

Department of Special Education

Special Education Teacher Candidate Handbook

A Guide for

- **Mentor (Cooperating) Teachers**
- **Teacher Candidates**
- **University Supervisors**



Fall/Spring 2025/2026

The Department of Special Education's Teacher Candidate Handbook is designed to assist Mentor Teachers, Teacher Candidates, and University Supervisors. This handbook contains information specific to the Prek-12 Special Education Program – all EGP/MGP Majors are required to download additional handbooks from their respective programs.

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The Teaching Experience

The student teaching experience provides a laboratory for the testing of ideas—a place where the student may encounter real problems, an opportunity for personal growth, and a feeling of reality. All these factors tend to make the student teaching experience one of the most interesting and helpful phases of the professional preparation of prospective teachers.

The Department of Special Education would like to thank the faculty and staff of the participating schools for being such an important part in the development of a new generation of professional educators. We would also like to wish our students well in this critical step of their professional education.

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Bachelor of Science in Education/ Post Baccalaureate Certification Special Education

Degree Program Leading to Pennsylvania Certification:
PreK-12 Special Education

Our Mission Statement

As the Special Education faculty, we provide relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from three to twenty-one years of age, in the public schools of Pennsylvania.

We are committed to preparing graduates of the program who can provide diverse student populations with the knowledge, skills, and values essential for effective participation in society.

We believe high standards of scholarship, ethics, and awareness of the changes occurring in the field are essential for both faculty and students to remain at the forefront of sound educational practice. We demonstrate this through instruction, learning, research, collaboration with other professionals in the College of Education and Social Work and community school districts, and through service to the community.

The Special Education department stands out in the southeastern Pennsylvania region because of numerous and early opportunities for practicum experiences afforded its students; its small, professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and finally, national (Council for the Accreditation of Educator Preparation), regional (Middle states Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education) accreditation.

WCU Conceptual Framework for Teacher Education

Mission

The College of Education and Social Work (CESW) prepares highly skilled and ethical professionals to become fair-minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthening educational, health or community systems.

Vision

The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.



EDA416 and/or EDA417 (6 credit hours, 7.5 weeks for each)

EDA582 (6 credit hours, 15 weeks)

Directions for Activities to be completed during Special Education Placement

General Description

For double special education majors, the special education portion of the student teaching experience consists of one half-semester in a special education placement to be completed either during the first half of the semester as EDA 416 or second half as EDA 417, most typically in a learning support environment of your grade band. For special education Prek-12 stand-alone majors, the student teaching experience consists of two different special education teaching experiences; in EDA416 and EDA417. As a stand-alone major (undergraduate and graduate) you will have one learning support and one specialized classroom placement; most typically one will be in lower (Prek-6), and one will be in upper (7-12). During the special education placement, the student will work under the direction of a Mentor Teacher and a University Supervisor. By the end of the placement, the student will have undertaken teaching, and all other activities related to a special education teacher's work in addition to completing a series of assignments. Students will attend mandatory orientation on campus and participate in weekly seminar sessions at a time and location to be announced. Special education Prek-12 stand-alone majors will work with their University Supervisor to coordinate completion of assignments and seminar.

Requirements

You are required to *maintain the utmost confidentiality at all times*. It is anticipated that your first few days/first week will be a gradual introduction into classroom routines and activities - the pace at which you become actively involved will depend on your ability to adapt to the new demands i.e., some placements may require that you observe for a few days to familiarize with the routines and/or student needs whereas others may require that you begin engaging immediately. Consult with your Mentor Teacher and University Supervisor for guidance.

The guiding principle within each placement is that instruction should be designed, materials created, documents (e.g., IEPs) drafted, and instructional activities planned such that they meet the needs of the students in your assigned classroom. If performance data suggest that learning has occurred as a result of a lesson, it is likely you have done a good job in planning. If not, revisions are needed – this is an example of effective, data-based, reflective teaching.

All written requirements are to be submitted in a timely fashion, as designated by the University Supervisor. The following assignments, as described below, will be submitted for grading via Anthology:

- **Six** lesson plans [submitted as part of the PDE430/Danielson and SPM]
- IEP, RR, NOREP and SPM

Therefore, all student teachers are required to have an Anthology account for submission of all assignments.

1. **Observations.** The first visit (TRIAD meeting usually occurs within the first two weeks of semester) – this is usually an informal meeting during which the WCU supervisor, Teacher Candidate and Mentor Teacher hold a brief meeting to review expectations and discuss the key assignments so that everyone understands their roles and responsibilities during the 7.5-week placements. This initial meeting will also present an opportunity for the University Supervisor to answer any questions the Teacher Candidate/Student Teacher or Mentor Teacher may have. All Student Teachers will be observed formally a **minimum of three times**, per 7.5-week session, by the University Supervisor. Another TRIAD meeting will take place at the end of the placement during which the triad will discuss the experience and to gather additional information/evidence for the Danielson/PDE430 rubric. It is important to note that all visits [formal or informal] will contribute to the University Supervisor’s perceptions of the Student Teacher’s abilities as a professional special educator. It is important to note that the Mentor Teacher and/or the University Supervisor may determine the need for additional formal observations (if needed).
2. **Lesson Plans.** Written lesson plans are required for all lessons taught. Each lesson plan must include clearly defined learning outcomes/instructional objectives, selection of differentiated activities for direct instruction, guided and independent practice, list of materials and plan for student evaluation that is appropriate in assessing the skills being taught. Lessons may vary anywhere from fifteen to forty-five minutes or more in presentation depending on the type of placement, diverse student needs, topic and/or group size. The content may range from daily lessons (math, reading etc.) to special lessons (art, projects, holidays, etc.). If you are student teaching in a Life Skills Support, Multiple Disabilities Support, or Autism Support placement, your lesson plans may be in the form of instructional plans using systematic instruction (such as *System of Least Prompts*), task analysis, and functional content. The format and style of your daily lesson plans will be dictated by the needs of your students and the nature of the instructional methods you are using. **It is important to note that each of the 6 lesson plans submitted for grading is formatted following the WCU lesson plan template and graded using the lesson plan rubric.**

Students are required to submit lesson plans to Mentor Teacher and supervisor for review and feedback at least 2 days prior to the actual teaching - refer to University Supervisor and Mentor Teacher for additional guidance. Of the lesson plans prepared over the course of your/each 7.5 weeks special education placement, a total of six lesson plans will be submitted to University Supervisor for the purpose of grading.

*** 1 lesson plan, that is not part of the SPM will be submitted to Anthology in the Lesson Plan folder**

*** 3 lesson plans or the equivalent of 5 hours of instruction (minimum) will be submitted as part of the SPM Assignment in Anthology in the SPM folder**

*** The remaining lesson plans will be submitted as your University Supervisor indicates**

3. **RR, IEP and NOREP**

Select a student who needs a new or revised IEP - your Mentor Teacher should guide you in selecting a student. You may need to obtain parental permission to work with

this student. It's important that you:

- Read all available background information concerning the student, observe the student in different settings and interview the student and the teachers that work with the student.
- Complete formal assessments.
 - **Write a Reevaluation Report, IEP and NOREP** - demonstrate your ability to write professionally and objectively. Utilize all informal and formal information obtained to create the Reevaluation Report (RR) – it is important that you change **all identifying information such as the student name, school and district names to ensure confidentiality**. Remember that the IEP indicates yearly academic outcomes, social and behavioral expectations, and transition goals (if applicable). The IEP should be a living, working document – follow state and federal guidelines for completion. Also, use the official RR, IEP and NOREP templates available on D2L. Stand Alone/Post Baccalaureate students will complete one set of these assignments during each half of their special education student teaching experiences. One set, determined by your supervisor, will be submitted to Anthology in each of the designated folders. The other set will be submitted per instructions from your University Supervisor.
- **Ideally, you should use the same student for all key assignments (RR, IEP, NOREP) including the SPM (mini-unit)**

4. **Reflective Journal Prompts - Danielson Domain 4**

It is the responsibility of the Teacher Candidate/Student Teacher to provide evidence of meeting the expectations of Domain Four and components (4a, 4b, 4c, 4d, 4e, and 4f) before the completion of your special education student teaching placement. Stand Alone/Post Baccalaureate will complete this at the end of each half. This evidence is submitted to Anthology in the Domain 4 folder. Evidence will be in the form of a written reflection as you review the expectations listed below and outlined in the Danielson Framework. It is encouraged that you upload artifacts (if applicable) to support your reflective narrative. University Supervisors will rate each item below using the criteria outlined in the Danielson Framework Domain 4 only.

4a: Reflecting on Teaching

Teachers reflect on their practice through a self-analysis, examine student informal and formal outcome data, and conversations with others (parents, students, colleagues). To complete this task, you should consider your experience during student teaching on having a positive impact on student learning, developing a positive relationship with colleagues, parents, etc.

Use the following prompts as a guide as you write your narrative:

- What were some challenges in developing positive relationships with students, families, and colleagues? How did you overcome those challenges? What will you do differently to improve in this area?
- What would you do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?

4b: Maintaining Accurate Records

An essential responsibility of educators is keeping accurate records of both instructional (student records) and non-instructional events (lunch forms, permission slips, etc.). During student teaching, consider ways you were able to maintain records and write a reflective narrative (upload artifacts if appropriate) as evidence.

Use the following prompts as a guide as you write your narrative:

- Describe a process (steps) used to record students' progress toward the learning target (SPM may be helpful to consider when responding to this prompt).
- What process did you use to communicate to students about their progress (e.g., during any assessment administered or homework grades)? How did you maintain confidentiality?
- Describe a process used to maintain accurate records of non-instructional activities.

4c: Communicating with Families

Educators have the responsibility to provide opportunities for families to understand their child's academic progress. Effective communication is one way to establish a positive relationship with families.

Use the following prompts as a guide as you write your narrative:

- Describe some of the challenges or perceived challenges in working with families to support the growth and development of their child. What strategies would be essential to overcome those challenges?
- What have you done to communicate to families about the progress of their child? What did you have to consider before communicating with families? What were some challenges?
- What responsibility do you have to ensure you develop and maintain a positive professional relationship with families?

4d: Participating in the Professional Community

It is critical that teachers work collaboratively to plan, share, and address issues to not only improve teaching and learning but to develop your ability to be an active participant within the professional community. In this section, you should consider in what ways you have developed your ability to participate as part of the professional community. This may include working with your Mentor (Mentor) teacher or University Supervisor to plan lessons; problem solve issues or concerns, etc. Eventually, this should include participating in activities beyond your classroom such as volunteering on committees or other organizations/school events.

Use the following prompts as a guide as you write your narrative:

- What evidence supports your ability to participate in activities beyond your classroom? Describe those experiences and how it relates to your ability to participate as part of the professional community.
- Describe your role in your school as a professional learning community.
- What opportunities do you have to share classroom research and successes with your colleagues?

- If you were a permanent part of the school, how would you be able to contribute to the mission and vision? In essence, how do you see yourself contributing to the school (outside of your teaching responsibilities)?

4e: Growing and Developing Professionally

Lifelong learning is essential to remain current to new and innovative approaches to improve your practice. This may include attending or presenting at conferences, networking with colleagues (joint planning sessions, study groups), participating in professional organizations, or reading articles or books that will support your effectiveness in a classroom.

Use the following prompts as a guide as you write your narrative:

- After reflecting on your student teaching experience, what are your strengths and areas in need of further development?
- What will you do to address those areas of concern? This may include identifying resources (books, articles) you plan to read with an explanation of why you selected those resources.
- What professional organizations are you an active member and how has your participation supported your development?
- What do you believe to be the characteristics of an exemplary teacher?

4f: Showing Professionalism

Educators demonstrate professionalism in service and to the profession. Professionalism can be displayed in your interactions with students, colleagues and others. Specifically, your ability to be honest, respectful, and trustworthy. Maintaining professionalism is critical in difficult situations that may include interaction with others or conflicting policies, beliefs, and values.

Use the following prompts as a guide as you write your narrative:

- What are your personal goals to maintain your professionalism?
- What examples of professionalism did you observe in your student teaching experience and what did you learn from that experience?

5. **Student Performance Measure [SPM]** The SPM is an intensive learning plan that includes a variety of informal and formal assessments to support target learning objective(s). The goal is to understand the process and having a systematic approach to learning goals and objectives. Although one of the major goals of a SPM is to document student learning over a period of time, you will be evaluated on the process as outlined in the SPM Rubric. Also, you will be evaluated on your ability to develop and implement an evidence-based plan of instruction that should, if implemented with fidelity, impact student learning. The following is the minimum expectation for completing the SPM during the modified time frame of your special education student teaching placement – this proposed timeline will enable you to complete the various components of the SPM:
 - Candidates completing the SPM assignment in a special education classroom will work with 1 student (minimally) – this must be approved by the University

Supervisor and Mentor Teacher (MT). Ideally, this is the same student that you completed your RR, NoREP, & IEP on.

- Complete and submit the SPM template - Appendix B: SPM Template – Upload to Anthology.
- Develop and implement an instructional plan that consists of 3-5 consecutive lessons [minimum 5 hours of instruction] to address using the SPM – Upload with the SPM to Anthology.
- SPM Rubric - Appendix A: Student Learning Objectives (SPM) Process Rubric
- Lesson Plan Template - Appendix C: Lesson Plan Template

Choose a specific area from the IEP for remediation. Using the SPM template, you will complete all sections beginning with the

Classroom Context and Goal: Analysis of Student Performance

Identification of PA Grade Level Standards

- In this section, you will revisit information from the re-evaluation report and the IEP, identifying the student's area of need that aligns to the area of remediation. Review the grade-aligned/essential element standards in that specific content domain. Make a connection between the IEP goal and the standard. From the IEP and your knowledge of the student, you will include the strengths and pre-requisite skills that the student possesses that align with this standard. You may include information from the assessments completed in the Re-evaluation Report (RR), which may include current classroom-based assessments and/or teaching reporting.

ISTE Standard

- In this section, you will identify an International Society for Technology in Education ([ISTE](#)) standard that supports the students in acquiring the previously designated skill. These will also be included in your lesson plan(s).

Student Challenge/Need

- In this section, you will provide the specific IEP goal(s) and objective(s) (if applicable) that will be remediated in the SPM. This will include direct alignment of assessment information from the RR, that indicates the student's need for the IEP goal/objective and instruction. Develop a pre-assessment and a post assessment to measure the student's current abilities of the goal/objective. Narratively discuss how this assessment measures the need and will measure the progress. Include blank and completed assessments.
- You may develop and administer curriculum-based assessment(s)[CBA]). Pre-assessments should incorporate varied measures that assess the students' existing knowledge base/skill levels focusing specifically on the skill (identified in the IEP) that needs to be remediated. Remember CBA is frequent brief measurements administered before, during and after instructional its implementation (**refer to University Supervisor for additional clarification**).

Plan of Action

Proposed Response

- Based on the standard(s) previously identified, provide an outline of the cohesively

planned instruction (unit) to meet the needs of the target population. Your response will include an instructional plan that identifies appropriate objective(s) and a description of strategies/procedures/activities that align with the standard and the student instructional need.

- Additional knowledge base (as needed): describe the additional expertise, resources, and/or other supports needed by the instructor to provide the accommodation, modifications, and explicit instruction required for the student to receive the *time sensitive* instruction.

Instructional Outline

- For each lesson, listed previously, specifically identify the planned action with the projected timeline. Align the strategies from your proposed response to the individual lesson plans within the unit. The proposed lessons will establish a coherent learning experience for the student(s).
- Develop **lesson plans** incorporating instructional activities that are adapted to address individual student needs. All adapted activities should be professionally developed - at least one instructional plan or activity within your plan must incorporate meaningful use of technology. Include motivational strategies if necessary and appropriate. Do not copy directly from a workbook/textbook – activities should be hands-on. **Minimum 3 lesson plans equivalent to 5 hours of instruction**
- Attach of the lesson plans to this document. Include samples of materials used. You must provide samples of materials used.

Instructional Window Dates

- The beginning and proposed end date of instruction.

Performance Evidence

Student Performance Evidence

- Provide examples of methods to indicate student learning. List the tools or artifacts the instructor will use within each lesson to determine if the student(s) is making progress toward unfinished learning. For example, a.) portfolio of work samples, b.) student projects with rubrics included, c.) quizzes/tests/exams, or d.) specific data collection procedures.
- Provide completed pre and post assessments and describe the learning that occurred in detail.

Evaluation of Teacher Candidate Effectiveness

- The Teacher Candidate, in collaboration with the mentor, will develop a self-reflective rubric based on the Teacher Candidate's instructional ability to meet the goal used to measure student progress. The rubric is created after the Teacher Candidate completes the Instructional Plan Outline in Stage 2. In this rubric, the Teacher Candidate and Mentor will describe the specific criteria for each category (i.e., distinguished, proficient, needs improvement, failing) that will inform the Teacher Candidate rating.
- Upon completion of the of the planned instruction, the Teacher Candidate and Mentor Teacher will collaboratively complete the self-reflective rubric. Attach a copy to the template.

Reflection

Educator Reflection

- With your mentor, reflect on your success, any unanticipated barriers, any supports that could have been useful, and next steps to then identify the ratings achieved in the instructional unit.
- Include a narrative descriptive summary.

Teacher Candidate Reflection

- After you have administered the summative measure, the Teacher Candidate will reflect and assess themselves on their ability to get their student(s) to meet the student progress based on the four categories. You will reflect on your ability to complete the process including your strengths and areas of growth. When writing this section, you should consider how you would change your instruction and lesson delivery, to meet the learning goals and objectives. The following are some points that can be used as a guide.
 - What did you learn about the process of completing the SPM?
 - What did you learn about developing cohesive instruction that specifically aligns to student need?
 - What did you learn about students and their learning process?
 - Based on the data gathered and self-rating, what do you believe were challenges you faced and/or changes you would have made in the delivery of instruction that would support the learning goal and objectives?
 - What was the rationale for selecting the learning activities?
 - What assumption did you make about students that may have influenced your ability to impact student learning?

WCU Undergraduate General Education Capstone Reflection

As an undergraduate student you have completed courses to fulfill college-level general education course requirements to earn a bachelor's degree (e.g., WRT, MAT, MDA, SCI, and others). Some of these courses have had specific general education distributives embedded into the course content. For example: (a) LAN382, Diverse Communities and EDA325 Culturally Responsive Practices for Diverse Exceptional Learners have a J (diverse communities) distributive; (b) EDA203 Field: Students with Exceptionalities has a W (writing) distributive; (c) ERM353/4 Assessment for Learning: Early/Middle Grades (EDA/EGME majors only) and EDA363 Assessment for Students with Exceptionalities II EDA Stand Alone majors only) have an E (ethics) distributive; and (d) EDA421 Curriculum and Instruction for Individuals Learning Difference II and Field has a S (speaking) distributive. In each of these courses you have completed an assignment that specifically focused on the distributive embedded and submitted them to your General Education Google Sites E-Portfolio.

With Student Teaching as your culminating capstone course, you have been prepared through your course work to be a PreK-12 Special Education Teacher. Reflection is a critical component of quality teaching. As your final capstone reflection, consider your comprehensive teacher preparation program and your Special Education Student Teaching experience. As you are answering the question below, return to your degree progress report (DPR) or guidance sheet and include aspects of your general ed requirements:

- Goal 1: Communicate effectively
- Goal 2: Think critically and analytically
- Goal 3: Employ quantitative concepts and mathematical methods
- Goal 4: Demonstrate the ability to think across and about disciplinary boundaries
- Goal 5: Respond thoughtfully to diversity
- Goal 6: Understand varied historical, cultural, and philosophical traditions
- Goal 7: Make informed decisions and ethical choice

In your responses to your Domain 4 Final Reflection, include specifics from your courses and your extracurricular activities that have contributed to your ability to be a responsible professional. Answer each of the questions for the Capstone Reflection from Domain 4 a-f on a separate word doc to submit in both your binder and your *WCU Google eportfolio*. These can be found on pages 8-10 of this handbook. It is your responsibility to upload this reflection to your General Education Google Sites E-Portfolio. If you took FYE at WCU your first year, you should have created your portfolio then. If you have not previously created your portfolio in Google Sites for any reason, please follow these instructions for creating your Portfolio using Google Sites.

Graduate Students Only:

Application Requirements for Regular Student Teaching

1. No later than the beginning of the semester immediately prior to the student teaching semester, meet with the Graduate Coordinator of the Department of Special Education to ensure that all program requirements are complete or will be completed prior to student teaching.
2. Attend a Student Teacher Registration Session to complete the steps necessary to apply for student teaching. This information is submitted to Anthology. Applications must be submitted by the deadline for consideration.

NOTE: On the application, note whether an internship (Long-Term Substitute Teaching position on an Emergency Permit) is being considered, and the location of the internship. Internships are an option only for post-bac students who have passed all required PRAXIS exams. If you are currently employed full-time in a classroom, it may be possible to allow you to remain in that setting while fulfilling your student teaching. Please discuss this option with the Student Teaching Coordinator in the Department of Special Education prior to submitting your application.

Formal Evaluation of Student Teaching

All Teacher Candidates will be evaluated using the:

- West Chester University's Danielson Framework rubric - the Danielson evaluation is completed by the Student Teacher Candidate, University Supervisor, and Mentor (Mentor) Teacher

For more information view the evaluation forms via the Educator Preparation Programs assessment website:

[Assessment and Accreditation](#)

[Professional Expectations](#)

Special Education Student Teaching

Additional forms of evaluation to assess your performance during your special education placement will include:

- **Observation - Formal Lesson**
A sample form is included - each time your University Supervisor observes (minimally 3 times), they will complete an observation form.
- **IEP/Reevaluation Report/NoREP/SPM**
The rubrics illustrate the on-line scoring method used for each of these products.
- **Lesson Plan Rubric**

Required Certification Tests

All teacher certification candidates must take and pass the Praxis test(s) required by their program prior to the last day of their student teaching semester in order to graduate or be considered program completers.

Special Education [Prek-12] Double Major

- Praxis 5355

Special Education [Prek-12] Stand Alone

- Praxis 5355
- Praxis 5511

STUDENT TEACHER CLASS SCHEDULE

This form is to be completed with the help of your Mentor Teacher and mailed (or given) to your University Supervisor by the end of your first week in each assignment. The purpose of the schedule is to allow the University Supervisor to make a tentative schedule of visitations.

Name of Student _____

Teacher _____

Student Teaching Address _____ Phone _____
(where you will actually be residing during your student teaching experience)

Name of School _____ Phone _____

Address of School _____

Name of Principal _____

Name/Email of Mentor Teacher: _____
First Middle Last

SCHEDULE

Hour	Room Number	Subject	Activity	Date you expect to begin teaching

Irregular schedules or special subjects (art, music, etc.) should also be recorded - indicate day and time

Please Indicate School Closing Dates:

Observation Form

This form is to be used to collect evidence to support the formal Danielson evaluations (via observation or pre- and post-conference).

This does not replace completing the formal Danielson Framework evaluation via Anthology.

Teacher Candidate: _____ Observer: _____

School: _____ Grade/Subject: _____ Date: _____

Danielson Domains	Evidence / Component
The following is provided as a reference.	Actions and statements by the Teacher Candidate and students when observing or during the pre- and post-observation conference. Include the appropriate component next to each statement in parenthesis after you have completed the observation or conference.
Domain 2: Classroom Environment	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
2d: Managing Student Behavior	
2e: Organizing Physical Space	
Domain 3: Instruction	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
3e: Demonstrating Flexibility and Responsiveness	
Domain 1: Planning and Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy	

1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	
4b: Maintaining Accurate Records	
4c: Communicating with Families	
4d: Participating in the Professional Community	
4e: Growing and Developing Professionally	
4f: Showing Professionalism	

Additional Observation Notes/Comments:

Teacher Candidate Initials: _____ Observer Initials: _____ Date: _____

Pre-Observation Interview Questions

This document will be used by faculty members to gather evidence to support the various Domains within the Danielson Framework. This pre-observation interview/planning conference should take place prior to a scheduled formal observation. Candidate may also respond to one or more of the questions electronically before you observe them teaching a lesson. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. Some of the questions will also be referenced when analyzing lesson plans created by the Teacher Candidate to support K-12 student learning outcomes. Addressing these questions before a formal observation will provide an opportunity for gain some understanding of the candidates thought process about the key components essential for planning a high-quality learning experiences.

1. How does this learning experience “fit” in the sequence of learning for the class and/or align with the students IEP goals/objectives (1b, 1e, 1a)
2. How will this lesson support PA standards? PA Alternate Eligible Content (1a)
3. How will you differentiate support, adapt learning and accommodate the unique needs of all learners? (1c)
4. What do you want students to know and learn upon completion of this lesson? (1c, 1f)
5. What do you know about students’ cultural backgrounds, interests, language proficiencies that support the development of the learning experience? (1b, 1a, 4d)
6. What is the rationale for selecting the resources incorporated as part of your learning plan? How will the resources support the learning outcome? (1d)
7. How will you assess students’ knowledge throughout the lesson or unit? How will you know if students learned what you intended? (1f)
8. How will you engage students in the learning experience? What will you do? What will students do? (1d, 1a, 1e)
9. Describe the instructional strategies that will be used to meet the lesson objectives. (1a, 1b)
10. How will you establish routines and procedures (transitions, communication to students about acceptable behavior during individual and group work, etc.)? (2a)
11. How will you model and acknowledge appropriate behavior in a classroom? (2c)
12. How will you organize the classroom (if appropriate) to support teaching of learning (grouping of students, circles, etc.)? (2e)

Post-Observation Interview Questions

This document will be completed as a post-observation conference after the implementation of a learning experience. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. It will be helpful to provide an in-depth understanding of the questions prior to a formal evaluation. Ideally, this will be done face-to-face after a scheduled formal observation.

1. In general, how successful was the lesson? Highlight specific evidence that supports your conclusion? (3d, 4a)
2. Describe how you established a classroom of mutual respect (recognized and modeled appropriate behavior, etc.). (2a)
3. What experiences did you provide students to demonstrate pride in their work? (2b)
4. What experiences did you provide students to take responsibility of their own learning? (2b)
5. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson? (2a, 2b, 3a, 3b, 3c)
6. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to student learning? (2c, 2d, 2e)
7. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (3d, 3e)
8. Describe how you established and implemented classroom routines and procedures? (2c)
9. What would you do differently if you had to teach the lesson again to the same group of students (including any changes to planning and the implementation of the lesson)? (4a)
10. What strategies did you employ to monitor student behavior and to respond to any misbehavior? (2d)
11. Explain some challenges with respect to procedures and routines that will have to be altered or changed. (2a, 2d, 4a)
12. Describe how you engaged all students in the learning experience. (3a, 3b, 3c, 3d, 4a)
13. Were there students who were not engaged? If so, what would you have done differently? (3a, 3b, 3c, 3d, 4a)
14. Identify one area of strength and provide evidence - why do you think this part of the lesson went well? (4a)
15. Identify one area of weakness and provide evidence - why do you think this part of the lesson did not work well? (4a)
16. Is there anything specific you would like me to observe during the next lesson? (4a, 4e)
17. How were students empowered to take responsibility of their own learning? (2b, 3c, 3d)

Special Education-Re-Evaluation Report (RR) Rubric

	Exemplary (3pts)	Proficient (2pts)	Unsatisfactory (1pt)
1. Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior.	Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior by integrating all available student information from a variety of sources (e.g. previous evaluation report, previous/current IEP(s), teacher input, parent input, formal assessments, classroom performance, input from school nurse or an outside medical professional).	Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior by integrating some, but not all , available student information from a variety of sources (e.g. previous evaluation report, previous/current IEP(s), teacher input, parent input, formal assessments, classroom performance, input from school nurse or an outside medical professional).	Teacher Candidate does not demonstrate an understanding of how to explain the PK-12 student's current physical condition, social and/or cultural background, and adaptive behavior.
2. Teacher Candidate demonstrates an understanding of how to summarize parent and teacher input.	Teacher Candidate demonstrates an understanding of how to summarize parent and teacher input by (1) indicating that the information provided is a summary of the information obtained from the parent and/or teacher (2) interpreting all parent and teacher input related to the PK-12 student (e.g. academic performance, behavior, social/emotional status, health and medical status).	Teacher Candidate demonstrates an understanding of how to summarize parent and teacher input by (1) indicating that the information provided is a summary of the information obtained from the parent and/or teacher (2) interpreting some, but not all , parent and teacher input related to the PK-12 student (e.g. academic performance, behavior, social/emotional status, health and medical status).	Teacher Candidate does not demonstrate an understanding of how to summarize parent and teacher input.
3. Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests.	Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests through all of the following (1) accurately reporting standardized scores (as available), (2) interpreting the meaning of the standardized scores, and (3) summarizing the results of the standardized scores.	Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on standardized aptitude and achievement tests through some, but not all , of the following (1) accurately reporting standardized scores (as available), (2) interpreting the meaning of the standardized scores, and (3) summarizing the results of the standardized scores.	Teacher Candidate does not demonstrate an understanding of how to describe the results of standardized aptitude and achievement tests.
4. Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-	Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments through all of the following (1) accurately reporting performance	Teacher Candidate demonstrates an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments through some, but not all , of the following (1) accurately reporting	Teacher Candidate does not demonstrate an understanding of how to describe the PK-12 student's performance on classroom-based, state, and local assessments.

based, state, and local assessments.	on classroom-based, state, and local assessments (as available), (2) interpreting the performance on classroom-based, state, and local assessments, and (3) summarizing the results of the performance on classroom-based, state, and local assessments.	performance on classroom-based, state, and local assessments (as available), (2) interpreting the performance on classroom-based, state, and local assessments, and (3) summarizing the results of the performance on classroom-based, state, and local assessments.	
5. Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's behavior as measured by direct observations.	Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's behavior through all of the following (1) gathering and/or collecting data from direct observations (as appropriate), (2) interpreting direct observation data, (3) reporting behaviors in observable and measurable terms, and (4) reporting direct observations in objective, observable, and measurable terms.	Teacher Candidate demonstrates an understanding of how to explain the PK-12 student's behavior through some, but not all , of the following (1) gathering and/or collecting data from direct observations (as appropriate), (2) interpreting direct observation data, (3) reporting behaviors in observable and measurable terms, and (4) reporting direct observations in objective, observable, and measurable terms.	Teacher Candidate does not demonstrate an understanding of how to explain the PK-12 student's behavior as measured by direct observations.
6. Teacher Candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency by evaluating all available information/data (e.g. information related to educational history, information from parent/teacher interviews, data related to language proficiency).	Teacher Candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency by evaluating all available information/data (e.g. information related to educational history, information from parent/teacher interviews, data related to language proficiency).	Teacher Candidate demonstrates an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency by evaluating some, but not all , available information/data (e.g. information related to educational history, information from parent/teacher interviews, data related to language proficiency).	Teacher Candidate does not demonstrate an understanding of how to determine influencing factors in the determination of the PK-12 student's eligibility for special education and related services: (1) a lack of appropriate instruction in reading, including the essential components of reading instruction, (2) a lack of appropriate instruction in mathematics, including the essential components of mathematics instruction, and (3) limited English proficiency.
7. Teacher Candidate demonstrates an understanding of how to represent additional data.	Teacher Candidate demonstrates an understanding of how to represent additional data through all of the following: (1) accurately determining whether additional data is necessary, (2) gathering/collecting additional data if it is determined to be necessary, and (3) interpreting additional data that has been gathered/collected.	Teacher Candidate demonstrates an understanding of how to explain additional data through some, but not all , of the following: (1) accurately determining whether additional data is necessary, (2) gathering/collecting additional data if it is determined to be necessary, and (3) interpreting additional data that has been gathered/collected.	Teacher Candidate does not demonstrate an understanding of how to represent additional data.

8. Teacher Candidate demonstrates an understanding of how to summarize findings and interpret evaluation results.	Teacher Candidate demonstrates an understanding of how to summarize findings and interpret evaluation result by identifying all (1) current educational strengths and needs in each area of achievement, (2) present levels (academics) that are based on all relevant evaluations and findings, and (3) present levels (functional, developmental, behavioral, social/emotional, as appropriate) that are based on all relevant findings.	Teacher Candidate demonstrates an understanding of how to summarize findings and interpret evaluation result by identifying some, but not all , (1) current educational strengths and needs in each area of achievement, (2) present levels (academics) that are based on all relevant evaluations and findings, and (3) present levels (functional, developmental, behavioral, social/emotional, as appropriate) that are based on all relevant findings.	Teacher Candidate does not demonstrate an understanding of how to summarize findings and interpret evaluation results.
9. Teacher Candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services.	Teacher Candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services by identifying all of the following (1) whether the PK-12 student has a disability, (2) whether the PK-12 student demonstrates evidence of a need for specially designed instruction, (3) the primary/secondary disability category (as appropriate), and (4) recommendations for the IEP team to consider that are relevant to the PK-12 student's needs (as appropriate).	Teacher Candidate demonstrates an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services by identifying whether the PK-12 student (1) has a disability and (2) demonstrates evidence of a need for specially designed instruction. and by identifying one, but not both of the following (1) the primary/secondary disability category (as appropriate), and (2) recommendations for the IEP team to consider that are relevant to the PK-12 student's needs (as appropriate).	Teacher Candidate does not demonstrate an understanding of how to generate a conclusion about the PK-12 student's eligibility for special education and related services.
10. Teacher Candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student).	Teacher Candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student) by describing all of the following: (1) underachievement in each area of achievement for which the student is qualified for a learning disability, (2) the basis for determination (RTI or severe discrepancy), (3) Instructional strategies, (4) Educationally relevant medical findings, (5) whether there are educational effects that are based on the environment, culture, or economic status of the PK-12 student, (6) whether regular educational instruction was delivered to the PK-12 student by qualified personnel, (7) progress monitoring data, (8) the relationship of the PK-12 student's behavior to academic performance, and (9) the	Teacher Candidate demonstrates an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student) by describing a minimum of 5 of the following: (1) underachievement in each area of achievement for which the student is qualified for a learning disability, (2) the basis for determination (RTI or severe discrepancy), (3) Instructional strategies, (4) Educationally relevant medical findings, (5) whether there are educational effects that are based on the environment, culture, or economic status of the PK-12 student, (6) whether regular educational instruction was delivered to the PK-12 student by qualified personnel, (7) progress monitoring data, (8) the relationship of the PK-12 student's behavior to academic performance, and (9) the	Teacher Candidate does not demonstrate an understanding of how to determine if there is a specific learning disability (as appropriate to the PK-12 student).

exclusion of other possible primary conditions (for all listed conditions) as a reason for determining a learning disability.

exclusion of other possible primary conditions (for all listed conditions) as a reason for determining a learning disability.

Special Education-Individualized Education Program (IEP) Rubric

	Exemplary (3pts)	Proficient (2pts)	Unsatisfactory (1pt)
1. Teacher Candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (e.g., behavior, communication, sensory deficits).	Teacher Candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (1) by providing accurate demographics and (2) by evaluating all available student documentation (e.g., evaluation report, re-evaluation report, parent input, teacher input, classroom performance) that could provide evidence of the need for special considerations.	Teacher Candidate demonstrates an understanding of how to represent the PK-12 student's Demographics and Special Considerations (1) by providing accurate demographics and (2) by evaluating some, but not all , available student documentation (e.g. evaluation report, re-evaluation report, parent input, teacher input, classroom performance) that could provide evidence of the need for special considerations.	Teacher Candidate does not demonstrate an understanding of how to represent the PK-12 student's Demographics and Special Considerations (e.g. behavior, communication, sensory deficits).
2. Teacher Candidate demonstrates an understanding of how to identify the PK-12 student's present levels.	Teacher Candidate demonstrates an understanding of how to identify the PK-12 student's present levels by accurately reporting all (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a large variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher Candidate demonstrates an understanding of how to identify the PK-12 student's present levels by accurately reporting some, but not all , (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a variety of sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	Teacher Candidate does not demonstrate an understanding of how to identify the PK-12 student's present levels by accurately reporting.
3. Teacher Candidate demonstrates an understanding of how to interpret the PK-12 student's present levels.	Teacher Candidate demonstrates an understanding of how to interpret the PK-12 student's present levels by interpreting all (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a large variety of	Teacher Candidate demonstrates an understanding of how to interpret the PK-12 student's present levels by interpreting some, but not all , (1) current findings in relevant areas including present levels of academic achievement, functional performance, and secondary transition, (2) parental concerns, and (3) information that is gained from a variety of	Teacher Candidate does not demonstrate an understanding of how to interpret the PK-12 student's present levels.

	sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	sources (present instructional levels, classroom-based performance, progress towards current IEP annual goals, evaluation report, etc.) that are relevant to the student.	
4. Teacher Candidate demonstrates an understanding of how to plan for the PK-12 student's transition services (e.g. postsecondary education and training, employment, and independent living) (as appropriate).	Teacher Candidate demonstrates an understanding of how to plan for the PK-12 student's transition services by using assessment to plan outcomes, services and activities, and related necessary IEP goals for all domains of transition that are relevant to the individual student (postsecondary education and training, employment, and independent living); or the Teacher Candidate indicates that specific transition services are not applicable for the student at the current time, and states the rationale.	Teacher Candidate demonstrates an understanding of how to plan for the PK-12 student's transition services by using assessment to plan outcomes, services and activities, and related necessary IEP goals for some, but not all domains of transition that are relevant to the individual student (postsecondary education and training, employment, and independent living).	Teacher Candidate does not demonstrate an understanding of how to plan for the PK-12 student's transition services or indicate that transitions services are not applicable for the student at the current time.
5. Teacher Candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments.	Teacher Candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments by examining all (1) allowable test accommodations (as indicated by each test) and (2) allowable options for alternative testing (as indicated by the state/federal guidelines) based on the student's characteristics.	Teacher Candidate demonstrates an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments by examining some, but not all (1) allowable test accommodations and (2) allowable options for alternative testing based on the student's characteristics.	Teacher Candidate does not demonstrate an understanding of how to determine the way in which the PK-12 student will participate in state and local assessments.
6. Teacher Candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives.	Teacher Candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives by generating goals and objectives that have all of the following characteristics: they (1) are individualized, measurable, and observable, (2) address the content area that is directly affected by the student's disability, (3) address other needs that may interfere with progress in the general education curriculum, such as behavior, (4) demonstrate a direct relationship with the present levels, (5) describe how progress will be monitored, and (6) indicate when and how progress will be reported to the parents.	Teacher Candidate demonstrates an understanding of how to develop the PK-12 student's IEP goals and objectives by generating goals and objectives that have some, but not all , of the following characteristics: they (1) are individualized, measurable, and observable, (2) address the content area that is directly affected by the student's disability, (3) address other needs that may interfere with progress in the general education curriculum, such as behavior, (4) demonstrate a direct relationship with the present levels, (5) describe how progress will be monitored, and (6) indicate when and how progress will be reported to the parents.	Teacher Candidate does not demonstrate an understanding of how to develop the PK-12 student's IEP goals and objectives.

<p>7. Teacher Candidate demonstrates an understanding of how to design the PK-12 student's special education services.</p>	<p>Teacher Candidate demonstrates an understanding of how to design the PK-12 student's special education services by identifying all appropriate supports and services including (1) appropriate modifications and specially designed instruction, (2) related services, (3) supports for school personnel, (4) support services for students who are identified as gifted, and (5) eligibility for Extended School Year services that would benefit the student's education.</p>	<p>Teacher Candidate demonstrates an understanding of how to design the PK-12 student's special education services by identifying some, but not all, appropriate supports and services including (1) Appropriate modifications and specially designed instruction, (2) Related services, (3) Supports for school personnel, (4) support services for students who are identified as gifted, and (5) eligibility for Extended School Year services that would benefit the student's education.</p>	<p>Teacher Candidate does not demonstrate an understanding of how to design the PK-12 student's special education services</p>
<p>8. Teacher Candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement.</p>	<p>Teacher Candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement by (1) considering all allowable options (e.g. setting, curricular) that could ensure that the student is educated in the least restrictive environment and (2) providing a rationale that relates very specifically to the student's individual characteristics.</p>	<p>Teacher Candidate demonstrates an understanding of how to determine and justify the PK-12 student's educational placement by (1) considering some possible options (e.g. setting, curricular) that could ensure that the student is educated in the least restrictive environment and (2) providing a rationale that is not specific to the student's characteristics</p>	<p>Teacher Candidate does not demonstrate an understanding of how to determine and justify the PK-12 student's educational placement</p>

West Chester University
Department of Special Education

NOREP Rubric

Key: 0—component or aspect is missing or incorrect 1—
component or aspect is partially present or partially correct
2—component or aspect is present and correct

1. Confidentiality is maintained (all identifying information has been changed, including student name)	0	1	2
2. Heading information is provided (date, name, address, etc.)	0		2
3. Action proposed or refused indicated	0	1	2
4. Explanation of the reasons why the actions were proposed or refused	0	1	2
5a. Describes other options considered when the determination of appropriate special education services was made	0	1	2
5b. Explains why the options considered in 5a were considered but found to be Inappropriate	0	1	2
6. Describes the evaluation procedures, assessments, records or reports used as the basis for the action proposed or refused	0	1	2
7. Describes other factors that are relevant to the proposed action or refusal (N/A)	0	1	2
8. Type of service recommended			
a. Type of service indicated (e.g., itinerant, resource, PT, FT)	0	1	2
b. Type of support indicated (e.g., Learning Support, Life Skills Support, Emotional Support, etc.)	0	1	2

NOTE: If an item has (N/A), the item must be noted on the NOREP as being “Not Applicable” if it is not applicable to the student.

WEST CHESTER UNIVERSITY LESSON PLAN RUBRIC

Candidate's Name _____ Course Prefix/Number/Section _____
 Lesson Topic _____ Grade _____ Lesson Taught Yes No
 Semester: ☐ Fall ☐ Spring ☐ Summer Year: ☐ 2025 ☐ 2026 ☐ 2027 ☐ 2028

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. As you carefully consider each item, please place an X in the box ☒ next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component.

Evaluation Scale

Distinguished (4 pts.):

Proficient (3 pts.):

Basic (2 pt.):

Emerging/Needs Development (1 pts.):

Candidate performed at a level well beyond that expected of a novice teacher (This rating reserved to highlight exceptional strengths.)

Candidate performed commendably; reflective of successful efforts

Candidate performed adequately with few exceptions; reflective of acceptable efforts

Candidate performed at a level less than acceptable; reflective of the need to strengthen and/or develop

Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
A.Introductory Information <u>Danielson 1b: Demonstrating Knowledge of Students</u> The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	Intentionally left blank – Not applicable	All introductory information is included and accurate including: <ul style="list-style-type: none"> • Date of lesson • Grade level • Topic/subject • Type of instruction • Audience • Student/Group characteristics [if teaching the lesson] 	Introductory information is missing one element however complete elements are accurate.	Introductory information is missing more than one element or information is not accurate.
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
B.Standards <u>Danielson 1c: Setting Instructional Outcomes</u>	Intentionally left blank – Not applicable	Appropriate standards, including technology standards (if applicable), are identified, and are connected to: <ul style="list-style-type: none"> • Objectives 	Appropriate standards, including technology standards (if applicable), are identified, and are connected to two of the following:	Appropriate standards are not included. OR

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.		<ul style="list-style-type: none"> • Instruction • Assessment <p>AND</p> <p>Additional relevant standards (e.g., literacy, career, alternate, etc.) are included.</p>	<ul style="list-style-type: none"> • Objectives • Instruction • Assessment <p>AND/OR</p> <p>Plan may be missing additional relevant standards (e.g., literacy, career, alternate, etc.).</p>	Standards do not align to the following: <ul style="list-style-type: none"> • Objectives • Instruction • Assessment
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
C. Objectives <u>Danielson 1c: Setting Instructional Outcomes</u> 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.	Intentionally left blank – Not applicable	Teacher candidate identifies what is expected of students by the end of this lesson. Objectives are clearly connected to all standards, assessment, and instruction.	Teacher candidate identifies some but not all expectations students should meet by the end of this lesson; AND connects objectives to instruction. AND/OR Teacher candidate may connect to some, but not all standards, and/or some, but not all assessments.	Teacher candidate did not include objectives. OR Teacher candidate has not connected to one or more of the following areas: standards, assessments, and instruction.

Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
D.Assessment <u>Danielson 1f: Assessing Student Learning</u> All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of	Teacher candidate meets all proficient criteria and addresses both the formal and informal assessments occurring throughout the lesson.	Teacher candidate includes tool/method of assessment AND describes the information to be gathered from the method/tool AND the tool/method is clearly connected to all standards, all objectives, and instruction.	Teacher candidate includes tool/method of assessment AND connects to instruction, AND MAY provide limited description of the information to be gathered from the method/tool,	Teacher candidate did not include tool/method of assessment, AND/OR does not provide description of the information to be gathered from the tool, AND/OR

students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.			AND/OR may connect to some but not all standards, and/or some but not all objectives,	does not connect to one or more of the following areas: standards, objectives, instruction
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
E. Teacher Content Knowledge <u>Danielson 1a: Demonstrating Knowledge of Content and Pedagogy</u> The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	Teacher candidate meets all proficient criteria and includes extensive or sophisticated attention to examples/non-examples, misconceptions, AND MAY include considerations of challenging syntax and/or discourse	Teacher candidate identifies topics/concepts. AND Teacher candidate lists specific words students should understand and/or be able to use <u>before</u> the start of the lesson, AND words students should be able to use <u>by the end</u> of the lesson. AND Teacher candidate includes one student-friendly definition, explanation, or example for each word.	Teacher candidate identifies topics/concepts. AND Teacher candidate lists words that students will be exposed to <u>by the end</u> of the lesson for each topic/concept AND MAY provide either dictionary definitions or student-friendly definitions.	Teacher candidate did not identify topics/concepts developmentally appropriate or may be missing key elements. Teacher candidate did not include considerations of academic language in the lesson plan.
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
F. Materials and Resources <u>Danielson 1d: Demonstrating Knowledge of Resources</u> The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for	Intentionally left blank – Not applicable	Teacher candidate listed all materials for the lesson, included all materials (to the extent reasonable), and used materials that are age/developmentally appropriate.	Teacher candidate listed materials for the lesson and included materials (to the extent reasonable) but materials are either not age or developmentally appropriate.	Teacher candidate did not list materials for the lesson within the lesson plan.

extending one's professional skill, and seeks out such resources.				
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
G. Instructional Steps: Lesson Opening <u>Danielson 1e: Designing Coherent Instruction</u> 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.	Teacher candidate provides detailed steps for how to introduce the lesson so that it could be replicated with integrity. Teacher candidate developed lesson opening that meets all proficient criteria AND it is exceptionally motivating and engaging for students.	Teacher candidate provides steps for introducing the lesson. Teacher candidate designed lesson opening to be developmentally, age, or topically appropriate, is connected to instructional activities, and draws upon at least one of the following: <ul style="list-style-type: none"> • The purpose and strategy/concept or skill; • Activating and building students' prior knowledge; • Motivating and engaging students in the lesson topic • Differentiating based on the needs of the students 	Teacher candidate provides steps for introducing the lesson. Teacher candidate connects lesson opening to objectives and instructional activities; But, lesson opening may be: <ul style="list-style-type: none"> • limited to identifying the lesson's topic, skill/concept • not developmentally, age, or topically appropriate (too long/too short) 	Teacher candidate lacks step for introducing the lesson. AND/OR Lesson opening may be: <ul style="list-style-type: none"> • distracting from the lesson's objective • not connected to instructional activities • not present
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
H. Instructional Steps: Lesson <u>Danielson 1e: Designing Coherent Instruction</u> Most of the learning activities are aligned with the instructional outcomes and follow an organized progression	Teacher candidate provides detailed steps for how to teach the lesson so that it could be replicated with integrity. Teacher candidate includes how tasks are differentiated based on needs of students.	Teacher candidate provides steps for teaching the lesson. Includes how tasks are differentiated based on needs of students. Teacher candidate displays some evidence of supporting students'	Teacher candidate provides steps for teaching the lesson. Teacher candidate is missing one of the following or contains limited information for two of the following:	Teacher candidate lacks steps for teaching the lesson. The lesson is not easy to follow. AND/OR Teacher candidate is missing two or three, or

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.	<p>Teacher candidate displays extensive evidence of supporting students' developing thought process(es).</p> <p>Teacher candidate provides clear information about the content.</p>	<p>developing thought process(es).</p> <p>Teacher candidate provides some instructions that could be communicated to students.</p> <p>Teacher candidate provides information about the content.</p>	<ul style="list-style-type: none"> • How tasks are differentiated based on needs of students • Displays minimal evidence of supporting students' developing thought process(es) • Provides information about the content. 	<p>contains limited information for all of the following:</p> <ul style="list-style-type: none"> • How tasks are differentiated based on needs of students • Displays minimal evidence of supporting students' developing thought process(es) • Provides information about the content.
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Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
<p>I. Instructional Steps: Lesson Closure</p> <p><u>Danielson 1e: Designing Coherent Instruction</u></p> <p>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.</p>	<p>Teacher candidate provides detailed steps for how to close the lesson so that it could be replicated with integrity.</p> <p>Teacher candidate clearly integrates the following:</p> <ul style="list-style-type: none"> • What students have learned. • How what the students learned will extend beyond this lesson. • Differentiate closure based on the needs of the students. 	<p>Teacher candidate provides steps for how to close the lesson.</p> <p>Teacher candidate integrates the following:</p> <ul style="list-style-type: none"> • What students have learned. • How what the students learned will extend beyond this lesson. • Differentiate closure based on the needs of the students. 	<p>Teacher candidate provides steps for how to close the lesson.</p> <p>Teacher candidate is missing one of the following or contains limited information for two of the following:</p> <ul style="list-style-type: none"> • What students have learned. • How what the students learned will extend beyond this lesson. • Differentiate closure based on the needs of the students. 	<p>Teacher candidate does not include steps to close the lesson or the steps provided are not clear or do not connect to the lesson.</p> <p>AND/OR</p> <p>Teacher candidate is missing two or three, or contains limited information for all of the following:</p> <ul style="list-style-type: none"> • What students have learned. • How what the students learned will extend beyond this lesson. • Differentiate closure based on the needs of the students.
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1

<p>J. Differentiation/ Adaptations/Accommodations/Modifications</p> <p><u>Danielson 1b: Demonstrating Knowledge of Students</u></p> <p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>Teacher candidate includes more than two methods of differentiation/adaptations/accommodations/modifications for cultural/linguistic diversity, student (dis)abilities, and other student characteristics including assets/strengths.</p> <p>AND</p> <p>Teacher candidate includes differentiation/adaptations/accommodations/modifications for multiple students in each characteristic (cultural/linguistic diversity, student (dis)abilities, and other student characteristics).</p>	<p>Teacher candidate includes identification of more than one appropriate method for differentiation/adaptations/accommodations/modifications for cultural/linguistic diversity, (dis)abilities, and additional characteristics including assets/strengths.</p>	<p>Teacher candidate includes identification of at least one appropriate method for differentiation/adaptations/accommodations/modifications for cultural/linguistic diversity, (dis)abilities, and additional characteristics of students.</p>	<p>Teacher candidate did not complete this section.</p> <p>AND/OR</p> <p>Teacher candidate suggested methods for differentiation, and/or adaptations, and/or accommodations, and/or modifications do not match the students' cultural and linguistic diversity, (dis)abilities and/or additional characteristics.</p>
<p>Lesson Plan Item with Danielson's Framework</p>	<p>Distinguished</p> <p>4</p>	<p>Proficient</p> <p>3</p>	<p>Basic</p> <p>2</p>	<p>Unsatisfactory/Not Addressed</p> <p>1</p>
<p>K. Rationale on Planning Process</p> <p><u>Danielson 4a: Reflecting on Teaching</u></p> <p>The teacher 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 makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher candidate's rationale meets all proficient criteria and may include: reference to relevant research and/or professional literature.</p> <p>AND</p> <p>Teacher candidate provides a nuanced consideration of the relationship between various lesson components and student characteristics including assets.</p>	<p>Teacher candidate's rationale that answers all questions included in the guidelines.</p> <p>AND</p> <p>Rationale demonstrates that the teacher candidate is appropriately considering the various components of a lesson plan.</p> <p>AND</p> <p>Rationale demonstrates that the teacher candidate is</p>	<p>Teacher candidate's rationale that answers all questions included in the guidelines.</p> <p>AND</p> <p>Rationale demonstrates that the teacher candidate is appropriately considering the various components of a lesson plan.</p> <p>OR</p> <p>Rationale demonstrates that the teacher candidate is</p>	<p>Teacher candidate's rationale may not answer all questions in the guidelines.</p> <p>AND/OR</p> <p>Rationale may demonstrate the teacher candidate has misconceptions regarding one or more components of an effective lesson.</p> <p>AND/OR</p> <p>Rationale may demonstrate the teacher candidate</p>

		appropriately considering student characteristics including assets.	appropriately considering student characteristics	considers student needs but no other characteristics.
Lesson Plan Item with Danielson's Framework	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory/Not Addressed 1
L.Reflection on Instruction <u>Danielson 4a: Reflecting on Teaching</u> The teacher 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 makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher candidate's reflection meets all proficient criteria and includes further attention to student engagement and comprehension considering student characteristics.	Teacher candidate's reflection addresses all questions and does so with discussion of specific students, moments, assessment data, in relation to their teacher moves, responses or potential revisions.	Teacher candidate's reflection addresses all questions in the guidelines but lacks accuracy or specificity.	Teacher candidate's reflection does not address one or more questions in the guidelines.

Student Performance Measure (SPM) Rubric

Classroom Context and Goal (stage 1)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Identification of Standards</i></p> <p><u>Danielson 1c: Setting Instructional Outcomes</u></p> <p>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.</p>	Thoroughly identifies all relevant PA Grade Level Standards and pre-requisite skills.	Identifies most relevant standards and skills.	Identifies some relevant standards but misses key areas.	Fails to identify relevant standards and skills.

Classroom Context and Goal (stage 1)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Diagnostic Assessment Design</i></p> <p><u>Danielson 1f: Assessing Student Learning</u></p> <p>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 clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	Develops a comprehensive diagnostic assessment that effectively evaluates all pre-requisite skills.	Develops an adequate assessment evaluating most pre-requisite skills	Assessment evaluates some skills but lacks clarity or effectiveness.	No effective diagnostic assessment created.

Classroom Context and Goal (stage 1)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Contextual Evidence</i></p> <p><u>Danielson 1b: Demonstrating Knowledge of Students</u></p>	Provides rich contextual evidence that clearly informs identification of student needs.	Provides adequate evidence to support identification of needs.	Limited evidence presented; lacks depth.	No evidence provided.

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.				
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Plan of Action (stage 2)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Response to Unfinished Learning</i></p> <p><u>Danielson 1f: Assessing Student Learning</u></p> <p>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 clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	Detailed and strategic lesson plans that address all areas of unfinished learning effectively.	Lesson plans address most areas of unfinished learning.	Plans address some areas but lack specificity or effectiveness.	No clear response or plan for unfinished learning.

Plan of Action (stage 2)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Additional Resources</i></p> <p><u>Danielson 1d: Demonstrating Knowledge of Resources</u></p> <p>The teacher 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.</p>	Clearly identifies necessary additional expertise and resources to support instruction.	Identifies some resources but lacks clarity on their use.	Limited identification of additional resources.	No resources identified.

Plan of Action (stage 2)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Action Steps</i></p> <p><u>Danielson 1a: Demonstrating Knowledge of Content and Pedagogy</u></p>	Comprehensive outline of action steps for each lesson	Clear action steps outlined but may miss minor details.	Action steps are vague or incomplete.	No action steps provided.

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	aligned with identified student needs.			
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Performance Evidence Analysis (stage 3)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Evidence of Growth</i></p> <p><u>Danielson 1b: Demonstrating Knowledge of Students</u></p> <p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	Utilizes diverse and effective performance evidence demonstrating significant growth across all areas.	Uses appropriate evidence with noticeable growth in most areas.	Limited evidence showing minimal growth.	No evidence of student growth provided.

Performance Evidence Analysis (stage 3)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Achievement Evaluation</i></p> <p><u>Danielson 1e: Designing Coherent Instruction</u></p> <p>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.</p>	Clearly articulates the percentage of students meeting standards with specific, relevant examples.	Articulates student achievement with general examples	Provides minimal data on student achievement.	No evaluation of student achievement provided.

Reflection (stage 3)				
SPM Item with Danielson Framework	Distinguished (4 pt)	Proficient (3 pt)	Emerging (2 pt)	Failing (1 pt)
<p><i>Educator Reflection</i></p> <p><u>Danielson 4a: Reflecting on Teaching</u></p> <p>The teacher 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 makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	Reflects deeply on successes, barriers, and next steps; insightful and actionable.	Provides a clear reflection on successes and barriers; identifies some next steps.	Limited reflection; lacks depth and clarity on next steps.	No meaningful reflection provided.



Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice Pennsylvania Department of Education – PDE 430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher / candidate being evaluated and the evaluation period
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher / candidate and the evaluator on the signature page of the PDE- 430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher / candidate:
 - a. Category I- Planning and Preparation
 - b. Category II- Classroom Environment
 - c. Category III- Instructional Delivery
 - d. Category IV- Professionalism

Each category has student teacher / candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher / Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher / candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher / candidate, of performance expectations and the required levels of proficiency for each category. The category's results are evaluated through the review of the defined "Student Teacher / Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher / candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. **The judgment of the performance for the rating of any category is based on:**
 - a. The rater's overall evaluation of performance in each category and
 - b. Is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high-level evaluation.

SOURCES OF EVIDENCE

1. The sources of evidence gathered by the student teacher/candidate and the evaluator should be considered by the evaluator to make a judgment about the student teacher / candidate's performance / level of proficiency.
2. It is also the responsibility of the student teacher /candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher /candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher /candidate's performance / level proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations / visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the student teacher / candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/ her specific strengths and areas for improvement. It is important to write statements that are clear, consistent and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher / candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation / signature page of the PDE 430 includes the school year and the term during which the observation occurred. An appropriate overall judgment of the student teacher / candidate's demonstrated performance will be made and checked, resulting in a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher / candidate's supervisor, must be included. In addition, the signature of the student teacher / candidate and the appropriate signature dates must also be included. The student teacher / candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher / candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher / candidate. Student teacher / candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher / candidate with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher /candidate. Additional pages may be added if necessary.

*The level of proficiency indicated in each of the four categories will be added to determine an overall rating / level of proficiency for the entire PDE 430 form and the single rating period. **At least a satisfactory rating must have been achieved in each of the four categories.***

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher / candidate must be observed and evaluated using PDE 430 a minimum of two times during their student teaching experience – once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the four categories, resulting in *a minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.
3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher / candidates should have a copy of their completed PDE 430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
Tel: 717 787 3470
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education (8/1/03)

Pennsylvania Statewide Evaluation of Educator Candidates

PDE-430

This confidential evaluation serves as a permanent record of a candidate's professional performance evaluation during a defined timeframe, based on specific criteria, prior to being considered for Pennsylvania certification. The criteria are based upon the PDE Educator Effectiveness Observation & Practice: Framework for Evaluation and aim to measure a pre-service candidate prior to certification. Please visit the Pennsylvania Department of Education website to obtain the most up-to-date versions of documents related to educator effectiveness.

Candidate's Name (Last, First): _____

Beginning and Ending Dates of Evaluation Period: _____

Academic Year: _____ **Semester:** _____

Student Teaching Location(s) (Include district and building): _____

Evaluator's Name (Last, First): _____

Recommending Institution/Educator Preparation Program (EPP): _____

This form serves as the (select only one): ☐ **Interim Evaluation** ☐ **Final Evaluation**

INSTRUCTIONS FOR THE EVALUATOR

1. Examine all sources of evidence and input furnished by the Candidate, Evaluator, and Cooperating teacher.
2. Based on the aforementioned sources, refer to the *Evaluation Rubric* provided below to assess each domain (commencing on pg. 2). Consider the Components of Practice outlined for each domain.
3. Once the domains have been scored, fill out the *Overall Evaluation* section on pg. 1, including the numerical rating.
4. Provide a concise justification for the overall rating in the area provided.
5. Complete the *Recommended Actions* section, retaining evidence to support your recommendations.
6. Discuss the completed evaluation with the Candidate.
7. Sign the evaluation as the Evaluator and obtain the Candidate's signature.

OVERALL EVALUATION

Utilize the scores from each domain area to provide an overall rating

Enter sum of ratings from 4 domains and record in the box below:

Unsatisfactory (0-3)

Emergent (4-7)

Expected (8-10)

Exemplary (11-12)

To satisfactorily complete this evaluation and qualify for Pennsylvania Educator certification, a minimum total of at least (4) points must be attained on the final overall evaluation, with an "Emergent" (1) rating or higher in each of the 4 domains.

EVALUATION RUBRIC

Utilize this rubric with rating descriptors to rate each domain

Unsatisfactory

Emergent

Expected

Exemplary

The candidate's performance does not meet expectations for certification.

The candidate's performance shows the potential of developing into the role of a proficient novice educator.

The candidate's performance aligns with the standard expectations of an effective novice educator.

The candidate's performance mirrors that of an accomplished novice educator.

Pennsylvania Statewide Evaluation of Educator Candidates

PDE-430

DOMAIN 1: PLANNING AND PREPARATION

Components of Practice:

1A: Knowledge of Content and Pedagogy
1B: Demonstrating Knowledge of Students
1C: Setting Instructional Outcomes

1D: Demonstrating Knowledge of Resources
1E: Designing Coherent Instruction
1F: Designing Student Assessment

Rating:

(Refer to Evaluation Rubric on pg. 1)

Unsatisfactory (0)	Emergent (1)	Expected (2)	Exemplary (3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 2: CLASSROOM ENVIRONMENT

Components of Practice:

2A: Creating an Environment of Respect and Rapport
2B: Establishing a Culture for Learning
2C: Managing Classroom Procedures

2D: Managing Student Behavior Expectations
2E: Organizing Physical and Digital Space

Rating:

(Refer to Evaluation Rubric on pg. 1)

Unsatisfactory (0)	Emergent (1)	Expected (2)	Exemplary (3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 3: INSTRUCTION

Components of Practice:

3A: Communicating with Students
3B: Questioning and Discussion Techniques
3C: Engaging Students in Learning Activities and Assignments

3D: Using Assessment in Instruction
3E: Demonstrating Flexibility and Responsiveness

Rating:

(Refer to Evaluation Rubric on pg. 1)

Unsatisfactory (0)	Emergent (1)	Expected (2)	Exemplary (3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Components of Practice:

4A: Reflecting on Teaching
4B: Maintaining Accurate Records
4C: Communicating with Families

4D: Participating in a Professional Community
4E: Growing and Developing Professionally
4F: Showing Professionalism

Rating:

(Refer to Evaluation Rubric on pg. 1)

Unsatisfactory (0)	Emergent (1)	Expected (2)	Exemplary (3)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JUSTIFICATION

Provide pertinent points to justify the overall rating. Consider areas of specific strengths and/or areas for growth in relation to the domains and their corresponding components of practice.

Optional: List evidence utilized to support the justification.

- ☐ Observations
- ☐ Portfolio
- ☐ Reflections
- ☐ Post-Conferences
- ☐ EPP designed Evaluation Tool
- ☐ Other

RECOMMENDED ACTION

I, the Candidate's Evaluator, having compiled and retained evidence of justification, make the recommendation noted below.

TO BE COMPLETED AT THE INTERIM EVALUATION OR BEFORE:

- ☐ Continued Participation in the Educator Preparation Program
- ☐ Removal from the Educator Preparation Program at this point

TO BE COMPLETED ONLY AT THE FINAL EVALUATION:

- ☐ Approval of the Candidate's Recommendation for PDE Certification
- ☐ Denial of the Candidate's Recommendation for PDE Certification at this Final Evaluation

DATE OF EVALUATION MEETING: _____

During this meeting, the evaluator shares and discusses this evaluation with the candidate.

REQUIRED SIGNATURES:

Evaluator: _____ Date: _____

Candidate: _____ Date: _____

By signing, the candidate acknowledges receipt and review of this evaluation (not necessarily agreement).

A copy of this completed/signed document must be provided to the Candidate. Another copy must be submitted to and retained by the Institution of Higher Education according to the record retention policy guidelines.

Common Student Teaching Assessments

There are several assessments that are common among all initial teacher certification programs at WCU.

1. *University Supervisor Observations*

University policy mandates that University Supervisors perform a range of four to six formal observations, depending on observed lesson length and programmatic requirements, over the course of the semester. Lesson duration should be developmentally appropriate for the preK-12 grade students and may differ based on the placement. In response to lesson duration, more than one observation may occur in one supervisor visit, and observations may be split across lessons. Observation requirements may vary based on the needs of the Teacher Candidate.

A formal observation consists of a pre-conference, an observation and a post-conference. Appropriate observation forms (as required by each program) must be completed during each visit to serve as an official record of observations and conferences. University Supervisor Observations should provide a narrative of candidate performance and appropriate feedback to support candidate growth. Acceptable candidate performance is measured through growth demonstrated across the student teaching experience as reported on the Danielson rubric (see #3 for Danielson requirements).

2. *Student Performance Measure (SPM)*

The SPM is assessed either in the first or second half of student teaching. The SPM is completed with guidance from the mentor teacher. Teacher Candidates must obtain a mean score of two or above on each area of the SPM to be recommended for teacher certification.

3. *The Danielson Rubric (PDE 430 Form)*

The Danielson Rubric consists of four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, (4) Professional Responsibilities. Within each domain, there are components and models of practice that must be scored to calculate the mean domain score.

- **15 Week Placements:** The Danielson Rubric is administered twice a semester in a full 15 week placement, at the end of 7.5 weeks and at 15 weeks in order to give the Teacher Candidate clear feedback on progress. At the end of 7.5 weeks, Teacher Candidates can earn a mean domain score below a two (“Emergent”), however Teacher Candidates who earn below a two need to make major improvements to their teaching practice during the second half of their student teaching. A second administration of the Danielson Rubric (PDE 430 form) is given at 15 weeks. At the final administration, the Teacher Candidate must receive a mean score of a two (“Emergent”) or above in all domains of the rubric to be recommended for teacher certification.
- **Two 7.5 Week Placements:** The Danielson Rubric is administered once at the end of each 7.5-week placement. Teacher Candidates who complete 7.5-week placements are given feedback on each Danielson domain after each observation. During the 7.5 weeks, Teacher Candidates need to demonstrate progress in the areas of growth identified by their supervisor. At the final administration of the Danielson, the Teacher Candidate must receive a mean score of a two (“Emergent”) or above in all domains of the rubric to be recommended for teacher certification.

4. Characteristics of Effective Teaching Assessment (CETA)

To assess Teacher Candidate dispositional qualities, the CETA rubric is completed by the University Supervisor in both halves of student teaching. Teacher Candidates not scoring a two (“Basic”) on the CETA may be required to attend a Dispositions meeting. Because the CETA is an extension of the Danielson Domains, Teacher Candidates often show improvement on the CETA during their student teaching experience.

Program Specific Assessments

Each program has specific student teaching assignments that are required for completion. Please see program specific materials outlining those assignments and grading requirements.

Additional Grading Information

Although Teacher Candidates have been placed in a role of responsibility in a classroom, their success and dispositions in class work, field experiences, and/or student teaching will continue to be monitored. When evidence is presented that indicates a Teacher Candidate’s behavior is unacceptable due to lack of preparation, lack of content knowledge, lack of pedagogical knowledge and/or lack of professionalism, removal from the field experience or student teaching will result and they will automatically receive a [Level Three Significant Concern](#). Though the goal of this concern is restorative, it should be noted that a Student Teaching Candidate may earn a lower grade because of the actions leading to the Level Three Significant Concern.

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

The SPM, Danielson evaluation, and the CETA are completed in the Professional Education Unit’s online assessment system called Anthology Portfolio. For more information about and to view the evaluation forms, please access the [Candidate Assessment Resources](#) on the Assessment and Accreditation webpage.

GUIDELINES FOR FINAL GRADES

- A** To earn an A, the Teacher Candidate must have:
- demonstrated **expected or exemplary** performance in **all** student teaching domains as indicated on the final Danielson Rubric (PDE 430) where appropriate,
 - received a **proficient or distinguished** score on **all** areas of the SPM,
 - **reflected a strong desire to succeed,**
 - **shown initiative in assuming professional responsibilities,**
 - **attempted to involve themselves in the school environment,**
 - designed and implemented instruction that **consistently** reflected comprehensive planning and best practice and was based on the state and local standards and established curriculum or individualized plans,
 - **thoroughly and successfully** completed all of the required programmatic student teaching and seminar requirements actively and thoughtfully, in a timely manner, and with a **minimum** amount of redirection from the University Supervisor and Mentor Teacher.
- A-** To earn an A-, the Teacher Candidate must have:

- demonstrated **expected** performance in **all** of the student teaching domains as indicated on the final Danielson Rubric (PDE 430) where appropriate,
- received a **proficient** score on **all** areas of the SPM,
- understood the concepts of their discipline(s),
- designed and implemented instruction that reflected comprehensive planning and best practice and was based on the state and local standards and established curriculum or individualized plans,
- **successfully** completed all of the required programmatic student teaching and seminar requirements in a timely manner with a **minimum** amount of redirection from the University Supervisor and Mentor Teacher.

B+ To earn a B+, the Teacher Candidate must have:

- demonstrated **expected** performance in **some** of the student teaching competencies as indicated on the final Danielson Rubric (PDE 430) where appropriate,
- received a **proficient** score on **most** areas of the SPM with **some** areas indicating an **emerging** score,
- understood the concepts of their discipline(s),
- designed and implemented instruction that **occasionally did not** reflect comprehensive planning and best practice and/or was not based on the state and local standards and established curriculum or individualized plans,
- completed all the required programmatic student teaching and seminar requirements in a timely manner with **some** redirection from the University Supervisor and Mentor Teacher.

B To earn a B, the Teacher Candidate must have:

- demonstrated **expected or emergent** performance in **most** of the student teaching competencies as indicated on the final Danielson Rubric (PDE 430) where appropriate.
- received a **proficient** score on **most** areas of the SPM with **some** areas indicating an **emerging** score,
- **mostly** understood the concepts of their discipline(s),
- designed and implemented instruction that **occasionally did not** reflect comprehensive planning and best practice and/or was not based on the state and local standards and established curriculum or individualized plans,
- completed the required programmatic student teaching and seminar requirements in a timely manner with **some** redirection from the University Supervisor and Mentor Teacher.

B- To earn a B-, the Teacher Candidate must have:

- demonstrated **emergent** performance in **most** of the student teaching competencies as indicated on the final Danielson Rubric (PDE 430) where appropriate,
- received a **proficient** score on **some** areas of the SPM with **other** areas indicating an emerging score,
- **usually** understood the concepts of their discipline(s),
- designed and implemented instruction that **occasionally did not** reflect comprehensive planning and best practice and/or was not based on the state and local standards and established curriculum or individualized plans,
- completed the required programmatic student teaching and seminar requirements in a timely manner with **frequent** redirection from the University Supervisor and Mentor Teacher.

- C+** To earn a C+, the Teacher Candidate must have:
- demonstrated **emergent** performance in **all** of the student teaching domains as indicated on the final Danielson Rubric (PDE 430) where appropriate,
 - received an **emerging** score on **all** areas of the SPM,
 - designed and implemented instruction that **frequently did not** reflect intentional planning and best practice and/or was not based on the state and local standards and established curriculum or individualized plans,
 - **sub-par** completion of the required programmatic assignments and seminar requirements with **limited** degrees of promptness and thoroughness,
 - **inconsistently** attended seminars,
 - **often** relied on their Mentor Teachers and their University Supervisors for decision-making, resources, and content knowledge.
- C** To earn a C, the Teacher Candidate must have:
- demonstrated **emergent** performance (two or above) in **all** of the student teaching domains as indicated on the final Danielson Rubric (PDE 430),
 - received a mean score of **emerging (two or above)** on the SPM,
 - designed and implemented instruction that **frequently did not** reflect intentional planning and best practice and/or was not based on the state and local standards and established curriculum or individualized plans,
 - **sub-par** completion of the required programmatic assignments and seminar requirements with **limited** degrees of promptness and thoroughness,
 - **inconsistently** attended seminars,
 - **consistently** relied on their Mentor Teachers and their University Supervisors for decision-making, resources, and content knowledge.
 - **demonstrated minor concerns related to elements of the CETA and did not demonstrate progress related to those minor concerns (ex. communication, consistent minor spelling and grammatical errors)**

Depending on the program, students who receive a C- may not be recommended for a PA Teaching Certificate. Across all programs, students who receive a D or below will not be recommended for a PA Teaching Certificate. These students may have:

- received below a two score in one or more domains of the final Danielson Rubric (PDE 430), and/ or
- received a mean score of below a two on the SPM, and/or
- had dispositional concerns reflected on the CETA or in submitted Significant Concerns.

WCU Conceptual Framework—Guidelines for Observations

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

Content and Pedagogical Specialist

- Is knowledgeable about content and teaching strategies.
- Integrates instruction across the curriculum.
- Designs student tasks that focus on content knowledge needed to demonstrate mastery.
- Uses technology effectively to enhance instruction.

Assessment and Instructional Designer

- Writes clear, measurable objectives for lesson plans.
- Teaches to the objective.
- Instructional management = effective classroom management.
- Develops student mastery through instructional design of lessons.
- Ensures that students know instructional objectives and receive feedback on their progress toward these objectives.
- Uses proven research-based practices.
- Organizes students, time, space, and materials so that content instruction and student learning can take place.
- Gives appropriate wait-time given for student responses.
- Directions for student assignments are precise and clear.
- Directions for multi-step assignments are written and verbal.
- Teaches for accomplishment, using structured assignments with specific objectives.
- Includes: anticipatory set, stating the objective, providing appropriate input (content), modeling, checking for understanding, guided practice, closure, and independent practice in lesson design
- Provides non-evaluative feedback that gives students a clear sense of progress.
- Designs carefully planned questions, which facilitate comprehension, retention, and transfer.
- Designs lower-level and higher-level questions that demonstrate application of Bloom's Taxonomy.
- Teaches students to draw conclusions, develop arguments, and construct explanations for others.
- Uses graphic organizers to promote retention of learning.
- Uses formative assessment, including pre-assessment to inform teaching decisions and to improve student learning.
- Designs student tasks that focus on content knowledge needed to demonstrate mastery, and on the process skills and work habits students need to be successful.

Diversity Advocate and Classroom Community Builder

- Establishes effective control via procedures and routines.
- Provides well-ordered learning environment and high academic expectations.
- Listens carefully and completely to student's w/o interruption and allows students to respond to the perspective of others.
- Knows (and addresses) all students by their name.
- Demonstrates that the most important factor governing student learning is classroom management (instructional management).
- Develops a classroom climate that is task oriented, relaxed, and positive.

- Wastes little time, little confusion, or disruption.
- Promotes time on task through classroom organization.
- Addresses student behavior problems appropriately and efficiently.
- Focuses on student learning.
- Involves students actively in learning through interactions with information, materials, and each other in a variety of groupings.
- Treats all students with respect and dignity.
- Communicates clear expectations, which include criteria for success.
- Circulates around the classroom teaching from various locations, uses proximity and non-verbal communication to influence behavior.
- Recognizes that attention spans are short.
- Differentiates instruction so that learning experiences are productive for all students.
- Embraces the belief that all students have the right and the ability to learn.
- Exhibits enthusiasm for the subject matter taught.
- Provides context and connects it to meaningful experiences.
- Differentiates instruction so that learning experiences are productive for all students.

School and Community Professional

- Dresses appropriately as a professional educator to model success.
- Demonstrates the following professional attributes: Attitude, Dependability, Responsibility, Initiative, Cooperation, and Judgment

Self-Directed Practitioner

- Evaluates own performance.
- Offers suggestions for self-improvement.
 - Accepts and responds to suggestions.

Universal Precautions

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