

Elizabethtown Education Department Field Experience Manual



**Elizabethtown
College**

Department of Education
One Alpha Drive
Elizabethtown, PA 17022-2298
(717) 361-1225
www.ETOWN.EDU

Table of Contents

Introduction.....	3
Stages of Field Placement.....	4
Resources for Field Placements	
Stage One Field Placements: Observing.....	5
Stage Two Field Placements: Observing and Assisting.....	5
Stage Three Field Placements: Pre-Student Teaching.....	6
Stage Four Field Placement: Student Teaching.....	6
Field Placement: A Shared Responsibility	
Responsibilities of the College Student.....	7-8
Responsibilities of the Mentor Teacher.....	9-10
Responsibilities of the College, Department, and Supervisor.....	11-12
Policies Relating to Field Placement	
Assignment.....	13
Attendance.....	13
Calendar.....	13
Certification.....	13
Classroom Management.....	14
Conduct.....	14
Confidentiality Policy.....	14
Coursework, Jobs and College Sports.....	15
Dress.....	15
Evaluations.....	15
Liability.....	16
Models of Instruction.....	17
OneDrive.....	17
Planning.....	17
Professional Review.....	17
Substitute Teaching.....	18
Transportation.....	18
PDE-430: PA Statewide Evaluation Form.....	19-26
STEF: Student Teacher Evaluation Form.....	26-31
Education Department Contact Information.....	32-33

Introduction

Programs

The mission of the Education Department at Elizabethtown College is to provide its students with the knowledge and skills necessary to become thoughtful and responsible teachers who, informed by scholarship and research, are prepared to meet the social, intellectual, and professional challenges of today's culturally diverse and inclusive pre-K to 12 classrooms. We believe that our purpose is best achieved through adherence to the Pennsylvania Department of Education standards for teacher certification, and through modeling research-based practices of effective instruction and assessment within a relationship-centered climate that supports academic excellence.

Our goal is to prepare highly competent, knowledgeable educators in early childhood, elementary, middle, secondary, special, music, and Spanish education. Essential components of this preparation are early and frequent field experiences in urban, rural, and suburban settings supervised by certified professionals, and ongoing self-evaluation of knowledge and skill growth through development of a professional portfolio. The capstone assessment is a semester-long student teaching placement that promotes the practical application of theories, and best practices learned in program coursework.

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives. Education faculty members are experts in these fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate scholarship.

Importance of Field Placement

Pre-service teacher education, conducted by colleges and universities, is the forum for awakening students to the nature of pedagogical principles and for developing students' dispositions to search for improvement throughout their professional careers. Its purpose is to establish the base, and to provide and develop the knowledge, skills, attitudes, and understanding necessary for professional growth.

Schools, colleges/universities, and departments of education concentrate on those subjects and approaches that are taught best in a traditional learning environment, rather than on the job. They have the responsibility to teach generalized principles and techniques that are germane to a broad range of settings and circumstances.

Specific applications are provided through early and continued field experiences and through observation and practice-teaching. Student teaching clearly is the climax of the pre-service preparation program, as it allows students to be immersed in the world of teachers, learners, and instruction in the protected environment of the classroom and school setting. School resources, professors, and supervisors from the College work to help students use new information and evidence as a source of insight regarding both their professional and personal growth. This growth is dependent upon the talents of outstanding practicing teachers and school administrators for direct assistance and guidance for their pre-service colleagues.

Stages of Field Placement

Overview

There are four stages of field experience, including student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility.

Stage One: Observation

College students are observers in a variety of education and education-related settings. Pre-service candidates have broad experiences and learn as much as possible about pre-K-12 learners and education philosophy. Students may have course-aligned assignments in this stage.

Stage Two: Exploration

This stage may be called the “assistant” phase of field experience, where the college student works under a certified teacher with carefully planned and monitored classroom experiences. Students may have course-aligned assignments in this stage.

Stage Three: Methods Semester (Pre-student teaching)

Pre-student teaching experiences are closely integrated with coursework, assessment practices, and program goals. In Methods semester, college students work with groups of students in school or after-school settings. Methods semester students should be provided with opportunities to plan and execute classroom experiences. They are supported by shared supervision between the certified mentor teacher and college supervisor. Students may have course-aligned assignments in this stage.

Stage Four: Professional Internship

The Elizabethtown College teacher education program includes a student teaching experience of 16 weeks. The student teaching experience will consist of a full 16 weeks in one grade / setting, or two back-to-back 8-week placements in different grades / settings. Etown student teachers are responsible for full time classroom instruction for a minimum of two weeks during 16-week placements and one week during each of two 8-week placements. They are supported by shared supervision between the experienced, certified mentor teacher and college supervisor. Mentor teachers for student teaching are required to be PA certified, teaching in an accredited school for three years, and at the same building/grade/subject for one year prior to the placement.

Resources for Field Placements

Stage 1 Field Placements: Observing

The first several semesters at Etown require multiple placements to provide education department candidates with a foundation for the program.

Nine-Week Field Placement Rotations: ED 105

Prior to formal acceptance to the Education Department, Etown College students are provided with an opportunity to observe in an early childhood, middle level, and secondary educational setting. This placement is nine weeks in total divided into three-week segments in varied level settings. Students will experience each classroom for three weeks, two hours per week. College students must keep track of hours on the *Time Sheet* and submit a *Field Placement Contract* via electronic form, below. Mentor teachers are asked to verify the college student hours and standards met as recorded on the Field Placement Verification sheet linked below. Please download the verification form and save a copy for use.

[Field Placement Contract](#)

[Field Placement Verification](#)

Ten-Week Field Placements: ED 150/151

Prior to formal acceptance to the Education Department, Etown College students are provided with an opportunity to observe child and adolescent development in an appropriate educational setting. Students will observe and assist in the classroom for ten weeks, two hours per week. College students must submit a *Field Placement Contract*. Mentor teachers are asked to verify the college student hours and standards met as recorded on the Field Placement Verification sheet linked below. Please download the verification form and save a copy for use.

[Field Placement Contract](#)

[Field Placement Verification](#)

Stage 2 Field Placements: Observing and Assisting

As education department candidates progress, placements focus on areas of concentration and begin to build in complexity from observation to assistance.

Ten-Week Language and Literacy Learning Field Placements

This course is designed to provide practical experience in language and literacy instruction in an early childhood educational setting. Students will be placed during the literacy block in a Pre-K-4 classroom and will be expected to design and teach a literacy-based lesson to a small or large group of students. College students will assist in the classroom with a certified teacher for ten weeks, two hours per week. College students must keep track of hours on the *Time Sheet* and submit a *Field Placement Contract*. Mentor teachers are asked to verify the college student hours as included in a brief *Assessment of Professional Potential*, both linked below.

[Time Sheet](#)

[Field Placement Contract](#)

[Assessment of Professional Potential](#)

Ten-Week Special Education/ESL Field Placements

Etown College students are provided with an opportunity to observe inclusive practices in an appropriate educational setting. These courses are designed to introduce high and low incidence disabilities, strategies for effective instruction, and to provide practical experience with special needs learners. Students will assist in the classroom with a certified teacher for ten weeks, for a minimum of two hours per week. College students must keep track of hours on the *Time Sheet* and submit a *Field Placement Contract*. Mentor teachers are asked to verify the college student hours as recorded on the *Time Sheet* and to complete a brief *Assessment of Professional Potential*, both linked below.

[Time Sheet](#)

[Field Placement Contract](#)

[Assessment of Professional Potential](#)

Stage 3 Field Placements: Pre-Student Teaching

During Methods, pedagogically focused coursework is paired with practical experiences in field placement.

Methods Semester and Practicum Experiences:

This placement provides formally accepted pre-service teachers with an opportunity to plan lessons, work with individual and small groups of students, and experience a full day of classroom management. Methods placements are one day (or the equivalent) a week for 12-14 weeks. Early and middle level candidates will be full-time for the last two weeks of placement. Etown college supervisors work with mentor teachers to provide feedback and formal evaluation for college students in Methods placements. This placement provides preparation for student teaching experiences and professional growth. Candidates must submit a *Field Placement Contract*. Mentor teachers and supervisors may use the *Observation Form* when conducting formal and informal visits. Mentor teachers and College supervisors are asked to complete a brief *Assessment of Professional Potential*, linked below.

[Field Placement Contract](#)

[Observation Form](#)

[Assessment of Professional Potential](#)

Stage 4 Field Placement: Professional Internship

Student teaching is the capstone experience for all pre-service educators and is defined at Etown by exemplary preparation, rigor, and individualized support.

Professional Internship ED 470

Etown offers a student teaching experience of 16 weeks. It will consist of a full 16 weeks in one grade / setting, or two back-to-back 8-week placements in different grades / settings. For a minimum of two weeks of the student teaching experience, the teacher candidate will assume full responsibility for the planning and delivery of instruction in the classroom. They are supported by shared supervision between the experienced, certified mentor teacher and college supervisor. College students must submit a *Field Placement Contract*. Mentor teachers and supervisors should use the *Observation Form* when conducting formal and informal visits. Mentor teachers must formally evaluate each College student two times using the STEF (attached below), at midpoint and end of placement. Supervisors must formally evaluate each College student two times using the PDE-430 (attached below), at midpoint and end of placement.

[Field Placement Contract](#)

[Observation Form](#)

[Student Teacher Evaluation Form \(STEF\)](#)

[PDE-430 PA Statewide Evaluation Form for Student Professional Knowledge and Practice](#)

**In-depth policies, details, and instructions for Etown field placements located on pages 13-18.

Field Placement: A Shared Responsibility

Responsibilities of the College Student

Student teaching is an exciting and demanding phase of a student's development. Pre-service teachers are invited by a school district and one of its teachers to test their knowledge, skills, and attitudes in an authentic school setting. Such schools and teachers do not take their responsibilities regarding this lightly. They care about their programs, their students, and the teaching profession, and they accept this role with a sense of both opportunity and duty. It is important that student teachers also keep in mind the responsibilities as well as the opportunities associated with this experience.

Do your homework

1. All clearances need to be completed each year by August 1 to prepare Education students for upcoming placements. [Etown Clearance Information](#)
2. Read the district and school building website to find all pertinent information.
3. Map the route to your school so you know the distance and location prior to beginning.
4. Know the building and location of important facilities including emergency procedures.
5. Get to know the administration, faculty, and staff of your school.
6. Follow the working hours, dress code conventions, and daily routines and procedures of your school.

Build classroom rapport

1. Learn students' names and characteristics as quickly as possible.
2. Understand school, department/grade, and/or classroom grouping practices.
3. Identify students with special needs and respect the value of diversity.
4. Show an interest in students' work and activities in and out of class.
5. Serve as a role model to students.
6. Respect the confidentiality of student records.
7. Exhibit acceptable and professional language and communication skills.

Establish a professional mentorship

1. Acknowledge the ultimate responsibility of your mentor teacher for the classroom, and respect his/her experience, style, and practices.
2. Share information with your mentor teacher to learn their philosophy, goals, perspectives, and methodology.
3. Convey desire to learn, willingness to cooperate, enthusiasm for teaching, and openness to suggestions and feedback.
4. Seek the advice of your mentor teacher.
5. Volunteer for classroom and other responsibilities and duties, especially during the early days of your experience.
6. Attend to the classroom environment (physical and social-emotional) and contribute to keeping it comfortable and positive.
7. With the mentor teacher and college supervisor, discuss which student teaching model will be followed, i.e., the traditional model or one of the co-teaching models: [Co-Teaching Models](#)
8. Develop a flexible schedule for assumption of responsibilities and duties in the classroom.

9. Demonstrate responsibility in accepting and completing assigned tasks.
10. Be prepared.
11. Confer regularly with your mentor teacher regarding planning, progress, and problems.
12. Maintain clear, accurate, and complete classroom records.

Foster Etown College communications

1. Represent Elizabethtown College well by being prepared, responsible, energetic, enthusiastic, responsive, personable, and professional in your dealings with all in the school setting.
2. Prepare the way for future Elizabethtown College student teachers by working to make this an experience your school, principal, mentor teacher, and students will want to repeat again with another student teacher.
3. Keep a notebook, including all background information, observations, lesson and unit plans, activities, and evaluations.
4. Make sure copies of your lesson plan(s) and of materials used for class activities are available to the supervisor prior to his/her visits to your classroom.
5. Complete all assignments made by the supervisor in a timely, thoughtful, and complete manner.
6. Complete self-evaluations as required.
7. If you have a supervised field placement, (Stages 3 and 4) keep your supervisor oriented to and informed of your activities by providing a current copy of your schedule, sharing information regarding your school and classroom, and giving notice of unusual changes in routine.
8. Assist the supervisor with scheduling classroom visits and conferences.
9. Be open, frank, and responsive in discussing your progress and problems, and demonstrate a willingness to follow suggestions.

Responsibilities of the Mentor Teacher

The student teaching experience is a critical element of any teacher education curriculum. The opportunity to work with a talented, experienced professional in a school setting allows development and self-understanding for pre-service teachers at a level and rate probably unmatched in their experience to date. Crucial to the success of such an endeavor is the mentor teacher. It is the mentor teacher who must protect the interest of his/her school, its leadership, and its students. It is the mentor teacher who must provide the opportunity for trial and error, risk-taking, and self-discovery, while providing guidance, structure, order, and support. It is the mentor teacher who must create the new wave of professionals ready to begin the process of influencing the development of others.

Maintain district, school, and classroom integrity

1. Maintain the level of control necessary to guarantee that the program of the school and the classroom is not compromised.
2. Minimize any disruption of the orderly, systematic growth of student learning.
3. Translate clearly for and to the student teacher the perspectives, requirements, and expectations of a particular school setting.

Establish a professional mentorship

1. Inform and prepare colleagues, students, and parents for the arrival of the student teacher.
2. Arrange for a desk or work area for the student teacher.
3. Share materials electronically or provide copies of texts and resources.
4. Orient the student teacher to the school building.
5. Review curricular materials, resources, and district, school, classroom management procedures, class schedule and student population characteristics.
6. Require the student teacher to attend meetings and professional development.
7. Discuss the method you wish to follow, i.e., the traditional model or one of the seven co-teaching models. [Co-Teaching Models](#)
8. Set a tentative schedule for assumption of duties.
9. Assist the student in planning to meet course assignments.
10. Model quality planning, organization, presentation, and evaluation of instruction.
11. Assist with arranging observations of other teachers and programs.
12. Direct the student teacher in the observation and analysis of students.
13. Commend the student teacher for specific strengths and provide feedback on areas for growth.
14. Teach collaboratively with the student teacher.

Foster Etown College communications

1. In a supervised placement (Stages 3 and 4) discuss and set plans for orientation.
2. Discuss the style of student teaching you, your building principal and district prefer, i.e., traditional model of gradual turnover of instruction and then release back to you, or one of the 7 models of co-teaching: [Co-Teaching Models](#)
3. Establish a tentative schedule.
4. Provide written and oral feedback on progress and problems on a regular basis to the College.
5. Participate in three-way conferences with the college supervisor and student when applicable and practical.

6. Notify the College of any unusual or serious problems.
7. Offer suggestions for the College's teacher education program.

Develop future colleagues in education

1. Introduce the college student to professional organizations representing the teacher at a local level.
2. Discuss issues of interest to the organized profession.
3. Contribute to the decision regarding selecting a major, seeking certification, etc.

Responsibilities of the College, Department, and Supervisor

The College will work to maintain lines of communication through the Office of Field Placement through all stages of placement. Working with the mentor teacher, the college supervisor serves as the overseer of stage 3 and 4 field placement experiences. Together, the college student, the mentor teacher, the department, and the college supervisor work cooperatively toward the goal of making this a valuable and rewarding experience for all involved.

Cultivating partnerships

1. Assign college students for whom there is every expectation of success in a particular school setting.
2. Prepare students with the knowledge, skills, and attitudes necessary to begin field placement.
3. Work closely with all parties to reduce, if not eliminate, the possibility of experiences inconsistent with the better interests of the school and its students.

Create a connection between coursework and practicum

1. Explain the student teaching experience – its requirements, demands, and process.
2. Explain the responsibilities of the student teacher as a college representative.
3. Explain the policies and procedures established for the experience.
4. Help establish a schedule for the assumption of duties.
5. Develop an open and cooperative working relationship with and between the mentor teacher and the student teacher.
6. Review the student teacher's lesson plans, materials, activities, and evaluative techniques.
7. Observe the student teacher regularly and systematically in a variety of classes, activities, and/or subjects.
8. Provide oral and written feedback on a regular basis on the student teacher's progress and challenges.
9. Confer with the student teacher and mentor teacher on a regular basis.
10. Suggest specific areas of strength and need and work with the student teacher and mentor teacher to develop strategies to address identified needs.
11. Encourage the student teacher to self-reflect on practice.
12. Collect and interpret the evaluative information provided by the mentor teacher.
13. Provide and discuss in depth the final evaluation of the student teacher.
14. Assign the final grade for the student teaching experience.

Establish a professional mentorship

1. Confer regularly with the mentor teacher regarding the progress of the student teacher.
2. Assist the mentor teacher in setting small, manageable objectives for student teacher growth over time.
3. Assist the mentor teacher in suggesting alternative methods, strategies, and techniques to the student teacher.
4. Work with the mentor teacher and/or student teacher to solve any disagreements which might arise.
5. Collect and discuss the mid-point and final evaluations of the student teacher by the mentor teacher.
6. Involve the mentor teacher in the final conference.
7. Collect the mentor teacher's input for the final grade.

8. Complete mid-point and final PDE-430s based on observations and mentor teacher's input/feedback (STEF).
9. Meet with mentor teacher to share mid-point and final PDE-430s.
10. Conference with mentor teacher and student teacher to review mid-point and final PDE-430s. Obtain signature of student teacher, and sign/date the PDE-430.
11. Return all evaluations and supporting written observations to the Director of Field Placement.

Develop future colleagues in education

1. Evaluate the student teacher carefully and thoroughly.
2. Recommend for certification only those student teachers who are ready to work independently and prepared to begin the process of becoming fully certified.

Designation of College Responsibilities

College Professors	College Supervisors
<p>Provide a syllabus for each course including field placement.</p> <p>Assign authentic coursework aligned to placements.</p> <p>Use class time to discuss etiquette, expectations, and norms prior to the start of field placement.</p> <p>Follow up frequently during placement with journaling assignments, class discussions, and portfolio development.</p> <p>Meet and problem solve with students who are having challenges with placement.</p>	<p>Act as liaison for the college and partner district.</p> <p>Encourage an open dialogue between the college student and mentor teacher.</p> <p>Observe the college student in the field. Evaluate the student twice using the appropriate assessment.</p> <p>Meet and problem solve with students who are having challenges with placement.</p> <p>Provide immediate feedback in the field.</p> <p>Collaborate with mentor teachers to provide a grade for student teachers.</p>

Policies Relating to Field Placement

The following section is focused on pre-service teaching in Stages 3 and 4, however it contains information that can be applicable to all stages of field placement.

Assignment

Student teaching placements are agreed upon jointly by college personnel and the designated administrative representative of the school district and with the consent of the mentor teacher. Mentor teachers must be tenured. Students are considered for assignment to this experience only if they have successfully completed all the requirements of the College's teacher education program, or reasonably may be expected to do so in a subsequent semester.

Attendance

Etown per-service teachers are expected to report to school every day of their experience and adhere to the hours of placement or contracted working hours for the teachers in their building. In Stages 3 and 4, they are expected to attend in-service meetings, faculty meetings, special school events (e.g., Open House), and the like during the time of their placement, even if they occur outside normal school hours. Student teachers will adhere to the following guidelines:

1. If absent, whether because of illness, an emergency, a job fair, or an interview, notify the mentor teacher, college supervisor, and Education Department Director of Field Placement by 7:00 a.m.
2. If ill and absent from school for more than two days, provide a record of treatment by a physician to the Director of Field Placement.
3. All pre-planned absences must be approved by the mentor teacher, college supervisor and Director of Field Placement in advance. [Education Department Petition](#)

Calendar

To avoid disruption and to have the most successful experience, student teachers in stage 4 are expected to follow the calendar of the school district in which they are placed. Special arrangements must be made to remain in campus residences if needed.

Certification

Certification is granted by the Pennsylvania Department of Education at the recommendation and with the approval of the College's Department of Education and Office of Registration & Records. Completion of course requirements is necessary, but not sufficient condition for certification.

Near the end of student teaching and/or course experience, college students should apply for Pennsylvania certification through the Pennsylvania Department of Education's Teacher Information Management System (TIMS). The College's Certification Officer will be the point of contact for any questions regarding certification.

Classroom Management

Effective teaching requires a proper teaching and learning environment. Successful teachers tend to establish positive, effectively organized environments in which physical needs are satisfied; classroom procedures are known, understood, and accepted; rules and consequences are clear; students are respected and treated fairly and consistently; and self-discipline is encouraged, if not demanded. A good teacher understands the causes of disruptive behavior, anticipates the occurrence of difficulties, and often eliminates the “problem” before it happens.

Certain school districts, schools, and/or teachers have adopted a particular model or style of dealing with classroom management issues and/or disruptive behavior in the classroom or school setting. Mentor teachers should describe the approach used in their classroom. If the approach is a district-wide or school-wide policy, the student teacher should be expected to follow it. If the model is a more personal one, the mentor teacher is free to determine if the student teacher should be required to follow the model for all or part of his/her experience.

Clearances

All clearances are required for admission to the College's teacher education program and for entering Pennsylvania schools. Criminal clearance forms and directions to process these clearances can be found here: [Etown Clearance Information](#)

Email a copy of each clearance to the Education Department at eddeptetown@etown.edu Clearance documents must be hard copies or scanned copies. We do not accept screen shots or photographs.

Original criminal clearances are a student responsibility and should be physically available for all field placements. If students are unable to attend a field placement due to missing or blemished clearance documentation, the student will be required to withdraw from the corresponding course. A one-week grace period will be provided for students who can demonstrate progress in obtaining acceptable clearances or exculpatory evidence.

Conduct

Student teachers are expected to maintain the same professional standards required of the teaching employees of the mentor school. Furthermore, since student teachers represent the College in the field, the level of their conduct is especially important.

[Pennsylvania Code of Professional Practice and Conduct](#)

Confidentiality Policy

Many courses and experiences in the various education programs require field placements. While in such field-based settings, students are expected to always exhibit professional behavior.

Among the requirements of professionalism is the need to observe confidentiality in the treatment of information gained as part of one's work and activities in such settings. The sharing of private and protected information about specific individuals (students, parents, teachers, administrators, or staff) in broader forum without legitimately protecting the identity of such individuals is considered a breach of confidentiality. The obligation to preserve confidentiality extends to both written and oral communication.

Failure to respect this obligation may result in removal from the field setting, lowered grades on course activities, and/or denial of the opportunity to continue in a certification program.

Coursework, Jobs and College Sports

Because student teaching is so demanding of time and energy, student teachers are not allowed to take additional coursework other than that which is part of the required experience during the student teaching semester. Exceptions to this require the approval of the Program Director of the Elizabethtown College Department of Education.

Similarly, student teachers should consider limiting employment on or off campus during the semester of student teaching. This includes coaching in either a voluntary or paid capacity.

Student teachers are not excused from their student teaching obligations to participate in college sports. Student teaching takes priority. An [Education Department Petition](#) must be completed and submitted to the Office of Field Placement. All approved absences will be listed as “supported,” “unexpected,” or “unsupported.” Make up dates for the hours are typically required but will be handled on a case-by-case basis. After three days of absence, student teachers will be contacted to develop an action plan for attendance.

Dress

Student teachers are expected to be professionally, appropriately dressed and well-groomed in a manner consistent with community and school standards.

Evaluations

If field placement is to have value as a growth experience, it is essential that planned, continuous evaluation of progress be an integral part. Such evaluation must be open, honest, and constructive, and must prepare the student teacher to self-evaluate throughout his/her life in the profession. Sound evaluation is based on mutual agreement of the goals and objectives for evaluation and is supported by both qualitative and quantitative evidence for interpreting and recording behavior.

Mentor teachers should observe student teachers frequently and assess a variety of aspects of the student teacher’s work. The close nature of the mentor teacher’s contact and relationship with the student teacher makes such continuing evaluations extremely valuable to the student teacher. The opportunity for frequent and quite specific conferencing only amplifies this value.

Stage 1 and 2 (observe and assist) placement students are evaluated by the mentor teacher for professionalism, communication, and organization. Each type of Stage 1 or 2 placement has a slightly different evaluation that can be located on pages 5 of the *Handbook* under ‘Resources for Field Placement.’

Stage 3 (Methods semester) placement students are evaluated by the mentor teacher and college supervisor more thoroughly to include the classroom management, instruction, and planning domains. A mid-point and final evaluation should be completed by mentor teachers and supervisors. The assessment forms can be located on page 6 of the *Handbook* under ‘Resources for Field Placement’ and is linked on page 7.

In both Stages 3 and 4, the mentor teacher and college supervisor will provide written and oral feedback on a regular basis throughout the semester. This can be used as observational notes or evaluation forms. [Suggestions for Observation](#) Copies of written feedback will be provided to both the student and mentor teacher and uploaded to [OneDrive](#).

Stage 4 (Student teaching) placement students are evaluated by the mentor teacher and college supervisor. The mentor teacher uses the Student Teaching Evaluation Form (STEF) to evaluate the college student. The STEF is completed and uploaded at the midpoint and final date of placement. The college supervisor uses the PDE-430 to evaluate the college student. The PDE-430 is completed and uploaded at the midpoint and final date of placement. The PDE-430 is documentation that is required for teacher certification and must reflect accurate data that can be used to support the Teacher Information Management System (TIMS) application. The assessment forms can be located on page 6 of the *Handbook* under 'Resources for Field Placement' and is linked on page 7.

The final evaluation for student teaching serves as both an assessment of performance and as a letter of recommendation. It should be typed in the space provided or submitted as an attachment printed on school letterhead. Although both the mentor teacher and college supervisor confer regarding the overall evaluation of the student teacher, the college supervisor has official responsibility for the student teacher's final grade.

Elizabethtown Education Department uses data from field experiences to continuously improve programming. We ask mentor teachers, supervisors, and teacher candidates to complete [Teacher Preparation: A Program Evaluation](#) in order to provide feedback for the department.

Liability

The Pennsylvania Department of Justice, in an opinion for the Commonwealth's Department of Education, has offered that ". . . the role is well established by a long line of cases that a school district is not liable for negligence of its officers and employees in the exercise of governmental and education function. When the regular teacher leaves the room in charge of a student teacher, his/her act is an act of governmental functions of the school district." A mentor teacher, therefore, is not liable for negligence occurring in his/her classroom.

Student teachers are covered under Elizabethtown College's liability insurance policy. However, student teachers are expected to always conduct themselves in a professional manner.

[Pennsylvania Code of Professional Practice and Conduct](#)

Models of Instruction

Traditional: The student teacher gradually begins to assume responsibility for parts of the mentor teacher's load. Classes or subjects should be added until, for at least a minimum of a two-week period, the student teacher is responsible for the full load of teaching and other duties. The mentor teacher will serve in a supervisory role.

As the experience draws to a close, the student teacher generally relinquishes responsibility for classes to the mentor teacher, although at an accelerated pace. The roles again reverse with the student teacher increasingly acting as a collaborative fellow professional, paraprofessional, and aide.

Co-Teaching: The student and mentor teacher share classroom duties throughout the field placement using one of the models described in this link: [Co-Teaching Models](#)

As this experience progresses through the semester, the college student assumes greater responsibility in planning and developing the lessons for all students, while the mentor teacher provides guidance and support.

OneDrive

Students will create a OneDrive folder for field placements as a first-year student and use it for each course that requires hours in the field. To keep mentor teachers, college supervisors, the Office of Field Placement, Education professors and students current and up-to-date, [OneDrive](#) will be used as an electronic file collection, storage, and sharing application.

[OneDrive](#) is a cloud server platform which allows file sharing and synchronization. OneDrive can create a special folder on the user's computer, the contents of which are then synchronized to servers and to other computers and devices, keeping the same files up to date on all devices.

Written observations and evaluations are to be posted in [OneDrive](#) with original signatures and dated. This application may also be used to share:

- Field Placement Handbook
- School and district information
- Daily log summarizing events, observations, insights, etc.
- Idea file
- “Things to do” list
- Lesson and unit plans and materials
- Written feedback from the mentor teacher and college supervisor
- Conference notes
- Exemplars and artifacts
- Pictures of activities, samples of materials, copies of plans, samples of tests, copies of student work, etc. that may be included in a portfolio of the student teacher’s work
- Evaluations

Planning

Careful lesson planning is essential for a successful instructional experience. In stages 3 and 4, students should not attempt to teach without proper planning. Knowledge of the school’s curriculum, understanding of students’ prior experiences and resultant levels of ability, and awareness of the long-term and immediate purposes of instruction are required to begin to plan effectively.

Initially, lesson plans for each class or subject should be written in detail and must be submitted to the mentor teacher at least 24 hours in advance for suggestions, comments, and approval. Lesson plans should be collected in the student teaching notebook and available for inspection throughout the student teaching experience.

The format to be followed for lesson planning should be established early by agreement of the mentor teacher, college supervisor, and student teacher. Once the mentor teacher and college supervisor are satisfied with the student teacher’s skill at detailed lesson planning, they may choose to allow a more abbreviated format. Careful lesson planning, however, will continue to be required.

Good lesson planning includes creating lessons which go beyond a textbook or teacher’s guide. It includes designing activities and experiences matched to the needs of individuals and groups of

students in the classroom. Good plans provide careful and systematic attention to detail in all aspects of the lesson. Such plans include thorough evaluation of what was or was not accomplished because of everyone's effort. The plan itself should be evaluated, revised if necessary, and kept available for future use.

Student teachers, once in charge of a class or subject, should follow school policy for lesson plans availability in the event of unexpected absence from school.

Professional Review

Many key proficiencies required for successful educators are often difficult to assess through coursework. Each semester, Elizabethtown College teacher candidates are assessed based on professional standards. Candidates not meeting these standards will be referred to the Professional Review Panel, provided with assistive measures, and given time to improve their practice. Candidates who continue to be unable to meet the professional standards will not be recommended for Pennsylvania State teaching certification. A complete list of the professional standards and a description of the Professional Review procedures are included in the *Elizabethtown Education Department Manual*, and in the *Field Placement Manual* on the Education Department website <https://www.etc.edu/depts/education/> and are linked [HERE](#).

Substitute Teaching

The official policy of the Elizabethtown College Department of Education is that the use of student teachers as substitute teachers is discouraged. If a mentor teacher becomes ill or is absent from the classroom because of illness, it is the school district's responsibility to acquire a certified substitute teacher. If a principal asks a student teacher to cover the classroom for a brief time (less than one hour), this appears to be allowed by law and policy. Student teachers should not be assigned as substitute teachers to cover another teacher's classroom schedule or duties.

Transportation

Student teachers are responsible for arranging their own transportation to and from their school assignment.

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)

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

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

Justification for Evaluation

Student/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)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____
<input type="checkbox"/> Informal Observations/Visits _____
<input type="checkbox"/> Student Teacher/Candidate
<input type="checkbox"/> Interviews _____ | <input type="checkbox"/> Visual Technology _____
<input type="checkbox"/> Resources/Materials/Technology/Space _____
<input type="checkbox"/> Other _____ |
|---|---|

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

Justification for Evaluation

Student/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)

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

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

Justification for Evaluation

Student/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)

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

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

Justification for Evaluation

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 <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

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 final summative rating 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)

STUDENT TEACHER EVALUATION FORM

Middle ___ Final ___

Placement - Start Date _____ End Date _____

Student: _____ Date: _____

Subjects Taught: _____ Grade: _____

School: _____ District: _____

___ Supervisor: _____

___ Co-op: _____



Department of Education
One Alpha Drive
Elizabethtown, PA 17022-2298
(717) 361-1225

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)	consistently & thoroughly	usually & extensively	sometimes & adequately	rarely or never & inappropriately or superficially
Student Teacher performance appropriately demonstrates: (Indicate √):	3	2	1	0
Knowledge of content (<i>represents content accurately</i>)				
Knowledge of pedagogy (<i>teaching strategies</i>)				
Knowledge of Pennsylvania’s K-12 Academic Standards (<i>includes standards in lesson plans</i>)				
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 instructional goals and adapted as required for student needs (<i>adapts materials as appropriate and necessary to accommodate diverse learner needs</i>)				
Use of educational psychological principles/theories in the construction of lesson plans & setting instructional goals (<i>designs coherent instruction</i>)				

Sources of Evidence (Check all that apply)	
<input type="checkbox"/> Lesson/Unit Plans <input type="checkbox"/> Resources/Materials/Technology <input type="checkbox"/> Assessment Materials <input type="checkbox"/> Information About Students (Including IEP’s)	Student Teacher Interviews <input type="checkbox"/> Classroom Observations <input type="checkbox"/> Resource Documents <input type="checkbox"/> Other

Justification for Evaluation:

STEF - 2013

Student’s Name: _____ **Date:** _____

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)	consistently & thoroughly	usually & extensively	sometimes & adequately	rarely or never & inappropriately or superficially
Student Teacher performance appropriately demonstrates: (Indicate √):	3	2	1	0
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)	
<input type="checkbox"/> Classroom Observations <input type="checkbox"/> Informal Observations/Visits <input type="checkbox"/> Student Teacher Interviews	<input type="checkbox"/> Visual Technology <input type="checkbox"/> Resources/Materials/Technology/Space <input type="checkbox"/> Other

Justification for Evaluation:

STEF - 2013

Student's Name: _____ **Date:** _____

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)	consistently & thoroughly	usually & extensively	sometimes & adequately	rarely or never & inappropriately or superficially
Student Teacher performance appropriately demonstrates: (Indicate √):	3	2	1	0
Use of knowledge of content and pedagogical theory through his/her instructional delivery (<i>demonstrates knowledge of content material</i>)				
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 (<i>incorporates a variety of teaching strategies to encourage student inquiry and critical thinking</i>)				
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)	
<input type="checkbox"/> Classroom Observations <input type="checkbox"/> Informal Observations/Visits <input type="checkbox"/> Assessment Materials <input type="checkbox"/> Student Teacher Interviews	<input type="checkbox"/> Student Assignment Sheets <input type="checkbox"/> Student Work <input type="checkbox"/> Instructional Resources/Materials/Technology <input type="checkbox"/> Other

Justification for Evaluation:

STEF – 2013

Student's Name: _____ **Date:** _____

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)	consistently & thoroughly	usually & extensively	sometimes & adequately	rarely or never & inappropriately or superficially
Student Teacher performance appropriately demonstrates: (Indicate √):	3	2	1	0
Knowledge of school and district procedures and regulations related to attendance, punctuality and the like <i>(meets professional expectations through appropriate dress, punctuality, language and interpersonal skills)</i>				
Knowledge of school or district requirements for maintaining accurate records and communicating with families				
Knowledge of school and/or district events <i>(takes advantage of opportunities for professional development, such as attending faculty meetings, workshops)</i>				
Knowledge of district or college’s professional growth and development opportunities				
Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u> ; 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)	
<input type="checkbox"/> Classroom Observations <input type="checkbox"/> Informal Observations/Visits <input type="checkbox"/> Assessment Materials <input type="checkbox"/> Student Teacher Interviews <input type="checkbox"/> Written Documentation	<input type="checkbox"/> Student Assignment Sheets <input type="checkbox"/> Student Work <input type="checkbox"/> Instructional Resources/Materials/Technology <input type="checkbox"/> Other

Justification for Evaluation:

Student’s Name: _____ **Date:** _____

Directions: Please evaluate this teacher education candidate (based on his/her current level of experience) using the following checklist of characteristics. Explain the circumstances/reasons for any area(s) of concern in the comments section of that category.

3- Consistently/Thoroughly, **2-** Usually/Extensively, **1-** Sometimes/Adequately, **0-** Rarely/Never, **N-** Not Observed

3	2	1	0	N	
					Personal and Professional Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Meets obligations and deadlines by appropriate planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Follows guidelines, procedures and rules
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Exhibits behaviors that reflect high professional standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Submits work products that reflect high professional standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Demonstrates effective use of problem-solving techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Demonstrates tenacity and self-reliance in pursuit of solutions
Comments:					

3	2	1	0	N	
					Social and Emotional Characteristics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Rapport with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Rapport with school personnel (includes all support staff)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Displays appropriate affect and emotions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Demonstrates awareness of social behaviors and expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Demonstrates awareness of professional social behaviors and expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Reflects upon and takes responsibility for own behavior
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Accepts suggestions positively and modifies behavior appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. Demonstrates enthusiasm and a positive attitude
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Accepts the role of both positive and negative experiences in personal development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	J. Demonstrates ability to make the best of all experiences
Comments:					

3	2	1	0	N	
					Interaction and Communication Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Demonstrates respect for the feelings, opinions, knowledge, and abilities of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Is empathetic with others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Uses effective interpersonal skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Functions effectively in a variety of group roles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Solicits and considers alternative viewpoints
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Communicates effectively with diverse audiences
Comments:					

Adapted from "Assessment of Professional Potential", Division of Education, Indiana University East

Please include a written summary and evaluation of the student teacher in the space below and attach a letter of recommendation on your school letterhead.

Signature of Evaluator

Position

Date

I have reviewed this evaluation and I understand that the original will be placed in my Education Department file.

Signature of Student Teacher

Date

Education Department Contact Information

<i>Etown Field Placement Contacts</i>		
Professor Wendy Bellew <i>Lecturer of Early Childhood Education</i>	Nicarry 140	717-361-1248 bellew@etown.edu
Dr. Kathryn Caprino <i>Assistant Professor of New Literacies</i>	Nicarry 136	717-361-1127 caprinok@etown.edu
Dr. Catherine Cieslinski <i>Clinical Supervisor of Education</i>		(717) 361-1210 cieslinskic@etown.edu
Dr. Timothy Dietrich <i>Clinical Supervisor of Education</i>		717-880-7050 dietricht@etown.edu
Mrs. Kathleen Eshbach <i>Clinical Supervisor of Education</i>		717-891-9067 eshbachk@etown.edu
Dr. Meg Felix <i>Clinical Supervisor of Education</i>		717-606-6875 felixm@etown.edu
Mr. James Filizzi <i>Clinical Supervisor of Education</i>		717-684-4609 filizzij@etown.edu
Mrs. Peggy Filizzi <i>Clinical Supervisor of Education</i>		717-684-4609 filizzip@etown.edu
Mrs. Linda Fungaroli-Azaroff <i>Clinical Supervisor of Education</i>		717- 968-1929 azaroffl@etown.edu
Dr. Shannon Haley-Mize <i>Assistant Professor of Education</i>	Nicarry 144	717-361-3702 mizes@etown.edu
Mrs. Regina Gliot <i>Administrative Assistant</i>	Nicarry 143	717-361-1210 gliotr@etown.edu
Mrs. Jennifer Hassler <i>Director of Field Placement</i>	Nicarry 142	717-361-1225 hasslerj@etown.edu
Dr. Peter Licon <i>Associate Professor, Program Director</i>	Nicarry 139	717-361-1297 liconap@etown.edu
Mrs. Diane Lupia <i>Clinical Supervisor of Education</i>		717-497-0937 lupiad@etown.edu
Mrs. Jodi Reagan <i>Clinical Supervisor of Education</i>		912-656-0236 reaganj@etown.edu
Dr. Carroll R. Tyminski <i>Associate Professor of Education</i>	Nicarry 134	717-361-1378 tyminskic@etown.edu
Mr. David Yavoich <i>Clinical Supervisor of Education</i>		717-454-8015 yavoichd@etown.edu

Mrs. Loretta Miller		717-856-0106
<i>Clinical Supervisor of Education</i>		Millerloretta@etown.edu
Mrs. Susan Wheelersburg		(717) 330-9006
<i>Clinical Supervisor of Education</i>		wheelersburgs@etown.edu

<i>Associated Departments</i>		
Dr. Charla Lorenzen		717-361-1996
<i>Associate Professor of Modern Language</i>	Wenger 309	lorenzenc@etown.edu
Dr. Kevin Shorner-Johnson		717-361-1532
<i>Associate Professor of Music Education</i>	Zug 108	shornerk@etown.edu
Dr. Stephen Soltys		717-361-1336
<i>Associate Professor of Mathematics</i>	Esbenshade 384	solyss@etown.edu