



**EASTERN UNIVERSITY**  
**College of Education and Behavioral**  
**Sciences**

**STUDENT TEACHING HANDBOOK**  
**Spring 2025**

Eastern University  
1300 Eagle Road  
St. Davids, PA 19087  
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## **WELCOME FROM THE DEAN**

Eastern University's College of Education and Behavioral Sciences ensures our students are provided with a supportive, practical, and transformative student teaching experience. As we all know, the experience of student teaching is of prime importance in developing teachers who will pursue their profession with passion and expertise.

At Eastern, the student teaching experience affords the candidate an opportunity to continue developing and reflecting on the skills, knowledge, and professionalism critical to student learning. Throughout the candidates' preparation program, their field and clinical experiences reflect both a significant quantity of hours and high-quality training.

Student teachers spend over 12 weeks on site, therefore, becoming an important member of the school community, working with an expert mentor teacher and university supervisor. Each have expertise in a variety of content areas and instructional approaches. Student teaching at Eastern University is a collaborative process that includes planned placements, careful supervision and student reflection on growth. We encourage you to use your "heart (faith), head (reason), and hands (justice)" while student teaching as you reflect on and make decisions about how to help the diverse students with whom you will work thrive in their school community.

This handbook is meant to be a resource guide with practical information for those who are a part of our capstone experience. It is by no means meant to be comprehensive. We constantly revise and update information, especially as we receive your feedback and suggestions.

We extend our gratitude to the schools and staff that welcome our Eastern University students into their learning community.

Susan Edgar-Smith, Ph.D.  
Dean, College of Education and Behavioral Sciences

## QUICK REFERENCE

### WHAT IF:

SITUATION	ACTION
Illness, family emergency, funeral	Call your Mentor Teacher and University Supervisor immediately
In-service day, Back To School Night, parent conferences, field trips (etc.)	Attend with Mentor Teacher (if permitted) and email University Supervisor
Inclement weather	Check the school website, local radio or television. If school is delayed, closed, or has an early dismissal contact University Supervisor by text message and email
Non emergencies (vacation, personal day, appointments, etc)	Must be scheduled around school hours and obtain written approval from Mentor Teacher University Supervisor at least 48 hours in advance
Faculty strike (or job action)	Call your University Supervisor

## IMPORTANT CONTACT NUMBERS

Director of Student Teaching: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Seminar Instructor: \_\_\_\_\_

Mentor Teacher #1: \_\_\_\_\_

Mentor Teacher #2: \_\_\_\_\_

School Office #1: \_\_\_\_\_

School Office #2: \_\_\_\_\_

## OTHER REMINDERS

- Download district app/classroom communication system
- Request to be added to district emergency alert system

## PHILOSOPHY OF THE TEACHER EDUCATION PROGRAM

Eastern University is a Christian university committed to preparing professionals to serve with excellence in schools. The College of Education and Behavioral Sciences is committed to equipping our students to ensure they;

1. Possess depth and breadth in their respective content knowledge
2. Display professionalism
3. Practice evidence-based teaching skills
4. Work toward repairing social injustices such as reducing the achievement gap
5. Attain expertise in diversity and inclusion practices

The teacher training program also strives to have candidates reach an understanding of individual differences, human growth and development, and a thorough knowledge of innovative teaching techniques with appropriate integration of educational technology. These skills must be demonstrated by student teacher candidates before placement in the field by the College of Education and Behavioral Sciences staff.

## THE TEACHER EDUCATION CERTIFICATION PROGRAM

The College of Education and Behavioral Sciences offers a program of study to selected, qualified students who desire to be certified as teachers in the state of Pennsylvania. Students seeking certification are responsible for completing an approved course of study and must be recommended by faculty from the Education College. Once coursework is complete, field experiences successfully done and Praxis exams passed Eastern University's Certification Officer recommends the teaching candidate to the Pennsylvania Department of Education. This recommendation will be based upon adherence to the standards of conduct of Eastern University as well as upon the successful completion of academic requirements.

As stated above, the State of Pennsylvania also requires evidence of passing the required certification exams. Baccalaureate students must successfully complete the Basic Skills exams (or waive by alternative method), and both baccalaureate and post-baccalaureate students must complete the appropriate Praxis II or PECT exams before granting a certificate. \* See Appendix D for further explanation.

Areas of certification at Eastern University include *\*not an exhaustive list\**: Early Childhood (PK-4), Middle Level 4-8 (English/Reading, Social Studies, Mathematics, and Science), Secondary Education 7-12 (Biology, Chemistry, English, Mathematics, and Social Studies), Special Education (PK-12), Foreign/World Language PK-12 (French, Spanish, Chinese(Mandarin)), Health & Physical Education PK-12 (post baccalaureate only), Music PK-12, Reading Specialist PK- 12, Reading Supervisor PK-12 (post baccalaureate only), School Nurse N-12, School Psychologist PK-12, Elementary and Secondary Counselor PK-12.

## **ELIGIBILITY**

### **Student Teach:**

Student Teaching Candidates must meet the following criteria to be eligible to student teach.

1. Acceptance into the College of Education and Behavioral Sciences
2. Complete all required coursework for certification area with a minimum grade of C or higher, except for 610/620 and with special permission EDUC 450
3. Submit Student Teaching Application by required deadline
4. Minimum of 3.0 GPA
5. Updated Clearances {Child Abuse, PA Criminal Record Check, FBI Fingerprint} active within 1 year of desired student teaching semester
6. Negative TB test within 90 days of the start of assigned placement
7. Act 24 Arrest and Conviction Form
8. Proof of Liability Insurance available through PSEA
9. Professional Resume
10. Philosophy of Education
11. 2 letters of recommendation from faculty
12. In good standing with Eastern University
13. Attend Student Teaching Orientation

### **Recommendation for Certification:**

1. Completion of all program requirements and student teaching requirements
2. Conferral of degree {end of semester}
3. Minimum of satisfactory rating in each category of the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430)
4. Passing score of required competency tests {PECT or Praxis II}
5. Minimum of 3.0 GPA
6. Submitted application to TIMS for PA teacher certification
7. Recommendation of Eastern University Certification Officer

## **CHANGE IN THE STUDENT TEACHING SITE**

It is the official position of Eastern University that changes in student teaching placement are strongly discouraged whether these changes occur before the placement starts, or after the placement begins. Eastern University endorses the position that, except in unusual circumstance, matters of individual difference which may precipitate the student's request for a change of placement are best settled and resolved on an individual basis within the student's placement district. Unilateral placement changes are seen as disruptive to the ongoing relationship between the University and the school district and may have a negative impact on students served by the district, and are therefore strongly discouraged.

Although the College does not endorse changes in sites, each situation and request for change will be treated on an individual basis with the following guidelines:

1. Valid Criteria for Student Teaching Change
  - a. Insufficient or inappropriate training and learning opportunities.
  - b. Unresolved interpersonal or professional conflicts with staff or administration.
  - c. The student teacher wants additional experience at another level.
  - d. Eastern University reserves the right to remove a student from a placement if the student is not meeting the requirements of student teaching.
2. Sequential Steps in Problem Resolution
  - a. Discuss the problem openly and in detail with the mentor teacher/supervisor.
  - b. If resolved with the mentor teacher/supervisor, the placement stands. If not, a meeting with the mentor teacher and appropriate school personnel is commenced.
  - c. If steps A through B are taken and the problem resolution does not occur, a meeting is scheduled with the mentor teacher, student teacher, Director of Student Teaching and any additional Eastern personnel to address the issue. Every effort will be made to respond as soon as possible with a decision and recommendations, usually within a week.
  - d. If a new placement is deemed appropriate, a suitable placement will be determined by the Director of Student Teaching.

If the problem is viewed as a student teacher's lack of preparation, poor demeanor, emotional readiness or lack of professionalism, the student may be removed from student teaching. If a student teacher is terminated for cause at the student teaching site the student will have to re-apply for entry into the Student Teaching Program. The College of Education and Behavioral Sciences will consider the readiness (emotional readiness, adequacy of skills, professionalism and openness to supervision) of the candidate before re-entry in student teaching is granted. The College of Education and Behavioral Sciences reserves the right to refuse re-entry into the Student Teaching Program following a site dismissal. If a student commits academic dishonesty, makes untruthful statements on any forms, or displays ethical violations, the University's catalog policies and procedures will be followed. This includes university refund policies.

## **RETENTION POLICY**

At times, students may struggle with the application of skills. The grade of 'Incomplete' may be given to allow students the additional time needed to gain skills. In a small number of cases, concerns arise from faculty, supervisors and/or mentors regarding the suitability of a student for the teaching profession. In these situations the program faculty (in compliance with the ethical standards of the profession) will abide by the following: If, in the professional judgment of the Director of Student Teaching, the student's skills are deemed insufficient, the student may fail the courses and be required to repeat the student teaching placement after completing experiences needed to gain the needed skills. A contract is developed with the student outlining prerequisites before being permitted to retake the student teaching experience. Approval of the College of Education and Behavioral Sciences Faculty (via re-application) is once again needed for the student to be accepted into the Student Teaching experience.



## **STUDENT TEACHER INFORMATION**

### **OVERVIEW OF PROCEDURES AND EXPECTATIONS**

Student teaching is a full-time, supervised semester-long teaching experience which closely approximates a full-time working experience. Student teaching candidates are required to attend Student Teaching Orientation, held before the start of the semester. Student teaching candidates are required to attend all scheduled seminar classes. Seminar classes are held with a synchronous and asynchronous schedule. During the student teaching semester, two courses are taken: Undergraduate Level: EDUC 410 Student Teaching and EDUC 420 Seminar in Student Teaching (totaling 15 credits) Graduate Level: EDUC 610 Student Teaching and EDUC 620 Seminar in Student Teaching (totaling 9 credits)

### **ATTENDANCE**

Student teacher candidates are expected to be in attendance of the assigned classroom for the full teaching day every day school is in session. Student teaching candidates are strongly encouraged to attend in-service days, parent-teacher conferences, open houses, faculty meetings, special meetings, etc. Attendance of these events provide great professional experiences for student teaching candidates. Student teaching candidates will follow the calendar of the assigned school district {not the university calendar}. Student teaching candidates are permitted 5 excused absences for the semester. Excused absences include illness, job interview, career fair, professional conference or funeral for immediate family members. Additional make up time will be required if absences exceed this limit. All excused absences MUST be excused by the University Supervisor.

Unexcused absences are NOT permitted during the semester. Unexcused absences include trips, vacations, personal days etc. An absence from student teaching without being cleared by your University Supervisor will be counted as one full day of absence.

Student teachers are required to submit the [Student Teaching Hour Tracker](#) to track the total number of clinical hours (490 hours) completed required by the Pennsylvania Department of Education for certification.

Student Athletes: Student athletes are strongly encouraged to complete their student teaching semester during the off semester of their sport. Communication and planning with an advisor is required to confirm student teaching candidates are able to fulfill all necessary requirements. Missing days and leaving early to attend practices or games is not permitted.

### **COVID 19 AND SOCIAL DISTANCE POLICY**

Student teaching candidates will follow the Health and Safety Plan set by their district and/or center.

## **PROFESSIONALISM**

Student teaching candidates will adhere to the [PA Code of Professionalism Practice and Conduct for Educators](#). Student teaching candidates will demonstrate modest and appropriate dress at all times. Student teaching candidates should defer to the side of a more professional appearance when unsure of dress code. Student teaching candidates are also encouraged to participate in dress down days or theme weeks, such as spirit days. Professional speech and behavior is also expected. This includes written communications with colleagues and students. Student teaching candidates who choose to have face coverings, should be sure all face coverings are professional and appropriate for a school environment.

## **CELL PHONE POLICY**

Cell phones should be turned off or set to silent mode before entering the field experience classroom. Vibrate mode is also discouraged to avoid disruptions. Phone use is restricted during instructional time, including any time that students are in the classroom. Please review district expectations re: technology use with your cooperating/mentor teacher

**Emergency Situations:** If you are expecting an important call or message (e.g., family emergency, critical appointment), inform your mentor before class begins. You will need to step outside the classroom to take the call or respond to the message.

## **PUNCTUALITY**

Student teaching candidates are expected to observe the same rules regarding punctuality which apply to the mentor teacher. Tardiness will be reported to the University supervisor and Director of Student Teaching.

## **TECHNOLOGY AND SOCIAL MEDIA**

For better or worse, people make first impressions based on what they find online. Because your relationship with schools begin when we ask districts to host you, the College of Education and Behavioral Sciences requires all admitted teaching candidates to review and secure their internet presences. Many mentor teachers and administrators will google you during the placement process and use that information to assess the effect you will have on their students as a potential role model. After we make your placement, students and their parents will also google you. School districts have the right to terminate student teaching placements at any time for any reason, it is imperative that you do not give them a reason to do so – this could jeopardize your ability to complete student teaching, finish your program, or become certified. Eastern will support the school districts decision for removal. Candidates who are dismissed from their site will need to reapply for the student teaching program and cannot guarantee approval or an alternative placement when you reapply for student teaching.

With this in mind, please take some time to remove anything online that potential sites could perceive as risqué, offensive, in poor taste, overtly political, related to drugs and/or alcohol, etc. Think about comments you make on others' posts as well – negative statements about colleagues and employers or rude/overly critical comments can reflect poorly on your professional reputation as well. If you are on the fence about something, be safe and delete it.

While you are in your placement, you are required to follow the Pennsylvania Code of Professional Practice and Conduct for Educators. This includes maintaining professional activity on all social media outlets.

### **ADDITIONAL ACTIVITIES**

Activities beyond student teaching responsibilities are encouraged to be limited during the semester. This includes but is not limited to employment, ministry opportunities, playoffs for athletics or club. Traditional Undergraduate students must be pre-approved by the Director of Student Teaching (on student teaching days: Monday-Friday) for hours beyond 10 hours per week.

### **TRANSPORTATION**

Student teaching candidates are responsible for arranging their own transportation to and from the assigned school(s). Teacher candidates must not transport school students in any vehicle. This stipulation includes field trips and other activities.

### **DISCIPLINARY ACTIONS:**

In the event that a student teaching candidate behaves in an inappropriate manner, the Student Teaching handbook will be utilized to address the concern. The University Supervisor will collaborate with the mentor teacher, school principal and university policy to coordinate any disciplinary action necessary.

### **LESSON PLANNING**

Student teaching candidates are required to write lesson plans using the Eastern [Lesson Plan Template](#) *\*make a copy\** for each class taught. These are to be submitted to the mentor teacher for approval at least 24 hours prior to teaching. If your placement uses a different format for lesson planning, student teachers will use the Eastern Lesson Plan Template for all created lessons, but may use the placement template as a guide for the first 4 weeks of placement. After week 4, student teachers may use the district/center template for planning with the approval of the mentor teacher and university supervisor. University Supervisors may request a copy of a lesson plan prior to an observation. This should be in the Eastern Lesson Plan Template unless discussed before with the university supervisor and mentor teacher.

Plans should be available in the classroom for examination by the university supervisor, mentor teacher and/or school principal. It is the responsibility of the student teacher to retain all plans with evaluations of the lessons.

Should a student teaching candidate be absent, substitute lesson plans must be submitted to the mentor teacher by 6:30AM of the missed day for review. This is following professional practice for all district employees.

## **VIDEO RECORDING**

Student teaching candidates may be required to record delivered lessons during the course of the semester. All student teacher candidates are required to review his/her district Technology Policy before the start of the school year and confirm with the mentor teacher on the best way to inform students and parents of this need. This can be done in an introduction letter sent to parents at the beginning of the semester with reference to the district technology policy.

Student teachers will only be recording him/herself conducting the lesson. Student teachers should only record students when parent permission is received and only if necessary as part of the lesson plan.

Recorded lessons will be shared via a secure email to the university supervisor only.

## **MULTIPLE PLACEMENTS**

Student teaching candidates pursuing a dual certification will spend half a semester in each of the certification area. Specific dates will be provided by the Education Services Coordinator. Student teaching candidates pursuing a PK-12 certification are strongly encouraged to spend half the semester in two of the three settings: Elementary, Middle and Secondary level.

## **STUDENT TEACHING VIA AN EMPLOYER/FULL TIME POSITION**

Student teaching candidates who are fully employed in their certification area via an Emergency Certification, Intern Permit, or an alternative contract, are permitted to complete student teaching via their position with administration and university approval. Expectations of the role of a mentor teacher may be different depending on preexisting teacher support systems and administrative programming provided to new teachers. Student teaching candidates should connect with their assigned mentor teacher at the beginning of the semester to establish expectations and request support and feedback throughout the semester.

## **INTERNATIONAL STUDENT TEACHERS**

Schedule adjustments may be necessary if the student teaching candidate completes one placement at an international school. Necessary adjustments will be coordinated by the Director of Student Teaching, student teaching candidate and mentor teacher.

## **STUDENT TEACHING ROLE AND RESPONSIBILITIES**

Prior to student teaching, your university supervisor may request to meet either in person or virtually. At that time, roles will be defined for all persons involved in student teaching. Topics such as: approval of lesson plans, how and when to begin "taking over a class", clarification of responsibilities, and methods by which to obtain help for professional problems will be reviewed.

Following are some suggestions you may use to identify your role and responsibilities. This will help you to delineate the function of student teaching and are recommendations of how you should proceed.

1. Observe the type of school organization, the nature of the curriculum in the cooperating school and the many approaches that are possible in effective teaching
2. Participate in school and community related activities. This includes but is not limited to; professional development, training days, parent teacher conferences, IEP/504 meetings, etc.
3. Know and respect school regulations and professional standards
4. Be aware and honor all district policies including policies regarding videotaping of students and the use of technology in the classroom
5. Safely preserve all personal and confidential information concerning students
6. Provide for individual differences among your students
7. Develop professional relationships and strive for personal and professional growth through continued study and effort
8. Give priority to assigned school duties and responsibilities
9. Maintain the ethical standards of the profession
10. Plan all work, securing the approval of the mentor teacher and in consultation with the university supervisor
11. Continuously evaluate your performance in order to discover your teaching strengths and areas of growth
12. Pray daily for yourself, your students, your mentor teacher and your college supervisors

## **INFORMATION TO DISCUSS WITH MENTOR**

The following topics are to be discussed with your mentor teacher throughout the semester. Keep a journal, notebook, etc to help you throughout the semester. Ask to debrief every day whether you taught or not. You should have questions on what happened in the classroom or teaching strategies. Talk to the mentor teacher about observations to be certain that correct impressions are being formed. Open and honest discussions between the teacher candidate and the mentor teacher are essential to the teacher candidate's growth.

- How are desirable work habits being developed?
- How is student attention gained and held?
- How is student initiative stimulated and how are individual and group responsibility developed?
- What about discipline? How are conflicts and disputes being handled?
- How is student cooperation achieved and retained?
- What personal characteristics of teachers seem to create good student morale?
- How are routine procedures handled in the room?
- What standards are set for student behavior? What behavior exists?
- How are individual and group assignments made?
- How are subject matter and materials selected and used?
- How is a lesson introduced, developed, and evaluated?
- What is being done to differentiate instruction to meet the individual needs of all students?

## SUGGESTED WEEKLY ACTIVITIES FOR STUDENT TEACHERS (ONE PLACEMENT)

Week 1	<ul style="list-style-type: none"> <li>• Introduce yourself to administration, grade level team, colleagues, etc</li> <li>• Observe class routine and participate when appropriate/asked (eg: attendance, lunch count, classroom games/activities, whole class discussions)</li> <li>• Familiarize yourself with curriculum, materials, workbooks, instructional guides, etc.</li> <li>• Observe classroom and become familiar with placement of material and resources</li> <li>• Observe mentor teacher's methods and techniques of classroom management and discipline in the classroom</li> <li>• Participate in non-academic responsibilities (recess, before/after school duties, etc.)</li> <li>• Assist with preparing materials, worksheets, educational packets, etc for the week(s)</li> <li>• Review all technology used in the classroom</li> <li>• Participate/teach one to two (1-2) whole group activities daily, making written lesson plans available to mentor teacher for review prior to lesson delivery</li> <li>• Assist with small group, 1:1 guided instruction with guidance from mentor teacher</li> </ul>
Week 2-4	<ul style="list-style-type: none"> <li>• Assist in changing of classes, escorting class to special(s), lunch, recess, etc</li> <li>• Submit all lesson plans to mentor teacher at least 24 hours in advance for review</li> <li>• Prepare materials required for teaching</li> <li>• Teach about two-four (2-4) classes daily; can include whole group, small group, center rotation, etc.</li> <li>• Teach two to three (2-3) subjects with direction from mentor teacher</li> <li>• Increase responsibility of daily routine and management of classroom (attendance, lunch, special, recess)</li> <li>• Take more responsibility with classroom management and classroom behavior with guidance from mentor teacher</li> <li>• Help record student progress</li> <li>• Review feedback from university supervisor observation(s) if applicable</li> </ul>
Week 5-6	<ul style="list-style-type: none"> <li>• Increase teaching subjects to four (4)</li> </ul>

	<ul style="list-style-type: none"> <li>• Assume full responsibility of daily routine and management of classroom (attendance, recess, etc)</li> <li>• Review plan for upcoming intensive week(s) of teaching with mentor teacher and university supervisor *if needed*</li> <li>• Prepare materials required for instruction</li> <li>• Administer group or individual test</li> <li>• Review feedback from university supervisor observation(s) if applicable</li> </ul>
Week 7-10	<ul style="list-style-type: none"> <li>• Most or all subjects should be handled by student teacher with guidance from mentor teacher</li> <li>• All lessons submitted to mentor teacher in advance for approval and review</li> <li>• Review midterm evaluation with mentor and university supervisor</li> </ul>
Week 11-13	<ul style="list-style-type: none"> <li>• Student teacher transition to teaching three to four (3-4) subjects daily and give back one to two (1-2) subjects over the following weeks</li> <li>• Prepare materials required for instruction</li> <li>• Continue to participate in daily routine and management of classroom</li> </ul>
Week 14-15	<ul style="list-style-type: none"> <li>• Discuss transition of student teacher departure with class</li> <li>• Review final evaluation with mentor and university supervisor</li> </ul>



## SUGGESTED WEEKLY ACTIVITIES FOR STUDENT TEACHERS (TWO PLACEMENT)

Week 1	<ul style="list-style-type: none"> <li>• Introduce yourself to administration, grade level team, colleagues, etc</li> <li>• Observe class routine and participate when appropriate/asked (eg: attendance, lunch count, classroom games/activities, whole class discussions)</li> <li>• Familiarize yourself with curriculum, materials, workbooks, instructional guides, etc.</li> <li>• Observe classroom and become familiar with placement of material and resources</li> <li>• Observe mentor teacher's methods and techniques of classroom management and discipline in the classroom</li> <li>• Participate in non-academic responsibilities (recess, before/after school duties, etc.)</li> <li>• Assist with preparing materials, worksheets, educational packets, etc for the week(s)</li> <li>• Review all technology used in the classroom</li> <li>• Participate/teach one to two (1-2) whole group activities daily, making written lesson plans available to mentor teacher for review prior to lesson delivery</li> <li>• Assist with small group, 1:1 guided instruction with guidance from mentor teacher</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Teach two to three (2-3) class periods daily. Can be whole group, small group, 1:1 guided instruction</li> <li>• Submit all lesson plans at least 24 hours in advance to mentor teacher for review</li> <li>• Assume teaching two to three (2-3) subjects with guidance from mentor teacher</li> <li>• Assist with daily classroom routine, assuming additional responsibilities</li> <li>• Prepare all required materials for instruction</li> <li>• Help record student progress</li> <li>• Review feedback from university supervisor *if applicable*</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Teach three to four (3-4) class periods daily; Whole group, small group, 1:1 guided instruction</li> <li>• Assume teaching three to four (3-4) subjects with guidance from mentor teacher</li> <li>• Assume most responsibility for classroom routine and management duties</li> <li>• Review midterm evaluation feedback from university supervisor observation(s) if applicable</li> </ul>

Week 4	<ul style="list-style-type: none"> <li>• Teach four class periods daily</li> <li>• Review plan for upcoming intensive week(s) of teaching with mentor teacher and university supervisor *if needed*</li> <li>• Prepare materials required for instruction</li> <li>• Administer group or individual test</li> <li>• Assume full responsibility for classroom routine and management duties</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Most or all subjects should be handled by student teacher with guidance from mentor teacher</li> <li>• All lessons submitted to mentor teacher in advance for approval and review</li> <li>• Full responsibility for classroom routine and management duties</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Student teacher transition to teaching three to four (3-4) subjects daily and give back one to two (1-2) subjects over the week</li> <li>• All lessons submitted to mentor teacher in advance for approval and review</li> <li>• Continue to participate in daily routine and management of classroom</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Discuss transition of student teacher departure with class</li> <li>• Most subjects are returned to the mentor teacher. Subjects to be discussed and determined collaboratively with mentor teacher</li> <li>• Review final evaluation with mentor and university supervisor</li> </ul>

## **Suggested schedule for student teaching in one placement**

Week 1: Observing, assisting, and co-teaching smaller instructional activities

Week 2-3: Planning and teaching 1- 2 lessons per day

Week 4-6: 40-60% of teaching and planning responsibilities

Week 6 or 7: Mid-term Conference, first PDE 430 completed

Week 7-9: 75-90% of planning and teaching responsibilities

Week 10-13: Full time planning and teaching responsibilities

Week 14: Final conference, 2nd PDE 430 completed

## MODELS OF STUDENT TEACHING

There are various methods that a host school may employ for student teaching with each model having distinct benefits. You may use a variety of the models listed below throughout your student teaching semester. Collaborate with your mentor teacher to determine which model(s) can be used throughout the semester:

One Teach, One Observe – In this model one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the mentor teacher could take on both roles.

One Teach, One Assist – This strategy is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

Station Teaching – This is instituted when the co-teaching pair divide the instructional content into parts and each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station; often independent stations will be used along with the teacher-led stations.

Supplemental Teaching – This model allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

Alternative / Differentiated Teaching – In this strategy two different approaches are implemented to teach the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Team Teaching – This model involves the incorporation of well planned, team taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

## **SUBSTITUTE TEACHING POLICY**

Student teaching candidates are permitted to act as a substitute for his or her mentor teacher after the completion of week 6 of his or her placement AND only when all additional paperwork is submitted to the Director of Student Teaching. Criteria and additional forms can be found in [Appendix A](#). Student teaching candidates are NOT required to act as a substitute for his/her mentor teacher. If you are asked to act as a substitute and do not have approval from the Director of Student Teaching, please contact your University Supervisor and Director of Student Teaching immediately.

## **LESSON PLAN TEMPLATE**

All lesson plans should be completed in the Eastern University [Lesson Plan Template](#) until week 4 of placement. After week 4, student teachers may use the lesson plan format used by the district or center for planning.

## **APPRAISAL FORM**

Each month, students will submit an [appraisal form](#) designed to identify successful experiences and areas of growth from the previous month. Students will also identify topics covered and discussed with his/her mentor teacher(s) and determine strategies, experiences, student behaviors, etc. to be monitored and implemented the following month.

## **STUDENT TEACHING HOUR TRACKER**

Student teaching candidates should use the [tracking sheet](#) to keep track of the total number of hours during the student teaching semester. Students must log a total of 490 clinical hours and a minimum of 12 weeks to be eligible for certification.

**STUDENT ACKNOWLEDGEMENT**

I acknowledge by signing below, I have read and understand the requirements necessary for all student teaching candidates. A copy of this page should be uploaded to EDUC 410/610-Student Teaching under the Assignment Tab.

Student Signature:\_\_\_\_\_ Date:\_\_\_\_\_

Printed Name:\_\_\_\_\_

Term of Student Teaching:\_\_\_\_\_

## **MENTOR TEACHER/HOST SCHOOL INFORMATION**

### **CRITERIA FOR MENTOR TEACHER**

The mentor teacher is the most influential part of the teacher education program. Eastern University values its mentor teachers and wishes to thank all who undertake this responsibility. To demonstrate appreciation for each mentor teacher's efforts in mentoring our student teachers, the College of Education and Behavioral Sciences will provide a course tuition voucher. This course voucher waives the tuition fees for any three (3) credit course at Eastern University to be used by the mentor or an immediate family member. The chosen course can be online or on-ground and can be held at any of our campuses. Eastern University provides ACT 48 credits for courses taken within the Education College.

The following criteria are required for Mentor Teachers:

- Hold a teaching certificate in the area of candidate certification
- Minimum of 3 years of teaching experience. At least 1 year must be within the district or center where student teaching candidate is assigned
- Desire to work with student teaching candidate
- Willingness to invest necessary time into the mentor relationship with student teaching candidate
- Model professionalism
- Experience in and use of various teaching methods and strategies
- Successful classroom management
- Positive interpersonal relationship skills with students and colleagues

The mentor teacher is invited to attend an orientation held at Eastern University prior to the start of the fall/spring semester. This orientation is available live stream via Zoom. Contact the Director of Student Teaching if you would like to attend.

### **RESPONSIBILITIES OF MENTOR TEACHER**

- Acquaint the student teacher with school policies, procedures, regulations, etc.
- Arrange for a tour of the school facility.
- Permit a pre-teaching observation period with analysis of instruction (see suggested schedule below)
- Encourage your student teacher to learn as much about your students as possible. Students may choose to do a "getting to know you" activity, view all IEPs, student data etc.
- Provide the student teacher with school materials and resources (ie: lesson ideas, videos, handouts, etc) but allow them to craft their own lessons to meet instructional goals
- Share any grade-level curriculum and common assessments at the beginning of the semester, and a suggested pacing calendar for when to complete units/projects/assessments

- Allow the student teacher to establish their own classroom routines and, when necessary, arrange the physical space to help meet instructional goals. They should be expected to follow all school and district policies
- Model various ways to reach diverse learners
- Use conference/supervision time as a period where problems related to the classroom receive first attention.
- Check in with your student teacher about their plans for *each* lesson, long and short term goal-setting and how they plan to make adjustments to meet goals. While the student teacher should be planning independently, take care to head off foreseeable or preventable issues wherever possible.
- Observe and evaluate the teaching of the student teacher using proactive and constructive feedback. Please resist correcting the student teacher during the lesson (if possible). Making a mistake will allow the candidate to make clarifications in subsequent lessons and with your feedback, the candidate should make adaptations and grow day to day.
- Allow student teacher to answer questions from students, even if a question is directed to the mentor. This allows the student teacher to take a leadership role in the classroom.
- Frequently communicate assessment of progress to the student teacher and to the University supervisors.
- Introduce students to other faculty in your department or teaching team and encourage them to spend time observing other teachers at the beginning of their experience. Consider asking the student teacher to note specific things about different teachers to help guide their observations
- Encourage your student teacher to become involved in the school community (assemblies, before and after school activities or clubs)
- Acquaint the student teacher with available electronic equipment and digital tools.
- Acquaint the student teacher with organizational tools such as student learning, scheduling, grading and other platforms.
- Completion of midterm and final PDE 430 and Pre-Service Teacher Performance Assessment evaluation \*sent electronically from the Director of Student Teaching\*

## **STUDENT TEACHER ATTENDANCE AND ABSENCE**

The student teacher is required to follow the district schedule, including inservice days. Student teachers are required to report at the same time of the mentor teacher and remain until the end of the scheduled day. If a student teacher is absent, it should be treated in the same manner as regular teacher personnel. Lesson plans must be submitted to the mentor teacher if the student teacher is ill or absent by 6:30am of the missed day.

## **PUNCTUALITY**

Student teaching candidates are expected to observe the same rules regarding punctuality which apply to the mentor teacher. Tardiness should be reported to the University supervisor and Director of Student Teaching.

## **WORK SPACE**

Prior to the arrival of the student teacher, the mentor teacher should prepare a work space for the student teacher.

## **MENTOR TEACHER ABSENCE**

If the mentor teacher should be absent from school, the student teaching candidate should be notified as soon as possible. The student teaching candidate may not be asked to be the substitute teacher before the midterm evaluation.\*see Appendix A\* The student teaching candidate may be asked to do the majority of the teaching, but the substitute/supervisor must be present.

## **LESSON PLAN SUBMISSION**

The mentor teacher should plan in advance for subjects and classes in which the student teacher will be responsible. The student teacher is required to submit to the mentor teacher fully scripted lesson plans 24 hours in advance (hard copy or electronically) for all lessons the student teacher is delivering. The mentor teacher reviews these plans, provides suggestions if necessary and approves plans. If the mentor teacher and/or university supervisor determines lesson plans are not adequately prepared or organized, student teacher candidates will not be permitted to add additional subjects to his/her teaching schedule.

## **STUDENT TEACHING VIA AN EMPLOYER/FULL TIME POSITION**

Student teaching candidates who are fully employed in their certification area via an Emergency Certification, Intern Permit, or an alternative contract, are permitted to complete student teaching via their position with administration and university approval. The mentor teacher should be available for consultation and support to the student teaching candidate throughout the semester.

## **VIDEO RECORDING**

Student teaching candidates may be required to record delivered lessons during the course of the semester. All student teacher candidates are required to review his/her district Technology Policy before the start of the school year and confirm with the mentor teacher on the best way to inform students and parents of this need. This can be done in an introduction letter sent to parents at the beginning of the semester with reference to the district technology policy.

Student teachers will only be recording him/herself conducting the lesson. Student teachers should only record students when parent permission is received and only if necessary as part of the lesson plan.

Recorded lessons will be shared via a secure email to the university supervisor only.



## **PARENT CONFERENCES**

If possible, the student teacher should be permitted to participate in one or more parent conferences. If this is not possible, the mentor teacher can review with the student teacher how conferences are handled.

## **EVALUATION OF STUDENT TEACHER**

A midterm and final evaluation will be completed by the mentor teacher(s). All evaluations will be shared with the student teacher, mentor teacher(s) and university supervisor. In addition, the mentor teachers may be asked to complete a survey assessing the university's teacher training program. Evaluations will be sent electronically from the Director of Student Teaching.

## **COMPENSATION FOR MENTOR TEACHER**

To demonstrate appreciation for each mentor teacher's efforts in mentoring our student teachers, mentors will be able to choose one of the following options:

1. A course tuition voucher. This course voucher waives the tuition fees for any three (3) credit course at Eastern University to be used by the mentor or an immediate family member. The chosen course can be online or on-ground and can be held at any of our campuses. Course code must be: EDUC, HPED, PSYC (undergrad online), SCNL, SCSP. Eastern University provides ACT 48 credits for courses taken within the College of Education College and Behavioral Sciences.
2. A small monetary compensation. Funding of the compensation may vary depending on funding available.

## **BUILDING PRINCIPAL**

It is through the support and cooperation of the building principal that the student teacher is guided through a successful student teaching experience. As the educational leader of your school, the guidance and assistance you provide the student teacher will contribute greatly to the quality of the student teaching experience.

The following practices have been recommended by school principals:

1. Be informed about the progress of the student teacher
2. Give assistance and support to the student teacher in developing professional relationships with the faculty and staff
3. Accept the student teacher as a participating member of the faculty
4. Observe the student teacher in the classroom, if feasible, giving feedback as appropriate

## SUGGESTED WEEKLY ACTIVITIES FOR STUDENT TEACHER WITH ONE PLACEMENT

Week 1-2	<ul style="list-style-type: none"> <li>• Orient student teacher to school and introduce to staff</li> <li>• Familiarize student with supply sources and the procedure for obtaining them</li> <li>• Provide class lists, schedules, school rules and regulations, fire drill procedure, etc.</li> <li>• Supply student teacher with School Policy Handbook</li> <li>• Introduce student teacher to class and prepare class for arrival of student teacher</li> <li>• Discuss plan for student teacher's increasing participation in class</li> <li>• Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.</li> <li>• Allow student teacher to observe teaching and conflict management</li> <li>• Include student teacher in all meetings, duties, conference, etc.</li> <li>• Share planning strategies with student teacher, emphasizing importance of planning ahead</li> <li>• Demonstrate specific teaching techniques or methods</li> <li>• Familiarize student with any and all technology utilized in the classroom</li> <li>• Provide samples of types of seatwork activities suitable for class</li> <li>• Help student teacher plan appropriate goals for the semester</li> <li>• Review class academic records, IEP, 504, Accommodation plans</li> <li>• Make available resources and materials for teaching</li> </ul>
Week 3-4	<ul style="list-style-type: none"> <li>• Include student teacher in meetings, conferences, etc.</li> <li>• Emphasize growth and learning aspect of student teaching experiences</li> <li>• Explain theory for techniques and approaches used in your teaching</li> <li>• Review plan for student teachers increased participation in classroom subjects and duties</li> <li>• Allow for opportunities of independent instruction</li> <li>• Review non-academic duties and additional classroom</li> <li>• Review feedback from university supervisor *if applicable*</li> </ul>

Week 5-6	<ul style="list-style-type: none"> <li>• Continued observation and evaluation of student teacher lessons and lesson plans</li> <li>• Offer guidance to help class to adjust to increasing role of student teacher in the classroom</li> <li>• Plan with student teacher for intensive teaching. Review lessons and plan for upcoming weeks.</li> <li>• Observe areas of teaching and identify strengths and areas of growth</li> </ul>
Week 7-10	<ul style="list-style-type: none"> <li>• Monitor student teacher and his/her progress. Give constructive advice as necessary</li> <li>• Observe areas of teaching and identify strengths and areas of growth</li> <li>• Complete Midterm Evaluation</li> <li>• Review plan/schedule for student teacher returning subjects to mentor teacher</li> </ul>
Week 11-13	<ul style="list-style-type: none"> <li>• Review plan/schedule for student teacher returning subjects to mentor teacher</li> <li>• Take back classes at about 1-2 subjects per week</li> <li>• Assist in communicating transition of the student teacher to students</li> </ul>
Week 14-15	<ul style="list-style-type: none"> <li>• Discuss transition of student teacher departure with class</li> <li>• Complete Final Evaluation</li> </ul>

## SUGGESTED ACTIVITIES FOR STUDENT TEACHER WITH TWO PLACEMENTS

Week 1	<ul style="list-style-type: none"> <li>• Orient student teacher to school and introduce to staff</li> <li>• Familiarize student with supply sources and the procedure for obtaining them</li> <li>• Provide class lists, schedules, school rules and regulations, fire drill procedure, etc.</li> <li>• Supply student teacher with School Policy Handbook</li> <li>• Introduce student teacher to class and prepare class for arrival of student teacher</li> <li>• Discuss plan for student teacher's increasing participation in class</li> <li>• Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.</li> <li>• Allow student teacher to observe teaching and conflict management</li> <li>• Include student teacher in all meetings, duties, conference, etc.</li> <li>• Share planning strategies with student teacher, emphasizing importance of planning ahead</li> <li>• Demonstrate specific teaching techniques or methods</li> <li>• Familiarize student with any and all technology utilized in the classroom</li> <li>• Provide samples of types of seatwork activities suitable for class</li> <li>• Help student teacher plan appropriate goals for the semester</li> <li>• Review class academic records, IEP, 504, Accommodation plans</li> <li>• Make available resources and materials for teaching</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Discuss list of observed classroom routines &amp; management with student teacher</li> <li>• Include student teacher in meetings, conferences, etc.</li> <li>• Emphasize growth and learning aspect of student teaching experiences</li> <li>• Explain theory for techniques and approaches used in your teaching</li> <li>• Review plan for student teachers increased participation in classroom subjects and duties</li> <li>• Allow for opportunities of independent instruction</li> <li>• Review non-academic duties and additional classroom</li> <li>• Review feedback from university supervisor *if applicable*</li> </ul>

Week 3	<ul style="list-style-type: none"> <li>• Continued observation and evaluation of student teacher lessons and lesson plans</li> <li>• Offer guidance to help class to adjust to increasing role of student teacher in the classroom.</li> <li>• Observe areas of teaching and identify strengths are areas of growth</li> <li>• Review feedback from university supervisor *if applicable*</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Continued observation and evaluation of student teacher lessons and lesson plans</li> <li>• Plan with student teacher for intensive teaching. Review lessons and plan for upcoming weeks.</li> <li>• Observe areas of teaching and identify strengths are areas of growth</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Monitor student teacher and his/her progress. Give constructive advice as necessary</li> <li>• Observe areas of teaching and identify strengths are areas of growth</li> <li>• Complete Midterm Evaluation</li> <li>• Review plan/schedule for student teacher returning subjects to mentor teacher</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Review plan/schedule for student teacher returning subjects to mentor teacher</li> <li>• Take back classes at about 1-2 subjects per week</li> <li>• Assist in communicating transition of the student teacher to students</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Discuss transition of student teacher departure with class</li> <li>• Complete Final Evaluation</li> </ul>

## UNIVERSITY SUPERVISOR INFORMATION

### UNIVERSITY SUPERVISOR RESPONSIBILITIES

The university supervisor is responsible for:

- Mentoring the student teacher throughout the semester.
- Establishing and maintaining good relationships between the cooperating schools and the university
- Helping the student teacher to identify strengths and areas of growth of teaching skills
- Communicating with mentor teacher(s) to discuss performance of student teachers
- Systematically observing the student teacher's classroom activities
- Encouraging the student teacher to experiment with new ideas in curriculum and methodology
- Help the student teacher with:
  - Time management techniques/suggestions
  - Identify and set realistic goals in terms of what the student teacher hopes to do and what and how pupils will be expected to perform
  - Provide liaison between the university and the school district's personnel.
  - Continually evaluate all aspects of the student teaching field experience
- Interpreting the university's student teaching policies to mentor teachers, student teachers and others
- Filing periodic evaluation reports of student teachers' progress
- Acquainting the student teacher with the specific school and community and with the university's student teaching goals
- Grading necessary assignments throughout the semester via Brightspace course

### OBSERVATIONS

University supervisors will observe student teacher in person, virtually (synchronous live) or recorded lessons a minimum of four (4) and maximum of six (6) times in the semester.

University supervisors will complete an evaluation after each observation using the Teacher Candidate Effectiveness Assessment form (*Appendix B*). The observation form should be submitted electronically via the link sent by the Director of Student Teaching.

### INTERACTION WITH MENTOR TEACHER

The Director of Student Teaching will distribute via email a copy of the Student Teaching Handbook to the mentor teacher before the start of the semester. If possible, the mentor teacher, student teacher and university supervisor will meet before the start of the placement or during the first observation to review all requirements of both parties as well as address any questions. University supervisors will act as a mediator between mentor teacher and student teacher should a conflict or problem arise and assist with resolving the conflict as quickly as possible to allow for a successful placement.

## EVALUATION OF STUDENT TEACHERS

University supervisors will complete a midterm and final evaluation on each student teacher using the [PDE 430 form](#). This form will be submitted electronically via the link provided by the Director of Student Teaching. If student teacher candidates do not receive a passing final evaluation from both the university supervisor and mentor teacher, student teaching candidates may be required to complete a remediation plan, re-take the student teaching course or possibly be dismissed from the program.

## QUICK REFERENCE

Pre-Service Teacher Performance Assessment- Teacher Candidate Effectiveness Assessment	Completed after every observation via Qualtrics
PDE 430	Completed Midterm (week 5-9) *must have at least 1 observation completed* Completed Final (week 14-15)

## CERTIFICATION INFORMATION

### INTERN CERTIFICATE

Post-Baccalaureate or Graduate Certification Candidates can apply for an Intern Certificate  
*Intern Certificate Process*

Pennsylvania's teacher intern certification is a professional certificate that entitles the holder to fill a full-time professional teaching position. The teacher intern certification program is an alternate route to certification through an approved Pennsylvania program provider. This program must be completed in three years after receiving approval of an intern certification. For student teaching all coursework must be completed prior to beginning student teaching.

Below is information about how to qualify and apply for an intern certificate:

- Be of good moral character
- Be at least 18 years of age
- Be a United States citizen or a legal permanent resident holding a valid green card
- Hold a minimum of a bachelor's degree
- Enroll in a Pennsylvania Department of Education (PDE) approved Intern program (*Eastern's Education College is an approved program*); a minimum 3.0 GPA is required to enter the program. (*This certificate must be attained before student teaching in your job.*)
- Secure a full-time or long-term substitute position in your content area(s)
- Meet all testing requirements
- Obtain written approval (on letterhead) from the superintendent and/or the principal as proof of full time employment in the school
- Submit an online application through the Teacher Information Management System (TIMS)
- The PDE approved Intern program provider must verify program enrollment through TIMS

See more details about the Intern Certificate process on this PDE website: [Click Here](#)

### CERTIFICATION TEST INFORMATION

Certification tests are required for Instructional I certification with the state of Pennsylvania. If you have questions related to certification testing requirements, please see your education advisor. Also, please remember to register for all certification tests via the test code number

Test information included here is for those certifications most frequently pursued at Eastern. Further information can be found on the [PDE website](#):



## Certification Area Testing

\*\*Required for *all* students seeking Pennsylvania certification

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx#tab-1>

- For **PK-4 certification** – three PECT modules – registration and preparation information can be found at [WWW.PA.NESINC.COM](http://WWW.PA.NESINC.COM) ○
  - Module 1 – Child development, learning and assessment; collaboration and professionalism (test code 8006)
  - Module 2 – Language and literacy development; social studies, arts and humanities (test code 8007)
  - Module 3 – Mathematics, science, and health (test code 8008)
- For **Grades 5-6 ADD ON (option to the above 'PK-4' Certificate Holders) certification-** two PRAXIS II modules – registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - Module 2 – English Language Arts & Social Studies (test code 5154)
  - Module 3 – Mathematics & Science(test code 5155)
    - \*Student must apply for this certification simultaneously and in addition to applying for **PK-4** certification. This certification will only be granted once the PK-4 certificate is approved.
- For **Special Education PK-12 certification-** two PRAXIS II exams - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - The Fundamental Subjects: Content Knowledge (test code –5511)
  - Special Education: Core Knowledge and Applications (test code- 5355)
- For **Middle Level 4-8 certification** – PRAXIS II exams – registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - All Middle Level 4-8 candidates must pass the **Grades 4-8 Core Assessment**. This assessment is composed of ***three subtests, which must be taken together on the candidate's initial attempt.*** If the candidate is unsuccessful reaching the qualifying score on one or more subtests, the candidate only needs to re-take the particular subtest(s) until the qualifying score is met.
  - Test code for the complete Core Assessment is 5152
  - If the student must retake one or more subtests, the following registration codes should be used:
    - Pedagogy Subtest (test code 5153)

- English language arts and social studies subtest (test code 5154)
  - Mathematics and science subtest (test code 5155)
- In addition to the Core Assessment, Middle Level candidates must pass their **subject concentration assessment(s)**:
  - English/Language arts concentration (test code 5156)
  - Social studies concentration (test code 5157)
  - Mathematics concentration (test code 5158)
  - Science concentration (test code 5159)
- For **French K-12 certification** – two PRAXIS II exams - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - The Fundamental Subjects: Content Knowledge (test code – 5511)
  - French: World Language (test code 5174)
- For **Spanish K-12 certification** – two PRAXIS II exams - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - The Fundamental Subjects: Content Knowledge (test code – 5511)
  - Spanish: World Language (test code 5195 computer) – qualifying score
- For **Music K-12 certification** – two PRAXIS II exams - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - The Fundamental Subjects: Content Knowledge (test code – 5511)
  - Music: Content Knowledge (test code –5113)
- For **Health and Physical Education K-12 certification** – two PRAXIS II exams - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - The Fundamental Subjects: Content Knowledge (test code – 5511)
  - Health and Physical Education: Content Knowledge (test code – 5857)
- For **Biology 7-12 certification** – one PRAXIS II exam - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - Biology: Content Knowledge (test code –5236)
  -
- For **Chemistry 7-12 certification** – one PRAXIS II exam - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - Chemistry: Content Knowledge (test code –5246)
- For **English 7-12 certification** – one PRAXIS II exam - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - English Language Arts: Content Knowledge (test code – 5038)

- For **Mathematics 7-12 certification** – one PRAXIS II exam - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - Mathematics: Content Knowledge (test code – 5165)
- For **Social Studies 7-12 certification** – one PRAXIS II exam - registration and preparation information can be found at [WWW.ETS.ORG](http://WWW.ETS.ORG)
  - Social Studies: Content Knowledge (test code – 5581)

### **CERTIFICATION IN OTHER STATES**

If you intend to be certified in another state besides Pennsylvania be sure to check the [state authorization page](#) to review additional steps needed for certification in your desired state.

## APPENDIX A



### SUBSTITUTE TEACHING POLICY

#### From PDE:

*The Substitute Teaching Permit for Prospective Educators became effective on September 11, 2016 with the passage of Act 86 of 2016.*

*This permit allows an education student in an approved Pennsylvania teacher preparation program who meets the specific requirements in the law to be hired by a Local Education Association (LEA) in a controlled salaried permit position.*

#### Requirements:

*An eligible education student:*

- *Must be currently enrolled in a PA college or university teacher preparation program Institutionally Accredited and endorsed by CHEA and approved by PDE;*
- *Must have completed 60 semester hours or the equivalent at an accredited PA college or university; and*
- *Must be eligible under § 111 (criminal history) and § 1109(a) (good moral character, at least 18 years of age, U.S. citizen, etc.) as well as have appropriate child abuse clearances.*

#### Process:

- *The permit is issued **by the chief school administrator of the LEA** (school district, charter school, area vocational-technical school, or intermediate unit) to the eligible education student.*
- *The student must present verification of enrollment status and completed semester hours to the LEA.*
- *The LEA must verify the requirements for a criminal history, child abuse clearances, and Good Moral Character.*

- *The governing body of the LEA will fix the salary paid to the student.*
- *Substitute time is not eligible for Pennsylvania State Employees Retirement System or School Employees Retirement System retirement credit.*

### **Service Permissions:**

- *The permit is valid for one year and allows the student to substitute teach for **no more than 10 days per school year** for a single teacher and **not more than 20 days for multiple employees per school year**.*
- *The permit may be renewed for one additional year if the student provides documentation of continued enrollment in the preparation program and the completion of an additional 15 credit hours or its equivalent.*

Eastern University's College of Education and Behavioral Sciences guidelines, relative to student teachers, regarding Act 86 of 2016 (above) permitting prospective teachers to act as substitute teachers are outlined in this document. The guidelines below only apply to Eastern University student teachers during their assigned student teaching placement.

Eastern University student teachers will be permitted to act as a substitute teacher during their student teaching experience after the midterm of the student teaching semester and under the following conditions.

Eastern University student teachers:

1. Must be Board approved as a Student Teacher who may be used to substitute.
  - a. This process will be different for each school district and may not be an option for all student teaching placements. There should be clear communication between the school site and the student teacher about this option. Both parties must agree to the use of a student teacher as a substitute teacher.
  - b. A locally issued permit will be provided by the school site.
2. Must obtain a positive recommendation from their "first-half" mentor teacher and university supervisor prior to being used as a substitute teacher in their student teaching classroom.

3. May not be used as a substitute until after the midpoint of the student teaching semester.
4. May substitute in their mentor teacher's classroom when the mentor teacher is absent from school.
  - a. May NOT substitute outside of their mentor teacher's classroom. If there is a need for a substitute teacher in another classroom, PDE suggests that the mentor teacher be assigned to the "other classroom" for the day and the student teacher remain in his or her "student teaching classroom" as a substitute.
5. May serve as a substitute teacher for no more than ten (10) days while student teaching.
6. May be observed as a student teacher at the same time they are acting as a substitute teacher in their assigned "student teaching classroom."
7. Must notify their University Supervisor immediately once they learn that they will be substitute teaching rather than student teaching.
8. Must be officially employed by the LEA as a paid substitute and the LEA will determine the fixed salary of the student teacher when acting as the substitute teacher.
9. All required documentation is sent to the Director of Student teaching prior to the first day of substitute teaching.

*Some LEAs may have additional restrictions such as:*

1. May only be used to substitute IF all other possible District substitutes have not taken the open position and District teachers will be in the position of having to "cover" the position for the day. (i.e. – using the student teacher due to a need for bargaining unit coverage of another class)

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A student teacher is **not** obligated to act as a substitute teacher during the student teaching semester but those who believe they may be interested in doing so should initiate the process outlined below as soon as possible.

## **Process for obtaining a *Substitute Teaching Permit for Prospective Teachers***

Student teachers should:

1. Contact the school district's Superintendent's Office or Human Resource Office to determine if the school district is willing to offer a "Substitute Teaching Permit for Prospective Teachers". These guidelines should be shared with the school district with the initial inquiry.
2. Complete whatever process is outlined by the school district for obtaining this special permit. Student teachers should complete the necessary application process to become a substitute teacher set by the district. If a district contracts with an outside agency (STS, Kelly Sub Services, etc), the student teacher should complete the employment application process to be eligible for payment of days spent as a substitute.
  - a. Verification that the candidate is currently enrolled in a teacher preparation program. Student teachers can contact the Director of Student Teaching for this letter.
  - b. Verification the candidate has completed at least 60 hours of coursework at a college or university within the Commonwealth accredited by a regional accrediting agency. This will be included in the letter received with the student teaching placement for certification seeking students.
  - c. Other items as determined by the school district such as clearances, resume, etc.
3. During week seven of the student teaching semester, the student teacher should access the recommended form letter via Brightspace or the Student Teaching Handbook and obtain the necessary signatures. Send completed form to Director of Student Teaching prior to first day of substitute teacher.
4. Submit proof of employment via substitute teacher agency used by LEA.
5. The student teacher will submit the completed letter to the appropriate office in the school district. The submission of this letter would prompt the school district of the availability of the student teacher to act as a substitute teacher for no more than once a week during the remaining student teaching semester. After the student teaching semester has ended, the graduate may substitute in the school district as frequently as requested.



To Whom It May Concern:

According to Eastern University College of Education and Behavioral Sciences guidelines regarding substitute teaching while student teaching, I am formally requesting that I be considered for substitute teaching while student teaching in your school district. Below are the signatures of my cooperating teacher for student teaching during the first 7-weeks of student teaching and university supervisor acknowledging that in their certified professional opinion, my skills, knowledge and disposition are such that I would be an effective substitute teacher within my student teaching classroom.

Sincerely,

Student Teacher's Name \_\_\_\_\_

Student Teacher's Area of Certification and Building:

\_\_\_\_\_

\_\_\_\_\_  
Cooperating Teacher Print Name

\_\_\_\_\_  
University Supervisor Print Name

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## APPENDIX B:

### PRE-SERVICE TEACHER PERFORMANCE EVALUATION Extended version *\*submitted electronically after each observation\**

<b>Domain 1: Planning and Preparation</b> <b>Formative Assessment # _____</b>					
<p>Effective teacher candidates plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teacher candidates work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.</p>					
Component	Not Yet (0)	In Process (1)	Established (2)	Distinguished	N/A
<b>1a:</b> <i>Demonstrating knowledge of content and pedagogy</i>	<p>In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher candidate displays little understanding of prerequisite knowledge important to student learning of the content. The teacher candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher candidate demonstrates accurate understanding of prerequisite relationships among topics. The teacher candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	
<b>1b:</b> <i>Knowing and Valuing Students</i>	<p>The teacher demonstrates a lack of understanding and awareness regarding their students' needs and backgrounds. They do not consider students' race, culture, or identity, nor do they seek to understand their prior knowledge, skills, or mindsets. The teacher also fails to recognize or address students' cognitive, social, emotional, and character development, and lacks a sufficient understanding of how students learn and</p>	<p>The teacher has a partial understanding of students' identities, strengths, and needs, which somewhat supports their learning and development. They attempt to incorporate knowledge of students' race, culture, and identities into planning, but with limited success. Similarly, the teacher tries to account for students' varied knowledge, skill levels, and mindsets, as well as their cognitive, social, emotional, and character development, but these efforts are also only partially effective. The</p>	<p>The teacher has a strong understanding of their students, which effectively supports learning and development by building on student strengths. They successfully incorporate knowledge of students' race, culture, identities, and varying levels of knowledge, skills, and mindsets into planning and preparation. The teacher also effectively considers students' cognitive, social, emotional, and character development, and demonstrates an accurate</p>	<p>The teacher uses extensive knowledge of the learning process and individual differences to create engaging and effective lessons. They deeply understand and integrate students' cognitive, social, emotional, and character development, modeling habits and mindsets that encourage students to take responsibility for their learning. The teacher's in-depth knowledge of each student's abilities ensures that they provide appropriate support, helping students meet challenging goals and achieve their best. Their comprehensive understanding of students fosters</p>	

	develop, both generally and individually.	teacher has a limited understanding of the learning process and individual learning differences.	understanding of how students learn and differ in their learning processes.	both academic and personal success, and they design culturally responsive and affirming learning experiences that respect and celebrate students' race, culture, and unique identities.	
<i>1c: Setting instructional outcomes</i>	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher candidate has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	

<i>1d: Demonstrating knowledge of resources</i>	The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher candidate aware of resources for expanding one's own professional skill.	The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	
<i>1e: Designing coherent instruction</i>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	
<i>1f: Designing student assessment</i>	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher candidate has no plan to incorporate formative	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher candidate's approach to using formative	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted	

	assessment in the lesson or unit.	assessment is rudimentary, including only some of the instructional outcomes.	clear. The teacher candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	
<b>Comments- Planning and Preparation:</b>					
<p align="center"><b>Domain 2: The Learning Environment</b>  <b>Formative Assessment # _____</b></p> <p>Effective teacher candidates organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.</p>					
Component	Not Yet (0)	In Process (1)	Established (2)	Distinguished	N/A
2a: <i>Cultivating Respect and Affirming Environments</i>	The learning environment is unsafe and unwelcoming, marked by negativity, disrespect, and unresolved conflict. Interactions between the teacher and students, as well as among students, are often negative, uncaring, and insensitive to students' identities and developmental levels. Some students feel isolated, insecure, and disconnected from the classroom community. The environment fails to reflect students' racial and cultural identities, and conflicts and disrespectful behaviors are left unaddressed and unresolved.	The learning environment is somewhat caring and respectful, with classroom interactions between the teacher and students, as well as among students, being inconsistent but showing potential for positive relationships. Many students feel a sense of belonging in a community that acknowledges and values their individual identities. The environment reflects and honors some aspects of students' racial and cultural identities. While the teacher addresses conflict and disrespect, the effectiveness of these efforts is uneven.	The teacher and students use a clear, culturally competent approach to resolve conflicts and restore trust. The learning environment reflects students' racial and cultural identities while honoring the differences between students' and the teacher's unique identities. Most students actively participate in a classroom community that values both their collective and individual identities. Positive, developmental relationships are intentionally nurtured and celebrated. Interactions between the teacher and students, as well as among students, are marked by care and respect, honoring their identities, race, and cultural backgrounds.	Students actively contribute to creating a learning environment characterized by safety, value, and connection, fostering a strong sense of community. Classroom interactions are culturally responsive, supported by the teacher's cultural competence and critical consciousness, which help build and maintain positive relationships. Students take an active role in co-creating a classroom community that reflects their collective identity and interests while honoring individual identities. They have helped shape a unique class identity that includes everyone, celebrates racial and cultural diversity, and addresses racial and cultural dynamics within the environment. Students are also responsible for resolving conflicts, actively following established processes or norms to restore trust.	
2b: <i>Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand.	The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher candidate appears to be only "going through the motions,"	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work;	

	Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	
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<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	
<i>2d: Supporting Positive Student Behavior</i>	There is minimal evidence of the teacher modeling, instructing, or guiding positive student behavior. The teacher does not communicate expectations or address negative behavior and fails to model or teach habits of character. As a result, students do not take responsibility for their own behavior and are unaware of their impact on others.	The teacher models positive behavior and occasionally teaches it explicitly. They establish expectations to promote positive behavior, but this approach has uneven success. The teacher also models and teaches habits of character with inconsistent effectiveness. While encouraging students to monitor their own and each other's behavior and emphasizing collective responsibility, this is achieved with varying degrees of success.	Students exhibit positive behaviors that are modeled by the teacher and reinforced to encourage reflection and adjustment rather than mere compliance. Both the teacher and students have established and agreed upon expectations. The teacher explicitly models, teaches, and reinforces habits of character to foster learning, ethical behavior, and citizenship. Students effectively monitor their own behavior and consider its impact on their peers.	Students consistently and independently exhibit positive behaviors and actively seek ways to enhance the classroom community. They play a significant role in setting and maintaining expectations, with regular opportunities for individual and group reflection. Students take initiative in discussing and reinforcing habits of character that contribute to a safe and productive learning environment. They effectively monitor their own behavior and support each other in demonstrating positive behavior.	
<i>2e: Organizing physical space</i>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture	The classroom is safe, and essential learning is accessible to most students. The teacher candidate makes modest use of physical resources, including computer technology. The teacher	The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures	

	and resources, including computer technology, and the lesson activities.	candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	uses physical resources, including computer technology, effectively.	that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
<b>Comments – The Learning Environment</b>					

<b>Domain 3: Learning Experiences</b> <b>Formative Assessment # _____</b>					
<b>All students are highly engaged in learning and make significant contribution to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and the teacher candidate work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teacher candidates recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.</b>					
Component	Not Yet (0)	In Process (1)	Established (2)	Distinguished	N/A
<b>3a:</b> <i>Communicating with students</i>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher candidate's attempt to explain the instructional purpose has partial success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher candidate's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to	The teacher candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher candidate invites student intellectual engagement. Teacher candidate's spoken and written language is clear and correct and uses vocabulary appropriate to	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	

		the students' ages or backgrounds.	the students' ages and interests.		
3b: <i>Using questioning and discussion techniques</i>	Teacher candidate's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers. A few students dominate the discussion	Teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher candidate attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher candidate may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	

3c: <i>Engaging Students in Learning</i>	The learning experiences fail to engage students intellectually, with tasks being inappropriate for the class and often limited to recall or a single approach. Many students are disengaged, and there is ineffective collaboration among students with inappropriate groupings. Instructional materials and resources are either misused or not supportive of learning and are not equitably available. The pace of the lesson is either too slow or rushed, and opportunities for thought and reflection are poorly implemented.	The lesson pacing allows for some thought and reflection, helping students engage and develop understanding. Instructional materials and resources are used with moderate success to support learning. Students collaborate in ways that are generally appropriate for the activities and outcomes, partially supporting individual learning. Tasks engage students to some extent, with some requiring thinking and offering multiple correct responses or approaches. Overall, the learning experiences partially engage students intellectually and require some level of cognitive effort.	The learning experiences foster curiosity and exploration, promoting higher-order thinking. Students engage in various ways and represent their ideas through multiple means. Activities support student agency and require critical thinking, with tasks demanding high levels of engagement. Students explain their thinking, and collaboration is integral to learning and engagement. Instructional materials and resources are effectively used to support deep learning, and the pacing of the lesson enhances both engagement and deeper learning.	Students actively seek to enhance the challenge of learning experiences and suggest modifications to increase their relevance. They adjust tasks to make them more meaningful and challenging and collaborate in new or unplanned ways to advance their learning. They support each other and use instructional materials and resources independently to meet their needs. Additionally, students demonstrate autonomy and effectively use strategies for reflection.	
3d: <i>Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent or of poor	Assessment is used sporadically by teacher candidate and/or students to support instruction through	Assessment is used regularly by teacher candidate and/or students during the lesson through monitoring of learning	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be	

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

<b>Domain 4: Principled Teaching</b> <b>Formative Assessment # _____</b>					
Effective teacher candidates have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teacher candidates who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.					
Component	Not Yet (0)	In Process (1)	Established (2)	Distinguished	N/A
<b>4a:</b> <i>Reflecting on Teaching</i>	The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.	The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.	The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.	
<b>4b:</b> <i>Supervised maintenance of accurate records</i>	Even with supervision, the teacher candidate's information on student completion of assignments, student progress in learning, non-instructional activity is nonexistent or in disarray.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, non-instructional activity that is rudimentary and partially effective.	With supervision the teacher candidate maintains information on student completion of assignments, student progress in learning, and non-instructional activities that is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in	



				maintaining the records.	
<i>4c: Engaging Families and Communities</i>	The teacher does not engage students' families or the community and shows disrespectful and biased behavior in any interactions. There is no consideration of family values when planning learning experiences, and there is little or no information available to parents about standards, curriculum, or learning. Additionally, the teacher does not offer opportunities for families to participate in learning experiences with students.	The teacher makes some efforts to engage families and communities respectfully and demonstrates some cultural awareness. They try to involve families in contributing to the learning community's ethos and values and share basic information about the curriculum and learning expectations. However, the information provided is limited, inaccessible, or incomplete, and the invitation for families to participate in learning experiences is met with limited success.	The teacher's engagement with families and communities is culturally responsive and shows a strong appreciation for their role in students' learning. They interact with families and communities respectfully and with cultural awareness. The teacher involves families in co-creating aspects of the learning community that reflect community values and regularly provides accessible, informative updates about standards, curriculum, and learning. They also create opportunities for families to support students and participate in the learning community.	The teacher's engagement with students, families, and the community is centered on supporting both academic and personal success. They collaborate with students and families to create learning communities that honor everyone's values and ethos. The teacher ensures that all supporters of students understand the instructional program and have equal opportunities to engage. Families are viewed as essential partners in the learning experience.	
<i>4d: Participating in a Professional Community</i>	The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects recommended by the mentor teacher.	The teacher candidate's professional relationships are cordial and fulfill school/district duties recommended by the mentor teacher; including involvement in a culture of inquiry, school events and/or school/district projects when asked.	The teacher candidate's professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.	

<i>4e: Growing and Developing professionally</i>	The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with	The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher	The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The	
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	others or to assume professional responsibilities.	candidate finds limited ways to assist other teachers and contribute to the profession.	actively in assisting other educators and looks for ways to contribute to the profession.	teacher initiates important activities to contribute to the profession.	
<p>4f: <i>Acting in Service in Schools</i></p>	<p>The teacher acts unethically, lacking understanding of students' needs. Their actions are uncaring or dishonest, and they make unwise, rushed, or self-serving decisions. The teacher fails to take necessary deliberate actions on behalf of students when required.</p>	<p>The teacher acts ethically, making deliberate decisions with the best interests of students, families, and colleagues in mind. They demonstrate honesty, care, and integrity, and strive to make wise, discerning decisions. While they address students' needs through their actions, this may occur inconsistently.</p>	<p>The teacher exemplifies high standards of ethical practices and wise decision-making for students, families, and colleagues. They are recognized as a model of care, honesty, and integrity. The teacher consistently makes wise and discerning decisions in the best interest of students, even in challenging situations. They advocate for all students both in and beyond the classroom and take deliberate actions on their behalf.</p>	<p>The teacher is a school leader in defining and upholding high ethical standards and modeling wise decision-making. They exemplify care, honesty, and integrity, encouraging both students and teachers to develop these qualities. The teacher consistently makes decisions in the best interest of students, families, and colleagues. They serve as a model of advocacy for students and lead efforts to identify and address policy changes that conflict with community values or could harm students.</p>	
<p><b>Comments – Principled Teaching</b></p>					

**APPENDIX C:****OBSERVATION EVALUATION-Short version** *\*can be used during observation and then submitted via electronic link\**

Student Teacher Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

FORM COMPLETED BY: ☐ STUDENT TEACHER ☐ COOPERATING TEACHER ☐ SUPERVISOR

COOP TEACHER'S NAME: \_\_\_\_\_ SUPERVISOR'S NAME: \_\_\_\_\_

OBSERVATION: ☐ SCHEDULED ☐ UNSCHEDULED OBSERVATION DATE: \_\_\_\_\_ TIME: \_\_\_\_\_**0 Not Yet****1 In Process****2 Established****Distinguished**

1. Planning and Preparation	Score	Comments
a. Demonstrating knowledge of content and pedagogy		
b. Knowing and Valuing Students		
c. Demonstrating knowledge of developmental levels		
d. Setting instructional outcomes		
e. Demonstrating knowledge of resources		
f. Designing coherent instruction		
g. Designing student assessment		

2. Learning Environments	Score	Comments
a. Cultivating Respectful and Affirming Environments		
b. Establishing a culture for learning		
c. Managing classroom procedures		
d. Supporting Positive Student Behavior		
e. Organizing physical space		

3. Learning Experiences	Score	Comments
a. Communication with students		
b. Using questioning and discussion techniques		
c. Engaging students in learning		
d. Using assessment in instruction		
e. Demonstrating flexibility and responsiveness		

4. Principled Teaching	Score	Comments
a. Reflecting on teacher and student learning		
b. System for managing students' data		
c. Engaging Families and Communities		
d. Participating in a professional community		
e. Growing and developing professionally		
f. Acting in Service in Schools		

**SIGNATURE:**

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

## **Appendix D:**

### **Academic Integrity Policy and Procedure**

Eastern University desires for members of its community to strive for original thought in all pursuits of academic inquiry. We believe that each individual has been made in the image of God and possesses a unique vantage point on aspects of faith, reason and justice. As such, assigned coursework should provide an opportunity for that individualized perspective to be expressed. To that end, the university policy on academic integrity aims to provide clear expectations for faculty and students.

#### **Expectations for Faculty**

All Eastern University instructors commit to educating students on the university standards regarding academic integrity. To that end, faculty are required to do the following:

- Affirm academic integrity as a core institutional value.
- Include the academic integrity policy in their syllabus and link to it in their course's LMS.
- Assess how well their students understand academic integrity policies and expectations.
- Define the preferred documentation style for the course (MLA, APA, Chicago Style, etc.)
- Provide students with their preferred resource for documentation guidelines, along with any adaptations of those guidelines in written form.
- Communicate your role as a guide and mentor, explain how to ask questions regarding academic coursework and academic integrity proactively.
- Provide information about Eastern University's Writing Center Support
- Articulate any acceptable use of generative software (e.g. large-language model AI) for each assessment.

#### **Expectations for Students**

Eastern University students are expected to complete all academic work as individuals. To that end, students are required to do the following:

- Present words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating words, pictures, ideas, data, and artwork that are not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.
  - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
  - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments and in-class work are meant to be completed by the individual unless otherwise specified by the instructor.

- To complete an individual test, assignment or in-class work in a group or to have someone else complete the test, assignment or in-class work on the student's behalf is plagiarism.
- To borrow all or part of another individual's work on the same test, assignment or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Papers and assignments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others, through not giving past assignments to students enrolled in different sections of the course.
- Use technology responsibly. Unless explicitly stated in the assignment guidelines, students are prohibited from using AI or AI-enabled generative tools to replace aspects of academic assessments, including but not limited to full or partial automated text generation, plagiarism detection evasion, or unauthorized data analysis. Students must not submit content generated by AI systems without proper attribution and citation. The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

### **Tiers of Academic Dishonesty**

Eastern University situates incidents of academic dishonesty within three tiers with varying levels of intentionality and corresponding consequences.

TIER ONE OFFENSES may include the following:

- misuse of paraphrasing
- citation errors
- recycling old work
- other non-malicious errors
- use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
  - A Tier One AI offense might be something like:
    - Using an AI chatbot to generate a paragraph used in an essay or exam.
    - Using an AI chatbot to produce an anecdote or hypothetical example for use in a presentation.
    - Using an AI chatbot to generate a short-answer response to a take-home exam.

*This tier should be viewed as rehabilitative and educative.*

TIER TWO OFFENSES may include the following:

- a student's second minor offense, of the same or differing nature from the first
- plagiarism, particularly in one or more small portions of an assignment
- cheating on an exam; including utilizing notes, study aids, or another's work when sitting for online or in-person examinations or quizzes, unless otherwise directed by the instructor

- assisting or contributing to academic dishonesty through helping or attempting to help others commit an act of academic dishonesty.
- use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
  - A Tier Two AI offense might be something like:
    - Using a chatbot to generate or modify >50% of an essay's wordcount.
    - Using a chatbot to generate an entire essay that the student then paraphrases themselves.

*This tier should be viewed as rehabilitative and educative.*

TIER THREE OFFENSES may include the following:

- paying someone to write a paper
- copying the majority of a paper from an outside source with no attribution
- submitting a paper that was largely written by someone else
- fabricating or falsifying data, evidence, statistics, or material to augment one's original research or idea.

### **Academic Penalties for Academic Dishonesty**

Academic integrity is vital to any university community. The Eastern University student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, dishonesty is regarded by Eastern University as an egregious violation of both the academic and spiritual principles of this community.

A student who commits an act of academic dishonesty will receive disciplinary sanctions, which may include educational initiatives, failure of the assignment, failure of the course, or separation from the University. Given the serious consequences of academic dishonesty, the student is encouraged to discuss any course-related difficulties openly with the appropriate instructor instead of resorting to dishonest conduct.

### **Process for Adjudicating Academic Dishonesty**

All cases of academic dishonesty will be reviewed and adjudicated by the instructor. The instructor will submit the Academic Dishonesty Form. Academic dishonesty constitutes a violation of both the academic and spiritual principles of the University community. This report will be sent to the Academic Deans and/or the Office of the Provost, who will interface with the Office for Student Development as needed. As such, disciplinary action may occur at both the course and University level.

The Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

When the academic integrity policy is violated, according to the definition adopted by the faculty and any additional definition(s) the instructor has published to their students, the instructor should follow these steps:

1. Communicate with the student about the instance of academic dishonesty, particularly if AI usage is suspected. In this communication, faculty may want to inquire about the writing process and/or key content elements of the assignment.
2. Fill out the [Preliminary Academic Integrity Form](#).
3. The instructor will receive an automatic email letting them know whether or not this was the student's first offense, along with a link to the [Academic Integrity Report Form](#).
4. The instructor will fill out the [Academic Integrity Report Form](#), in which they will choose one of the following penalties according to their assessment of the severity of the infraction and any extenuating circumstances:
  - Assign a grade of F or zero on the paper, project or examination but allow resubmission, resulting in a maximum grade of C. (Recommended for TIER ONE OFFENSES)
  - Required referral to the Director of the Writing Center (or their designee), for additional education on academic integrity (Option for TIER ONE and TIER TWO OFFENSES)
  - Assign a grade of F or zero on the paper, project or examination without the opportunity for resubmission. (Recommended for TIER TWO OFFENSES)
  - Required educational academic integrity seminar offered online, the cost of which is passed onto the student. (Option for TIER TWO OFFENSES and TIER THREE OFFENSES)
  - Assign a grade of F in the course. (Recommended for TIER THREE OFFENSES)

In all cases, the instructor will submit evidence of academic dishonesty through the [Academic Integrity Report Form](#), which should include Turnitin results and/or similar documentation of plagiarism and/or AI usage.

## **APPEALS PROCEDURE**

Students may appeal the allegation of academic dishonesty and their grade through the University procedure for resolving grade disputes.

## **Student Rights**

- The right to choose whether to respond to faculty communication and/or meeting request(s) regarding the allegation, with the understanding that findings and sanctions may be imposed with or without participation.
- The right to notice of the allegation that a violation of the Academic Integrity Policy has taken place.

- The right to notification of meeting opportunities with the instructor related to the complaint and of the prompt timeframes anticipated for major stages of the complaint process.
- The right to notice of the factual allegations that form the basis of the complaint.
- The right to a prompt and impartial response and resolution of complaints.