Student Teaching Handbook

Department of Educational Studies

Swarthmore College

500 College Avenue
Swarthmore, Pennsylvania 19081-1397
(610) 328-8344

Table of Contents

Introduction

Student teaching at Swarthmore College involves close collaboration between the College and the school and among the student teacher, Cooperating Teacher, and College Supervisor. This Handbook aims to provide all those involved in the process with a common framework for the student teaching experience, one that allows for the most successful approach for each beginning teacher. The Handbook describes the program taken by students who pursue student teaching and the roles and responsibilities of student teachers, Cooperating Teachers, and College Supervisors. Each member of the student teaching team should read the Handbook as a way of understanding how the Department and the people in it work together to provide a strong foundation for new teachers.

The Department of Educational Studies

Philosophy and Goals
The Department of Educational Studies at Swarthmore engages students in the investigation of educational theory, policy, research, and practice from a variety of disciplinary perspectives. We prepare students to enter the teaching profession, to work in the areas of educational research or policy and/or to do graduate study in Education or a related field. The Department encourages undergraduates to think critically and creatively about the processes of teaching and learning and about the place of education in society. The Department is also committed to preparing undergraduates to meet the needs of all students in an era of rapidly increasing racial, ethnic, and linguistic diversity and technological change and to develop students' abilities to participate fully in civic, cultural, and economic arenas. Both introductory and upper level courses in the Department draw on theory and research in Psychology, Sociology, Anthropology, Political Science, Economics, and History. Students interested in Education at Swarthmore may complete the requirements for teacher certification and/or design a Special Major in Education and another discipline in either the Course or Honors Program.

The main goals of the teacher certification program at Swarthmore College are to develop reflective teachers who can effectively plan engaging and challenging lessons for a range of students; manage a classroom in ways that promote individual and group learning for all students; assess student performance and provide feedback on student progress; and work professionally with colleagues and parents to create a positive learning environment.

Teacher Certification

Swarthmore offers a competency-based teacher preparation program for students who seek secondary certification from the Commonwealth of Pennsylvania. Individual student programs are designed in conjunction with departmental representatives and members of the Educational Studies faculty. All students seeking certification must meet Swarthmore College's distribution requirements in the Humanities, Natural Sciences and Social Sciences and the requirements for a major or special major.

Student Teacher Responsibilities

Student teaching at Swarthmore is a two-credit, fourteen-week experience that helps students integrate prior theoretical and practical work in Education and their discipline. It is an opportunity to work cooperatively with practitioners, to assume a range of teaching responsibilities in a classroom and school, and to reflect on processes involved in teaching, learning, and schooling.

Except in unusual circumstances, which require special approval, students practice teach in their senior year or a Ninth Semester. Student teachers must have the approval and recommendation of their major department, approval of all of the Education faculty with whom they have worked and positive recommendations from teachers in whose classrooms they have done field placements. All students who want to student teach interview with the Chair of the Department of Educational Studies, who, then approves them for student teaching and arranges the school placement for student teaching. Student teaching is a demanding experience that requires a great deal of commitment and energy. We recommend whenever possible that students reduce or eliminate other responsibilities (course requirements, work, and co-curricular commitments) during their student teaching semester. In no case are students permitted to take more than one additional course during the semester in which they practice teach.

Placements
Student teaching placements are determined the semester prior to practice teaching. Placements are made by the Chair of the Department of Educational Studies in consultation with the student teacher, Cooperating Teachers, and school administrative personnel in the public and private schools in which we place students. When possible, students are given placement options and the opportunity to observe before a placement decision is finalized. In all cases, students meet with their Cooperating Teacher(s) the semester before their placement begins. Within the first full week of the school placement, the College Supervisor, Cooperating Teacher, and Student Teacher meet to discuss student teaching requirements and expectations and to review the schedule/procedures for the upcoming semester.

Occasionally, student teacher placements are changed during the student teaching semester as a result of a) request by the Cooperating Teacher or school to be relieved of the responsibility of the student teacher, b) recommendation by the College Supervisor that such a change is in the best interest of the student teacher, or c) unforeseen events such as illness, strikes, etc. If such a change is necessary, it is done as early in the semester as possible and, when necessary, the student teacher teaches beyond the required fourteen weeks in order to demonstrate competency in the new school setting.

Responsibilities and Requirements
1. Student teachers will spend fourteen weeks full-time in the school. They will begin by observing their Cooperating Teacher and other teachers within and outside of their discipline and across grade levels. Secondary student teachers will usually assume responsibility for two classes by the end of their second week and will assume, under the direction of the Cooperating Teacher and College

Supervisor, complete responsibility for at least three classes (or more if the situation permits) by the ninth week of practice teaching. In block scheduling, students start with one block and assume responsibility for a second over the course of the fourteen weeks. Elementary student teachers will take, by the end of the second week, responsibility for teaching a group or the whole class in a particular subject area. They will assume increasing responsibility in the classroom and at some point become the primary teacher in the class for two (not necessarily consecutive) weeks.

2. Student teachers will follow their school calendar, not the College calendar. They are expected to be in school every day during the hours when teachers must be in school unless they have arranged otherwise in consultation with their Cooperating Teacher, College Supervisor, and the Chair of the Department of Educational Studies.

3. Student teachers will prepare curriculum, lesson plans, tests, and other materials in consultation with their Cooperating Teacher and College Supervisor. Student teachers should submit these materials with enough time to allow comment by the Cooperating Teacher and College Supervisor. Student teachers will coordinate student assessment with their Cooperating Teachers and, when appropriate, communicate with parents about student progress.

4. Student teachers will confer regularly with their Cooperating Teacher on their progress and discuss ways to strengthen and improve their teaching. They will meet with the College Supervisor following each observational visit (at least weekly) and whenever else the need arises. Typically, they will meet or talk by phone at least one additional time between observation visits. One goal of this process is for students to learn to reflect on their own progress and develop ways to facilitate it.

5. During their practice teaching, students should become familiar with their schools' administrative, guidance and counseling personnel, as well as libraries and materials centers. They should also attend appropriate faculty meetings, departmental meetings, in service programs, and parent conferences as well as participate in special school events. When possible, students should take responsibility for other aspects of teaching and school life, such as homeroom, study hall, lunch duty, etc.

6. Students will participate in a formal three-way evaluation conference with their Cooperating Teacher and College Supervisor midway through the term and again at the end of the term. In preparation for this meeting, students will complete the Student Teaching Classroom Competency Checklist.

7. Secondary student teachers must arrange to be observed by a member of their major department. They should schedule a pre-and post-conference with this faculty member. Departmental faculty will then write a letter to the Teacher Education Committee evaluating the student teacher's performance in the classroom.

8. Student teachers must successfully complete the Curriculum and Methods seminar that accompanies student teaching. The seminar continues the theoretical exploration of teaching issues raised in other Education courses and provides practical guidance in teaching methods. At the conclusion of the seminar, students will take both an oral and written exam and prepare a web-based and/or hard copy of a portfolio of work from their student teaching.

9. Student teachers will also attend a series of Special Methods workshops in their field (e.g., English methods, Social Studies methods, Math methods, Elementary methods).

Cooperating Teacher Responsibilities

Cooperating Teachers play an extremely important role in the student teaching program, working closely with student teachers on a daily basis in the classroom and the school. The State of Pennsylvania requires that Cooperating Teachers have a minimum of three years of successful teaching experience, at least one of which is in the school in which they will supervise. Cooperating teachers also must be certified in the area in which the student is seeking certification. We look for teachers who are interested in working with a student teacher, who serve as models of successful teaching, and who will allow a student teacher to experiment with a range of methods and styles within the bounds of classroom and school requirements. Although we cannot reimburse Cooperating Teachers for the many hours they spend working with a student teacher, we do provide an honorarium that recognizes their contribution to the teaching profession.

Students come to the student teaching situation with strong preparation in the discipline in which they seek certification. This preparation may be fairly broad or it may be more concentrated in subfields of the discipline. In all cases, the courses in their major meet the Pennsylvania specific content standards in their subject area. They have also taken a series of Education courses, most of which include a fieldwork component. Cooperating teachers may visit the Department's website for a current description of the required courses for each area of certification.

In Education studies, all students have completed field observations, worked as tutors, and/or served as a teacher's assistant or a student researcher. In many cases, they also have extensive experience with elementary or secondary students outside of the classroom as camp counselors or volunteers in various social service capacities. For the most part, however, students have had limited experience in taking on complete responsibility for a classroom. Cooperating Teachers help guide students in developing competence in the process of planning, teaching, and assessing students in the classroom setting. Cooperating Teachers should expect to receive a copy of their Student Teacher's Curriculum and Methods syllabus.

Responsibilities
1. The Cooperating Teacher will coordinate the student teacher's work in the classroom, with the goal of giving increasing responsibility to the student teacher.

By the end of the second week of practice teaching, secondary student teachers should have primary responsibility for two classes or one block.

2. The Cooperating Teacher will orient the student teacher to school personnel, facilities, policies, schedules, and routines.

3. The Cooperating Teacher will work with the student teacher, as needed, to develop lesson plans, activities, and methods of student assessment.

4. The Cooperating Teacher will confer regularly with the student teacher on his or her progress and discuss ways to strengthen and improve his or her preparation and teaching. This will require in-class observations of the student teacher as well as work with the student teacher outside of classroom time.

5. The Cooperating Teacher will work with the College Supervisor to provide the student teacher with feedback and problem-solving strategies to enable the student teacher to continue to develop throughout the semester.

6. Using a clinical model, Cooperating Teachers will discuss with the College Supervisor and/or Chair of the Department of Educational Studies the goals, strategies for supervision and student teacher development. The Cooperating Teacher will also provide feedback regarding the certification program to the College Supervisor and/or Department Chair. New Cooperating Teachers will receive individual and/or group orientation.

7. The Cooperating Teacher will complete the Student Teaching Classroom Competency checklist midway through the semester and again at the end of the semester as well as participate in three-way conferences based on these checklist evaluations. He or she will also write an evaluation of the student teacher's performance at the end of the semester that will become a part of the student teacher's file and will be reviewed by the Teacher Education Committee.

The Department of Educational Studies aims to work with Cooperating Teachers in other ways that contribute to the preparation of teachers and to the larger educational process.

<u>College Supervisor Responsibilities</u>

The College Supervisor, in collaboration with the Chair of the Department of Educational Studies, is responsible for planning, coordinating, and overseeing the student teaching experience. The College Supervisor serves as the link between the Department of Educational Studies, the student teacher, the Cooperating Teacher and the school, once student teaching begins. The College Supervisor is either a regular member of the faculty of the Department or an adjunct faculty member who typically has a master's degree or higher in Education and has had experience as a classroom teacher. Frequently College Supervisors are retired teachers or administrators. College supervisors remain in close contact with the Department Chair and with the faculty member teaching the Curriculum and Methods, conferring with either and/or both of

these Education faculty members several times during the semester regarding the development of the student teacher(s) with whom they are working. At least once during the semester, all faculty supervising student teachers that term also meet as a group with the faculty member teaching the Curriculum and Methods seminar to discuss areas of common concern or interest and to provide feedback regarding the student teaching progress and problems.

Responsibilities

1. The College Supervisor will meet with the student teacher and Cooperating Teacher during the first full week of the student teaching semester to discuss and coordinate responsibilities, roles, and requirements.
2. The College Supervisor (and in some cases the Department Chair) will provide individual orientation to the program for new Cooperating Teachers, regarding program goals, strategies for supervision and cycles of student teacher development. They will also explain the Student Teaching Classroom Competency checklist that will be the basis for the three-way conferences midway and at the end of student teaching.
3. The College Supervisor will use a clinical model of supervision and observe the student teacher in the classroom at least once a week. Each observation will be followed by a conference during which the student teacher and College Supervisor reflect on the observed class and make plans for future student work. The supervisor will also meet with the student teacher at other times, as needed, to work on planning, management, student assessment, etc. Typically, they will confer at least once a week by phone or at the College in addition to the feedback conference after weekly observations.
4. The College Supervisor will confer with the Cooperating Teacher about the student teacher's strengths and needs and work with the Cooperating Teacher and student to devise strategies for development and improvement.
5. The College Supervisor will make sure arrangements have been made to videotape the student teacher's classes at least once over the course of the semester and provide the student with guidance in viewing and critiquing the tape.
6. The College Supervisor will complete the Student Teaching Classroom Competency checklist midway through the student teacher's semester and again at the end of the semester and participate in two formal, three way conferences with the student teacher and Cooperating Teacher, based on the information from these checklists. He or she will also write an evaluation of the student teacher's performance at the end of the practice teaching term that will become a part of the student teacher's file and be reviewed by the Teacher Education Committee. In addition, the College Supervisor, in consultation with the Cooperating Teacher, will determine a grade for the student teacher's work.
7. The College Supervisor will confer with the Chair of the Department of Educational Studies and the faculty member teaching the Curriculum and Methods seminar concerning the student teacher's experience. During each semester, the College Supervisor and the faculty member teaching the Curriculum and Methods seminar will meet to discuss general concerns and achievements regarding the student(s) they are supervising.

8. The College supervisor will complete the state form, PDE430 (Appendix) midway through and at the end of the student teaching experience, discuss it with the student, and submit it for the student teacher's dossier.

The College Supervisor is, for the student, a critical source of information and support during the student teaching semester. All classroom lesson plans, assignments and assessments should be sent to both the cooperating teacher and the College Supervisor. He or she will frequently be in the classroom, assuring that the experience is working for the student, and providing appropriate feedback and guidance. Student teachers who experience any difficulties in their school assignments or are facing other personal or academic problems that affect their ability to function effectively in the classroom should discuss these matters with their College Supervisors. The College Supervisor will function as both a facilitator and mediator to help student teacher development proceed in a safe and empowering environment.

Evaluation of Student Teaching

Midway through the semester and at the end of the semester, the student teacher, the Cooperating Teacher, and their College Supervisors fill out the Student Teaching Classroom Competency Form. This form becomes the basis of an evaluation conference, which focuses on the student's development, areas of strength, and plans for continued work. Following the final conference, the Cooperating Teacher and College Supervisor write letters of evaluation that become a part of the student teacher's file. The College Supervisor also completes (at midterm and at the end of student teaching) the state evaluation form, PDE 430 and reviews it with each student teacher. In addition, the College Supervisor assigns the student a grade that reflects his or her development in relation to the stated competencies. Students must receive at least a B- in student teaching in order to be recommended to the State for certification by Swarthmore College.

At the end of the academic year, the Teacher Education Committee meets to review student teachers' files. The Teacher Education Committee consists of College faculty from departments involved in certification, faculty from the Department of Educational Studies, and local school personnel. Each student's file consists of letters from the following: Cooperating Teacher, College Supervisor, Department Chair, the faculty member in their department who observed their teaching, and an additional faculty member from inside or outside of the student's major department. The Committee also reviews the student's transcript and PDE 430. After reviewing the student teaching dossier, The Teacher Education Committee determines whether the student should be recommended to the State for certification.

Career Resources and Job Hunting

There are an array of resources available to student teachers as they begin to look for teaching and teaching-related jobs. We recommend that students have a resume, portfolio, and letter ready to send out by March of the year in which they will be certified, and that they gather letters of recommendation for Career Services from their Cooperating Teacher, their College Supervisor, an Educational Studies faculty member

and a faculty member from their major department, as well as other faculty members or employers who can attest to their character or suitability for teaching.

Career Services Office

Career Services at Swarthmore College has job and internship listings, information and workshops on resume and letter writing, and application materials for placement agencies such as Independent Education Services and Education Resources Group. They also bring placement agencies and some school district personnel to campus to conduct interviews. They will read and review resumes and letters, conduct mock interviews, and discuss short and long-term goals with students.

Career Services will also keep a dossier of a student's letters of recommendation that students seeking teaching positions can ask them to send out to prospective employers.

Department of Educational Studies

In both the spring and fall semesters, the Department of Educational Studies conducts a Job Search workshop that provides additional information on how to look for a teaching position. They discuss ways to identify schools with openings, writing a teaching resume and cover letter, interviewing strategies, and use of a portfolio in the job search process. Information about local job fairs, as well as job fairs in other areas of the country, job fairs for students of color, and job fairs for students hoping to teach abroad, is distributed at the Job Search workshop and posted on the Department website. Education faculty members also provide individual guidance about the job search process throughout the year and into the summer. Many students find jobs during the months of June, July, and August, when the College is not in session, and students are encouraged to call for advice and help from Education faculty during this period.

The Department of Educational Studies receives a number of job listing bulletins and education newspapers that are kept in the Education Materials Center. Individual job listings sent to the Department are posted on the Department website. Because our graduates teach around the country, we often receive information about job possibilities in schools in which our graduates are teaching that we pass on to current students. Swarthmore students who are certified to teach also have access to a job placement website developed by the Consortium for Excellence in Teacher Education web site (http://www.princeton.edu/teacher/cete/). (The Consortium for Excellence in Teacher Education is a group of eighteen private liberal arts colleges and universities in the Northeast that was formed in 1983 to support the efforts of teacher educators and students in the member institutions as well local school personnel with whom the faculty in the CETE institutions work.)

In addition, through both formal and informal programs, the Department of Educational Studies offers support to first year teachers and other teachers seeking additional professional development. Graduates are encouraged to contact the Department of Educational Studies for more information on regional resources.

Appendix A

<u>Competencies Checklist for Student Teaching</u>

Swarthmore College EDUC 93: Student Teaching Competencies

Please type your responses in the gray cells. In completing this competency checklist, evaluation should account for competencies with respect to the needs of all students, including students with disabilities and English language learners.

Rating Key:	
1 - Unsatisfactory 2 - Satisfactory 3 - Good 4 - Outstanding	Student:
	Teacher:
	School:

Competencies:	Rating:	Documentation:
1. Using content knowledge effectively		
a. Evidences working knowledge of the central concepts, tools of inquiry and structure of the discipline.		
b. Engages students in learning the discipline, including interdisciplinary aspects of subject(s) taught.		
2. Meeting students' needs		
a. Discerns individual student differences in learning styles and development (e.g., cognitive, cultural, social and physical) in an inclusive classroom and designs learning environments accordingly.		
b. Evidences knowledge about group differences in terms of race, ethnicity, language, social class, gender, and sexual orientation.		
c. Develops objectives, materials and learning strategies to meet diverse strengths, needs and interests.		
d. Assesses and responds to the range of students' reading, writing, and speaking competencies in presenting material and evaluating student performance.		

e. Demonstrates an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.		
3. Planning and implementing instruction		
a. Develops daily, weekly and long range lesson plans, including specification of objectives and criteria for evaluation.		
b. Articulates lesson and unit goals. Can give educationally and ethically defensible rationales for those goals.		
c. Demonstrates some degree of original curriculum development within the parameters set by the existing school curriculum, state standards and professional standards.		
d. Creatively and effectively employs a variety of instructional materials (e.g. movies, newspapers, literature, maps, manipulatives, primary sources).		
e. Employs a variety of instructional techniques (e.g. group work, audio-visual instruction, computers-based instruction, discussions, role-play) with skill and imagination.		
f. Facilitates problem solving, critical thinking and evaluation of divergent opinions.		
g. Employs a range of questioning and discussion techniques which elicit responses at a variety of affective and cognitive levels.		
h. Evidences skill in classroom management, including the ability to		

analyze student questions and behaviors. Responds to changing classroom situations.		
4. Assessment		
a. Demonstrates the ability to use formative and summative assessment procedures to assess and respond to the cognitive, social, and academic needs of all students. This includes the ability to implement changes in: • The classroom environment/structure • Instructional practice, and • Curricular content (including reading and writing)		
b. Utilizes a variety of formal and informal assessment strategies, including tests, essays, projects, portfolios and oral presentations that evidence student development in the cognitive and affective domains.		
c. Establishes and maintains monitoring practices, including student data from diagnostic and benchmark assessments.		
d. Provides timely and clear feedback to students regarding both strengths and areas for growth.		
5. Creating a positive learning environment		
a. Demonstrates understanding of individual and group motivation and behavior. Motivates students to participate in learning activities that encourage social interaction, mutual respect, and participation in learning activities.		
b. Communicates effectively with individuals and groups: • Talks clearly • Listens attentively • Expresses enthusiasm and vitality		

c. Initiates, maintains, and manages positive social relationships with a range of people in a range of contexts.		
6. Professionalism		
a. Seeks and makes constructive use of feedback from students, supervisors, and colleagues.		
b. Uses research and other educational resources.		
c. Responds flexibly.		
d. Reflects on and appraises effectiveness of his/her own development as a teacher and identifies areas for growth.		

Completed by:	
Date:	

Appendix B

<u>Swarthmore ESOL Specialty Guidance for Student Teachers</u>

Student Teacher Expectations - ESL and Language Education Requirements
Revised Spring 2024

Listed below are competencies that all teacher candidates should be introduced to during the student teaching semester (EDUC 92 & 93), and a list of competencies that **must be fulfilled** by teacher candidates who are completing their ESL Speciality.

For ESL Specialist candidates and supervisors: Please direct your attention to Section II and III of this document. Section II lists additional competencies ESL specialists must cover and Section III are a set of guidelines for how students completing their ESL Specialty can fulfill these requirements. These ESL competencies and guidelines should be used with the overall student teaching competencies checklist at the midway and final 3-way conferences for ESL Specialist Candidates.

I. **Language Education-focused experiences for All Teacher Candidates, which are completed through EDUC 53 and Curriculum Methods and/or Practice Teaching (EDUC 92/93).**

- ☐ Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction. (II.D)
- ☐ Demonstrate effective intercultural communication skills to appreciate diverse cultures. (II.E)
- ☐ Recognize, plan and implement key elements of ESL lesson design, which include:
    - Content and language objectives;
    - Scaffolding, supports;
    - Activating and building on prior knowledge
    - Formative and authentic assessments
    - Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing. (III.D)
- ☐ Differentiate instruction based on formative assessment of student progress, reteaching as necessary for students who need additional time and alternative approaches to meet learning outcomes (III. E.)
- ☐ Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening. (III. F.)
- ☐ Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology- based assessment (e.g., audio, video, computer) at various grade levels. (IV. A.)
- ☐ Conduct focused action research in the classroom following applicable procedures for protection of human research participants. (V. B.)
- ☐ Create a personal professional development plan based on interests and reflection, taking advantage of opportunities to support those goals in professional associations and other academic organizations. (V. C.)
- ☐ Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels. [This requirement is also fulfilled in ED23A] (V. D.)

☐ Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams. [This requirement is also fulfilled in ED23A] (V. E.)

II.   Additional Competencies Required for ESL Specialty Teaching Candidates

☐ Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction. (II.D.)

☐ IIE. Demonstrate effective intercultural communication skills to appreciate diverse cultures. (II.E)

☐ Recognize, plan and implement key elements of ESL lesson design, which include:
- Content and language objectives;
- Scaffolding, supports;
- Activating and building on prior knowledge
- Formative and authentic assessments
- Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing. (III.D)

☐ Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels. (V.D.)

☐ Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams. (V. E.)

III.   Student Teacher with ESL Speciality Placement Guidelines

Teachers candidates must complete 35 hours of ESL-related work during (or prior) to their student teaching semester.

Supervisors of student teachers doing ESL Speciality should meet with the assigned ESL teacher at least twice during the semester: Once at the beginning and once at the end to ensure the student teacher has completed all of the competencies and to gather evaluative information from the ESL teacher. These are meetings separate from the three way meetings with the cooperating teacher.

For student teachers in classrooms with significant EL populations (4 or more EL students) you have the option of fulfilling your 35 hours as a combination of working in the primary student teaching classroom with your cooperating teacher, and observing and working with an ESL teachers in the ESL classroom setting (could be self contained, push-in, pull-out, etc). Please speak to the cooperating teacher and the ESL specialist you've been assigned to about how to best proceed in your context)

For student teachers with smaller numbers of EL students a number of options are listed below in Section III-C.

A. *Here are a list of activities to complete with the ESL Specialist*:*
☐ Observing the ESL-specialists doing instructional work
Things to consider:
- How does the ESL specialist open the year?

- Observing/assisting ESL specialist in push-in or pull-out
- What pedagogical approaches/theories inform their modes of instruction

☐ Planning and teaching with the ESL specialist in the "ESL classroom context" for a minimum of 10 periods over the course of the semester. The ESL classroom context includes the push-in/pull-out instruction led by the ESL specialist.

Please note that often this work will not start until October, due to screening and assessment activities ESL specialists are responsible at the start of the year.

B. *Activities that can be done with the ESL specialist or in the primary student teaching placements with significant ESL populations (4 or more students) in them include, but not limited to:*

☐ Student teacher taking up a leadership role around language instruction
☐ Helping with language instruction planning
☐ Modifying teaching instruction to support English Learner development
☐ Adapting content to support English Learner development
☐ Implementing language-focused assessment
☐ Language-focused Instruction (both in pull-out and with/in classroom or push-in)
☐ Communication with family/community

C. *For student teachers who do not have significant ESL populations in their primary certification area (for example a chemistry teacher with 0 - 3 ESL students), activities include:*

- Completing 35 hours of work in the ESL Specialist classroom over the course of the student teaching semester (See Section III-A above)
- If you are doing block scheduling please confer with your ESL specialist and cooperating teacher to find a way to include time with the ESL teacher; or,
  - You can complete your hours EDUC 76 (.5) in an ESL setting before student teaching; or
  - with the permission of your supervisor, the EDUC 92 instructor and the ESOL specialist at your site, you may complete your 35 hours of ESOL training at the end of student teaching. You must consult with your supervisor before being allowed to take up this option.

ESL Specialty Checklist and Evaluation Sheet
Swarthmore College Educational Studies

Student Teacher: _____   **Field Placement: _____**

Rating Key (only to be used where appropriate)
1 - Unsatisfactory
2 - Satisfactory
3 - Good
4 - Outstanding

Competencies	Rating	Documentation
1. ESOL Planning & Instruction		
Recognize, plan and implement ESL lessons across the four domains of language teaching, which includes:		
Content and language objectives		
Scaffolding, supports		
Activating and building on prior knowledge		
Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction		
Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing		
Formative and authentic assessments		
2. Communication		
Demonstrate effective intercultural communication skills to appreciate diverse cultures		
3. Professionalism		
Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels		

_____

Printed Name and Signature of ESL Specialist   Date

Appendix C

PA Statewide Evaluation Form for Student Professional Knowledge

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name: First: Middle:

Subject(s) Taught   Grade Level

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

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

Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.
Alignment: 354.33. (1)*(i)*(A), (B), (C), (G), (H)

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

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

- □ Lesson/Unit Plans_____
- □ Student Teacher Interviews_____
- □ Resources/Materials/Technology_____
- □ Classroom Observations_____
- □ Other_____

- □ Assessment Materials_____
- □ Resource Documents_____
- □ Information About Students
  (IncludingIEP's)_____

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

Justification for Evaluation

PDE-430 1

Student/Candidate's Last Name: First: Middle:

Category II: Classroom Environment – **Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Alignment: 354.33. (1)*(i)*(E), (B)**

Student Teacher/Candidate's performance appropriately demonstrates:
- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

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

- ☐ Classroom Observations_____
- ☐ Visual Technology_____
- ☐ Informal Observations/Visits_____
- ☐ Resources/Materials/Technology/Space_____
- ☐ Student Teacher/Candidate_____
- ☐ Interviews_____
- ☐ Other _____

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

Justification for Evaluation

Student/Candidate's Last Name: First: Middle:

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)*(i)*(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:
- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

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

- □ Classroom Observations_____
- □ Student Assignment Sheets_____
- □ Informal Observations/Visits_____
- □ Student Work_____
- □ Assessment Materials_____

- □ Instructional Resources/Materials/Technology
  _____
- □ Student Teacher/Candidate_____
- □ Interviews_____
- □ Other _____

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

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

Student/Candidate's Last Name: First: Middle:

Category IV – Professionalism - **Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.**
Alignment: 354.33. (1)*(i)*(I),(J)

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

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

- ☐ Classroom Observations_____
- ☐ Student Assignment Sheets_____
- ☐ Informal Observations/Visits_____
- ☐ Student Work_____
- ☐ Assessment Materials_____

- ☐ Instructional Resources/Materials/Technology
  _____
- ☐ Student Teacher Interviews_____
- ☐ Written Documentation_____
- ☐ Other _____

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

Justification for Evaluation

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate *consistently* and *thoroughly* demonstrates indicators of performance.	The candidate *usually* and *extensively* demonstrates indicators of performance.	The candidate *sometimes* and *adequately* demonstrates indicators of performance.	The candidate *rarely* or *never* and *inappropriately or superficially* demonstrates indicators of performance.
Rating (Indicate √)				

Note: This assessment instrument must be used a minimum of two times. **A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the <u>final summative rating </u>to favorably complete this assessment.**

Justification for Overall Rating:

Student Teacher/Candidate's Last Name   First   Middle

District/IU   School   Interview/Conference Date

School Year   Term

Required Signatures:
Supervisor/Evaluator: _____   Date: _____

Student/Teacher Candidate:_____   Date: _____

(Confidential Document)

Appendix D

Pennsylvania Title 22 Part XVI.
Chapter 235. Code of Professional Practice and Conduct for Educators

Pennsylvania Title 22 Part XVI.

CHAPTER 235. CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Sec.

Authority

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

Source

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

§ 235.1. Mission.

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

Authority

The provisions for this § 235.1 amended under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source

The provisions of this § 235.1 amended August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial page (262235).

§ 235.2. Introduction.

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10)).

(b) In recognition of the magnitude of the responsibility inherent in the education process and by

virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.

 (c) Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

 (d) Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

Authority
The provisions for this § 235.2 amended under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.2 amended August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial page (262235).

§ 235.3. [Reserved].

Authority
The provisions for this § 235.3 deleted under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.3 deleted August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial page (262236).

§ 235.3a. Definitions.

The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:

Act—The Educator Discipline Act (act) (24 P.S. § § 2070.1a—2070.18c).

Boundaries—The verbal, physical, emotional and social distances between an educator and a student.

Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

 Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device

applications.

Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.

School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).

Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

Authority
The provisions for this § 235.3a added under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.3a added August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199.

§ 235.4. [Reserved].

Authority
The provisions for this § 235.4 deleted under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.4 deleted August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial page (262236) and (262237).

§ 235.5. [Reserved].

Authority
The provisions for this § 235.5 deleted under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.5 deleted August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial page (262237).

§ 235.5a. Commitment to students.

(a) The primary professional obligation of educators is to the students they serve.

(b) In fulfillment of the commitment to students, educators:

   (1) Shall exercise their rights and powers in good faith and for the benefit of the student.

   (2) Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.

   (3) Shall not sexually harass students or engage in sexual misconduct.

(4) Shall exert reasonable effort to protect students from harm.

(5) Shall not intentionally expose a student to disparagement.

(6) Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.

(7) Shall not interfere with a student's exercise of political or civil rights and responsibilities.

(8) Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.

(9) Shall not knowingly or intentionally misrepresent subject matter or curriculum.

(10) Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.

(11) Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

(12) Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.

(13) Shall refrain from inappropriate communication with a student or minor, including, inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:

    (i) the nature, purpose, timing and amount/extent of the communication;

    (ii) the subject matter of the communication; and

    (iii) whether the communication was made openly or the educator attempted to conceal the communication.

§ 235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

(1) Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Shall not knowingly and intentionally distort evaluations of colleagues.

(3) Shall not sexually harass a colleague.

(4) Shall not unlawfully discriminate against colleagues.

(5) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(6) Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.

(7) Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

(8) Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

Authority
The provisions for this § 235.5b added under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source
The provisions of this § 235.5b added August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199.

§ 235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

(1) Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.

(2) Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.

(3) Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.

(4) Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.

(5) Shall not falsify records or direct or coerce others to do so.

(6) Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.

(7) Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.

(8) Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.

(9) Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(10) Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.

(11) Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

Authority

The provisions for this § 235.5c added under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source

The provisions of this § 235.5c added August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199.

§ § 235.6—235.11. [Reserved].

Authority

The provisions for these § § 235.6—235.11 deleted under section 5(a)(10) of the Educator Discipline Act (24 P.S. § 207.5(a)(10)).

Source

The provisions of these § § 235.6—235.11 deleted August 20, 2021, effective August 21, 2021, 51 Pa.B. 5199. Immediately preceding text appears at serial pages (262237) to (262239).

Appendix E

<u>Mentor Teacher Competencies, School District of Philadelphia</u>

THE SCHOOL DISTRICT OF PHILADELPHIA

MENTOR TEACHER COMPETENCIES: CONTEXT & FRAMING

Each year, the School District of Philadelphia hosts several hundred student teachers in grades K-12; nearly half of all District schools hosted at least one student teacher in the 2020-21 school year. Student teaching experiences provide both a foundation for new teachers as well as an introduction to our schools, students and communities. Many student teachers continue on as teachers in the District, and we are committed to working with universities to ensure a strong experience to prepare them for a successful transition to the classroom.

Mentor teachers play a central role in both the student teachers' development of key skills and their introduction to the District. As such, the skills, attitudes and behavior needed to mentor student teachers are both deep and wide-reaching. This document outlines the attributes and characteristics of mentor teachers that best support an effective training experience for

student teachers. It was created through the combined efforts of district staff, school-based educators and university partners.

The competencies are broken into four domains that together encompass the skills needed to be an effective mentor teacher, including:

✔ **Consistently Exhibits Characteristics of an Effective Teacher**

✔ **Exhibits a Positive, Collaborative and Reflective Growth Mindset**

✔ **Thrives as an Effective Coach for Adult Learners**

✔ **Communicates Clearly, Thoughtfully and Effectively**

While we believe each competency is essential to providing exceptional mentoring, we recognize that even seasoned educators may be in the process of developing in several areas. Further, we recognize that each placement is different, and these competencies are designed to serve as a reference for selection and development of mentors, rather than being seen as a set of criteria.

The skills developed as a mentor align to those for aspiring

leaders, and mentoring will provide valuable experience in coaching adult learners as well as exposure to new ideas in education. To the extent possible, university partners and the District will support mentor teachers in their work developing this exceptional skill set in order to provide unparalleled support to our next generation of educators.

Strong teachers who are working to develop these skills and are eager to work with universities and student teachers are encouraged to consider mentoring.

This document has two parts:

- **Overview of Mentor Competencies (page 2):** GO TO PAGE >

  Brief overview of the characteristics we believe are aligned to strong mentoring. This can be used to help identify individuals who could be strong mentors and can be used to help communicate what is expected.

  Note: Universities have program-specific requirements for mentors. This document is meant to complement - not replace - these requirements.

- **Mentor Teacher Competency Details (pages 3 – 6):** GO TO PAGE >

  Review a detailed description of each competency domain.

  The set of competencies that follow serve as a living document that will be updated over time to reflect new and emerging skill sets needed to effectively support student teachers.

MENTOR TEACHER COMPETENCY OVERVIEW

Consistently Exhibits Characteristics of an Effective Teacher

- Uses the learning process and differentiates instruction to successfully meet student learning needs

- Demonstrates deep content knowledge

- Consistently manages the classroom to foster a positive learning environment

- Commits to culturally responsive teaching and learning

- Commits to being an anti-racist educator

Exhibits a Positive, Collaborative and Reflective Growth Mindset

- Has the desire to be a mentor

- Demonstrates a positive outlook toward teaching, students and urban education

- Demonstrates willingness to collaborate with institutional university partners

- Is committed to continuous growth

- Is open to new ideas and experimentation in the classroom

Thrives as an Effective Coach for Adult Learners

- Has/creates capacity to complete mentor duties

- Commits to utilizing effective coaching practices

- Continually assesses student teacher learning and readiness to increase responsibility and ownership

- Provides targeted, constructive and actionable feedback

Communicates Clearly, Thoughtfully and Effectively

- Knows how to communicate using different mediums and adapts communication for audience to develop shared understanding

- Models effective, culturally competent communication with different stakeholders including colleagues, administrators, students, parents and families

MENTOR TEACHER COMPETENCIES AND DESCRIPTIONS

Consistently Exhibits Characteristics of an Effective Teacher

1. Uses the learning process and differentiates instruction to successfully meet student learning needs

- Has a record of high student achievement and progress/growth

- Demonstrates positive outcomes for students across a range of learning needs

- Sets rigorous, equitable expectations for students and creates a culture of high expectations for all students

- Uses data to inform instruction

- Differentiates instruction and assessment dependent on student learning needs

- Provides the necessary scaffolds and interventions to support each learner in the classroom

- Builds on student interests and learning needs to enable all students to engage in and contribute to learning in the classroom

2. Demonstrates deep content knowledge

- Possesses the content knowledge requisite to accurately teach the course

- Uses content-specific pedagogy to teach their subjects and delivers content in multiple ways to reach all students

- Designs and facilitates standards-based, level appropriate content lessons

- Anticipates the places students might struggle with content and have misconceptions; plans lessons, engagement and student connections to mitigate those risks

- Understands the scope and sequence of the content learning and uses this to pace lessons

3. Consistently manages the classroom to foster a positive learning environment

- Creates emotionally safe learning environments that supports academic and social emotional development for all students

- Establishes and maintains routines and norms that set all students up for success, behaviorally and academically

- Builds trusting relationships with students, and aligns support to make each student successful within the classroom

- Positions students as valued members of and contributors to the learning community

- Redirects distracting behavior quietly and subtly; celebrates and amplifies positive behaviors

4. Commits to culturally responsive teaching and learning

- Values and actively seeks ways to incorporate students' home culture, traditions and languages into classroom instruction

- Establishes partnerships with families to help each student succeed

- Understands the ways in which traditional modes of teaching may reinforce norms that are not culturally relevant or respectful to students' cultures

5. Commits to being an anti-racist educator

- Uses an anti-racist lens to select materials, approaches and structures for the classroom

- Models how to be an anti-racist educator, demonstrating for others how to examine and address biases

- Understands the ways in which power and privilege can impact teaching and learning

- Holds self and others accountable for disrupting inherently racist systems and structures that have caused inequitable outcomes for students

- Engages in courageous conversations with peers and stakeholders about race and equity

MENTOR TEACHER COMPETENCIES AND DESCRIPTIONS

Exhibits a Positive, Collaborative and Reflective Growth Mindset

1. Has the desire to be a mentor

- Wants to engage in peer education and is interested in developing future colleagues

- Is willing and able to commit the time, energy and resources to serving in a mentor teacher role

2. Demonstrates a positive outlook toward teaching, students and urban education

- Has a passion and zeal for teaching and is compassionate towards students

- Models a positive attitude towards teaching in the District and urban education; believes that urban education needs the best educators

- Can explain how to successfully navigate the system while maintaining a balanced perspective

3. Demonstrates willingness to collaborate with institutional university partners

- Sees themselves as an integral part of teacher preparation pathway/efforts and as part of a team developing the new teacher

- Collaborates purposefully with student teacher and university coach/mentor

- Aligns mentoring to the partner university's model and use university-specific tools such as gradual release

- Engages in candid conversations about the student teacher's progress with the student teacher and university coaches for the purpose of helping them develop

- Makes an effort to attend university sponsored events and is willing to engage in the more mundane parts of the work (paperwork, responding to emails, etc.)

4. Is committed to continuous growth

- Actively seeks and is receptive to constructive feedback

- Maintains an open mind and demonstrates adaptability and flexibility

- Owns successes and failures and continues trying new strategies and approaches

- Takes a problem solving problem-solving approach to challenging situations

5. Is open to new ideas and experimentation in the classroom

- Eager to develop and learn new teaching strategies and practices, including those that challenge prior knowledge or beliefs

- Creates conditions for student teachers to innovate and implement new strategies and instructional practices

MENTOR TEACHER COMPETENCIES AND DESCRIPTIONS

Thrives as an Effective Coach for Adult Learners

1. Has/creates capacity to complete mentor duties

- Has both the professional and personal capacity to mentor a student teacher

- Has the support of administration to be a quality mentor (i.e., has the schedule and space to serve as a mentor)

- Is willing to include student teacher in collaborative work with peers and other school staff

2. Commits to utilizing effective coaching practices

- Learns and improves coaching practices (e.g. attend professional development and receive feedback)

- Understands that coaching adult learners is different than teaching students and requires developing a distinct skill set

- Can clearly explain the decisions they are making in handling everyday classroom situations and why they are making these decisions

- Understands, anticipates and responds to student teacher questions

- Understands Metacognition for an adult learner

3. Continually assesses student teacher learning and readiness to increase responsibility and ownership

- Develops an appreciation for where student teachers are developmentally in their transition from "student" to "pre-professional"

- Interprets and appropriately applies the university's gradual release framework for the student teacher in their classroom

- Scaffolds co-planning and co-teaching based on where the student teacher is in their development and their program requirements

- Skillfully balances need for the student teacher to develop skills while ensuring student learning

4. Provides targeted, constructive, and actionable feedback

- Provides positive feedback on what is working well

- Provides feedback that is regular, timely and actionable

- Develops the ability to have hard discussions

- Able to hold student teacher accountable and communicate concerns to university administrators as needed

MENTOR TEACHER COMPETENCIES AND DESCRIPTIONS

Communicates Clearly, Thoughtfully and Effectively

1. **Uses effective communication** with different stakeholders including colleagues, administrations, parents and families, students and other stakeholders; shares approaches for and includes student teachers in working collaboratively with peers and staff to support shared learning and to promote learning communities

2. **Demonstrates cultural competency** around awareness of communication norms

3. **Adapts communication for the audience,** choosing the appropriate medium to develop shared understanding

4. **Creates a culture** of effective and open communication, and the space for student teachers to share ideas

5. **Includes student teacher** in the work of building and sustaining effective relationships with colleagues, administrators and families

6. **Sets appropriate boundaries** around communications and models professionalism

7. **Models effective communication to families,** knows how to use interpretation services and understands when to use written communication versus other forms of communication etc.

We thank the following partners for their collaboration, direction and support in the development of this document:

Temple University

Drexel UNIVERSITY

Penn UNIVERSITY of PENNSYLVANIA

Alma Advisory Group

Appendix F

School District of Philadelphia Student Teacher Competencies

THE SCHOOL DISTRICT OF PHILADELPHIA

STUDENT TEACHER COMPETENCIES: CONTEXT & FRAMING

The School District of Philadelphia: Vision

We are the School District of Philadelphia. We are the eighth largest school district in the nation, located in an historic and culturally rich setting. We are a community of 19,000 caring employees working together with parents, families, volunteers and community members to support the limitless potential of more than 203,000 young scholars. We are committed to educating and graduating generations of thought leaders, entrepreneurs, artists, government officials and change makers. We are the School District of Philadelphia.

The District is committed to ensuring our staff are prepared to effectively support students' needs and, together with a cross-functional group of K-16 system stakeholders, developed competencies to define the necessary skills and abilities that student teachers should seek to develop through their District field training experience in order to effectively transition into the classroom. These competencies include:

Effectively Implementing Pedagogical Practice and Content Knowledge

MORE INFO >

These student teacher competencies support a transitioning teacher in effectively managing each child's learning by the end of the field experience:

Cultivating a Growth Mindset and Reflexive Thinking Practices

MORE INFO >

Prioritizing Building Relationships

MORE INFO >

Establishing Inclusive, Culturally Relevant Classroom Communities

MORE INFO >

In service of the rich diversity, broad range of abilities and needs of District students, we believe fundamentally that any transitioning student teacher needs to be committed to serving our students. They must be committed to, and see their role in, disrupting inequities in educational systems to ultimately deliver on the civil right of every child in Philadelphia to an excellent public school education. To train in and ultimately teach in our context, student teachers must:

✔ **Believe that ALL children can and will learn**

✔ **Believe that it is the teacher's responsibility to ensure that all students in the class DO learn, and as part of that see high-quality instruction as central to teachers' work**

✔ **Set high expectations for all students and maintains these expectations throughout the year**

✔ **Engage families as partners in support of student success**

✔ **Have a student-centered approach toward teaching that respects the dignity of each child**

✔ **Provide opportunities, resources and support to ensure that students own their learning**

✔ **Contribute to schools as learning organizations**

The set of competency descriptions that follow serve, in part, as a living document that will be updated over time to reflect new and emerging skill sets needed to effectively transition to the classroom.

STUDENT TEACHER COMPETENCIES

Effectively Implementing Pedagogical Practice and Content Knowledge

- Uses academic data to inform instructional practice
- Employs knowledge of developmentally appropriate student engagement practices
- Plans lessons that are well-paced, organized and aligned to grade-level content standards
- Creates student-centered, culturally relevant learning opportunities

- Has deep content knowledge
- Knows how to teach their content at an age-appropriate level
- Effectively utilizes the curriculum and technology to meet student needs
- Communicates the value of content to students' lives and educations

Establishing Inclusive, Culturally Relevant Classroom Communities

- Actively engages in opportunities to learn about the communities in which schools are situated and uses asset-based approaches with students, families and communities
- Appreciates the diversity of students within the community and creates an environment that is inclusive of students with different cultural backgrounds, language backgrounds, learning needs, etc.
- Collaborates with students to create the classroom community
- Uses research-informed classroom management strategies, including establishing routines and procedures
- Has knowledge of and uses trauma-informed teaching strategies

- Establishes appropriate expectations and structures for student learning
- Supports productive, emotionally and physically safe learning environments
- Is aware of one's own identity and is actively working to understand one's own implicit bias
- Is working to create an anti-racist educational environment by removing barriers, increasing access and inclusion, building trusting relationships and creating a shared culture of social responsibility and organizational accountability
- Works to understand one's own identity and awareness for the potential impact of that identity on the community

STUDENT TEACHER COMPETENCIES

Cultivating a Growth Mindset & Reflective Thinking Practices

- Continuously works towards understanding the nuances and appropriate application of the professional expectations of the school site, the District and the teaching profession

- Demonstrates resiliency by being open to learning new practices or modifying existing practices to increase student success

- Seeks out and can apply feedback or new ideas from peers, superiors or other resources

- Accurately reflects on personal strengths and growth areas

- Demonstrates a willingness to engage in learning and teaching practices that challenge prior knowledge or beliefs

- Recognizes that teaching requires continued engagement with learning and growing your practice

- Takes proactive and intentional steps to build one's own and others' capacity

- Reflects on strengths and growth areas regularly, and seeks to support or receive support from peers, mentors and managers

Prioritizing Building Relationships

- Collaborates with peers to reflect on student achievement and teacher practice data to continuously plan and improve instruction

- Seeks out opportunities to share lessons learned and to help peers develop their practice

- Establishes trusting and positive relationships that respect the diversity of students and their families in order to facilitate meaningful learning

- Partners effectively with students, families, colleagues and leadership to support student success

We thank the following partners for their collaboration, direction and support in the development of this document:

Temple University   Penn University of Pennsylvania   Drexel UNIVERSITY   Alma Advisory Group