

DEPARTMENT OF TEACHER EDUCATION
STUDENT HANDBOOK

FOR

MIDDLE LEVEL EDUCATION

SHIPPENSBURG UNIVERSITY

STUDENT HANDBOOK FOR MIDDLE LEVEL EDUCATION

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Welcome to The Department Of Teacher Education

The purpose of this handbook is to provide the teacher candidate with an easily accessible resource regarding the Middle Level Education program and its requirements. Much of the material contained in this handbook can be found in the college catalog and/or other publications, but this handbook will provide a common source for easy reference.

The teacher candidate should review, with his academic advisor, his progress with respect to the program requirements. Included in the Appendices, are national, state, and institutional standards (See Appendices A-D). Academic advisors will be able to help the teacher candidate interpret standards and competencies with respect to program requirements.

Successfully completing this program of study and passing the required certification tests will qualify the middle level teacher candidate for certification to teach grades 4 and 5, all subjects and grades 4 to 8, departmentalized (area/s of concentration only).

The Shippensburg University conceptual framework for preparing those who will teach, lead, or counsel is described on the next few pages. The university's goal is to develop teachers who are collaborative decision makers that have the knowledge, skills, and dispositions to plan, assess, and reflect on their instruction to achieve learning outcomes for their students.

Middle level teachers must provide education for young adolescents that is developmentally responsive, challenging, empowering, and equitable (AMLE). The College of Education and Human Services is committed to a specialized middle level program that graduates middle level teacher candidates that understand the significance of developmentally appropriate academic learning experiences, rigorous content, and high expectations for young adolescents. Future middle level teachers, will be student advocates, role models, supporters of diversity, collaborators, and life-long learners (AMLE, See Appendix D).

To prepare the teacher candidate, the professors of the middle level program are committed to:

1. A comprehensive study of young adolescent development, middle level philosophy and organization, and middle level curriculum;
2. An intensive focus on planning, teaching and assessment using developmentally and culturally responsive practices;
3. Early and continuing field experiences;
4. Study and practice in the collaborative role of middle level teachers;
5. Content preparation in one or two broad teaching fields (AMLE).

The members of the Teacher Education Department want to develop teachers that are the best possible addition to middle level education.

Teacher Education Office

The Teacher Education Office is located in Shippen Hall 214. The phone number is 717-477-1688.

Conceptual Framework

COLLABORATIVE DECISION-MAKERS: PLANNING, ASSESSING, REFLECTING

(See Appendix C)

The Teacher Education Program is an expression of a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. As such, faculty and candidates are committed to the following institutional standards:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
 - 1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one's own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
 - 2.1. Affirm the University's educational and ethical responsibility to produce highly qualified education professionals.

- 2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
 - 2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
 - 2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
 - 2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
 - 2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
 - 2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
 - 2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
 4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
 5. Collaborate with critical others in making informed decisions within educational contexts.

Description of the Program

General Education

The academic preparation of the middle level teacher is built upon a strong comprehensive general education foundation and specific course work related to the chosen area/s of concentration. The breadth of study within this component is assured by the requirements of the various program accrediting agencies. Students are required to complete very specific courses in Humanities, Social Science, and Natural Science and Mathematics. The University has very specifically defined the requirements of the general education subjects which provide a rich, liberal education. Careful review of the section in your undergraduate catalog entitled "General Education" will provide details of the University's requirements. In order to determine whether a student can begin work immediately to develop the basic skills and competencies in liberal studies or whether certain pre-competency courses will be necessary, post-admissions Placement Tests are administered by the Office of Academic Programs and Services. Based on the student's performance on a placement test, the student may be required to take a prerequisite course. In addition, some courses require a prerequisite course. The planning sheet will list prerequisite courses and/or placement test requirements for courses.

A middle level education major must attain a grade of at least "C" in any of the remedial courses required as a result of the testing program. Although remedial courses carry academic credit and the grades received are computed in your grade point average, they cannot be counted towards graduation, nor do they meet any of the General Education requirements.

Nine Program Options

The College of Education and Human Services offers 9 options in which the teacher candidate may apply for certification. According to Pennsylvania regulations, if a teacher candidate desires to obtain dual concentration, one of the two options must be math or science. A student's academic advisor may assist the student in determining his program options. Program planning sheets are available in the teacher education office.

SINGLE CONCENTRATION OPTION	DUAL CONCENTRATION OPTION
Social Studies Science English/Language Arts Math	Science and Language Arts Science and Social Studies Math and Language Arts Math and Social Studies Math and Science

Each program plan requires 9 credit hours in Adaptations and Accommodations for Diverse learners and English Language Learners and 3 credit hours of Teaching Reading to English Language Learners.

All middle level teaching candidates are required to complete at least 120 credit hours (excluding prerequisites) for graduation. The final responsibility for scheduling and fulfilling program requirements belongs to the students. Majors failing to maintain the department required GPA of 3.0 will not be permitted to schedule Teacher Education courses until they have reached the required GPA.

Developmental Courses

Developmental courses will count in the student's semester course load and will contribute to his grade point average but they will NOT count toward the semester hours required for graduation. These courses include RDG 050 Developmental Reading and Study Skills, ENG 050 Basic Writing, and MAT 050 Developmental Mathematics.

Clinical Field Experience Requirement

The middle level program requires over 200 hours of clinical field experiences that provide the teacher candidate with the background required by the Standards of the Pennsylvania Department of Education. Among other things, these clinical field experiences will permit the student to:

1. Develop and demonstrate classroom observation skills

2. Observe and describe the school as an institution in relation to parents, community and society
3. Relate principles of learning to classroom instruction and interactions
4. Observe each learner as a unique individual, noting cognitive, social, moral and physical qualities.

Thirty of the required 200 hours are “self-initiated” and should be completed during the student’s sophomore year. All other field experience hours are course related. The specific requirements for the course-related classroom experiences will be included in specific course outlines. All hours, course related and self-initiated, must be completed in a classroom setting. The teacher candidate is responsible for maintaining a Field Experience Log in *TK20* throughout his program. A template is available in *TK20* for reporting field experience hours.

Performance Portfolios

All students in the program are required to purchase and use a *TK20* account for completion of online program performance portfolios. During Student Teaching, students will complete a Professional Portfolio with artifacts to document competency in all performance categories. In addition, specific classes require *TK20* use. The standard version of *TK20* may be purchased at tk20.com.

Important Information about Required Clearances for Clinical Field Experience

Six (6) clearances are needed before a student can start field experiences. **All six clearances are due the first week of the semester. The Teacher Education office in SPH 214 needs a copy of all six clearances.** (Students will keep all original clearances for their personal records). See the table below for information about each clearance.

Please note, that it can take as long as 5 weeks to have the Child Abuse form and FBI Fingerprinting form returned. If a student already has clearances, he should check the date and make sure it will last through the school term. If not, he must reapply for each clearance that will expire during the semester except for the FBI Fingerprinting.

Table of Clearances for Field Experience

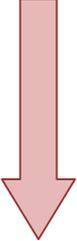
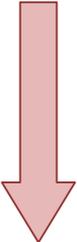
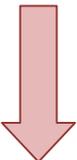
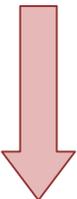
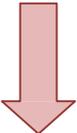
<p>1. CHILD ABUSE CLEARANCES ★ Coverage: <u>one year</u></p>	<p>The student must go to this address, print out PDF file, complete, and mail in to the address given on the form: http://www.dhs.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm</p>
<p>2. PENNSYLVANIA CRIMINAL HISTORY CHECK ★ Coverage: <u>one year</u></p>	<p>To request a Criminal History Record Check, the student will go to website and complete the form online. The student will need a credit card to pay for the charges. https://epatch.state.pa.us/Home.jsp</p>
<p>3. TB TEST ★ Coverage: <u>two years</u> NOTE: <i>School districts differ in their length of coverage</i></p>	<p>Testing can be done at Etter Health Center (dates for TB testing are posted in SPH) or a private physician. If a private physician, the student will need to include the following on the form:</p> <ul style="list-style-type: none"> • student’s name • name of the test • date of the test and date of test reading • negative reading (if a positive reading, further testing will be required) • doctor’s signature

<p>4. FBI FINGERPRINTING</p> <p>★ Coverage: <u>one year</u></p> <p>NOTE: <i>Coverage is usually one year. If, however, a student is continuously enrolled in an educator preparation program, he would not be required to have a new background check each year</i></p>	<p>All information regarding process, policy, and fingerprinting locations may be found at www.pa.cogentid.com. The student must register prior to going to the fingerprint site. Walk-in-service without prior registration will not be provided at any fingerprinting location.</p> <p>Registration is completed online at www.pa.cogentid.com or over the phone at 1-888-439-2486 Monday through Friday from 8:00am to 6:00pm EST. After registration, the student will have fingerprinting done at one of the centers listed on this website.</p> <p>Once fingerprinting (scanned into the FBI computer system) is done, a background check will be done and the results sent to the student in approximately 5 weeks. The Teacher Education office needs the paper showing that “A search of the fingerprints on the above individual has revealed no prior arrest” <u>or</u> the REGISTRATION ID NUMBER.</p>
<p>5. PROOF OF LIABILITY</p> <p>★ Coverage: <u>variable</u></p> <p>NOTE: <i>Coverage lasts until the date on the paperwork expires.</i></p>	<p>All students are required to show proof of liability insurance. Students will ensure that they save and use their member identification number and card upon signing up for the insurance. To apply for liability insurance students will go to https://www.psea.org/general.aspx?id=158</p>
<p>6. ACT 24</p> <p>★ Coverage: <u>one year</u></p>	<p>Arrest/Conviction Report and Certification Form. Form is in the Teacher Education office.</p>

Professionalism and Code of Ethics

The teacher candidate is expected to follow the professional ethics of the University and the Code of Ethics of various national and state educational organizations (See Appendix F). It is the responsibility of the university student to acquire and follow the dress codes and professional requirements of the schools where he has field placement assignments.

4-8 Program Field Hours Flow Chart

	<p>SOPHOMORE YEAR FALL</p> <p>COURSE: Reading in the Middle School (RDG 232) ★ 3 hours as part of class work (Stage 1 & 2)</p> <p>COURSE: Social Foundations of Middle Level Education (TCH 206) ★ At least 9 hours as part of class work (Stage 1&2)</p> <p>COURSE: Self-Initiated Hours ★ 15 hours during the Fall Semester (Stage 1&2)</p>
	<p>SOPHOMORE YEAR SPRING</p> <p>COURSE: Adolescent Development and Learning Theory (TCH 261) ★ At least 9 hours as part of class work (Stage 1&2)</p> <p>COURSE: Introduction to Exceptionalities (EEC 273) ★ 6 hours as part of class work (Stage 3)</p> <p>SELF INITIATED HOURS ★ 15 hours during the Spring Semester (Stage 1&2)</p>
	<p>JUNIOR YEAR FALL</p> <p>COURSE: Elements of Middle Level Instruction (TCH 251) (for Option 1 students) ★ 48 hours as part of class work (Stage 3)</p> <p>COURSE: Teaching Reading to English Language Learners (RDG 413) ★ 6 hours as part of class work (Stage 1&2)</p>
	<p>JUNIOR YEAR SPRING</p> <p>COURSE: Effective Instructional Strategies for Students with Exceptionalities (EEC 423) ★ 12 hours as part of class work (Stage 3)</p> <p>COURSE: Instructional Content and Practices for Special Education(EEC 447) ★ 12 hours as part of class work (Stage 3)</p>
	<p>SENIOR YEAR FALL</p> <p>COURSE: Subject Specific Methods Classes (TCH 322, 348, 342, 366) (Option 1 students will have one class; Option 2 students will have two classes) ★ 48 hours as part of class work for each course (Stage 3)</p>
	<p>SENIOR YEAR - SPRING</p> <p>COURSE: Assessing Children with Exceptionalities for Curricular Decision Making (EEC 483) ★ 24 hours as part of class work (Stage 3)</p> <p>COURSE: Student Teaching</p>

Program Assessment

Departmental Assessment Plan

The Teacher Education Department, as required by state and national standards monitors the professional progress of every student. Checkpoints are established throughout the program to evaluate candidate knowledge, skills, and dispositions. These checkpoints are as follows:

Admission to Program

Freshman: Qualifying SAT

Intra-Campus Transfers: 3.0 GPA, application to the program, and written statement

Transfer Students: 3.0 GPA and application to the program

★ **Qualifies students for teacher education courses**

Student Teaching Admission

Successful completion: All coursework and field experiences

Required certification tests: passing scores on all required exams

3.0 GPA

★ **Qualifies students for student teaching**

Completion of Certification Program

Student teaching evaluations: cooperating teacher, university supervisor

PDE field evaluation (See Appendix E)

Impact on student learning project

Dispositions assessment

3.0 GPA

Professional Portfolio evaluation

Exit surveys

Post-Graduation

1-year follow-up survey - alumni, employers

Grade Point Average

Students admitted to the program are expected to maintain a 3.0 adjusted grade point average. The procedure for calculating adjusted grade point average is detailed in the University's catalog. In conjunction with the grade point average, students are reminded of the departmental requirement stated in the University catalog, “. . . have achieved a minimum of a “C” grade in all courses required by the department . . .” This statement means any course listed on the approved planning sheet. Any “D” earned in a course listed on the program planning sheet must be repeated at Shippensburg University.

If any student in the Teacher Education major fails to meet the GPA minimum standard of 3.00 he or she will be denied enrollment in course work that carries TCH, RDG, ECH, or EEC prefixes. These students will be counseled to re-evaluate their professional goals and/or rectify the deficiencies. Under no circumstances will students be admitted to student teaching without meeting minimum GPA standards. Students may check their GPA at info.ship.edu under student information.

Advisor-Advisee Relationship

Establishing a Strong Relationship with the Student Advisor

The relationship between the university student and his advisor can and should be the backbone of the student's academic program. The advisor can assist in choosing the proper courses to prepare the student for his future profession; he/she can help the student determine the best order in which the courses should be taken, and can, by discussing special questions, provide the advisee with the best program possible. To perform these services, the advisor should know the advisee well and be given the opportunity to know his plans for becoming a teacher. This can only be accomplished by meeting to discuss the student's program. The advisee should initiate this relationship by establishing an appointment during his first month on campus.

While it is recognized that it is the responsibility of the advisor to offer assistance, advice, and suggestions relative to scheduling, it must be understood that the final responsibility for scheduling and fulfilling program requirements belongs to the student. Every advisor has office hours listed during each semester. Check the department office or the advisor's office door. The advisee should make an appointment to see the advisor at least twice a year for advisement and discussion of his progress. Freshman or transfer students may refer to *myship* for the name of their advisor.

Personal Planning for Middle Level Education

The middle level teacher candidate should use the Program Planning Sheet for the concentration/s that he has selected. Certain classes may not be available at convenient times; therefore, the middle level teacher candidate should complete a long range scheduling form.

When the student schedules for the next semester, he should have prepared other course options from his planning sheet in case some of the courses he desires are filled or not available when he wants them. Some courses have restrictions regarding enrollment. The student should check the scheduling packet, the University catalog and/or his planning sheet regarding

enrollment restrictions and prerequisites for courses he plans to schedule. Dual level courses, courses with catalog numbers of 400 - 499, cannot be scheduled by students with less than 60 credits. The student should take required courses and courses which are prerequisites as early as possible.

Student teaching may only be completed during the university student's last semester. The requirements for admission are detailed in this handbook. Other than EEC 483, a student is not permitted to schedule any other courses during the semester he is enrolled in Student Teaching. Students with a Language Arts concentration cannot take EEC 483 during student teaching and should plan to take it during the semester prior to student teaching.

Grace B Luhrs University Elementary School

Luhrs School is located on the campus of Shippensburg University and is operated through a cooperative agreement between the University and the Shippensburg Area School District. The school includes grades kindergarten through fifth and serves as an alternative school for the local district. The curriculum is designed to reflect sound developmental and educational practices that meet the unique needs of children and families served. Meeting this goal enhances and strengthens its service to other more diversified clientele.

Luhrs School serves education majors and faculty in a number of ways. Teachers are expected to teach demonstration lessons focusing on the application and implementation of current research-based educational techniques. Luhrs classrooms also provide an opportunity to observe and participate in child-centered instructional activities under the direct supervision of Luhrs teachers. These observation and participation experiences are cooperatively planned with the University professors to meet the educational and developmental needs of the children as well as fulfill course requirements for University students.

Middle level candidates may only observe in grades four and five if observations are used for middle level requirements.

PRAXIS/PAPA/PECT

Shippensburg University has a long history of preparing quality teachers and as reported in the NCATE reaccreditation report, the passage rates for SU students over the past three years have averaged 95% to 97%.

PRAXIS assessments must be scheduled on-line. Please see <http://www.ets.org/praxis> for test dates and for registration information. Additional information about school sites for observations and questions frequently asked can also be found on that site.

Testing Timeline for Education Majors

The information below may save students time completing the form when registering on-line:

Test Center Name:	Shippensburg University
Test Center Code:	01712
Attending Institution:	Shippensburg University Code A2657
Designated Score Recipient(s):	Shippensburg University R2657 PA Department of Education

Tests Required for Middle Level Grades 4-8

Educators applying for an initial Instructional I certificate in the middle level (4-8) area are required to pass the basic skills assessment, in addition to passing the appropriate Praxis II tests/s.

PECT – PAPA (Pre-service Academic Performance Assessment) test from Pearson Evaluation must be completed by all candidates. Information on the PAPA test is available at http://www.pa.nesinc.com/GetInfo.aspx?f=PA001_TestPage.html&c=Test%20Information&q=What%20is%20the%20cost%20of%20the%20test?&t=PA001&h=FindInfoTestFee

Pedagogy and Content Assessment Requirements

TO BE CERTIFIED IN	STUDENTS NEED TO TAKE	TEST CODE	QUALIFYING SCORE
Middle Level 4-8	Pennsylvania Grades 4-8 Core Assessment* TAAG	5152	
	Pedagogy Subtest	5153	162
	English Language Arts and Social Studies Subtest	5154	152
	Mathematics and Science Subtest	5155	164
	*To pass the Pennsylvania Grades 4 -8 Core Assessment students must receive a passing score on each subtest. Students must take the full test on their initial attempt. If, after their first attempt they did not pass one of the individual subtests, students may take just that subtest again for a reduced fee.		
Middle Level Citizenship Education 4-8	Pennsylvania Grades 4-8 Subject Concentration: Social Studies	5157	150
Middle Level English 4-8	Pennsylvania Grades 4-8 Subject Concentration: English Language Arts	5156	156
Middle Level Mathematics 4-8	Pennsylvania Grades 4-8 Subject Concentration: Mathematics	5158	173
Middle Level Science 4-8	Pennsylvania Grades 4-8 Subject Concentration: Science	5159	156

Prometric Testing Centers

The middle level pedagogy and content assessment are given on the computer. Computerized Praxis tests may be taken during the listed testing windows by making an appointment at any Prometric Testing Center. All Prometric centers are listed on the ETS web site

<http://etsis4.ets.org/tcenter/tcenter.jsp>.

The three closest Prometric Centers in PA are:

HARRISBURG	1100 N. Mountain Road Harrisburg, PA 17112	PHONE 717-652-0143
LANCASTER	1864 Fruitville Pike (K-Mart Shopping Center) Lancaster, PA 17601	PHONE 717-392-2193
YORK	2300 E. Market Street Village Green Shopping Center, Suite 3 York, PA 17402	PHONE 717-755-7471

Appendix A

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

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Chapter 354 General Standards

- I. Mission. The professional educator programs shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the programs. (354.21) (49.14(4) (i))
- II. Assessment (Reporting). The preparing institution shall submit an annual systemic report and a biennial report on candidates and demonstrate that the results are used to modify and improve the professional education programs. (354.22) (49.14(4) (vii) (x))
- III. Admissions. The preparing institution shall document that its procedure for admitting applicants into its professional education programs confirms that they have met the course, credit and grade point average or alternative admissions requirements. (354.23) (354.31) (49.14 (4) (v))
- IV. Design. The preparing institution shall document that the academic content courses for initial preparation programs culminating a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years (354.24 (49.14 (4) (iii))
- V. Field Experiences. The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.25) (354.26) (49.14) (4) (iv) (viii)

- VI. Student Teaching. The preparing institution shall document that candidates for initial Instructional I certification complete a 12-week-full-time students-teaching experience under the supervision of qualified program faculty and cooperating teachers. (354.25) (49.14 (4) (ii))
- VII. Collaboration. The preparing institution shall document that higher education faculty, public school personnel, and other members of the professional education community collaborate to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools (354.25) (354.41) (49.14 (4) (ix))
- VIII. Advising & Monitoring. The preparing institution shall document its procedure for recruiting and advising students, systemically monitoring their progress, and assessing their competence to begin their professional roles upon completion of the program (354.32) (354.33) (49.14 (4) (vi))
- IX. Exit Criteria. The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines and the learning principles for each certificate category. (354.33) (49.14(4) (iii))
- X. Faculty. The preparing institution shall provide systemic and comprehensive activities to assess and enhance the competence, intellectual vitality and diversity of the faculty (354.41)

Appendix B

INTASC COMPETENCIES

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- Principle 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:** The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle 9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Appendix C

SHIPPENSBURG COLLEGE OF HUMAN SERVICES AND EDUCATION STANDARDS

SHIPPENSBURG COLLEGE OF HUMAN SERVICES AND EDUCATION STANDARDS

The Teacher Education Program is an expression of a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. As such, faculty and candidates are committed to the following institutional standards:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
 - 1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one's own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
 - 2.1. Affirm the University's educational and ethical responsibility to produce highly qualified education professionals.
 - 2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.

- 2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
 - 2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
 - 2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
 - 2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
 - 2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
 - 2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
 4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
 5. Collaborate with critical others in making informed decisions within educational contexts.

Appendix D

ASSOCIATION FOR MIDDLE LEVEL EDUCATORS STANDARDS

NATIONAL MIDDLE SCHOOL ASSOCIATION INITIAL LEVEL TEACHER PREPARATION STANDARDS

Program Standards for Middle Level Teacher Preparation

This document contains standards for middle level teacher candidates as they complete middle level teacher preparation programs at the initial level. Information regarding submission of middle level teacher preparation programs for review by National Middle School Association through the National Council for Accreditation of Teacher Education program review process is provided on the NCATE and NMSA web sites. <http://www.nmsa.org> <http://www.ncate.org> The program review coordinator for NMSA, Dr. Ken McEwin, can be reached at 828 262-2200 or mcewinck@appstate.edu.

NATIONAL MIDDLE SCHOOL ASSOCIATION PROGRAMMATIC STANDARDS FOR INITIAL MIDDLE LEVEL TEACHER PREPARATION

All Young Adolescents: The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, family composition, regional or geographic origin, and those with exceptional learning needs.

Middle Level: The grade levels included in “middle level” are determined by middle level teacher licensure regulations in each state, for example grades 4-9, 5-8, 6-9.

PRINCIPLE A: THE LEARNER AND LEARNING

Standard 1: Young Adolescent Development:

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development.	Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice.	Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development. They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding.
Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.	Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.	Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.
Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning.

<p>Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.</p>	<p>Middle level teacher candidates articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.</p>	<p>Middle level teacher candidates articulate and apply their understanding of school organizations and the components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.</p>
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PRINCIPLE B: CONTENT

Standard 2: Middle Level Curriculum

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.

Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies.	Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.	Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.
Middle level teacher candidates are aware of state, national, and common core standards for student learning.	Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching.	Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards.
Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory.	Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.	Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.
Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge.	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences.	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences.

Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

UNACCEPTABLE	ACCEPTABLE	TARGET
<p>Middle level teacher candidates recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools.</p>	<p>Middle level teacher candidates demonstrate an understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education. They understand that the implementation of successful programs, practices, and schools can occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). They apply this knowledge in their practice.</p>	<p>Middle level teacher candidates advocate for and provide leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12).</p>
<p>Middle level teacher candidates can describe developmentally responsive practices.</p>	<p>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting.</p>	<p>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate.</p>

PRINCIPLE C: INSTRUCTIONAL PRACTICE

Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.

<p>Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.</p>	<p>Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).</p>	<p>In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).</p>
<p>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</p>	<p>Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</p>	<p>Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</p>
<p>Middle level teacher candidates understand the importance of motivating young adolescents.</p>	<p>Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).</p>	<p>Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly.</p>
<p>Middle level teacher candidates understand the importance of establishing a productive learning environment.</p>	<p>Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).</p>	<p>Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).</p>

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming.	Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They participate as members of student support systems.	Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.

<p>Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.</p>	<p>Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).</p>	<p>Middle level teacher candidates demonstrate knowledge of advocacy theories and skills. They advocate for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).</p>
<p>Middle level teacher candidates recognize the importance of working with family and community members.</p>	<p>Middle level teacher candidates can articulate the knowledge base related to working collaboratively with family and community members. They communicate with parents and community members to improve education for all young adolescents.</p>	<p>Middle level teacher candidates value family diversity and cultural backgrounds and capitalize on those assets in their teaching. They initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.</p>
<p>Middle level teacher candidates can articulate the importance of ethical behavior and professional competence.</p>	<p>Middle level teacher candidates demonstrate appropriate ethical behaviors and professional competence. They recognize the impact of their behaviors on young adolescents.</p>	<p>Middle level teacher candidates understand the impact they have on young adolescents and colleagues. They take responsibility for modeling appropriate ethical behaviors and high levels of professional competence.</p>
<p>Middle level teacher candidates recognize the importance of professional development opportunities.</p>	<p>Middle level teacher candidates engage in professional development opportunities that extend their knowledge and skills.</p>	<p>Middle level teacher candidates self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.</p>

Appendix E

STUDENT TEACHER FORM

Pennsylvania Statewide 430 Evaluation Form for Student
Professional Knowledge and Practice

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name First Middle Social Security Number

Subject(s) Taught

Grade Level

This form is to serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation – Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content AMLE 2a , 2c
- Knowledge of pedagogy AMLE 1a, 3a, 4d
- Knowledge of Pennsylvania's K-12 Academic Standards AMLE 2b
- Knowledge of students and how to use this knowledge to impart instruction AMLE 1a, 1c
- Use of resources, materials, or technology available through the school or district AMLE 4a, 4b
- Instructional goals that show a recognizable sequence with adaptations for individual student needs AMLE 1b
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs AMLE 4c
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals AMLE 1c, 1d, 2c

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

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |

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

Justification for Evaluation

Student's Last Name First Middle Social Security Number

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

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

Student Teacher's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work AMLE 2b, 2c
- Attention to equitable learning opportunities for students AMLE 1b, 3b, 4d
- Appropriate interactions between teacher and students and among students AMLE 5a
- Effective classroom routines and procedures resulting in little or no loss of instructional time AMLE 4a
- Clear standards of conduct and effective management of student behavior AMLE 1c
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher AMLE 1b
- Ability to establish and maintain rapport with students AMLE 5d

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

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

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

Justification for Evaluation

Student's Last Name First Middle Social Security Number

Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(j)(D),(F),(G)

Student Teacher's performance appropriately demonstrates:

- Knowledge of content and pedagogical theory through their instructional delivery AMLE 2a, 4a, 4d
- Instructional goals reflecting Pennsylvania K-12 standards AMLE 2b
- Communication of procedures and clear explanations of content AMLE 4a, 4b
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- AMLE 4b
- Use of questioning and discussion strategies that encourage many students to participate AMLE 4b
- Engagement of students in learning and adequate pacing of instruction AMLE 4b, 4d
- Feedback to students on their learning AMLE 1d, 4a, 4c
- Use of informal and formal assessments to meet learning goals and to monitor student learning AMLE 4a, 4b, 4c
- Flexibility and responsiveness in meeting the learning needs of students AMLE 4c, 4d
- Integration of disciplines within the educational curriculum AMLE 2c

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

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interview _____ | <input type="checkbox"/> Other _____ |

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

Justification for Evaluation

Student's Last Name First Middle Social Security Number

Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(j)(I),(J)

Student Teacher's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like AMLE 5a
- Knowledge of school or district requirements for maintaining accurate records and communicating with families AMLE 3a; 5c
- Knowledge of school and/or district events AMLE 5c
- Knowledge of district or college's professional growth and development opportunities AMLE 5d
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations AMLE 5d
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators AMLE 5c
- Ability to cultivate professional relationships with school colleagues AMLE 5a
- Knowledge of Commonwealth requirements for continuing professional development and licensure AMLE 5d

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

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher Interviews _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Written Documentation _____ | |

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

Justification for Evaluation

Appendix F

CODE OF ETHICS

CODE OF ETHICS

Candidates are expected to adhere to professional ethics. The Teacher Education Department uses the Codes of Ethics of the following organizations:

National Education Association

Association of Middle Level Educators (AMLE)

International Reading Association

Council for Exceptional Children

Pennsylvania Code of Professional Practice and Conduct for Educators

Shippensburg University, The College of Education and Human Services and Human Services

The College of Education and Human Services and Human Services

Commitment to Ethical Practice

Honoring, and dignifying ourselves and others;

Valuing differences among and between us;

Advocating for and acting to attain social justice;

Using discretion vested in the privileges of our positions
appropriately;

Performing our jobs at the highest standard;

Upholding the trust of those with whom we work; Respecting
the work of other professionals.

Individually, in order that others may know who I am, what I believe, and know of my works, I, with the others here, will be accountable for the privileges and responsibilities that accompany my membership in The College of Education and Human Services and Human Services.