirement only for candidates who completed a non-PA education preparation program. Drexel is a PA ED PREP institution and certifies that you have an earned baccalaureate degree (regardless of whether or not that degree was obtained at Drexel).

NOTE 2: Candidates do **not need** to forward the TIMS cover sheet unless they are **required** to forward documentation to PDE, e.g., the candidate decides not to pay the application fee electronically and pay via US Money Order instead. The TIMS coversheet should accompany the money order when sent to PDE.

NOTE 3: Effective July 9, 2013, the **Health Certificate is no longer required** for applying for PA Intern or Instructional I Teaching Certification. [If a candidate started a TIMS application prior to that date and Health Certificate appears as a requirement](#), the candidate should upload a blank sheet of paper in lieu of a signed Health Certificate so that the computer system does not delay the processing of the application.

NOTE 4: **PDE prefers that the application fee be paid electronically via TIMS** – there should be a link to do so after the application has been completed. However, **if you are unable to use a credit card, PDE will accept payment via a US money order made payable to the Commonwealth of PA**. A copy of the TIMS cover sheet should accompany the money order.

Following are important things Drexel believes candidates may want to keep in mind when making an application in TIMS. The information is broken out by candidate type and certification type being sought by the candidate:

Undergraduate Teacher Education Program Students

- PA Instructional I Certification (page 2 of 5)

Graduate Teacher Education Program Students

- [PA Intern Certification](#) (page 3 of 5)

- [PA Instructional I Certification](#) (page 3 of 5)

- [PA Program Specialist](#) (page 4 of 5)

UNDERGRADUATE TEACHER EDUCATION PROGRAM STUDENTS

PA INSTRUCTIONAL I CERTIFICATION

If you completed Drexel's undergraduate teacher education program, apply as an “**Undergraduate – Traditional**” student. In most cases, the **Program End Date** should be the month in which you will graduate with your bachelor's degree. However, for *BS/MS students*, it will be the date you will graduate with both your bachelor's and master's degrees.

Remember, your **first area of certification**, e.g., PreK-4, PreK-4/Special Education, Biology, Chemistry, Physics, Mathematics, etc., needs to **be the area that you conducted your student teaching and completed all required content course work**.

Candidates **seeking PreK-4/Special Education certification may apply for both certification areas on the same application**. However, candidates seeking **PreK-4 certification and an add-on certification in a secondary-level area** need to apply *separately* for each certificate in TIMS. The PreK-4 area would be the initial certification application and the secondary certification application would be an Add-On Certification application (i.e., the candidate did not complete an approved ED PREP program in the area but is seeking certification, in areas that PDE permits, based on their successful performance on the appropriate Praxis II content exam). **Candidates who are unsure what certification area they should be applying should contact their academic advisor**.

See too, [ALL PA INTERN, INSTRUCTIONAL I AND SPECIALIST CERTIFICATION APPLICANTS](#) information on page 5 of 5.

GRADUATE TEACHER EDUCATION STUDENTS

PA INTERN TEACHING CERTIFICATION

Apply as a “**Post-baccalaureate – Non-Traditional**” student. Your Program End Date should be listed as the *month you are applying* for the PA Intern Certificate.

Remember, your **first area of certification**, e.g., PreK-4, Biology, Chemistry, Physics, Mathematics, etc., needs to **be the area that you are/will primarily teaching** at the school you were/will be hired! If you passed more than one area of the Praxis II and seeking dual Intern Certification, complete the information for the first area and then add the second area as an ADD-ON Certification. **Candidates who are unsure what certification area they should be applying should contact their academic advisor.**

See too:

- **ALL PA INTERN, INSTRUCTIONAL I AND SPECIALIST CERTIFICATION APPLICANTS** information on page 5 of 5.

PA INSTRUCTIONAL I CERTIFICATION

Master’s Degree and Post-baccalaureate Certificate

*A.) Master’s degree students who have **not finished** MS degree requirements:*

If you are in Drexel’s master’s program, but have **not yet completed** all requirements for the **MS degree**, apply as a “**Post-baccalaureate – Traditional**” student. (NOTE: Candidates who were previously credentialed with a PA Intern Certificate should apply as a “**Post-baccalaureate – Non-traditional**” student.) Your **Program End Date** should be the month in which you completed your last course (pedagogy or content courses, including non-Drexel courses) required for certification – **not the expected date of completion of your MS degree.**

B.) Master’s degree students who simultaneously finished degree and all certification requirements: If you **completed your master’s degree requirements** simultaneously with all required course work for certification (pedagogy and content, including non-Drexel content courses), apply as a “**Graduate – Traditional**” Student. Your **Program End Date** should be the month in which you completed your last course (pedagogy or content) required for certification *and* your MS degree. (NOTE: Candidates who were previously credentialed with a PA Intern Certificate should apply as a “**Post-baccalaureate – Non-traditional**” student.)

C.) Certification Only students:

If you are a **Certification Only student**, you should apply as a “**Post-baccalaureate – Non-traditional**” student. Your **Program End Date** listed on the TIMS application should be the month in which you completed your last course (pedagogy or content courses, including non-Drexel) required for certification. (NOTE: Candidates who were previously credentialed with a PA Intern Certificate should apply as a “**Post-baccalaureate – Non-traditional**” student.)

See too:

- **ALL GRADUATE PA INTERN AND INSTRUCTIONAL I APPLICANTS** on page 4 of 5.
- **ALL PA INTERN, INSTRUCTIONAL I AND SPECIALIST CERTIFICATION APPLICANTS** information on page 5 of 5.

ALL GRADUATE PA INTERN AND INSTRUCTIONAL I APPLICANTS:

Remember, your **first area of certification**, e.g., PreK-4, Biology, Chemistry, Physics, Mathematics, etc., needs to **be the area that you conducted your student teaching and completed all required content course work.**

Candidates seeking to apply for **both PreK-4 certification and an Add-on secondary certification** need to apply *separately* for TIMS. The PreK-4 area would be the initial certification application and the secondary certification application would be an Add-On Certification application (i.e., the candidate did not complete an approved ED PREP program in the area but is seeking certification, in areas that PDE permits, based on their successful performance on the Praxis II content exam). **Candidates who are unsure what certification area they should be applying should contact their academic advisor.**

PA SPECIALIST CERTIFICATION

e.g., English as a Second Language (ESL), Instructional Technology Specialist (ITS), etc.

Master's Degree and Post-baccalaureate Certificate

*A.) Master's degree students who have **not finished** degree requirements:*

If you are in Drexel's master's program, but have **not yet completed** all requirements for **the MS degree**, apply as a "**Post-baccalaureate – Traditional**" student. (NOTE: Candidates applying for ESL certification must already hold PA Instructional I or II certification or simultaneously apply for PA Instructional I certification.) Your **Program End Date** should be the month in which you completed your last course required for certification – **not the expected date of completion of your MS degree.**

*B.) Master's degree students who simultaneously **finished** degree and all certification requirements:* If you **completed your master's degree requirements** simultaneously with all required course work for certification, apply as a "**Graduate – Traditional**" Student. (NOTE: Candidates applying for ESL certification must already hold PA Instructional I or II certification or simultaneously apply for PA Instructional I certification.) Your **Program End Date** should be the month in which you completed your last course required for certification *and* your MS degree.

C.) Certification Only students:

If you are a **Certification Only student**, you should apply as a "**Post-baccalaureate – Non-traditional**" student. (NOTE: Candidates applying for ESL certification must already hold PA Instructional I or II certification or simultaneously apply for PA Instructional I certification.) Your **Program End Date** listed on the TIMS application should be the month in which you completed your last course required for certification.

ALL PA INTERN, INSTRUCTIONAL I AND SPECIALIST CERTIFICATION APPLICANTS

Do **NOT** list any Work Experience for your teacher certification in TIMS! Work Experience is **not** expected for PA Intern, Instructional I or Specialist Certification. Inputting anything in the work experience section **will significantly delay the processing of your application** and may require that you contact PDE to reset the application and apply again.

If the “exact” major name for your baccalaureate degree does not appear as an option provided by PDE’s menu, select the “closest fit.”

Be sure on the TIMS application that you a) list all colleges/universities that you attended including **Drexel University**, b) select **“Yes” as the response in regard to Drexel as the institution where the candidate completed an Education Preparation (ED PREP) program**, and c) select **“No” to the ED PREP question for any other institution(s) listed**.



Contact Information

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Field Placement Coordinator

Pre-Student Teaching
