WW Teaching Fellowship Program (WWTF)

FELLOW HANDBOOK

2021-2022
## DUQUESNE’S WW TEACHING FELLOWSHIP (WWTF) PROGRAM OVERVIEW

The School of Education, in partnership with the Institute for Citizens & Scholars, seeks to attract qualified, dedicated WW Teaching Fellowship Fellows who are interested in the betterment of mathematics and science education in order to teach in urban high schools in the Pittsburgh metropolitan area. The WWTF path to a Master of Arts in Teaching (MAT) at Duquesne focuses on evidence-based pedagogy and culturally-informed educational practices within urban environments, while also integrating aspects of justice, equity, and differentiated learning throughout the curriculum. As teacher candidates, the fellows in this graduate Leading Teacher Program (LTP) will receive an accelerated, research-based experience as they prepare to become mathematics and science teachers.

Fellows in this program may choose to focus on mathematics, biology, chemistry, or physics. In addition to a rigorous curriculum, fellows engage in a summer field placement, as well as a full-time student teaching residency. Those who successfully complete the Program earn their MAT degree and teacher certification eligibility, and then make a three-year commitment to teach in Pittsburgh’s
high-need schools. Please note that secondary teacher certification in Pennsylvania requires completion of a *Praxis Subject Content Knowledge Assessment*.

**School of Education Mission Statement**

The mission of the School of Education, as a renowned learning community for the mind, heart, and spirit, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan tradition and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships.

**Location and Administration of Duquesne’s WWTF Program**

Duquesne University first opened its doors as the Pittsburgh Catholic College of the Holy Ghost in October 1878 with an enrollment of 40 students and a faculty of seven. Today Duquesne University is a progressive educational facility, which has more than tripled from its early 12.5 acres to its present 43-acre campus. Current enrollment is more than 10,000 students in 9 schools of study.

The Duquesne University WWTF Program is located within the School of Education. The School of Education is one of eleven schools of study at Duquesne. The interim Dean of the School of Education is Dr. Gretchen Generett. The School of Education offers an array of bachelor’s, master’s, and doctoral degrees, and the Certificate of Advanced Graduate Study, in a variety of fields of study. The School of Education is accredited by CAEP. In addition, the School of Education is accredited by the Pennsylvania Department of Education and the Middle States Association of Colleges and Schools.
Members of the WWTF Steering Committee

Members of Duquesne’s WWTF Program steering committee include the following:

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Advisement

Upon entering Duquesne’s WWTF Program, each fellow is assigned an advisor based on his or her subject area. It is important for all fellows to maintain contact with their advisor on an ongoing basis throughout their course of study. All fellows take a prescribed sequence of courses, yet fellows are strongly encouraged to refer to the student handbook and consult with their advisors periodically to ensure compliance with proper Program procedures. It is the fellows’ responsibility to schedule a conference with their advisors each semester to assist with registration, as needed.

Resident Fellow Responsibilities

To earn a MAT degree within this program and subsequently earn certification to teach the desired content area, fellows must complete four key requirements:

1. Successfully complete all program coursework.
2. Satisfactorily complete a full-time teaching residency, following the school district calendar.
4. Pass the Praxis Subject Content Knowledge Assessment.

This handbook details each of these expectations as well as shares the program’s overall performance assessment system.

Duquesne’s WWTF Program Course of Study Overview

This program infuses Pennsylvania state requirements to become a certified math, biology, chemistry, or physics secondary education teacher. The course curriculum was approved by the state of Pennsylvania on May 06, 2019. The program will admit between 10 and 12 fellows each academic year.

Duquesne University fellows are involved in a systematic sequence of didactic courses, applied courses, a summer field experience, and student teaching residency. The sequential plan of study is designed to prepare fellows for the professional practice by developing foundational knowledge, instructional skills, and professional dispositions required for successful teaching in urban environments. A brief, narrative overview of Duquesne’s WWTF course of study follows.

During the first semester of the Program (Summer I), fellows are enrolled in foundational courses designed to provide knowledge regarding learning and developmental theory, learning to teach, and the education of students with disabilities. Fellows also engage in coursework and a summer field experience that allows fellows to learn more about the context and build relationships with community members.

The second semester of the Program (Fall) builds on the fellow’s knowledge and skills by providing coursework in either secondary math or science pedagogy (depending on content area of focus) and foundations of classroom assessment practices. Fellows begin the full-time teaching residency this semester.
The third semester of the Program (Spring) builds on the fellow’s knowledge base by providing coursework in how to promote inclusive school environments and educate English learners. Fellows complete the full-time teaching residency this semester.

The fourth semester of the Program (Summer II) concludes the program with a “Capstone” course that integrated knowledge learned from coursework with the full-time teaching residency. An electronic portfolio is required as part of the Capstone course.

**Duquesne’s WWTF Program Course Sequence**

<table>
<thead>
<tr>
<th>Cohort 2 Proposed Curriculum</th>
<th>Credits</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer 1</strong></td>
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<tr>
<td>GFDE 510: Teaching &amp; Learning in Formal &amp; Informal Settings</td>
<td>3</td>
<td>Hybrid</td>
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<tr>
<td>GSCE 520: Introduction to Teaching</td>
<td>3</td>
<td>Hybrid</td>
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<tr>
<td>GSPE 501: Inclusive Educational Practices</td>
<td>3</td>
<td>Online</td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>GSCE 635 or GSCE 536: Teaching Secondary/ Middle School Math (if math fellow)</td>
<td>3</td>
<td>Hybrid</td>
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<tr>
<td>GSCE 636: Teaching Secondary School Sciences (if science fellow)</td>
<td>3</td>
<td>Hybrid</td>
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<tr>
<td>GFDE 500: Foundations of Assessment of Middle Level and Secondary Education</td>
<td>3</td>
<td>Hybrid</td>
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<td>GSCE 588: WW Teaching Fellowship Res (full-time teaching residency) Two Sections-Math/Science</td>
<td>3</td>
<td>Face to Face</td>
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<td><strong>Spring</strong></td>
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<td>GFDE 503: Curriculum for Social Change</td>
<td>3</td>
<td>Hybrid</td>
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<tr>
<td>GESL 501: Helping ELL in Mainstream Classrooms</td>
<td>3</td>
<td>Online</td>
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<tr>
<td>GSCE 588: WW Teaching Fellowship Res (full-time teaching residency) Two Sections-Math/Science</td>
<td>3</td>
<td>Face to face</td>
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<tr>
<td><strong>Summer 2</strong></td>
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<tr>
<td>EDUC 520: WW Teaching Fellowship Capstone in Urban Education and Action Research</td>
<td>3</td>
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<tr>
<td><strong>ENTIRE PROGRAM</strong></td>
<td>30 credits</td>
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Teaching Residency Overview

Summer I Semester: Community Field Experience

In addition to three courses during the first semester in the Program, the fellows engage in a summer field experience. This summer we will engage in a Community Learning Exchange. Community Learning Exchanges offer participants developmental participatory experiences that facilitate individual and collective learning (Guajardo et al, 2015). This summer experience will introduce Scholars to a learning space that inspire story as fundamental to understanding one another and dialogue as central to change as they work with educational stakeholders (Guajardo, M., Guajardo, F., Janson, C., & Militello, M. (2015). Reframing community partnerships in education: Uniting the power of place and wisdom of people. New York: Routledge).

Fall and Spring Semesters: Secondary Teaching Residency

Fellows participate in the fall and spring semesters of the Program by engaging in increasingly advanced coursework and student teaching experiences. Fellows will engage in a full-time teaching residency during the fall and spring semesters. Fellows are expected to follow the academic calendar of their partner school district. The partner school districts affiliated with the fellowship Program are Pittsburgh Public School District. Placements will be determined by program director based on content area to be taught and match between fellow and mentor teacher. Information regarding residency guidelines appear as appendices at the end of this document.

Field Experience and Teaching Residency Expectations

Student teaching residency is generally regarded as the hallmark component in a teacher education curriculum. It represents the bridge between professional preparation and professional practice. By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of time.

Guiding Principles for Mentor Teachers and Residency Sites

A. The Mentor Teacher’s Responsibility

The mentor teacher works collaboratively with the content advisers and the university supervisors to plan and carry out educative experiences for the fellow with a focus on students’ learning in the classroom.

Specific responsibilities of the mentor teacher include:

- negotiating learning experiences that supports the fellow’s gradual induction to teaching, moving from observation to co-planning and co-teaching, to assumption of lead teaching responsibilities;
- establishing set times to discuss your teaching with fellow and help the fellow with long term planning: identify unit topics, identify suitable curriculum and other school and district resources that fellow can use to conduct ideas studied in their university classes;
- documenting Fellow progress to appropriate university contact (Fall-content advisor, spring-university supervisor);
providing feedback on fellow’s lesson and unit plans during the lead teaching period and
providing oral and written feedback regarding: (i) the focus of the lessons/units (ii)
effectiveness of the lesson introduction, motivation, development, and activities; (iii)
assessing student understanding.
communicating fellow’s progress, problems, or concerns with content adviser or university
supervisor. [Clarify when, how, and where to contact mentor teacher during and outside of
school hours, and preferred communication channels];
participating in three-way conversations with the content adviser (fall semester) or university
supervisor (spring semester) and fellow when possible and desirable;
participating in mentor workshop meetings or webinars during the residency year.

Supporting Fellow’s Learning
co-teaching with the fellow and sharing decisions, ideas, and observations;
providing written feedback to the fellow as part of the mentoring process;
preparing materials for joint conferences and write exit performance descriptions for each
fellow at the end of the academic year;
helping fellow make connections between his/ her studies during course work and classroom
planning, teaching and assessment practices;
consulting with content advisers (fall semester) or university supervisors (spring semester) to
coordinate the use of fellow’s time on Monday through Thursday to include meaningful use
of “field time” associated with the university courses, both in and out of the classroom;

Operational Guidelines for Student Teachers

Observations (RF 23)
During the fall semester of the residency experience, the fellow should observe in other classrooms,
at other grade levels, in contrasting situations, etc. Arrangements for these observations should be
made by the mentor teacher and approved by the content adviser and school principal, if necessary.
The content adviser should review each completed RF23, make comments, and submit it for the
fellow to review in Via. The amount of time devoted to this activity should be negotiated by the
mentor teacher and the content adviser. For the fall semester, at least three observations are required.

Lesson Plans
Good planning is essential for good teaching. Lesson plans are required for every lesson taught
throughout the semester. The policy and format governing daily lesson plans will be a joint
decision of the mentor teacher, content adviser, and the university supervisor.
Lesson plans must be submitted to the mentor teacher according to the time schedule set by the
mentor teacher, and no less than 48 hours before the teacher candidate is to teach the lesson. This
will give the mentor teacher an opportunity to review the plan and to make suggestions or revisions,
if necessary. Lesson plans are to be filed in the teacher candidate's portfolio which is to be available
to the supervisor on each visit to the school. Students are required to word process their lesson plans.

Lesson plans for any formal observations by the mentor teacher or university supervisor and all
lesson plans used in the exit portfolio must follow a format approved by a Duquesne School of
Education professor in the teacher candidate’s program or content area. Lesson plans for formal
observations must be submitted to the mentor teacher or university supervisor according to the time
schedule set by the mentor teacher or university supervisor, and no less than 48 hours before the
teacher candidate is to be observed teaching the lesson.
**Weekly E-Reports**: At the conclusion of each week in the spring semester, the fellows are required to submit an electronic report as a Word attachment to their university supervisor via email. Each entry should be approximately one page in length. The E-Reports will be read and responded to by the university supervisor in a timely manner. This evidence of growth is necessary for the fellows to stay on task, refine their strategies, and maintain a professional relationship with the school community.

The report should address, but is not limited to, the following questions:

- What additional feedback would I like to receive from my mentor teacher that could help me improve as a Leading Teacher?
- Was sufficient time allotted for conferencing with my mentor teacher following the lessons?
- Does the mentor teacher encourage creativity in lesson planning?
- In what areas do I think I need the most improvement and can this be discussed during the next visit?

**Suggestions for Fellows**

Successful experiences in student teaching will depend largely on the fellow’s ability to adapt to a new situation and to develop good working relationships with the cooperating teacher, university supervisor, and professional peers. As the student teaching experience begins, other teachers will treat the fellow as a professional and not as a student. A positive attitude toward students, faculty, and staff is critical to success in student teaching. A cooperative spirit, courtesy, professional demeanor, and strong work ethic are necessary for developing productive relationships. The experience of the fellow as a teacher will be measured by behavior outside of the classroom as well as in the classroom. For this reason, the following suggestions are provided:

- Secure directions in advance to the school or agency in which you are placed.
- Allow for travel time to arrive at your school/agency on time. You are expected to be punctual.
- Parking spaces at many schools/agencies are limited. Ask about appropriate or designated parking areas.
- Dress appropriately. Remember, you are a professional and will be treated as such.
- Learn the policies, regulations, and schedule of the school as soon as possible. Each of these should be followed carefully.
- Learn your school building’s lockdown and active shooter procedures.
- Learn the proper procedure for duplicating and/or reproducing materials.
- Learn the correct procedures for checking out materials from the library or media center.
- Become familiar with the physical facilities of your school.
- Learn the names of the faculty and staff as soon as possible.
- Keep a list of questions as situations occur so that you can discuss them with the cooperating teacher and university supervisor.
- Maintain a positive attitude and productive professional behavior.

**Residency Daily Report of Hours**

The Residency Daily Report of Hours is designed to help the fellows monitor hours spent on various activities and reflect upon the quality of engaged time. The report should be completed by the fellow each day in Via. Each entry must be approved by the teacher candidate’s mentor teacher in Via.
Fellows are *required* to complete fall and spring school schedules in the fall and the spring. Fellows who become involved in extracurricular activities will have more total hours recorded due to more hours spent in other categories of activities.

The following are several categories for the fellows to designate hours on Via. Fellows commit different amounts of time to different activities during the residency experience, so this log is designed to help all parties recognize how time is being used:

- Teaching (classroom, large or small group instruction, tutoring)
- Observation
- Science lab preparation
- Out of class activities (field trips, extracurricular activities)
- Preparation hours (in-school only)
- Professional Development (parent/teacher conferences, faculty/team meetings, workshops, seminars, DU job fairs)
- Lunch, recess or hall duty
- Conference with mentor teacher and/or university supervisor/ content adviser

**Phases of the Teaching Residency**

The residency program is organized in phases that represent different types of experiences and different types of support to help guide the fellows’ professional learning across the year. A summary table of the different phases provides a view of the phases of the residency experience.
<table>
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<tr>
<th>Phase</th>
<th>Fellow</th>
<th>Mentor</th>
<th>Content Adviser</th>
<th>University Supervisor</th>
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<tbody>
<tr>
<td>Phase 1 (Familiarization with Classroom Context, Curriculum and Building Relationships with Students)</td>
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<tr>
<td><strong>August</strong>&lt;br&gt;Week 1</td>
<td>• Opening day  &lt;br&gt;• Developing plan of communication with mentor teacher  &lt;br&gt;• Participating in classroom setup</td>
<td>• Opening day  &lt;br&gt;• Developing plan of communication with fellow  &lt;br&gt;• Agree on weekly co-planning times  &lt;br&gt;• Introducing fellow to classroom rules, routines, and management</td>
<td>• Opening day  &lt;br&gt;• Developing plan of communication with fellow and mentor teacher</td>
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<td><strong>September</strong>&lt;br&gt;Weeks 2-5</td>
<td>• Attend seminars with content adviser  &lt;br&gt;• Observe mentor teacher and ask questions  &lt;br&gt;• Begin leading some procedures  &lt;br&gt;• Co-plan with mentor teacher even if fellow is not teaching yet  &lt;br&gt;• Structured observations using prompts or protocols from courses  &lt;br&gt;• Observe other STEM classroom teaching</td>
<td>• Co-plan with fellow  &lt;br&gt;• Observe and provide feedback  &lt;br&gt;• Discuss field time to attend to structured observations  &lt;br&gt;• Organize for visits to other STEM classes.</td>
<td>• Initial visit to school to observe teaching and debrief as trio  &lt;br&gt;• 3-way planning meeting  &lt;br&gt;• Support organizing visits to other STEM classrooms</td>
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<tr>
<td><strong>Phase two (Guided Lead Teaching)</strong></td>
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<td><strong>October</strong>&lt;br&gt;Weeks 6-10</td>
<td>• Begin teaching small groups  &lt;br&gt;• Helping students as mentor teacher teaches  &lt;br&gt;• Structured observations using prompts or protocols from courses  &lt;br&gt;• Observe other STEM classroom teaching</td>
<td>• Observe and provide feedback  &lt;br&gt;• Co-plan and co-teach with fellow  &lt;br&gt;• Fill informal midterm evaluation while observing guided lead teaching  &lt;br&gt;• Discuss field time to attend to structured observations  &lt;br&gt;• Participate in 3-way conference with fellow and US/CA to discuss evaluation  &lt;br&gt;• Organize for visits to other STEM classes.</td>
<td>• Observe and provide feedback  &lt;br&gt;• Try to attend a co-planning session  &lt;br&gt;• Complete midterm evaluation form and lead mid-semester conference with fellow and mentor teacher  &lt;br&gt;• Support organizing visits to other STEM classrooms</td>
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<td><strong>November</strong>&lt;br&gt;Weeks 10-14</td>
<td>• Guided Lead Teaching  &lt;br&gt;• Co-teach a math lesson (developed in the math/ science methods course) but also co-planned with mentor teacher.</td>
<td>• Observe and provide feedback  &lt;br&gt;• Co-plan  &lt;br&gt;• Co-teach with fellow (after co-planning lessons)</td>
<td>• Consider sitting with fellow to evaluate student work  &lt;br&gt;• Discuss long term planning</td>
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<td><strong>Phase Three (Looking Back and Planning for the Future)</strong></td>
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<td><strong>December</strong>&lt;br&gt;Week 15-17</td>
<td>• Continue working in small groups  &lt;br&gt;• Continue co-teaching and co-planning  &lt;br&gt;• Write a reflection on work and progress toward professional learning goals  &lt;br&gt;• End of semester 3-way conference</td>
<td>• Observe and give feedback  &lt;br&gt;• Co-plan and co-teach  &lt;br&gt;• Complete end of semester evaluation  &lt;br&gt;• Participate in 3-way conference with fellow and US/CA</td>
<td>• Complete end of semester evaluation and lead final conference of the semester</td>
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<td><strong>Phase 4 (Preparing for the Lead Teaching)</strong></td>
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<td>Fellow</td>
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<td>Content Adviser</td>
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<td><strong>January</strong></td>
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<tr>
<td>Weeks 1-3</td>
<td>• Continue working with small groups</td>
<td>• Co-plan topics fellow will teach during the Lead teaching</td>
<td>• Look at long -term plans for Lead teaching</td>
<td>• Possible visit and informal evaluation</td>
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<td></td>
<td>• Continue co-planning and co-teaching</td>
<td>• Create a phase in and phase out calendar</td>
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<td><strong>Phase five (Transition in to Lead Teaching)</strong></td>
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<td><strong>January</strong></td>
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<tr>
<td>Weeks 4-5</td>
<td>• Take on one class per week</td>
<td>• Co-plan</td>
<td>• Observe and provide feedback according the individual schedule</td>
<td>Observe and provide feedback according the individual schedule</td>
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<td></td>
<td>• Works with small groups</td>
<td>• Observe and give feedback</td>
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<td></td>
<td>• Reflect on student assessment</td>
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<td>(plan on differentiation)</td>
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<td><strong>February</strong></td>
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<tr>
<td>Week 6</td>
<td>• Take on one class per week</td>
<td>• Co-plan</td>
<td>• Observe and provide feedback when needed</td>
<td>Observe and provide feedback according the individual schedule</td>
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<td></td>
<td></td>
<td>• Observe and give feedback</td>
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<td>• Reflect on student assessment</td>
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<td>(plan on differentiation)</td>
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<td><strong>February, March, April</strong></td>
<td>• Teaching <strong>maximum</strong> of four classes</td>
<td>• Co-plan</td>
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<td>Observe and provide feedback according the individual schedule</td>
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<tr>
<td>Weeks 7-12</td>
<td>• Application for jobs and mock interviews (begin in April)</td>
<td>• Observe and give feedback</td>
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<td></td>
<td>• Reflect on student assessment</td>
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<td>(plan on differentiation)</td>
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<td><strong>Phase 7 (Lead Teaching Phase Out)</strong></td>
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<td><strong>May</strong></td>
<td>• Begin phasing out</td>
<td>• Co-plan</td>
<td>• Facilitate career preparation with assistance from career center.</td>
<td>Help with portfolio development</td>
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<td>Weeks 13-17</td>
<td>• Give classes back to mentor teacher one at a time</td>
<td>• Observe and give feedback</td>
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<td>Final evaluations</td>
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<td></td>
<td>• Visit other mathematics/science classes</td>
<td>• Take classes back <strong>one at a time</strong></td>
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<td>Write letter of recommendation</td>
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<td>• Sign final evaluation form</td>
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<td><strong>June</strong></td>
<td>Exit interview presentation</td>
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<td>• Lead the exit interviews</td>
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Attendance

Duquesne’s WWTF program is an intensive, experiential program in which daily attendance is mandatory. In the case of an illness or injury, fellows are expected to call their mentor teachers as soon as possible. Next, fellows must also immediately email their mentor teacher and their advisor to report the absence. Please be aware that your partner school district may have specific procedures to report absences and attendance policies. If the fellow is responsible for teaching a class on the day of the absence, it is expected that adequate plans are prepared for the mentor teacher or other substitute teacher. If a fellow misses a day of university coursework, the fellow is also expected to immediately email the course instructors. Three days of absence in residency may require appropriate documentation to be excused. Five or more days of residency absence may trigger a program performance review with consequences that may include program dismissal.

Professional Ethics

As prospective teachers and representatives of the School of Education, it is expected that resident fellows will conduct themselves ethically, upholding the high standards of the profession. Likewise, they should be accorded the regard associated with being professionals. If there are questions related to professional ethics, the program director should be contacted.

Expectations Regarding Professional Behavior

As a graduate of this program, you will enter a profession where legal, ethical, and professional behavior are required to maximize student learning and to form effective partnerships with your students, the parents of your students, and colleagues. It is the responsibility of the School of Education to verify for the Pennsylvania Department of Education that you possess requisite professional behavior to enter the profession. As such, the WWTF program regularly monitors and provides feedback regarding the professional behavior of fellows. The program understands that this may be the first time you have experienced the evaluation of your professional behavior. It is therefore important to make sure that you are aware of the types of professional behavior that we will monitor as important for your retention in the program and entry into the field. It is also worth mentioning that similar behaviors are likely to appear on a teacher’s evaluation, further highlighting their importance.

Example professional behaviors, stated in positive terms, that will be monitored include the following:

1. Fellow work is free of spelling, grammatical, and punctuation errors.
2. Fellow clearly expresses self in writing.
3. Fellow clearly expresses self orally.
4. Fellow listens to other’s point of view.
5. Fellow is empathetic of others.
6. Fellow resolves conflict in a professional manner.
7. Fellow acts in accordance with relevant legal guidelines.
8. Fellow acts in accordance with relevant ethical guidelines.
9. Fellow adapts to the academic demands of the program.
10. Fellow is sensitive to the personal values and beliefs of peers, faculty, university supervisors, and mentor teachers.
11. Fellow is organized.
12. Fellow meets all deadlines, including all university course, program, and residency deadlines.
13. Fellow anticipates, and problem solves barriers to the timely and effective completion of work.
15. Fellow receives feedback in a reflective, non-defensive manner.
16. Fellow actively seeks to resolve issues raised as a result of feedback.
17. Fellow responds professionally to all feedback, including negative feedback.
18. Fellow is respectful to university personnel, including faculty members, supervisors, and staff.
19. Fellow is respectful to peers.
20. Fellow is respectful to their mentor teacher and other building personnel.
21. Fellow is honest in all interactions.

**Evaluation Policies**

The mentor teacher and the university supervisor should be as open and candid as possible in their evaluations of the fellow. The fellow should be fully aware of the assessment of his/her performance at all times. The program director will send out a monthly newsletter with information that includes the calendar of activities and due dates for the midterm evaluations. Mentor teachers and university supervisors should have at least fifty percent of their observations completed by the midterm in the spring semester. Each fellow will receive formal midterm evaluations (PDE 430 and RF6) from the university supervisor and the mentor teacher. The university supervisor and the mentor teacher should share their respective evaluations with one another and communicate them to the fellow. This evaluation should be a joint effort between the university supervisor and the mentor teacher. All evaluation forms up to, and including, the midterm evaluations are to be submitted to the Office of Student Teaching no later than one week after the midterm due date of the spring residency experience.

**Professional Growth Plans**

PDE 430 Midterm evaluations should represent the assessment of the fellow’s performance by the university supervisor and mentor teacher at this juncture. Exemplary or Superior performance should be recognized and reinforced. If, however, the fellow’s performance is considered satisfactory or unsatisfactory, this must be communicated to the fellow clearly and as early in the experience as possible to allow for the teacher candidate to improve their competencies prior to the midterm point.

**Overall satisfactory or unsatisfactory ratings on the PDE 430 Midterm, require a written Professional Growth Plan in order to help fellow develop their practice.**

**Action Plans**

When an issue is identified at any point in the residency experience, the university supervisor or content adviser must submit to the Program Director, in written form, documentation or evidence of issues as soon as possible. The university supervisor and the Program Director must maintain written records of all meetings and discussions. The Program director will communicate with the Associate Dean for Teacher Education about a potential problem. A proactive approach to dealing with the concerns will be initiated.
Step One: If the performance of a teacher candidate is evaluated by the mentor teacher and/or the university supervisor as unsatisfactory or unprofessional, the university supervisor must inform the Program Director as soon as the issue has been identified. A conference may be scheduled to include, but not limited to, the fellow, the mentor teacher, the content adviser, university supervisor, Associate Dean in Charge of Teaching, program director, and if necessary, the school principal.

Step Two: The content adviser (fall) or university supervisor (spring) and/or mentor teacher, in consultation with the program director, will create an action plan with steps for improvement, and expected outcomes. All plans must be approved by the Associate Dean for Teacher Education and the Program director.

There are two possible outcomes are in Step Two:

- **Outcome 1:** If the fellow follows the plan and improves, the progress will be communicated to the Program director and the Associate Dean in charge of Teaching and documented. The fellow may continue with the residency.
- **Outcome 2:** If the fellow does not improve, additional steps may be issued, and decisions made dependent on the nature of the problem, including failing or removal from the student teaching placement.

  - **Decision A:** based on the documented evidence, an additional support plan may be created with action steps, dates of completion, and expected outcomes. The plan will be constructed by the university supervisor, content adviser, and program director, and approved by the Associate Dean for Teacher Education. The plan will then be communicated to the fellow.
  - **Decision B:** If the fellow is permitted to continue residency at another time and/or location, the content adviser will assign an IP (In progress) grade and extend the residency assignment for an extra semester.
  - **Decision C:** A meeting of the Program Director, University Supervisor, Associate Dean of Teacher Education and the Content adviser will meet to review all documentation prior to making the final decision of terminating the assignment. Appropriate members of the parties mentioned above will meet with the fellow to explain the reason for the termination and will advise the fellow of the option to completely withdraw from the current semester. The Complete Withdrawal will be recorded on the final grade roster, the advisor will be notified, and the student will be given no further residency placements by Duquesne University’s School of Education.
    - **o** If the fellow withdraws or fails the experience and needs to repeat it in another semester, the fellow must bear all tuition costs and university fees for the repeated residency course.

All fellows must adhere to the Pennsylvania Department of Education Code of Conduct (see Appendix). Any fellow, whose behavior is considered unprofessional by the mentor teacher, university supervisor, or principal, may be removed immediately from the assignment by the Program Director or by school district administrators. Meetings with the fellow and appropriate parties will be conducted and decisions will be made with regard to the academic future of the fellow.
Student Teaching is a Duquesne University course. In the final analysis, School of Education personnel are legally responsible for the grade a fellow receives and for the subsequent recommendation for teacher certification. The mentor teacher's grade recommendation will be extremely influential, and, in most cases, the mentor teacher and university supervisor will agree on the overall evaluation. In cases where the university supervisor and mentor teacher disagree on the final rating, every attempt should be made to arrive at a consensus. In rare instances where this cannot be achieved, a conference may be held which includes the mentor teacher, the university supervisor, and the Program Director. Hopefully, a consensus can be reached. Note again, however, that the final grade is the legal responsibility of the University, namely, the Program Director and the content advisers.

**Mandated Reporting of Child Abuse**

In Pennsylvania, mandated reporters are people who are required by law to report suspected child abuse. Fellows are liable for reporting suspected abuse to ChildLine. Legally, it is not sufficient for a fellow to simply tell a teacher or administrator and let them handle it. However, it is advisable for fellows to also notify their collaborating teachers or a school administrator as soon as possible for advice and assistance. Any incident that a fellow reports should also be reported to the program director within 24 hours of occurrence. Fellows must also complete the Act 126 - Mandated Reporter Training as a part of their clearances before starting classes.

The following link is to report suspected child abuse electronically through ChildLine:

[https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home)

**Work Actions**

In the event of a teacher strike or other work action, resident fellows are advised by the University to remain neutral. Fellows should never cross a picket line. If it appears that a strike may be prolonged, efforts will be made to find a placement in another district.

**Via and Digital Portfolio**

All fellows are required to purchase Via live text. All evaluations done by mentor teachers, content advisers and university supervisors will be documented in the Via site. Also, the final exit interview and digital portfolio are graded through Via. The Via digital portfolio is an online tool that fellows use to document evidence of their development as professionals. Entries supply evidence for Program faculty to assess the fellow’s progress in learning how to successfully teach secondary students content knowledge in urban schools. The portfolio also allows prospective employers to gain insight into the fellow’s professional practice. Contents of the portfolio will be reviewed in the Capstone course completed in Summer II.

**Praxis Subject Content Knowledge Assessment**

Applicants for Pennsylvania teaching certification must pass the appropriate *Praxis Subject Content Knowledge Assessment*. *Praxis* is an Educational Testing Service (ETS) program that provides tests for states to use as part of their teacher licensure process. The *Praxis Subject Content Knowledge Assessment* is a measure of test takers’ knowledge of pedagogical skills and the subject/s in which
they are seeking certification. *Praxis Subject Content Knowledge Assessment* exams applicable to this program include the following:

- Biology: Content Knowledge (5235)
- Chemistry: Content Knowledge (5245)
- Mathematics: Content Knowledge (5161)
- Physics: Content Knowledge (5265)

More information regarding the *Praxis Subject Content Knowledge Assessment*, test descriptions, and free study materials can be accessed at: [https://www.ets.org/](https://www.ets.org/) and fellows can register for the *Praxis* exam at: [https://www.ets.org/portal/site/iserpraxis/menuitem.97b5ae768b3cbd815cb7dd107beb1509](https://www.ets.org/portal/site/iserpraxis/menuitem.97b5ae768b3cbd815cb7dd107beb1509)

**It is strongly encouraged that fellows take the Praxis Subject Content Knowledge Assessment exam prior to orientation.** First, taking this exam as close as possible to the completion of content area coursework allows fellows to be best practiced and prepared for performance. Second, in the case where a fellow does not pass on the first attempt, taking the exam at the beginning of the program allows program advisors to identify remedial activities needed to support studying and review prior to a second attempt.

Fellows must submit a hard copy of passing *Praxis Subject Content Knowledge Assessment* scores to the program director, Dr. Rachel Ayieko, before graduation. Test scores must also be sent directly by ETS to the Pennsylvania Department of Education.

**Annual Clearances Required**

Fellows are required to obtain five clearances BEFORE beginning classes:

1. PA Act 33/Child Abuse Clearance
2. PA Act 34/Criminal History Clearance
3. PA Act 114/FBI Clearance (PA Department of Education)*
4. TB Testing
5. Act 126 Mandated Reporter Training

*For the FBI clearance you must choose the Pennsylvania Department of Education (PDE) option once you link on to the IdentoGO website. Please visit the following link for further clearance information: [https://wwwtest.duq.edu/academics/schools/education/clearances](https://wwwtest.duq.edu/academics/schools/education/clearances)*

Clearances will be reviewed by Ms. Cindy Cafaro during the first week of classes. Fellows can submit clearances via email (cafarol@duq.edu), fax (412-396-5585), or in person (Canevin 214). Ms. Cafaro will review and record the dates only. After the dates are recorded, all copies will be deleted or shredded. Originals will be returned to the Fellow. We are not permitted to keep any copies. Fellows are to maintain their original clearances. If you are unsure if your clearances are current, please call the Office of Student and Academic Services at 412-396-6093.

**IMPORTANT REMINDER:** Be sure to turn in hard copies of your clearances on the first day at your residency site to your cooperating teacher.
Immunizations

All new students live in University housing for their first year, and all new students are required to provide proof of having received the following immunizations in order to live in University housing:

- 2 - MMR (Measles/Mumps/Rubella)
- 1 - Meningitis (Meningococcal Quadrivalent)

You must submit immunization dates and upload supporting documents electronically in DORI. Log into DORI> HEALTH SERVICE STUDENT PORTAL>Follow instructions in portal

Induction Program

Continuation as a teacher of record is contingent on the Fellow's completing the master's degree and obtaining appropriate teaching licensure. As part of the fellow’s commitment to the WWTF mission of ensuring the success of students in high-need secondary schools, Fellows are required to teach for at least three years in an urban or rural school district after obtaining their teaching licensure. Fellows are encouraged to seek for teaching jobs in high needs schools in Western Pennsylvania, preferably in Pittsburgh Metro area. Schools with 30% or more free and reduced lunch fall into the “high needs” category of schools that the WWTF recommend for the first three induction years of teaching. During the induction years the fellows will be supported with mentoring from induction coaches. The induction coaches will include some of the university supervisors and faculty from Duquesne university.

Communication and Informal Meetings

During the residency year communication with the university, the fellows, mentor teachers, advisers, and university supervisors is very important. Updates and important deadlines will be communicated through email and monthly newsletters. Also, we will have informal coffee hours where we build our professional community, engage in discussions that strengthen our program, and learn more about being successful as a teacher in a “high needs” setting.

GENERAL INFORMATION FOR DUQUESNE FELLOWS

MultiPass

MultiPass is the key to multiple electronic resources at Duquesne. All Duquesne fellows should get a MultiPass username and password as soon as possible. Instructions for obtaining a MultiPass are located at [www.duq.edu/cts](http://www.duq.edu/cts). Once obtained, fellows will use their MultiPass user names and passwords to access DORI, register for classes, and log onto the DuqNet wireless network.

DORI

Duquesne Online Resources and Information (DORI) is a vital gateway to University intranet pages, web-based tools, and shared news and links. Fellows most often use DORI to register for classes and obtain class schedules. Fellows must use their MultiPass account to access DORI. Any technical
difficulties encountered during the activating process or during regular use may be addressed by calling the CTS Help Desk at 412-396-4357 or email at help@duq.edu.

1. **Registering for Classes:** Start by logging onto “Self Service” within your DORI account. Click on “Student Information,” “Registration,” and “Look Up Classes.” Ensure that the dropdown menu reads “Fall 2021,” and click “Submit.” Scroll down the “Subject” box until you see “GSCE – Grad Secondary .,” and click “Course Search.” You can access information regarding all courses offered within the program here – including all course CRN numbers. You may need this number for registration. To register, return to the “Registration” tab under “Student Information” and click “Add or Drop Classes.” Ensure that the dropdown menu also reads “Fall 2021,” and click “Submit.” Here, you will either be asked to enter the CRN, or you can search for the Subject, Course Number, and Section, to register for each course.

2. **Accessing Schedule:** once you have registered for classes, you can re-access course information (e.g., time, date, location, instructor, etc.) by returning to the “Registration” tab under “Student Information,” and clicking “View Class Schedule.”

**Purchasing Textbooks**

If you have already registered for classes, you can find and purchase any upcoming course textbooks through the following link:

http://duquesne.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10002&langId=-1&storeId=19075

You can find the necessary course information to enter on your Self Service account in DORI. I usually use this link to locate the texts I will need, and order them directly from Chegg or Amazon. The texts are usually less expensive there and, as I found out the hard way, the bookstore isn’t always great at getting them all in on time for the start of classes!

**Parking**

If you plan on driving to campus, you can purchase a parking permit from the Office of Parking & DU Card Services (Room 210 of the Duquesne Union), if you happen to be on campus. All permits should be available for purchase now within the Parking Portal. You can access your portal by clicking “Apply Online Here,” “Get Permits,” and “Next” under “Purchase a Permit,” through the following link:

http://www.duq.edu/about/campus/parking/student-parking-info

If you are considering getting a pass, I recommend purchasing one sooner rather than later as they tend to sell out quickly. I purchased an “annual” pass for my first year, as classes also extend into the summer.

**Event Rate Parking**

An event rate card may be obtained by applicants by completing a paper application (typed not handwritten) and submitting it to the Parking and DU Card Services Office (210 Student Union) in person, email, or via mail. Office hours are Monday-Friday 8:30am to 4:30pm. You can find more information and obtain a card by following the link below:

https://www.duq.edu/about/campus/parking/event-rate-card

**Printing**
All computer labs offer 2-sided black and white laser printing. Duquesne offers wireless printing from your personal computer, tablets, and phones (from on-campus) to a specific lab printer [http://webprint.duq.edu](http://webprint.duq.edu). All members of the university receive an annual print quota of $90 = 3,000 pages of printing. Use the following link to following instructions for both Macintosh and Windows: [https://www.duq.edu/about/campus/computing-and-technology/computer-labs-and-printing/wireless-printing](https://www.duq.edu/about/campus/computing-and-technology/computer-labs-and-printing/wireless-printing)

**Duquesne University Student Handbook and Policies**

The Duquesne University Student Handbook, the Duquesne University Code of Students Rights, Responsibilities and Conduct, and the Duquesne University Notice of Non-Discrimination and Non-Harassment Policy are available on DORI. For more information, please refer to Duquesne’s website at [www.duq.edu](http://www.duq.edu).

**University Weather and Emergency Closings**

Duquesne University has established a complex emergency information system. When you access your Multipass account, you will be prompted to provide methods by which you wish to receive emergency and weather-related information. This may take the form of a phone call or a text. When weather conditions or other emergencies cause a delay or cancellation of classes, updated information will also be available on a recorded message at 412-396-1700. Updated emergency and closing information may also be obtained from local television stations KDKA, WTAE, WPXI and their websites, from major local radio stations, and on the Duquesne Daily website at [http://www.duq.edu/life-at-duquesne/student-services/career-services/employers/emergency-cancellations-and-delays](http://www.duq.edu/life-at-duquesne/student-services/career-services/employers/emergency-cancellations-and-delays).

**Incomplete Grades**

“I” grades (incomplete grades) will be granted in extenuating circumstances when a fellow has successfully completed the majority of class requirements. The fellow must contact the instructor and complete an Incomplete Grade Application, which must be submitted to the Dean’s office for approval. The Incomplete Grade Application is available online in the School of Education Policy and Procedure Manual and through the office of Student Academic Services in Canevin Hall. A Contract for Completion of Incomplete Grades must be completed and signed by the instructor and fellow. To have the “I” grade changed to a letter grade, the fellow needs to complete the contract in the specified amount of time. If it is not changed within one year, an “I” grade will convert to an “F” grade.

“IP” grades (in progress grades) may also be granted in extenuating circumstances when a fellow has successfully completed the majority of practicum, internship, or dissertation requirements. Change of an “IP” grade is completed by the course instructor using a Change of Grade form.

**Final Grade Appeal Policy**

The purpose of the School of Education’s Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which fellows may contest the final grade assigned to them for a course or other degree requirement. Final grades reflect exclusively the academic achievements of fellows and will be changed only in exceptional circumstances and only with the approval of the appropriate
The School of Education Final Grade Appeal Policy may be found at:

Graduation Policy

A WW Teaching Fellow will be eligible for graduation upon the completion of all Program requirements, including all coursework and student teaching residency. Upon completion of the program, the fellow must have earned an overall GPA of 3.0 or higher. Prior to the end of the semester of anticipated graduation, fellows can apply for graduation via DORI. Once logged in, go to Self Service Banner-Student Information-Student Records-Apply to Graduate.

Statute of Limitations

The WWTF program uses a prescribed sequence of coursework, field work, and fellow teaching residency. The expectation is that all fellows will complete the program in one calendar year. In unusual cases in which the program is not completed in one calendar year, fellows are expected to satisfactorily complete all degree requirements within the statute of limitations for degree conferral. The statute of limitations is 5 years from the first date of coursework. The first date of coursework is defined as the last day of the semester in which the fellow was first enrolled. Any coursework completed after 5 years must be evaluated to determine if it meets current degree requirements. Therefore, fellows returning to Duquesne University after a significant break in enrollment may be asked to re-take certain courses to validate their knowledge or otherwise demonstrate mastery. Note: a graduate program may set shorter time limitations that are consistent with disciplinary currency in the field. The decision about whether a fellow will need to retake any courses is made initially at the time of readmission but may be revisited should an unapproved absence extend the fellow’s expected completion date.

Fellows with disabilities who may require an extension of time to complete a graduate degree are encouraged to contact the Office of Special Services.

Fellows are expected to register in their program of study for all Fall, Spring, and Summer semesters during their academic studies unless they have been granted a leave of absence. Fellows who have not been registered in their program of study for two consecutive semesters of required enrollment must be readmitted to their academic department or program in order to continue their studies. Regardless of any absences during their programs of study, fellows who do not enroll and are not on an approved Temporary Approved Leave of Absence (described in the next section) will be held to their original statute of limitations for degree completion upon their return. Fellows may not suspend their enrollment in their degree programs in order to avoid the statute of limitations policy.

Temporary Approved Leave of Absence from Fellowship Study

Under exceptional circumstances, a candidate for an advanced degree may apply for an extension to the statute of limitations. An extension can be requested in the form of one of three kinds of leave: medical, military, and personal. An extension of time for completion of a degree will be granted only in cases where there is clear evidence of progress towards successful completion of the degree, and where the fellow can document an extraordinary reason for being granted an extension. The
application for an extension (i.e., medical, military, or personal as described in the following sections) must include a detailed schedule for degree completion.

Fellows must submit requests for an extension to the statute of limitations to their advisors. The advisor will review the request and provide a written recommendation that is forwarded to the program director. Next, the program director will review the request and provide a written recommendation that is forwarded to the department chair. The fellow will be notified in writing of the decision via email directed to the fellow’s DUQ email address. An appeal for denial of the request for extension may be submitted to the school’s academic dean whose review and decision are final.

Stipends, grants, financial aid, insurance and/or other funding may be impacted by federal law and/or university policy when taking an Approved Leave of Absence and should be investigated prior to leave.

Approved Medical, Military, and Personal Leaves of Absence do not count toward a fellow’s statute of limitations. Fellows granted an approved Leave of Absence will have their time-to-degree extended by the amount of time granted by the leave. Readmission of a fellow following an approved Leave of Absence is granted automatically if the fellow was in good standing when the Leave was granted.

During an approved Leave, fellows are not enrolled, nor do they have an active fellow status. Fellows taking an approved Leave of Absence should make every effort to resolve any grades of incomplete that are due to convert to failing grades prior to beginning a leave or should negotiate with the course instructor(s) a timeline for the completion of remaining work. Any extensions of the I-to-F deadline must be approved by the course instructor(s) and communicated to the University Registrar.

Medical Withdrawal

Duquesne University fellows may apply for a Medical Withdrawal due to extreme illness, serious injury, or extended hospitalization. Because a medical withdrawal affects academic progress, fellows are encouraged to consider other options that might enable them to remain enrolled (such as "I" or "incomplete" grades that would enable them to complete coursework after the end of the semester). Fellows should consult their academic advisor, the Office of Student Financial Aid, the Office of International Programs and other offices as appropriate.

Medical withdrawals constitute complete withdrawals and result in final grades of "W" in all courses on the transcript for the semester in question. The University does not grant partial medical withdrawals (i.e., requests to withdraw from some courses but not others). The only exception is if the fellow has already completed one or more accelerated (i.e., 8-week) courses, in which case the grades earned in all such courses remain on the fellow's transcript and the associated costs are included when calculating the fellow's account balance; the medical withdrawal results in final grades of "W" for all other courses on the transcript.

Written Request
Except in extraordinary circumstances, fellows must submit a written request for a medical withdrawal to their academic advisor no later than the last day of classes for the semester to which the withdrawal would apply. The university does not grant withdrawals for prior semesters. The school or college will then submit to the Registrar (a) either a Notice of Complete Withdrawal form (withdrawing the fellow from all courses) or a Request for Student Schedule Change form (withdrawing the fellow from courses still in progress when one or more accelerated courses has already been graded) and (b) authorization from the fellow to process the withdrawal. This authorization may be either in hard copy with the fellow's signature or in the form of an email sent from the fellow's Duquesne University email account.

Fellows are considered to be enrolled unless and until they submit written notification of their withdrawal. The withdrawal is effective on the date when notification is received, which constitutes the fellow's last day of attendance.

Medical Documentation
To qualify for a medical withdrawal, fellows must also submit to the dean of their school or college (a) a description of the medical circumstances and (b) documentation from a licensed healthcare provider that addresses those circumstances and supports withdrawal as medically appropriate. After verifying the illness, injury, or hospitalization, the dean submits the documentation to the Provost and Vice President for Academic Affairs for review and a final decision.

If the fellow is unable to initiate the medical withdrawal process, the fellow's school or college office, parent, spouse, partner, or other designee may do so on their behalf. In such cases, the incapacitation of the fellow must be documented or a formal power of attorney provided.

Consequences
The approval of a medical withdrawal results in the immediate assignment of a final grade of "W" for the relevant courses on the transcript and an automatic review of the whether the fellow may qualify for a partial tuition refund (see "Refunds" below).

The University reserves the right to require that fellows who receive medical withdrawals provide documentation from a healthcare provider that they are fit to reenroll in a subsequent semester.

Refunds
The Provost and Vice President for Academic Affairs advises the Vice President for Management and Business whether any tuition for the current semester should be refunded to a fellow whose request for a medical withdrawal is approved.

Based upon the effective date of the medical withdrawal (see under "Medical Withdrawal" above), refunds will be calculated by the offices of Student Accounts and Financial Aid as follows:

- For the first four weeks of the semester, refunds follow the standard refund policy (see the "Total Withdrawal" deadlines listed in the Academic Calendar).
- From the fifth through the eighth week of the semester, refunds will be limited to 20%.
- From the ninth through the twelfth week, refunds will be limited to 10% and any already graded accelerated courses will be billed at the full per-credit rate.
- After the twelfth week, no refunds will be due.
Any reduction to Title IV funds will be determined using the Federal Financial Aid pro rata refund policy. University gift aid and all other non-Title IV financial aid will be reduced by the same percentage as the tuition reduction and returned to the source of the funds in question. Laboratory fees, University fees, housing costs and fees, refunds prior to withdrawal, and any other fees already committed by the University on behalf of the fellow will not be refunded. Refunds due as the result of a medical withdrawal will be paid to the fellow within ten business days after the credit balance is created for the semester for which the medical withdrawal was approved.

**Process Outline**

- Fellow submits request for medical withdrawal to program director
- School submits Notice of Complete Withdrawal or Request for Fellow Schedule Change with fellow's written authorization to Registrar
- Fellow submits written description of medical circumstances and documentation from a healthcare provider to Dean
- Dean submits case file to Provost and Vice President for Academic Affairs
- Provost reviews case and renders decision
- Provost notifies the Vice President for Management and Business of any refund due

**Retention Standards**

The WWTF Program at Duquesne requires the following for fellows to maintain academic good standing in the Program:

1. Fellows must maintain at least a 3.0 GPA and earn “pass” status for both semesters of fellow teaching residency.
2. Retention in the Program requires that each fellow’s record be free of difficulties that would make it impossible for the Program to endorse the fellow for future practice or to place the fellow at field-sites.
3. Fellows must receive acceptable disposition and professional behavior ratings by faculty during fellow evaluations.
4. Fellows must receive acceptable ratings regarding dispositions and professional behavior from field supervisors.

Fellows who do not meet the above criteria will be subject to a faculty-required remediation plan to develop and demonstrate mastery of essential competencies and/or demonstrate improvement with respect to professional dispositions and behavior. Depending on the severity of the issue, dismissal from the Program is possible. See fellow remediation procedures above.

**Fellow Remediation Procedures**

Program faculty members provide frequent feedback to fellows regarding the development of their knowledge, skills, and professional dispositions through such mechanisms as evaluation of course tests and assignments, evaluation of field products, course grades, and evaluations. Likewise, mentor teachers and university supervisors also provide feedback to fellows through field observations. These are considered routine mechanisms for feedback regarding one’s development. If sufficient
concerns about a fellow’s functioning or ability to meet professional standards of performance are identified as a result of the ongoing review of the fellow’s development, one or more of the following procedures will be implemented:

1. The fellow will be contacted by the faculty member who holds the concern(s) and asked to attend a meeting to discuss the nature of the concern(s) and ways to address the concern(s). A fellow should consider this to be formal notice that if the difficulty is not remedied, a formal remediation plan may become necessary, or if the problem intensifies, dismissal from the Program is possible.

2. If the concern(s) is significant and will remain a significant practice barrier if not addressed, a plan to remedy the concern(s) will be developed in a meeting attended by at least the fellow, the faculty member(s) who holds the concern, and the Program Director. If the Program Director is the faculty member who holds the concern, another faculty member will attend the meeting so that two faculty members represent the Program in the meeting. This remediation plan will attempt to operationally define the fellow’s problem(s), identify the expected performance or behavior, specify possible methods that could be used to reach those goals, and designate a date for projected goal attainment or re-evaluation. During this remedial period, the fellow is considered to be on “probation” with the Program. If the fellow chooses not to accept the remediation plan, the fellow will be immediately dismissed from the Program.

The remediation plan will be reviewed in a time frame expressed on the document. At the time of review, and with the consensus of the larger Program faculty, the faculty members administering the remediation plan will share one of the following outcomes:

a. The specified concern(s) is no longer present or a significant barrier, and the fellow is allowed to continue in the Program with appropriate support.

b. Continued probation and remediation is necessary, so an updated remedial plan will be devised with a new progress review date.

c. Formal dismissal from the Program is necessary.

3. In cases where there has been an extraordinary breach of legal code, appropriate academic conduct, or Program policies and procedures, or if faculty concerns have not been successfully addressed through a formal remediation plan or the fellow needs a second plan, dismissal from the Program will occur. The decision to dismiss a fellow follows a consensus decision of the faculty that dismissal is warranted.

During the fellow remediation process, and in light of the great time, expense, and emotion invested in graduate education, the faculty may recommend that the fellow withdraw himself or herself from the Program due to the fellow’s impression that the fellow is at great risk for never being able to meet Program expectations. This option is exercised out of concern for the fellow.

Due Process: General Guidelines

Due process ensures that decisions made by Program faculty about fellows are not arbitrary or biased, requires that Programs identify specific evaluative procedures which are applied to all fellows, and have appropriate appeal procedures available to all fellows so they may challenge the Program’s action.
General Program due process guidelines include:

1. Presenting fellows, in writing, with the Program’s expectations related to professional functioning (See Agreement of Understanding within new fellow checklist on the Current Students tab of Program Website)
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals)
3. Articulating the various procedures and actions involved in making decisions regarding professional functioning
4. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (See Fellow Performance Review form, Current Students tab of Program Website)
5. Providing written procedures to the fellow which describes how the fellow may appeal the Program’s action
6. Ensuring that the fellow has sufficient time to respond to any action taken by the Program
7. Using input from multiple professional sources when making decisions or recommendations regarding the fellow’s performance and
8. Documenting, in writing, in fellow’s file, and to all relevant parties, the action taken by the Program and its rationale.

The School of Education also has academic due process procedures may be accessed by fellows. These are included within the School of Education policy and procedure manual which can be found at: http://www.duq.edu/academics/schools/education/about-the-school/policies-and-procedures
https://www.duq.edu/academics/academic-affairs/policies-and-procedures
https://www.duq.edu/academics/university-catalogs/2020-2021-graduate/academic-policies

Office of Disability Services

Fellows who require accommodations should contact the Office of Disability Services, located in Room 309 of the Duquesne Union (412-396-6657). Only fellows who are registered with the Office of Disability Services will receive accommodations. Reasonable accommodations may be granted based on appropriate documentation from a licensed medical professional. All fellows are expected to demonstrate the requisite academic and technical standards necessary to complete this course and requisite to participation in the educational program, with or without an accommodation.

Financial Aid, Health Insurance, and Student Status

A full-time fellow is a student who is scheduled for 6 or more credits per semester. Full-time and half-time fellows are eligible for financial aid. Please call Financial Aid with any questions (412) 396-6607.

In light of the rising cost of health care and the negative effects of inadequate health care on a fellow’s academic experience, the University has instituted a new policy regarding fellow health insurance. Effective August 1, 2006, all full-time fellows must have medical insurance coverage and provide the University with verifiable proof of coverage.

All full-time fellows must have adequate medical insurance coverage and provide the University with verifiable proof of coverage. If fellows do not provide proof of insurance or enroll in the plan
offered by the University, they will be automatically enrolled in the University's plan and billed for the cost of the insurance in two installments. For more information, please go to: http://www.duq.edu/health-insurance.

Gumberg Library and Curriculum Center

Fellows should visit Gumberg Library at https://www.duq.edu/academics/gumberg-library to familiarize themselves with the many resources available through the library. Fellows can also schedule a tour of the facility.
APPENDICES

APPENDIX A: WWTF MAT ADVISEMENT SHEET

WW Teaching Fellow Name: ___________________________       Starting Semester: ________

Duquesne University
WW Teaching Fellowship: MAT Advisement Sheet

This WW Teaching Fellow is seeking a secondary MAT degree and teacher certification in which of the following content areas:
Biology ______ Chemistry ______ Physics ______ Mathematics ______

1. Affirmation of Content Knowledge:
Each fellow will enter this MAT program with at least a bachelor's degree in biology, chemistry, physics, or mathematics (or discipline closely allied to one these), from an accredited university. The Program will conduct a holistic review of each student's content knowledge by examining all application materials, including transcripts. Although not required for graduation, each fellow will also take the respective Praxis Subject Content Knowledge Assessment in order to prepare for teacher certification in PA. The program may also consider available Praxis Subject Content Knowledge Assessment performance part of its holistic review of student content knowledge.

2. WW Teaching Fellowship Course Sequence:
Each fellow will complete the prescribed course sequence below.

<table>
<thead>
<tr>
<th>Cohort 2 Proposed Curriculum</th>
<th>Credits</th>
<th>Check when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GFDE 510: Teaching &amp; Learning in Formal &amp; Informal Settings</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GSCE 520: Introduction to Teaching</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GSPE 501: Inclusive Educational Practices</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSCE 635 or GSCE 536: Teaching Secondary School Math (if math fellow)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GSCE 636: Teaching Secondary School Sciences (if science fellow)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GFDE 500: Foundations of Assessment of Middle Level and Secondary Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GSCE 588: WW Teaching Fellowship Res (full-time teaching residency) Two Sections-Math/Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GFDE 503: Curriculum for Social Change</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GESL 501: Helping ELL in Mainstream Classrooms</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GSCE 588: WW Teaching Fellowship Res (full-time teaching residency) Two Sections-Math/Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 520: WW Teaching Fellowship Capstone in Urban Education and Action Research</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: PDE CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Authority

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

Source

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


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.

235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual 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.

§ 235.3. 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.

§ 235.4. 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.

§ 235.5. 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.

§ 235.6. 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.

(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.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct)

235.7. 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.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.8. 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.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.9. Improper personal or financial gain.

The professional educator may not:

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.

**Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.10. 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.
Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

§ 235.11. 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 employee.

(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.

Cross References

This section cited in 22 Pa. Code § 235.5 (relating to conduct).
APPENDIX C: PDE STATE EVALUATION FORM FOR STUDENT PROFESSIONAL

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

<table>
<thead>
<tr>
<th>Student/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject(s) Taught</td>
<td></td>
<td></td>
<td>Grade Level</td>
</tr>
</tbody>
</table>

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)(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**

- Lesson/Unit Plans
- Resources/Materials/Technology
- Assessment Materials
- Information About Students (Including IEP’s)
- Student Teacher Interviews
- Classroom Observations
- Resource Documents
- Other

**Criteria for Rating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Rating**

(Indicate ¥)

**Justification for Evaluation**
<table>
<thead>
<tr>
<th>Student/Candidate’s Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, (D)(1)(D)(F)(G)

Student Teacher/candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher/Candidate Interviews
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria for Rating</strong></td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

**Rating**

(Indicate ✔)

**Justification for Evaluation**

---

**PDE-430** 3
<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate ‘x’)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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  Social Security Number

District/IU  School  Interview/Conference Date

School Year:  Term:

Required Signatures:
Supervisor/Evaluator:  Date:

Student/Teacher Candidate:  Date:

(Confidential Document)
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)(1)(1)(1)

Student Teacher/Candidate’s performance appropriately demonstrates:

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

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

- Classroom Observations
- Informal Observations/Visits
- Assessment Materials
- Student Teacher Interviews
- Written Documentation
- Student Assignment Sheets
- Student Work
- Instructional Resources/Materials/Technology
- Other

<table>
<thead>
<tr>
<th>Category for Rating</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
</tbody>
</table>

Rating (Indicate □)

Justification for Evaluation
APPENDIX D: PDE 430 EVALUATION ADDENDUM RUBRIC

PDE 430 Evaluation Addendum Rubric

Important Contextual and Design Notes:
- This rubric is designed to be applied to student teachers.
- The content and language of the rubric is derived from the PDE 430 form, Charlotte Danielson’s Framework for Teaching, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
- The rubric’s performance descriptions are intended to reflect the skills and abilities of an entry-level practitioner and should be read and interpreted with this in mind. Although the rubric uses terminology like “Exemplary” and “Superior,” these terms are specified by the Pennsylvania Department of Education and should be interpreted relative to what would constitute “Exemplary” and “Superior” levels of performance for a student teacher. In some substantial ways, this may differ from a reviewer’s perception of what constitutes exemplary and superior performance for a veteran educator with years of experience in the field.

Development and Implementation Notes:
- The Initial draft was finalized by the Leading Teacher Quality Council on October 11, 2018 and implemented in the Fall 2018 semester.
- Version 2.0 was updated and finalized on January 7, 2019 based on additional feedback from a Supervisor focus group which occurred on December 18, 2018. Version 2.0 was implemented in the Spring 2019 semester.

<table>
<thead>
<tr>
<th>Category I: Planning &amp; Preparation</th>
<th>Knowledge of Content</th>
<th>Exemplary - 3</th>
<th>Superior - 2</th>
<th>Satisfactory - 1</th>
<th>Unsatisfactory - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Area</td>
<td>Demonstrates a strong, consistent, and thorough knowledge of the important concepts in the discipline content. Able to apply it in a way that makes it meaningful for the learners &amp; in a way that is appropriate for the context of their classroom. The candidate understands major concepts, processes of inquiry, &amp; ways of knowing that are central to the discipline(s) s/he teaches. The candidate may understand common misconceptions in learning the content &amp; how to guide learners to accurate conceptual understanding. The candidate may be able to cite intra- and interdisciplinary content relationships.</td>
<td>Demonstrates an extensive knowledge of the content in the discipline. Usually able to apply it in a way that makes it meaningful for the learners and in a way that is appropriate for the context of their classroom. Displays solid knowledge of the important concepts in the discipline and how these relate to one another. The candidate understands major concepts, processes of inquiry, &amp; ways of knowing that are central to the discipline(s) s/he teaches.</td>
<td>Demonstrates a basic knowledge of the content in the discipline and is able to help the learners grasp the content. There may be some minor aspects of concepts, processes of inquiry, &amp; ways of knowing within the discipline where the candidate could improve upon in their practice, but it does not preclude their ability to apply the knowledge in a way that makes it meaningful for the learners.</td>
<td>The student teacher makes content errors or does not correct errors made by students. Exhibits difficulty in understanding content, which impedes the learners' progress. The candidate’s grasp of major concepts, processes of inquiry, or ways of knowing are superficial, or lacking in a substantial way.</td>
<td></td>
</tr>
</tbody>
</table>

Score: ________

LTP 2.1

(NCTM 1a)(NCTE 1.1) (NAEYC 5b)

(InTASC 4, 4E, 4J, 4K and 4N)
<p>| Knowledge of Pedagogy | Plans reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. Is consistently able to create and implement plans that effectively support achievement of curriculum goals and content standards. Plans follow an appropriate and agreed upon model. The Candidate thoughtfully selects effective pedagogical strategies to differentiate instruction to account for students’ diverse needs. Plans are coherent, grade-appropriate, very detailed and thorough, and keenly organized. | Plans reflect familiarity with a wide range of effective pedagogical approaches in the subject. Usually able to create plans that effectively meet curriculum goals &amp; content standards. Plans follow an appropriate &amp; agreed upon model. The candidate plans a variety of learning experiences that are aligned with learning goals &amp; standards in a structure &amp; sequence designed to meet student needs. Lesson plans are coherent, grade-appropriate, &amp; organized. | Plans reflect a limited range of pedagogical approaches to the discipline. Adequately creates and implements plans that meet curriculum goals and content standards. Plans follow an appropriate and agreed upon model. Lesson plans are coherent and grade-appropriate, and somewhat thorough and organized. | Little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Plans fall short of meeting curriculum goals and content standards. Plans do not consistently follow an appropriate &amp; agreed upon model. Lesson plans do not reflect an organized, coherent, and thorough thought process that reflects an understanding of grade-appropriate considerations. |
| Knowledge of Pennsylvania’s K-12 Academic Standards | Consistent and thorough knowledge of how to access PA’s K-12 state standards. In all instances where it is applicable, (to the extent that it is possible and appropriate), the candidate has been able to align and apply PA's K-12 standards to their practice. The candidate demonstrates an effective understanding of the alignment between standards and learning goals, objectives, &amp; targets. | Extensive knowledge of how to access PA’s K-12 standards. In most of the cases where it is applicable, the candidate has been able to align and apply PA's K-12 standards to their practice. There may be one or two instances where goals or objectives are not accounted for within their curriculum planning, but it does not negatively impact the overall quality of their work. | The candidate is able to locate and access PA’s K-12 standards, but struggles to align or apply them to their practice. Despite good faith attempts, there may be recurring instances where goals or objectives within their curriculum planning do not fully align. There are several notable areas in which the candidate can improve their performance with regard to this area. | The candidate neglects to attend to PA’s K-12 standards in instances where they would be expected to do so. Any attempts to address content standards and how they are organized in the curriculum is superficial. There may be multiple instances where the candidate has applied standards in an inappropriate way that negatively impacted the overall quality of their work. |
| Knowledge of students and how to use this knowledge to impart instruction | Within the context of their assignment: Demonstrates a consistent and thorough knowledge / consideration of relevant aspects of students' background, characteristics, and experiences. Acquires information about levels of development for individual students. Plans instruction that is thoughtfully tailored &amp; | Within the context of their assignment: Demonstrates an extensive level of knowledge / consideration for relevant aspects of students' background, characteristics, and experiences. Attains information about levels of development for groups of students. In a majority of | Within the context of their assignment: Demonstrates adequate understanding of relevant aspects of students' background &amp; experiences. Although the candidate is able to plan instruction that is generally responsive to student strengths and | Within the context of their assignment: Unaware of relevant aspects of students' background knowledge and experiences. Rarely or never plans instruction that is responsive to the strengths and needs |</p>
<table>
<thead>
<tr>
<th>Score:</th>
<th>Score:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsive to the strengths &amp; needs of students. Uses information gained from assessments to more capably predict, inform, &amp; adapt instructional plans to meet student needs.</td>
<td>instances, plans instruction that is responsive to the strengths &amp; needs of students. Lesson plans show use of student data to inform lesson decisions.</td>
<td>needs, there are minor aspects of that could be improved upon. Lesson plans sometimes, but do not always utilize student data to inform decisions.</td>
</tr>
<tr>
<td>Use of resources, materials, and technology</td>
<td>Can consistently find, identify, and organize resources, materials, technology &amp; media that are ideally suited to engage students in the lesson and reinforce learning. Is consistently able to utilize resources to enhance instruction. Proactively seeks professional &amp; technological resources where appropriate.</td>
<td>Adequate ability to identify and organize appropriate resources, materials, technology and/or media; however, the ways in which these resources are integrated with instructional strategies are limited and could benefit from some additional development.</td>
</tr>
<tr>
<td>(InTASC ## 4G, 5P, 7K, 8N and 9D) (NCTM 5b)(NCTE 3.4) (NAEYC 4b) LTP 4.2</td>
<td>Consistently and thoroughly develops instructional goals that show a recognizable sequence with adaptations for individual student needs. Adapts and provides for needs of exceptional students. All sequences and adaptations are logical, well-reasoned, and critically thought out.</td>
<td>Uses minimal to no supportive materials to reinforce lessons. Tends to not use available resources.</td>
</tr>
<tr>
<td>Instructional goals show recognizable sequence with adaptations for individual needs (1, 1B, 2A, 8A) (NCTM 4b)(NCTE 3.1, 5.1)(NAEYC 5c) LTP 1.2, 2.2, 3.1</td>
<td>Consistently &amp; to a high degree of quality, assessment &amp; evaluation strategies (both formative &amp; summative) are well-thought, clear, &amp; directly tied to the instructional goals / learning objectives. Strategically &amp; thoughtfully uses information gained from assessments to customize instructional plans to meet students’ needs.</td>
<td>Consistently &amp; to a high degree of quality, assessment &amp; evaluation strategies (both formative &amp; summative) are well-thought, clear, &amp; directly tied to the instructional goals / learning objectives. Strategically &amp; thoughtfully uses information gained from assessments to customize instructional plans to meet students’ needs.</td>
</tr>
<tr>
<td>Assessments of student learning aligned to the instructional goals adapted as required for student needs (InTASC 1A) (NCTM 3f) (NCTE 3.4) (NAEYC 3a) LTP 2.4</td>
<td>Consistently, plans instruction that is responsive to the strengths &amp; needs of students. Lesson plans show use of student data to inform lesson decisions.</td>
<td>In most cases, the candidate effectively and appropriately aligns assessments (both formative &amp; summative) with instructional goals. The candidate uses information gained from assessment findings to customize instructional plans to meet students’ needs.</td>
</tr>
<tr>
<td>Use of educational psych principles / theories in the construction of lesson plans and instructional goals (InTASC 7f) (NCTM 4a) (NCTE 3.3) (NAEYC 1b) LTP 1.2, 2.3</td>
<td>Demonstrates a strong grasp of psychological principles &amp; learning theory in the construction of lesson plans. Theories/principles may be related to development, learning, motivation, etc. The integration and utilization of theories/principles is sound and evident in all aspects of the creation of lesson plans and instructional goals.</td>
<td>Demonstrates an extensive awareness of psychological principles and learning theory. The candidate has been able to integrate some aspects of the principles and theory into their lesson planning &amp; goal-setting; however, it is clear there are some aspects that would benefit from additional development.</td>
</tr>
<tr>
<td></td>
<td>Developing an adequate awareness of psychological principles and learning theory. The candidate has been able to integrate some aspects of the principles and theory into their lesson planning &amp; goal-setting; however, it is clear there are some aspects that would benefit from additional development.</td>
<td>Rarely or never attends to or considers psychological principles or learning theory. There is a lack of evidence that lesson plans &amp; instructional goals have been informed by principles / theories in any substantial way.</td>
</tr>
<tr>
<td>Evaluation Area</td>
<td>Exceptional - 3</td>
<td>Superior - 2</td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Expectations for achievement with value placed on the quality of student work</strong> (InTASC 3C, 10O) (NCTM 4d)(NCTE 3.1, 4.1) (NAEYC 1c); LTP 2.3, 4.1</td>
<td>Consistently supports a culture of high expectations for learning and achievement. Consistently works collaboratively with students to develop shared values and elements of a productive learning environment. It is apparent and clear that high value is placed on the quality of student work.</td>
<td>In most cases, supports a culture of high expectations for learning and achievement. For the most part, works collaboratively with students to develop shared values &amp; elements of a productive learning environment. Quality of student work is held to high standards.</td>
</tr>
<tr>
<td><strong>Attention to equitable learning opportunities for students</strong> (InTASC ## 3D) (NCTM 4d)(NCTE 6.1) (NAEYC 6a); LTP 2.3, 4.1</td>
<td>Consistently designs and implements instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; proactively strives to provide equitable opportunities to meet the needs of learners</td>
<td>Exhibits respect and equitable attention to learning opportunities for all students. Communicates with diverse learners in a fair and respectful manner; Gives extensive consideration to providing equitable opportunities to meet the diverse needs of learners.</td>
</tr>
<tr>
<td><strong>Appropriate interactions between teacher and students and among students</strong> (InTASC 3D) (NCTM 4d)(NCTE 7.1) (NAEYC 1c) LTP 4.3, 5.1</td>
<td>Consistently and thoroughly supports and facilitates students' responsibilities to develop a safe, positive, respectful and democratic classroom. Dignifies wrong responses in a respectful manner. Consistently models positive and respectful discourse. Accepts, reinforces, and encourages all learners.</td>
<td>Facilitates students' responsibilities to develop a safe, positive, respectful and democratic classroom. Dignifies wrong responses in a respectful manner. In most cases, models positive &amp; respectful discourse. Tends to accept, reinforce, and encourage learners to an appropriate extent.</td>
</tr>
<tr>
<td><strong>Maximizing Instructional Time &amp; Efficiency</strong> (InTASC 3K) (NCTM 7c) (NCTE 5.2) LTP 1.1, 1.2</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Classroom routines and expectations are established and function smoothly with students assuming responsibility for</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. Classroom routines &amp; expectations are established and usually functional, with little loss of instructional time.</td>
</tr>
</tbody>
</table>
| Clear standards of conduct and effective management of student behavior  
(InTASC 3Q) (NCTM 7c) (NCTE 5.2) (NAEYC 1c) LTP 2.3 | Clearly and consistently establishes and effectively adheres to standards of conduct. Anticipates student behavior and implements preventative behavior management strategies to yield desired results. Monitoring of student behavior is subtle and preventive. The student teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. | Establishes standards of conduct. Intentionally monitors student behavior and uses a variety of behavioral management strategies that field desired results. Student teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Establishes standards of conduct, but may benefit from some minor clarification in the way they’ve been presented. Beginning to recognize and monitor student behavior and uses behavioral management strategies, but with uneven results. | Either no standards for conduct have been established or they are prohibitively unclear. There is little or no monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity. |
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<td>Score:</td>
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<tr>
<td>Appropriate attention given to safety in the classroom (NCTM 7c) (NAEYC 1c)</td>
<td>Demonstrates keen awareness of total classroom environment. Fully &amp; proactively attends to all important considerations related to safety in an appropriate, thoughtful and proactive manner.</td>
<td>Almost always mindful of the total classroom environment. Mindful and attentive to considerations of safety.</td>
<td>Working toward being attentive to total environment. Gives appropriate consideration to safety in the classroom. The candidate is often attentive to the total environment, but has minor areas for improvement.</td>
<td>Neglects important considerations related to safety. Demonstrates inability to focus on total environment; oblivious to many activities and interactions.</td>
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<td>Score:</td>
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<td>Score:</td>
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<td>Score:</td>
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<tr>
<td>Ability to establish and maintain rapport with students (InTASC 8M) (NCTM 7c) (NCTE 7.1) (NAEYC 4a)</td>
<td>Candidate has a strong ability to establish and maintain rapport. This is reflected by strategies that they use to build relationships with students. As some examples of indicators: The candidate's energy and enthusiasm may inspire students; the candidate consistently and effectively strives to ensure their classroom interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</td>
<td>The candidate has demonstrated an ability to establish rapport with students. This is reflected in the strategies they use to build relationships with students. There may be a minor area for improvement in the application of these strategies. To the extent that it is appropriate, the candidate demonstrates sincere energy and enthusiasm &amp; provides warm and caring feedback.</td>
<td>The candidate is able to establish meaningful relationships with students; however, there may be some substantial aspects of the rapport building skill sets that could be improved upon. Regardless, this does not diminish the candidate's overall ability to be successful as an educator. They may be inconsistent in their ability to demonstrate sincere energy and/or promote students’ positive self-esteem.</td>
<td>There are substantial and serious gaps in the candidate's skill set with regard to ability for establishing meaningful rapport. Shows little or no energy or enthusiasm toward teaching and subject matter. Disregards, or is indifferent to, students' positive self-esteem.</td>
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<td>Score:</td>
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<td>Score:</td>
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## Category III: Instructional Delivery

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Exceptional - 3</th>
<th>Superior - 2</th>
<th>Satisfactory - 1</th>
<th>Unsatisfactory - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of knowledge of content and pedagogical theory through his/her instructional delivery</strong> <em>(InTASC 4, 5)</em> <em>(NCTM 4e)(NCTE 3.3)</em> <em>(NAEYC 5c); LTP 1, 2.1, 2.2, 2.3</em></td>
<td>Effectively and thoughtfully uses content knowledge and pedagogical theory through instructional delivery. Instructional delivery choices reflect deliberate and critical consideration of relevant aspects of pedagogical theory &amp; content knowledge. Accordingly, the candidate incorporates concrete examples, visuals, anecdotes, and/or analogies that augment their delivery. There may be aspects of creativity &amp;/or sophistication in the approach.</td>
<td>Makes extensive use of content knowledge &amp; pedagogical theory within instructional delivery. Instructional delivery choices indicate extensive consideration of relevant aspects of pedagogical theory &amp; content knowledge. Accordingly, incorporates concrete examples, visuals, anecdotes, and/or analogies.</td>
<td>Makes general use of content knowledge &amp; pedagogical theory to support instructional delivery; however, incorporation of examples, visuals, anecdotes, and/or analogies is limited. Candidate’s instructional delivery choices are generally appropriate, but with areas for improvement.</td>
<td>Struggles with ways to effectively and appropriately use content knowledge and pedagogical theory within instructional delivery. Has repeatedly neglected important considerations related to knowledge or pedagogy.</td>
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<td><strong>Score:</strong></td>
<td>________</td>
<td>________</td>
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<tr>
<td><strong>Instructional goals reflecting PA K-12 standards</strong> <em>(InTASC 7A)</em> <em>(NCTM 3a)(NCTE 3.1)</em> <em>(NAEYC 5c); LTP 2.1, 2.2</em></td>
<td>Plans demonstrate a robust understanding of prerequisite relationships between goals and PA K-12 standards. Plans are aligned with learning goals and PA K-12 standards in a structure and sequence designed to meet student needs. Instructional goals clearly &amp; consistently reflect PA K-12 standards.</td>
<td>Plans are aligned with learning goals and PA K-12 standards in a structure and sequence designed to meet student needs. Instructional goals extensively reflect PA K-12 standards.</td>
<td>Plans learning experiences that align with learning goals &amp; PA K-12 standards. There are some instances where they did not fully consider the alignments between goals, learning experiences, and PA K-12 standards where it would have been relevant.</td>
<td>Instructional goals in lesson plans are either not aligned with or neglect PA K-12 standards.</td>
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<td><strong>Score:</strong></td>
<td>________</td>
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<tr>
<td><strong>Communication of procedures and clear explanations of content</strong> <em>(InTASC 4A.1)</em> <em>(NCTM 2e)</em> <em>(NAEYC 5c); LTP 1.3</em></td>
<td>Thoroughly &amp; consistently communicates procedures, content, &amp; objectives to students verbally, or in writing. Accurately identifies the need to clarify, rephrase &amp; explain information, &amp; responds accordingly. Effectively connects lesson content to real-life issues, ideas, materials etc. to facilitate understanding.</td>
<td>Extensively communicates procedures, content, &amp; objectives to students verbally, or in writing. In most cases, identifies the need to clarify, rephrase and explain information, and responds accordingly.</td>
<td>Demonstrates an adequate ability to communicate procedures, content, &amp; objectives to students verbally, or in writing. Sometimes identifies the need to clarify, rephrase &amp; explain information, but there are aspects that could be improved upon.</td>
<td>Rarely or ineffectively communicates procedures, content, and objectives to students verbally, or in writing. Struggles to identify or neglects the need to clarify, rephrase &amp; explain information.</td>
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<td><strong>Score:</strong></td>
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<tr>
<td>Use of instructional goals that show a recognizable sequence, clear expectations, &amp; adaptations (7B, 7C) (NCTM 4b)(NCTE 3.1) (NAEYC 5c); LTP 2.3, 4.1</td>
<td>The student teacher thoroughly &amp; thoughtfully establishes &amp; uses instructional goals. The teacher develops logical sequencing of learning experiences, incorporates clear student expectations, makes adaptations for individual student needs, and may provide multiple ways to demonstrate knowledge and skill.</td>
<td>In most cases, the student teacher appropriately establishes and uses instructional goals. The student teacher develops appropriate sequencing of learning experiences, expectations, and adaptations.</td>
<td>The student teacher adequately establishes and uses instructional goals, but may have neglected one of the following: recognizable sequencing, clear student expectations, or adaptations for individual student needs.</td>
<td>The student teacher does neglects or inappropriately attends to two or more of the following: recognizable sequencing, clear student expectations, or adaptations for individual student needs.</td>
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<tr>
<td><strong>Engagement of students in learning and adequate pacing of instruction</strong> (InTASC # 3D and 3P) (NCTM 3e)(NCTE 5.2) (NAEYC 4c); LTP 2.3, 4.1</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks &amp; activities that require complex thinking by students. Consistently provides time for students to practice &amp; apply content. Actively engages students in analyzing, synthesizing &amp; evaluating lesson content. Effectively &amp; systematically uses wait time.</td>
<td>The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This results in active intellectual engagement by most students. In most instances, provides time for students to practice and apply content. Engages students in analyzing, synthesizing and evaluating lesson content. Uses wait time to some positive effect.</td>
<td>Adequately provides time for students to practice &amp; apply content. May engage students in analyzing, synthesizing &amp; evaluating lesson content, but there are some areas for improvement. The learning tasks and activities require only minimal thinking by students &amp; offer little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. Working to effectively use wait time.</td>
<td>Neglects to provide sufficient time for students to practice and apply content. Rarely engages students in analyzing, synthesizing &amp; evaluating lesson content. The learning tasks/activities require only rote responses, with only one approach possible.</td>
</tr>
<tr>
<td><strong>Use of questioning and discussion strategies that encourage students to participate</strong> (InTASC 8F, 8d) (NCTM 3e) (NCTE 5.4) (NAEYC 4b); LTP 4.1</td>
<td>Consistently, effectively utilizes a variety of strategies that encourage students to participate. Uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking &amp; discourse, &amp; promote metacognition. Demonstrates intent listening &amp; paraphrases to check for understanding. Use of questioning strategies is robust &amp; well-managed.</td>
<td>Extensively incorporates strategies that encourage students to participate. While they may use some low-level questions, they pose questions designed to promote student thinking &amp; understanding. Demonstrates listening and paraphrases to check for student understanding.</td>
<td>Adequately encourages students to participate. Student teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Working on listening and paraphrasing to check for student understanding.</td>
<td>Struggles or fails to enact strategies that encourage students to participate. Minimal use of questioning strategies. Questions are of low cognitive challenge, with single correct responses, &amp; are asked in rapid succession.</td>
</tr>
</tbody>
</table>
### Use of informal & formal assessments to meet learning goals and to monitor student learning

**Score:** LTP 1.2, 1.3, 2.4, 4.1 (NAEYC 3c) (NCTE 5.2, 5.3) 8B, 8S (NCTM InTASC 2A, 7F, 8A, 8B, 8S) (NAEYC 3b); LTP 2.4, 4.1

<table>
<thead>
<tr>
<th>Use of informal &amp; formal assessments to meet learning goals and to monitor student learning (InTASC 6D, 6N and 6T) (NCTM 3g) (NCTE 3.2) (NAEYC 3c)</th>
<th>In most cases, the candidate demonstrates an awareness of when and how to evaluate learning progress. The candidate uses formal and informal assessments to monitor learning. Questions and assessments are regularly used to diagnose evidence of learning.</th>
<th>The candidate is developing an understanding of the positive impact of effective, descriptive feedback for learners, &amp; may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is a work in progress.</th>
<th>The candidate lacks an understanding of the positive impact of effective, descriptive feedback for learners, and struggles to communicate feedback. Timely, effective feedback is rarely, or never, provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In most cases, the candidate demonstrates an awareness of when and how to evaluate learning progress. The candidate uses formal and informal assessments to monitor learning. Questions and assessments are regularly used to diagnose evidence of learning.</td>
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<td>The candidate is developing an understanding of the positive impact of effective, descriptive feedback for learners, &amp; may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is a work in progress.</td>
<td>The candidate lacks an understanding of the positive impact of effective, descriptive feedback for learners, and struggles to communicate feedback. Timely, effective feedback is rarely, or never, provided.</td>
</tr>
<tr>
<td>Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive &amp; sensitive to students’ learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.</td>
<td>Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive &amp; sensitive to students’ learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.</td>
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</tr>
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### Feedback to students on their learning

**Score:** LTP 2.4, 4.1

<table>
<thead>
<tr>
<th>Feedback to students on their learning (InTASC 6D, 6N and 6T) (NCTM 3g) (NCTE 5.3) (NAEYC 3c)</th>
<th>Candidate demonstrates a keen understanding of the positive impact of effective, descriptive feedback for learners, &amp; demonstrates a variety of strategies for communicating feedback. Timely, effective feedback is a priority.</th>
<th>Candidate demonstrates an understanding of the positive impact of effective, descriptive feedback for learners, &amp; may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is often provided.</th>
<th>Candidate lacks an understanding of the positive impact of effective, descriptive feedback for learners, and struggles to communicate feedback. Timely, effective feedback is rarely, or never, provided.</th>
</tr>
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<tbody>
<tr>
<td>Candidate demonstrates a keen understanding of the positive impact of effective, descriptive feedback for learners, &amp; demonstrates a variety of strategies for communicating feedback. Timely, effective feedback is a priority.</td>
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<td>Candidate demonstrates an understanding of the positive impact of effective, descriptive feedback for learners, &amp; may demonstrate a variety of strategies for communicating feedback. Timely, effective feedback is often provided.</td>
<td>Candidate lacks an understanding of the positive impact of effective, descriptive feedback for learners, and struggles to communicate feedback. Timely, effective feedback is rarely, or never, provided.</td>
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</table>

### Flexibility and responsiveness in meeting the learning needs of students

**Score:** LTP 1.2

<table>
<thead>
<tr>
<th>Flexibility and responsiveness in meeting the learning needs of students (InTASC 2A, 7F, 8A, 8B, 8S) (NCTM 3f) (NCTE 5.2, 5.3) (NAEYC 3c)</th>
<th>In most cases, takes steps to be flexible and responsive to learning needs of students to the extent that it is appropriate and necessary. The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</th>
<th>Aware of and generally offers flexibility and responsiveness to students’ learning needs; however, there may be some minor areas for improvement. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</th>
<th>Does not offer appropriate flexibility or responsiveness in meeting learning needs of students. Rigid or inflexible in ways that negatively impact student learning. The student teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. No attempt is made to adjust the lesson even when students have difficulty learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In most cases, takes steps to be flexible and responsive to learning needs of students to the extent that it is appropriate and necessary. The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
<td>In most cases, takes steps to be flexible and responsive to learning needs of students to the extent that it is appropriate and necessary. The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
<td>Aware of and generally offers flexibility and responsiveness to students’ learning needs; however, there may be some minor areas for improvement. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</td>
<td>Does not offer appropriate flexibility or responsiveness in meeting learning needs of students. Rigid or inflexible in ways that negatively impact student learning. The student teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. No attempt is made to adjust the lesson even when students have difficulty learning.</td>
</tr>
<tr>
<td>Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive &amp; sensitive to students’ learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.</td>
<td>Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive &amp; sensitive to students’ learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.</td>
<td>Consistently recognizes diversity of student understanding and needs, and makes necessary adjustments. Flexible, fully responsive &amp; sensitive to students’ learning needs. The student teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. They persist in seeking effective approaches for students who need help.</td>
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</tr>
</tbody>
</table>

| Flexibility and responsiveness in meeting the learning needs of students (InTASC 2A, 7F, 8A, 8B, 8S) (NCTM 3f) (NCTE 5.2, 5.3) (NAEYC 3c) | In most cases, takes steps to be flexible and responsive to learning needs of students to the extent that it is appropriate and necessary. The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | Aware of and generally offers flexibility and responsiveness to students’ learning needs; however, there may be some minor areas for improvement. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | Does not offer appropriate flexibility or responsiveness in meeting learning needs of students. Rigid or inflexible in ways that negatively impact student learning. The student teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. No attempt is made to adjust the lesson even when students have difficulty learning. |
**Integration of disciplines within the educational curriculum** *(4C, 7H) (NCTM 2e) (NCTE 3.6)*  
**Score:** __________

| To the extent that it is appropriate in their classroom, consistently, thoroughly, and thoughtfully integrates discipline within the curriculum. Consistently & actively engages learners in applying methods of inquiry & standards of evidence used in the discipline. To the extent that it is meaningful and appropriate, purposefully integrates cross-disciplinary skills in instruction. | In most cases, effectively integrates disciplines within the curriculum. Engages learners in applying methods of inquiry and standards of evidence used in the discipline. | Gives adequate consideration to the integration of disciplines within the curriculum. There are minor areas for improvement with regard to integration of methods of inquiry & standards of evidence used in the discipline. Working on integrating cross-disciplinary skills in instruction. | Struggles or neglects to meaningfully integrate disciplines within the curriculum. |

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**Category IV: Professionalism**

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Professionalism</th>
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<tbody>
<tr>
<td><strong>Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</strong> <em>(InTASC # 9O) (NCTM 6, 7)(NCTE 7.2) LTP 4.5</em></td>
<td>Exceptional - 3</td>
</tr>
<tr>
<td>Score: __________</td>
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</tbody>
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| Has a complete and thorough grasp and adherence to school and district procedures and regulations. Projects an appropriate professional image in appearance and communication. Strictly adheres to attendance guidelines, is always punctual, and proactively communicates with all appropriate parties. | Has an extensive awareness of school and district procedures and regulations. Projects an appropriate professional image in appearance and communication. Adheres to attendance guidelines; communicates with all appropriate parties. | Has a general familiarity with school and district procedures & regulations, but there are some areas where understanding could be improved upon. Almost always projects a professional image in appearance and communication. Generally adheres to attendance guidelines, but may lacking in punctuality to a minor extent. Communicates with all appropriate parties as necessary. | Lacks attention to important school and district procedures and regulations. Ignores professional standards for clothing, grooming and/or communication. Not compliant with attendance guidelines, may have been absent or late; fails to communicate with all appropriate parties. |

| Knowledge of school or district requirements for maintaining accurate records and communicating with families | Demonstrates strong, consistent evidence of thorough compliance with recordkeeping requirements of school district and University in a timely manner. Proactively communicates with | Demonstrates extensive evidence of compliance with recordkeeping requirements of school district and University in a timely manner. Communicates with | Usually demonstrates evidence of compliance with recordkeeping requirements of school district and University. Progressing toward communicating with parents and community in a positive manner via | Inconsistent with adherence to recordkeeping requirements of school district and University. Communication with parents and community is not |
| **Knowledge of district or college’s professional growth and development opportunities**  
(NCTM 6a)(NCTE 7.2) (NAEYC 6c); LTP 4.5 | parents and community in a positive manner via designated communication channels. | parents and community in a positive manner via designated communication channels. | designated communication channels. | in alignment with minimal expectations. |
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<td>Possesses full and thorough knowledge of district or college’s professional growth &amp; development opportunities to the extent that it is appropriate and possible. The candidate <strong>may</strong> actively pursue additional growth &amp; professional development opportunities.</td>
<td>In most cases, the candidate has general knowledge of district or college’s professional growth and development opportunities.</td>
<td>The candidate has some knowledge of district or college’s professional growth and development opportunities, but it is limited. They may have overlooked an important or especially relevant opportunity.</td>
<td>The candidate makes no effort to learn about the district or college’s professional growth and development opportunities.</td>
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| **Ability to cultivate professional relationships with school colleagues**  
(NCTM 6b) (NCTE 7.2) (NAEYC 3d); LTP 5.3 | Candidate demonstrates a strong ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. They share a mutual respect among colleagues. They may also proactively networks with others in the school setting. Relationships with colleagues are characterized by mutual support and cooperation | Candidate demonstrates an ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. Shares a mutual respect among colleagues. Relationships with colleagues are characterized by mutual support and cooperation | Candidate is progressing toward developing the ability to cultivate professional relationships, including with the cooperating teacher and other school colleagues. Shares a mutual respect among colleagues. The student teacher maintains cordial relationships with colleagues to fulfill required duties and expectations. | Candidate lacks the ability and interest in cultivating relationships with school colleagues. They rarely or never reach out to school colleagues when it would be appropriate. Relationships with colleagues are negative or self-serving. |
| **Integrity and ethical behavior, professional conduct as stated in PA Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations**  
(InTASC # 9F and 9O) (NCTM 4d) (NCTE 7.1) (NAEYC 6b); LTP 5.1 | The candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Candidate demonstrates a direct, thoughtful and proactive attention to all matters regarding the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates the highest level of integrity and serves as a model for others. | Candidate displays high standards of honesty, integrity, and confidentiality. Candidate demonstrates an awareness and base level understanding of the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates full integrity and attention to ethics in their practice. | Candidate is honest in interactions with colleagues, students, and the public. Candidate demonstrates an awareness and base level understanding of the PA Code of Professional Practice and Conduct for Educators. The candidate demonstrates full integrity and attention to ethics in their practice; however, there may be one or two minor areas for reflection and improvement in terms of how they meaningfully | There has been an issue in regard to either ethical behavior or professional conduct to an extent that it was not able to be meaningfully addressed and remedied. Or The candidate has substantial gaps in their understanding of the PA Code of Professional Practice and |
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<th>Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and Administrators (NCTM 6b) (NCTE 7.2) LTP 5.2</th>
<th>Consistently and effectively communicates in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Communication skills can be described as exceptional and reflect a self-awareness of how their communication style and behaviors influences others.</th>
<th>In most cases, communicates in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Communication skills can be described as strong.</th>
<th>Tends to communicate in a manner that is professional, grammatically correct, and clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. There may be occasions when grammatical mistakes are made. Communication skills can be described as adequate with some areas for improvement.</th>
<th>Struggles to communicate in a manner that is professional, grammatically correct, and/or clear in both oral and written forms when communicating with students, colleagues, paraprofessionals, related service personnel, and Administrators. Fundamental aspects of communication skills are lacking.</th>
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<td>Knowledge of Commonwealth requirements for continuing professional development and licensure (NCTM 6a) (NCTE 7.2) (NAEYC 6c) LTP 4.5</td>
<td>The candidate is consistent and thorough in their attention to and knowledge of requirements for continuing professional development and licensure. They may also be proactive in their approach to meeting requirements.</td>
<td>The candidate demonstrates full and extensive awareness of requirements for continuing professional development and licensure.</td>
<td>The candidate shows evidence of knowledge of Commonwealth requirements for continuing professional development &amp; licensure. Their knowledge may sometimes be lacking with regard to minor aspects or considerations related to the requirements; however, they are still able to adequately address requirements as needed.</td>
<td>The candidate no knowledge or only superficial knowledge of commonwealth requirements for continuing professional development.</td>
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APPENDIX E :

WW Fellowship Program iPads

This document is now provided to you as an iPad may be integrated into your course curriculum. Please sign below indicating that you understand the following:

1. This iPad is to be used for educational purposes only.

2. Please only install apps as directed by your course instructors.

3. The fellow is responsible for the integrity of the iPad. If damaged or stolen, the fellow must replace the iPad.

4. The iPad must be returned at the discretion of course instructors, and will ultimately be returned at the end of the fellowship as each iPad will be used with future fellow cohorts.

___________________________________  __________________
Fellow Name                                      Date
Pennsylvania Teacher Certification Requirements mandate that applicants obtain 9 credits or 270 hours with respect to Special Education/Accommodations/Adaptations. The regulation specifically states: “applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting.” Your course sequence has been designed to account for the bulk of this requirement. To completely meet this standard, you are required to engage in 40 clock hours of observation in this regard across the entire residency year. The following are activities that the Program suggests you consider to fulfil this requirement:

1. Observe an inclusive classroom (general education classroom that is also education students with disabilities), an IEP meeting, a Section 504 meeting, or a problem-solving team meeting.

2. Record your time spent developing (preparing) or implementing (actually doing) classroom accommodations / adaptations for diverse learners. If you adapt classroom instructional testing materials, including exams for students with disabilities, for your students, that time should be counted.

In order to document completion of this requirement, please use the table below and add as many rows as necessary to capture 40 clock hours across the residency year.

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<th>Date:</th>
<th>Description of Activity:</th>
<th>Time Spent in Hours:</th>
<th>Who Can Verify this Activity?</th>
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APPENDIX F: Special Education/Accommodation/Adaptation Requirement