

Bryn Mawr/Haverford Education Program

Certification Handbook



**For Teacher Certification Candidates in
English, Math, Science, Social Studies, and World Languages**

www.brynmawr.edu/education

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Areas of Certification

The Bryn Mawr/Haverford Education Program is approved by the Pennsylvania Department of Education to prepare candidates for secondary teacher certification (grades 7-12) in the following areas:

- **English**
- **Mathematics**
- Science, including **biology, chemistry, Earth and space sciences, and physics**
- **Social studies**, available to students majoring in history, political science, economics, cities, anthropology, or sociology (some interdisciplinary independent majors are accepted as well) who are interested in teaching social studies, history, and electives in anthropology, sociology, or psychology.

It is also approved to prepare candidates for K-12 certification in the following world languages:

- **French, German, Latin and Spanish.** Certification in **Chinese** and **Russian** is also possible if student teaching placements can be found.

We do not offer elementary education certification.

Pennsylvania Department of Education Requirements

General State Requirements

- An English composition course (Haverford's Freshman Writing Seminar and Bryn Mawr's Emily Balch Seminar both fulfill this requirement)
- An American or English literature course or have earned a score of 5 on the A.P. English test.
- Two mathematics courses (a score of 560 or above on the SAT II Math Level IC test counts, as does a score of 4 on the A.P. calculus or statistics tests)
- A GPA of 3.0 or higher. A student with a 2.8-2.99 may be admitted into the program provisionally.
- Passing scores on a basic skills test¹ and a Praxis Subject Test. Students enrolled in our world languages certification program apply for a K-12 license and must *also* pass the Praxis Fundamental Subjects: Content Knowledge test. Post-Baccalaureate students are exempt from meeting the basic skills test requirement. See <http://www.ets.org/praxis/pa/requirements> for details.

Subject Area Preparation

Certification candidates must major in a subject area related to their certification. Within their major, students may need to select courses that help them meet the state standards for teachers in that subject area. See below for information specific to each area of certification.

¹ There are a few basic skills tests options, including the ACT and SAT. Speak to the Certification Program Adviser to learn if you have already met this requirement.

English: Students major in English or Comparative Literature. They take at least one semester of American literature if a Bryn Mawr major (already required of HC majors). We recommend one semester of linguistics.

Social studies: Students major in history, political science, cities, sociology, anthropology, or economics. Some interdisciplinary independent majors are accepted as well. Students must complete the following requirements. Students must take at least four courses outside their major in the other social sciences.

- Two history courses, with a balance of American and world history.
- A course that substantially addresses geographic concepts (may be integrated in other coursework). *Recommended:* Geology B101 (How the Earth Works).
- A political science course that addresses American and international politics.
- An economics course that focuses on economic concepts and systems, local, state, and national commerce, and international trade and global economies (both micro and macroeconomics are recommended).
- A social science (e.g., anthropology or sociology) course that addresses the origins of human culture and cultural change, rituals and kinship.
- A social science (e.g., sociology or education) course that addresses sociological concepts, such as social organization, demography, race, gender, and ethnicity, etc.

World Languages

- **Chinese:** Students major in East Asian Studies, including East Asian Studies 282 (Structure of Chinese) in their coursework. Study abroad or participation in a summer immersion program is strongly recommended.
- **French:** Students major in French or Romance Languages. Study abroad, participation in a summer immersion program (if study abroad isn't possible), and experience as a teaching assistant are strongly recommended.
- **German:** Open to German majors. Students are advised to attend a summer immersion program or participate in a study abroad program for a semester or summer.
- **Latin:** Open to Latin and Classics majors. Haverford Classics majors plan their programs so that a Roman civilization course is included in their coursework. Study abroad in Rome is strongly recommended, as is experience as a tutor to undergraduates.
- **Russian:** Students major in Russian. They are encouraged to pursue advanced language study in Russia on summer, semester, or year-long academic programs. If they do not study abroad, they are required to take Russian 350/570, "The Acquisition of Russian as a Second Language."
- **Spanish:** Open to Spanish or Romance Languages majors. Study abroad and tutoring in Spanish are both strongly recommended.

Mathematics: Open to mathematics majors. Students must also meet the following requirements:

- A semester of probability and/or statistics (e.g., MATH B104/205 or MATH H103/203/218).
- A semester of discrete mathematics (e.g., MATH B231 or MATHB206)
- *Recommended:* EDUC B220 (Changing Pedagogies in Mathematics and Science)
- *Recommended:* A semester of computer science (such as HC 222a, "Introduction to Scientific Computing").

Science

- **Biology:** Students major in biology. They must also take a semester of physics, a semester of ecology (such as Biology B220, “Ecology” or Biology B308, “Field Ecology») and conduct coursework that addresses the implications of scientific and technological developments on ethical questions relating to biology by either taking a course like General Programs 222, “Issues in Urban Health” offered at Haverford or “Biology and Public Policy” offered at Bryn Mawr or completing a project on this topic for another biology course. Biology 103 at Bryn Mawr is also acceptable.

Recommendation for Haverford majors: If possible, Haverford biology majors should take one of the following courses: Biology H304, “The Molecular Basis of Disease and Adaptation,” Biology H307, “The Cell in Development,” Biology B303, “Animal Physiology,” or Biology B204, “Histology.”

- **Chemistry:** Students major in chemistry and take two semesters of physics.
- **Earth and Space Sciences:** Students must follow the teacher certification track of the geology major at Bryn Mawr, which includes the following fourteen course requirements.

GEOL 101	MATH 102	GEOL 103	GEOL 205	ADV GEOL or ADV BIO/CHEM/MATH/PHYS/CO MP SCI
GEOL 203	CHEM (intro)	GEOL 204	Astronomy (Intro)	GEOL 399
MATH 101	PHYS (intro)	GEOL 202	ADV GEOL	

Physics: Students complete the physics major and take two semesters of chemistry.

Extracurricular Teaching Experience

Teacher certification candidates are expected to gain teaching experience before they practice-teach full-time, ideally working with middle or high school students. Certification candidates may meet this requirement by:

- [Preferred] Playing the role of a teacher, teaching assistant, or coach for at least sixty hours, working with groups of people (children, undergraduates, adults) in a learning environment. During this time, the certification candidate should be engaged in planning, preparing for, and carrying out activities for groups of learners.
- Taking an additional education course for which fieldwork in a school or other learning setting is a requirement (at least Praxis II level preferred (4-6 hours/week).
- Extending the student teaching experience from the minimum requirement of twelve weeks to fourteen weeks, allowing an extra two weeks at the start of the experience to apprentice with their cooperating teacher before taking on full responsibility for teaching.

Education Courses

Certification candidates take these six education courses and student-teach full-time for two course units second semester of their senior year or as a post-baccalaureate student.

- (1) Education 200 (Critical Issues in Education) – Must earn a grade of 2.7 or higher
- (2) Psychology 203 (Educational Psychology)²
- (3) Education 210 (Special Education)
- (4) Education 275 (English Learners in U.S. Schools)
- (5) Education 301 (Curriculum and Pedagogy, fall, senior year) – Grade of 2.7 or higher
- (6) Education 302 (Practice Teaching Seminar, spring, senior year) - Grade of 2.7 or higher
- (7) Education 303 (Practice Teaching in a school, double credit, spring, senior year)

Admission to the Certification Program and to Student Teaching

The Education Program has a two-stage admission process: (1) admission to course work and (2) admission to practice teaching. In the first stage, certification candidates make clear their intentions, plan a program of study and meet State guidelines for certification. The second stage is contingent upon certification candidates meeting a number of criteria (see “Retention” below) and is completed at the midpoint of senior year.

Stage One

Initial Acceptance

- Meet with the Certification Program Adviser to draft a Certification Work Plan on which the Pennsylvania Department of Education and Education Program requirements are mapped out.
- Declare a Minor in Education – Teacher Certification Track (spring, sophomore year) and submit a 1-2 page “Statement of Intent” addressed to the Education Program in which you respond to these questions:
 - a. Why are you interested in education? Please describe your interest (its origins, experiences that led to it, its current manifestations, etc.).
 - b. What do you hope to gain from your Education Program coursework and related experiences?
 - c. What plans do you have for work and/or study related to education after graduating?
 - d. What unique and/or appropriate qualities would you bring to the teaching profession? What capacities do you hope to (further) develop?
 - e. How do you intend to meet the requirement to gain teaching experience before you practice-teach full-time (see page 1)?
- Declare a major in a department related to your certification area (sophomore year)

Retention

1. Earn a grade of 2.7 or higher in Education 200, Education 301, and Education 302.

² Psychology 101 is a prerequisite for this course, though certification candidates taking the course as juniors or seniors are sometimes exempted from this requirement with permission from the professor.

2. Maintain an overall GPA of 3.0 or above (students with a 2.8-2.99 may continue in the program but will not be able to apply for certification without a final GPA of a 3.0 OR a qualifying score on the Praxis II Subject Area Test)³.
3. Pass the basic skills test.
4. Complete education courses in the certification sequence.
5. Receive positive evaluations from field placement teachers.
6. Meet regularly with the Certification Program Adviser.
7. Gain extracurricular teaching experience.

Stage Two: Admission to Student Teaching

To be admitted to the student teaching phase of the certification program, students must pass a review by the Teacher Education Review Committee at the start of the practice teaching semester, which includes an assessment of the portfolio-in-progress, academic records, recommendations of field-based teachers, subject area specialist, cooperating teacher, the student's major department representative, and the Education Program Director and Certification Program Coordinator.

At this point, there are four possibilities: The certification candidates may (1) be accepted with no reservations into the student teaching phase of teacher preparation; (2) be accepted with some reservations (2) be accepted on probation, with the terms of acceptance clearly delineated; (3) be dismissed from the certification program.

Teaching Portfolio

The portfolio serves as an ongoing and summative expression of what education students do and learn in preparation for their futures as educators. One way to think of the portfolio is as an illustrated story that documents each education student's evolution as a learner and an educator.

Students complete the final portfolio during their senior year as part of their Education 301/302 coursework. Students should record and reflect on key moments, turning points, "Aha!" experiences, particularly important activities or realizations (either at the time or on reflection), and/or important interactions and relationships they have had. Course assignments will include development of the portfolio, but education students should build the portfolio independently as well. Details about the portfolio are included in the syllabi for Education 301 and Education 302.

³ <http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Certification%20Testing/Certification%20Testing%20and%20Scores.pdf>

Applying for Certification in Pennsylvania

To apply for PA certification, students complete an on-line “New Credential Application” for an Instructional I certificate in their certification area (e.g., English, 7-12) using the Pennsylvania Department of Education’s Teacher Information Management System (TIMS). Certification candidates may submit their application on the first day of the month in which they will graduate (i.e., May 1).

The certification application fee, which students are responsible for paying by credit card on-line or by money order by mail, is \$200.

How to access TIMS:

- Go to <http://www.pde.state.pa.us/>
- Under “Log In,” click on “register” to register for a user name and password
- Once registered, log in to Commonwealth of Pennsylvania “Enterprise Portal”
- Under the Welcome to The Pennsylvania Department of Ed banner, click on “TEACHERS”
- Click on the blue TIMS icon
- Select “Access TIMS” from the menu bar towards the top (far right)
- Click “here” where it says, “Access the TIMS application by clicking [here](#)”

When logged in, complete a new credential application for an Instructional I certificate in your subject area. Haverford students: even though our program is bi-college, you will need to state that you completed a teacher preparation program at Bryn Mawr College.

The Education Program’s Certification Officer will go in to TIMS to approve applications the day after graduation. Applicants should receive their Instructional I certificate in four-six weeks from the time that the State receives all required information (by around July 1).

Students seeking certification in states other than Pennsylvania should contact the appropriate State Department of Education for information on requirements for applying as out-of-state residents to transfer their Pennsylvania certification.

Practice Teaching Overview

Practice teaching is the major clinical experience for teacher certification candidates. This twelve-week experience is the first stage in a career-long effort to become a skilled and knowledgeable teacher. The certification candidate's induction is supervised principally by the cooperating teacher to whom he or she is assigned. The college supervisors, who observe in student teachers' classrooms once a week, play an important role as well in guiding certification candidates through the process of "thoughtful trial and error" that characterizes this practicum experience. A major goal of student teaching is the development of what is commonly referred to as "pedagogical content knowledge," i.e. the ability to reshape and present the subject-matter knowledge in a way that makes it understandable to learners. During student teaching, certification candidates will be encouraged to experiment with a broad set of strategies so that they will become familiar with a repertoire of pedagogical approaches appropriate in a range of classroom settings.

Practice teaching is an extremely demanding, all-consuming, and challenging experience. Student teachers must be at schools every day, all day, assuming the role of a professional. Undergraduates in the certification program must be prepared to devote full attention to student teaching during the second semester of their senior year, which includes student teaching through the colleges' spring break, and curtailing extracurricular activities.

Practice teaching at Bryn Mawr and Haverford is counted as a three-credit course (two credits for Practice Teaching (Education 303) and one credit for the concurrent Practice Teaching Seminar (Education 302)) and lasts for a minimum of twelve weeks. For Practice Teaching, students receive a grade of "credit" or "no-credit" rather than a numerical grade and must successfully fulfill this requirement for certification. Based on the evaluations of the cooperating teacher and college supervisor, this grade reflects the student teacher's development in relation to the program expectations and State competencies.

Certification candidates are placed with cooperating teachers the fall semester before their practice teaching. In the fall, students observe in the cooperating teachers' classrooms once a week for two-three hours per visit, gradually gaining more teaching experience. The Program Coordinator, together with the certification candidates themselves, arranges for the practice teaching placements in both urban and suburban schools. Certification candidates may need to (informally or formally) interview with a prospective cooperating teacher before the placement is confirmed. Most schools ask to see a transcript and resume.

Occasionally, placements have changed during the practice teaching semester as a result of a) a request by the cooperating teacher or school to be relieved of the responsibility of the student teacher; b) a 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 made as early in the semester as possible and, when necessary, the student teacher teaches beyond the required twelve weeks to demonstrate competency in the new setting.

The Education Program reimburses students for the cost of traveling between campus (or their homes, if they live off-campus) and their student teaching sites. The Program also provides students on the meal plan with a food per diem of \$19 per day during the Colleges' spring break when the dining halls are closed.

The Student Teacher's Responsibilities

1. Student teachers spend at least 12 weeks full time in the school. They begin by observing their cooperating teacher and other teachers within their discipline and across grade levels. They should observe classes outside of their discipline as well. Student teachers usually begin to assume responsibility for classes by the end of their second week, assuming complete responsibility for three classes (or two, if the school's class periods are 70 minutes or longer) as soon as possible. Student teachers should have two different "preps" – that is, of the three classes they teach, two should be different courses/curricula/preparations. For example, a student teacher in French may teach two French 1 classes and one French 2 class. We want the student teacher to have the experience of preparing for more than one course. (Note: If a student is seeking dual certification, student teaching may extend beyond 12 weeks or may involve teaching more than three classes; it must include at least 10 weeks of active teaching.)
2. Student teachers follow their placement school calendar, not the college calendar. They are expected to be in school every day during the hours when teachers must be in school (generally 7:30 a.m. until 3:00 p.m.) unless they have arranged otherwise in consultation with their cooperating teacher and supervisor, with permission of the Education Program. Student teachers do not have off for the Colleges' spring break.
3. The Education Program recognizes that student teachers may be interviewing for teaching positions while student teaching or have other obligations and may need to arrange with their cooperating teacher to miss a day of school. A student teacher may also need to miss school because of illness or may be asked to follow an abbreviated schedule during PSSA testing. If a student teacher misses more than three days for any of these reasons, she/he should arrange to add these days to the end of their 12-week student teaching schedule.
4. If a student teacher's school is closed for more than two days because of snow, student teachers must add days to their 12 weeks of student teaching to make up for the snow days.
5. Student teachers should reduce or eliminate other responsibilities (work, co-curricular commitments) during the student teaching semester.
6. Student teachers prepare curriculum, lesson plans⁴, tests, and other materials in consultation with their cooperating teacher and college supervisor. They coordinate student evaluations with their cooperating teacher and, when appropriate, communicate with parents about student progress. They also will participate in parent conferences. Early in the student teaching semester, student teachers should rely on their cooperating teachers for guidance on these points. By the midpoint of the student teaching experience, student teachers should have primary responsibility for all of them.
7. Student teachers confer regularly with their cooperating teachers on their progress and discuss ways to strengthen and improve their teaching. Meetings with the cooperating teacher should be scheduled at least once per week.
8. Student teachers must write thorough lesson plans for every day they teach. These lesson plans usually include objectives, Pennsylvania academic standards met, a set of activities for the day, assessment, and (if appropriate) evaluation. While they are responsible for planning which lessons to use, they are welcome to use and adapt pre-existing lessons (in fact, they may be required to use curricula that the school or school district has adopted, or that the cooperating teacher uses). Students should keep in mind that while lesson plans must be well conceptualized and thorough, they should think of them as works-in-progress and feel free to write questions or comments about the lesson on the lesson plans. These questions as well as the lesson plans themselves will be integral to student teachers' discussions with their supervisors and cooperating teachers.

⁴ See #6 below for details.

9. Student teachers meet (or consult via e-mail or phone if an in-person meeting is not possible) with the college supervisor following each weekly observational visit and whenever the need arises. Prior to each college supervisor observation, student teachers must submit to the supervisor thorough lesson plans for (1) the day of the visit, (2) the previous day, and (3) the following day. Student teachers should be sure to give to supervisors any other materials they will be using on the day of the visit (handouts, books, etc.).
10. Student teachers should become familiar with their schools' administrative, guidance, and special education personnel as well as libraries and materials centers. They should also attend faculty meetings and departmental meetings and, when appropriate, participate in other school activities. When possible, students should take responsibility for other aspects of teaching and school life, such as homeroom, study hall, lunch duty, etc.
11. Student teachers participate in a three-way evaluation conference with their cooperating teacher and college supervisor midway through the practice teaching semester and again at the end. Prior to and in preparation for these meetings, the student teacher, the cooperating teacher, and the college supervisor all complete the *Student Teaching Evaluation and Narrative Assessment Form* (available from the Education Program in hard copy or electronic format). If, at the midpoint of the student teaching semester, a student teacher is not making acceptable progress, he or she may be dismissed from the certification program.
12. Student teachers must arrange to be observed by a member of their major department at the College (or the department relevant to their certification area). The observation should be preceded and followed by a conference with the college faculty member. Student teachers should provide for the visiting faculty member clear directions to the school, a copy of the day's lesson plan and any accompanying materials (handouts, etc.) for the day. The college faculty member who observes is asked to write a letter to the Director of the Education Program evaluating the student teacher's performance in the classroom (we include guidelines for the major department representative's observation in the appendix).
13. Student teachers must take Education 302: Practice Teaching Seminar at the same time that they are student teaching.
14. Student teachers are responsible for arranging for their own transportation to their student teaching sites. The Education Program covers the cost of the transportation, however.
15. Student teachers must inform their cooperating teachers if they plan to be absent from school. They must make their absence known BEFORE it happens (i.e., in the morning if they are sick or whenever they know ahead of time).
16. Communication with program personnel is vital. Student teachers must notify their supervisor and/or the Education Program faculty or staff if any problems of safety or other important concerns arise en route to/from or at their placement.

Tips for Student teachers

Develop a good time management system.
Never hesitate to ask questions
Keep good records.
Remember that you are still learning; no one expects you to be perfect.
Eat well and get plenty of sleep.
Listen to the voices of your students.
Remember that all teachers have gone through this phase of preparation.
Make everything a learning experience.
Take breaks — breathe deeply, walk, listen to music, talk to friends.
Celebrate your accomplishments.

The Cooperating Teacher's Role

Cooperating teachers play a very important role in the student teaching program, working closely with student teachers on a daily basis in the classroom and school. The Pennsylvania Department of Education requires that cooperating teachers have a minimum of three years of successful teaching experience and at least one year working in the school in which they are currently employed. We also 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. We rely on cooperating teachers to help guide students in recognizing and developing competence in areas of planning, teaching, and evaluation.

Students come to student teaching with strong preparation in the discipline in which they seek certification. This preparation may be fairly broad or it may concentrate in a specific area. They have also taken a series of education courses, described earlier, most, if not all, of which include a field experience component. For the most part, however, most students have had little experience in taking complete responsibility for a classroom for an extended period of time.

Responsibilities

1. The cooperating teacher coordinates the student teacher's work in the classroom, with the goal of giving increasing responsibility to the student teacher. By the midpoint of the student teaching experience, the student teacher should be fully responsible for all planning, designing and administering of tests, and other classroom activities.
2. The cooperating teacher orients the student teacher to school personnel, facilities, policies, schedules, and routines.
3. The cooperating teacher works with the student teacher as needed to develop lesson plans, activities, and methods of student evaluation, providing on-going guidance as well as weekly conferences. As suggested above, while the student teacher may require substantial guidance at the beginning of the student teaching experience, he or she should be fully responsible for all classroom activities by the midpoint, and at this point the weekly conferences should focus on improving the student teacher's own plans.
4. The cooperating teacher works with the college supervisor in providing the student with feedback and developing strategies to help the student gain further experience. If there are any concerns at any point, they should be communicated to the college supervisor.
5. The cooperating teacher completes the Student Teaching Evaluation and Narrative Assessment Form (available in hard copy or electronic format from the Education Program) midway through the student teaching experience and at the end of the 12-week practicum and also participates in three-way conferences based on these evaluations. If, at the midpoint of the student teaching experience, the student teacher has not made acceptable progress, it is essential that the cooperating teacher make that known.
6. At the end of the student teaching experience, the cooperating teacher writes an evaluation letter to the Director of the Education Program about the student teacher's performance - and also about our student teaching program. We include in the appendix some guidelines for writing this letter.

The College Supervisor's Role

The college supervisor is responsible for coordinating and overseeing the practice teaching experience. The supervisor serves as the link between the College's Education Program, the student teacher, and the cooperating teacher and the school. The college supervisor is an experienced educator who has worked in the area of professional development of teachers.

The college supervisor is, for the student, an important source of information and support during the student teaching semester. He or she is in the classroom frequently, ensuring that the experience is working for the student and providing appropriate feedback and guidance. Student teachers who experience any difficulties in their school assignment 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 supervisor's role will necessarily vary depending upon her or his personality and pedagogical convictions, the cooperating teacher's personality and pedagogical convictions, the school culture in which the practice teaching occurs, and the student teacher's needs. Therefore, the following are meant as guidelines that should be adapted to the variables of each situation.

The supervisor's role is to support student teachers as they negotiate the complexities of learning to teach with the implicit shift in role from student to teacher. This includes:

- Mediating between the student teacher and the cooperating teacher (if necessary) and the school community;
- Helping student teachers learn who their students are and how to respond to their needs as learners as well as understanding the dynamics of the school and classroom and what role to play in that context and set of circumstances;
- Helping student teachers put into practice their pedagogical beliefs and approaches and to negotiate in reality issues they have studied in theory (such as gender, race, and class inequities);
- Providing constructive, critical feedback to student teachers and helping them give themselves similar feedback by learning to articulate and critically examine what they do;
- Offering specific models, suggestions, and strategies for practice; and
- Helping student teachers redefine what they think they can do, who they believe they can be as teachers, and how they can see teaching as an ongoing process of learning as they plan for what they will do when they have their own classrooms.

Responsibilities

1. The supervisor meets with the student teacher and cooperating teacher at the student teaching site at the beginning (or just before, if possible) of the student teaching semester. This meeting gives the supervisor an opportunity to become familiar with the school and classroom context, meet the cooperating teacher, and discuss and coordinate responsibilities, roles, and requirements.
2. The supervisor makes explicit to the student teacher the supervisor's role as an experienced teacher there to support student teachers as they negotiate the complexities of learning to teach as outlined above.

3. Once a week for ten visits, the supervisor observes the student teachers' practice (visiting one class per week and ultimately observing all classes for which the student teacher is responsible [as opposed to visiting the same class exclusively and repeatedly]).
4. The supervisor uses a clinical model of supervision and observes the student teacher in the classroom once a week. Each observation is followed by a conference (can be done by phone or via e-mail if a face-to-face meeting is not possible) during which the student teacher and supervisor reflect on the observed class and make plans for future classes. In these debriefing conferences, it is often effective to focus first on what the student teacher feels went well, to which the supervisor may add commendations, and then to focus on two to three things the student teacher feels need improvement. After the student teacher has shared his or her perspective on the lesson, the supervisor may have specific suggestions for improvement or alternative approaches.
5. At each weekly observation and conference, supervisors should receive from students complete lesson plans for the day of the visit, the previous day, and the following day. The supervisor gives ongoing feedback to the student teacher about these plans. The supervisor will be asked to recommend a grade for the student teacher's lesson plans at the end of the semester that will be incorporated into the grade for the Practice Teaching Seminar (see #9 below for details).
6. The supervisor may want to have more ongoing contact with the student teacher than the weekly conferences allow. If appropriate, the supervisor may call or email the student teacher during the week to check in on his or her progress, particularly if the student teacher has been experiencing any difficulties.
7. The supervisor confers with the cooperating teacher about the student teacher's strengths and weaknesses and works with the cooperating teacher and student teacher to devise strategies for development and improvement.
8. The supervisor completes both the Student Teaching Evaluation and Narrative Assessment Form (available in hard copy and electronic format from the Education Program) and the State's PDE-430 assessment form at the midway point and end of the semester and coordinates three-way conferences based on these evaluations as well as the ones completed by the student teacher and the cooperating teacher.
9. The supervisor recommends a grade for the certification candidates' lesson plans, e-mailing his/her recommendation along with and a short explanation of that grade (which will be shared with the certification candidate) to Heather Curl, Instructor of the Practice Teaching Seminar, at hcurl@brynmawr.edu by April 30.

Student Teaching Evaluation and Narrative Assessment

At the mid-point and end of the student teaching experience, student teachers, cooperating teachers, and college supervisors must complete the Student Teaching Evaluation and Narrative Assessment Form. At both these points, the supervisor will conduct a three-way conference including the student teacher and the cooperating teacher. The four categories included in this document reflect the areas in which we believe student teachers should develop.

It is important that everyone complete the form as thoroughly as possible because it constitutes the main instrument of assessment and evaluation of actual teaching during the student teaching semester. For student teachers, completing this form is an essential exercise in reflecting on your learning and teaching and assessing your development. For cooperating teachers and supervisors this form offers you the opportunity to share with your student teacher in fairly extensive detail the ways in which you see him or her developing as a teacher. In completing the form, please include detailed, specific examples whenever possible to support your responses.

While it is essential to be as thorough and comprehensive as you can be in completing this form, you should select two or three areas of strength and two or three areas that need further development upon which to focus during your conference. The student teacher can read all written comments and responses to the questions on his or her own and follow up if appropriate. Use the meeting times to focus on key areas of accomplishment and key areas for improvement.

While the primary purpose of the form is as an assessment and evaluation tool for those directly involved in the student teaching experience, there are other audiences for the form as well. To alert us to problems or potential problems, please submit a copy of your complete form to Heather Curl at hcurl@brynmawr.edu.

The competencies reflected in the categories and by the specific questions on the form are goals toward which we expect student teachers to be working. We do not expect student teachers to be experts at this point in their preparation. At the midpoint of the student teaching experience in particular, it would be perfectly acceptable for a student teacher to receive some mixture of Satisfactory and Superior ratings or even one or two Unsatisfactory ratings, and those would be the focal points for development for the remainder of the student teaching experience. *It is essential that, at the mid-point of the student teaching semester, any serious problems or concerns be identified.*

Appendix A

Program Checklist

State Requirements

- GPA of 3.0 (those with a 2.8-2.99 will be admitted on a provisional basis)
- English composition course
- American or English literature course (or 5 on A.P. English exam)
- First of two math courses (score of 560 + on SAT II Math Level IC test and/or score of 5 on A.P.)
- Second of two math courses
- (Undergraduates only) Passing score on basic skills test (eg, SAT, ACT, or PAPA)
- Passing score on Praxis II (Content Knowledge) exam prior to start of student teaching semester.
- Extracurricular teaching experience
- Fieldwork in urban and suburban settings
- Subject area preparation (Major in certification subject area and possibly additional coursework)

Program enrollment (spring, sophomore year)

- Submit "Letter of Intent" to enroll
- Declare Minor in Education - Teacher Certification Track

Education courses

- Education 200 (Critical Issues in Education) – Grade of 2.7+
- Psychology 203 (Educational Psychology)⁵
- Education 210 (Special Education)
- Education 275 (English Learners in U.S. Schools)
- Education 301 (Curriculum and Pedagogy) - Grade of 2.7+
- Education 302 (Practice Teaching Seminar) - Grade of 2.7+
- Education 303 (Practice Teaching)

Portfolio

- Submit fall and spring versions of your portfolio according to the timeline outlined in Education 301 (Curriculum & Pedagogy) and Education 302 (Practice Teaching Seminar)

Practice teaching

- Practice-teach for at least 12 weeks full-time.
- Complete self-evaluation at the midpoint and at the end of your student teaching.

Certification Application

- After graduating, apply on-line for PA certification and/or complete certification application process in another state.

⁵ Psychology 101 is a prerequisite for this course, though certification candidates taking the course as juniors or seniors are sometimes exempted from this requirement with permission from the professor.

Appendix B

2015-2020 NASDTEC Interstate Agreement Signees

<http://www.nasdtec.net/>

The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.

The interstate agreement, arranged by NASDTEC, is a collection of over 50 individual agreements by states and Canadian provinces. Each individual "agreement" is a statement by that state or jurisdiction outlining which other states' educator certificates will be accepted by that state. Specifically the agreement outlines which particular types of educator certificates (teachers, administrators, service personnel, or career/technical), and which particular styles of certifications (titles, fields, etc.) will be accepted.

Such an "acceptance" agreement means that the "receiving" state will issue some form of authorization allowing the inbound certificate holder to legally teach or provide service in the receiving state, provided the license issued by the "sending" state is acceptable under the agreement. This authorization may be limited in time by the receiving state, and the receiving state may impose additional requirements which need to be accomplished before the educator can teach or practice after the end of the time limit.

- | | |
|-------------------------|--------------------|
| 1. Alabama | 26. Minnesota |
| 2. Alaska | 27. Mississippi |
| 3. Arizona | 28. Missouri |
| 4. Arkansas | 29. Montana |
| 5. California | 30. Nebraska |
| 6. Colorado | 31. Nevada |
| 7. Connecticut | 32. New Hampshire |
| 8. Delaware | 33. New Jersey |
| 9. District of Columbia | 34. North Carolina |
| 10. DODEA | 35. North Dakota |
| 11. Florida | 36. Ohio |
| 12. Georgia | 37. Oklahoma |
| 13. Guam | 38. Oregon |
| 14. Hawaii | 39. Pennsylvania |
| 15. Idaho | 40. Rhode Island |
| 16. Illinois | 41. South Carolina |
| 17. Indiana | 42. Tennessee |
| 18. Iowa | 43. Texas |
| 19. Kansas | 44. Utah |
| 20. Kentucky | 45. Vermont |
| 21. Louisiana | 46. Virginia |
| 22. Maine | 47. Washington |
| 23. Maryland | 48. West Virginia |
| 24. Massachusetts | 49. Wyoming |
| 25. Michigan | |

Appendix C

Professional Standards and Practices Commission

THE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

(22 Pa. Code §§235.1 - 235.11)

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

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

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

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

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

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

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

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

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

Section 10. Relationships with students

The professional educator may not:

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

Section 11. Professional relationships

The professional educator may not:

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

All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576

Appendix D

Guidelines for Writing the Final Evaluation Letter *(for Cooperating Teachers and College Supervisors)*

At the end of the student teaching semester, we ask Cooperating Teachers and College Supervisors to write an evaluation about your student teacher's overall performance – and about our student teaching program. What might we do differently to better prepare teachers?

Below are some guidelines for this letter.

1. Address the letter to Alice Lesnick, Director, Education Program.
2. Discuss your student teacher's areas of strength (What did s/he do that was particularly effective or impressive and why?)
3. Indicate areas for further development. (What did your student teacher do that was problematic or needs revision and why?)
4. Indicate what kinds of things we as a program might do differently to better prepare teachers.
5. Conclude with an explicit recommendation for certification ("I recommend Jane Doe for certification"), using qualifiers if you wish ("highly recommend," "recommend without reservation").

Mail/e-mail letters to: Heather Curl
Education Program
Bryn Mawr College
101 N. Merion Avenue
Bryn Mawr, PA 19010
hcurl@brynmawr.edu

Mail by: April 30

Appendix E

Observation Notes (for use by college supervisors)

Student teacher _____

Subject/grade _____

Date of observation _____

Class period _____

Supervisors: If you choose to use this form (you may use your own form if not), please make copies and use it to take notes during each observation. Refer to these notes during your discussion with the student teacher afterwards and use these notes as the basis for the “Weekly Supervisor Evaluation and Narrative Assessment” form you will complete afterwards. You will then use the weekly assessment form as the basis for your mid-point and final evaluations.

Time	Observation	Analysis

Appendix F

Weekly Supervisor Evaluation and Narrative Assessment

Student teacher _____

Subject/grade _____

Date of observation _____

Class period _____

Supervisors: Please complete this (or a similar) form after each observation, recording how the student teacher is progressing towards meeting each of the following goals. Note that you do not need to submit this weekly form (submit only the mid-course and final evaluation form).

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.

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.

Category III: Instruction - Student teacher/candidate, through knowledge of content, pedagogy and skill in instruction, engages students in learning by using a variety of instructional strategies.

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

Appendix G

S A M P L E Weekly Supervisor Observation Notes

John Doe
March 11, 2016

Economics/Government
1st Period

Time	Observation	Analysis
8:00	Students enter, sit down, talk quietly. J interacts with them – says hi, shakes hands.	Good rapport. Students and J are clearly comfortable together.
8:15	“OK guys, I’m going to give your tests back...For all the complaining, you did pretty well.” Some snickers from students.	Good to have some humor.
8:18	“OK, we’re finished with the test, now we are going to move into government.” “What do you know about the legislative branch?” A few students reply. “Here’s what we’re going to do...”	Good to tell students what is planned. Prepares them for what’s coming. Good to start with what they know. Again, good to preview, give them a sense of what’s coming.
8:20	“As we remember from the test...”	Good to make connections, keep reinforcing what they have learned.
8:23	J goes through notes on overhead. Students write notes down. As points that were previously studied come up, J reminds students, asks them to make connection.	Good to have overheads and clear outline. It’s not the most scintillating way to teach, but it is well-organized and students are participating. Again, good to keep making connections to what students have already studied. Maybe ask them to make more of the connections themselves rather than simply remind them of the connections?
8:25	J continues to work through overhead notes. Students continue writing quietly, asking occasional clarification questions. J sometimes knows answers, sometimes doesn’t. Is honest and direct in both cases.	These students are extremely well-behaved, focused, and attentive, for the most part. A core of them seems to participate most actively, but a lot are taking notes. It will be important, as you move forward, to learn more about this subject matter as part of your preparing to teach it. I know that there is a lot in social studies, but it’s important to know a fair amount about what you are teaching.
8:27	Student Q: “So do all cities and states have the same laws?” J answers: “Interesting that you ask that.” J explains difference between federal and local legislature.	Good that students feel so comfortable interjecting questions. Also good that you show your enthusiasm and responsiveness when they do. I’d like to see more of this kind of exchange, more of you following up more thoroughly on student-initiated issues.
8:30	J explains example of people in a particular neighborhood putting garbage cans on streets to deal with trash but then getting fines. J: “If it was on your street, would you pay the fines?”	Good example. Good use of humor. Lots of good student participation. Good to make it personal – ask them to imagine if this situation applied to them. While this was a good example, I think the discussion of it went on a bit too long. It’s not that substantive.

Sample Weekly Observation Notes, *continued*

<p>8:35</p>	<p>J returns to notes on overhead. Sts refocus on taking notes.</p> <p>Sts erupt in critique at an issue they think isn't fair (regarding the structure of the government). One st (who has been taking very thorough notes) says: "That's why I don't want to learn about it. 'Cause it's stupid."</p> <p>Sts seem to want to engage in some immediate critique. J responds but also keeps moving through notes.</p>	<p>It's great to see them so enthusiastic, so responsive, so willing to speak their minds and raise critical questions. Is there a way to pick on all of this passion? Like saying: "If you know about it, you can work against it or try to change it." Or, "How do you think it should be?"</p> <p>It's important to balance what you want to cover with responding to st interest.</p>
<p>8:45</p>	<p>J connects back to previous discussion.</p> <p>St question: "How can you be a representative?" J answers this question by explaining the process of how one becomes a representative.</p>	<p>Again, good to keep making connections.</p> <p>Important to answer on this more literal level, but I thought the st was maybe asking a deeper question, such as, How can one represent the people? Even if she wasn't, you could follow up on that possibility.</p> <p>Sts are really pressing these issues, not just accepting what they are told. That is great.</p>
<p>8:50</p>	<p>Sts keep asking questions</p>	<p>Maybe ask sts to research and answer some of the Qs they pose? It's too bad to see all this good critical inquiry go unpursued.</p>
<p>8:55</p>	<p>J asks: "Do you think there should be a limit on terms?"</p>	<p>Again, good question, but I'd like to see you push the sts for more answers and to listen a bit more to one another's responses.</p>
<p>9:00</p>	<p>"Watch the video, take some notes on the sheet I gave you..." Video starts.</p>	<p>Good to have a sheet for a guide, but give them a minute to read over the questions first, get prepared so that they can respond thoroughly.</p>
<p>9:02</p>	<p>After a few minutes sts say, "Whoa, slow down! Can you rewind?"</p>	<p>Do it. Use a remote. Stop the video and let them ask questions. If they are this interested, it's important to give them time to be engaged. A few just gave up because the video went too fast. I couldn't have taken notes either.</p>
<p>9:10</p>	<p>Video repeats some of the lecture.</p>	<p>That's good for review but it's also important to give sts a chance to comment on the differences.</p>
<p>9:20</p>	<p>Video talks about letters</p>	<p>Maybe follow up on this? Have sts write letters expressing their feelings about the war? They seem very fired up and directing their energy in a real way could be very productive.</p>

Appendix H

****S A M P L E****

Weekly Supervisor Evaluation and Narrative Assessment

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.

- Lesson plans are still bit sketchy
 - notes for the overhead are fine
 - video wasn't on lesson plan
 - the number of minutes on plan don't add up to the number of minutes in the period
- Follow up on st questions and interests (for instance, get that "I'm Just a Bill" excerpt from School House Rock. Check out TLA video, they may have it. Or ask the library how to get a hold of it.)

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.

- Establishing an Environment of Respect, Support, and Learning; Managing Classroom Procedures; and Organizing Physical Space
- Good rapport with students; it's clear that they are comfortable with J and J with them

Category III: Instruction - Student teacher/candidate, through knowledge of content, pedagogy and skill in instruction, engages students in learning by using a variety of instructional strategies.

- While J posed questions and got the sts involved, he doesn't go into depth with their answers or their further questions. The discussion, therefore, while animated and lively, did not go as deep as it might have. These are amazingly energetic and thoughtful sts, and they (like all sts) deserve deeper conversation, more challenges. J needs to work on paying close attention to what students' say, pushing those thoughts further and deeper, asking other students to make connections or challenges, etc. There is a difference between making students feel involved (inviting and valuing their input) and taking them seriously as thinkers (really taking up and pushing their thoughts), setting up a real critical inquiry environment, pursuing the issues raised. J is doing the former but needs to work more on the latter.
- Good mapping out for students orally of what to be prepared for during the lesson. It's clear that J has an overall plan and it's good to let sts know what that is so they know what to expect.
- Good making of connections to previous work completed in the class. This shows that J is paying attention to the continuity of the course and the material.
- Good posing of questions, asking students to connect to their own experiences.

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.- Think about adding some further variety, creativity, follow-up to the lessons. This is really another version of challenging students and himself further to make this stuff exciting. They are a very well-behaved and motivated group and therefore easier to keep focused, but J is still responsible for being more imaginative, proactive, and prepared in engaging them.

Appendix I

Overview of Student Teaching Evaluation Process

	Student Teaching Evaluation & Narrative Assessment	PDE Form 430 (mid-point and final)	PDE Form 430 Attachment A (mid-point and final)	Final evaluation letter	Grade for lesson plans
College Supervisor	Completes	Completes	Completes	Writes	Submits
Cooperating Teacher	Completes	N/A	N/A	Writes	Submits
Student Teacher	Completes	Reviews and signs	Collaborates with College Supervisor to provide evidence for the Supervisor to consider	N/A	N/A
Due date	Mid-point and end of student teaching experience	Mid-point and end of student teaching experience	Mid-point and end of student teaching experience	April 30	April 30

Submit by mail or email to:

Heather Curl, Lecturer
 Education Program
 Haverford College
 370 Lancaster Ave.
 Haverford, PA 19041
 hcurl@brynmawr.edu

Teacher Certification Program Contacts

Heather Curl, Lecturer
Bryn Mawr/Haverford Education Program
Haverford College, Founders Hall, Room 028
hcurl@brynmawr.edu
(503) 320-5883

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