

**CLARION UNIVERSITY TEACHER CANDIDATE
PROFESSIONAL PERFORMANCE WORKSHEET**

ECH ED, MDL ED, SEC ED

Place the date in front of each item as it is completed.

Category I: Planning and Preparation

- _____ Attend an “Orientation Meeting” conducted by the University Supervisor and discuss expectations and responsibilities. Sign the “Confidentiality/Liability Agreement.” Give the University Supervisor a photograph and contact information (email address, phone number while student teaching, etc.)
- _____ Attend CFAST Assessment Training
- _____ Meet the Cooperating Teacher and discuss expectations, responsibilities, and the concepts and essential skills that will be taught during student teaching.
- _____ Obtain information related to the Cooperating Teacher’s daily class schedule, reporting and discharge times, seating chart(s), textbooks and manuals, and exchange home phone numbers.
- _____ Give the Cooperating Teacher the University Supervisor's contact information & observation schedule.
- _____ Discuss subject areas for weekly lesson planning and the unit plan (**minimum** of a **five-day** unit for **each** placement) with the Cooperating Teacher.
- _____ Select the unit plan topic:
_____.
- _____ Schedule dates for teaching the unit plan:
_____.
- _____ Create a “Progressive Teaching Schedule” that will lead to a **minimum** of **one** week of all-day instruction during **each** placement.
- _____ Submit to the University Supervisor (via email) a requested observation time for the initial on-site observation.

- _____ Submit a "Daily Class Schedule" and a "Progressive Teaching Schedule" to the University Supervisor via email prior to the first visit.
- _____ Review the Cooperating Teacher's instructional materials and resources and those in the audio-visual department, the library media center, and the community.
- _____ Examine and evaluate textbooks and other instructional materials, and maintain a record for the "Resource Materials File." (minimum requirement: 1 textbook each placement)

Make copies of seating chart(s) and observe in the assigned placement classroom for five to seven minute episodes by recording the following behaviors:

- _____ on-off task behavior
- _____ classroom traffic
- _____ verbal flow (who is speaking to whom)
- _____ types of verbal interactions
- _____ teacher movement around the classroom
- _____ gender equity
- _____ Develop a profile of each student in assigned classroom or homeroom.
- _____ Participate in various aspects of teaching by circulating and assisting the Cooperating Teacher and learners. (Start date.)
- _____ Assist the Cooperating Teacher in routine tasks and any other duties as assigned. (Start date.)
- _____ Begin writing daily lesson plans. Document the date of writing the initial lesson plan following the detailed format.

Begin organizing a "Resource Materials File" for the assigned placement. **Date each item below as it is added to the file:**

- _____ File containing information received from the University Supervisor at the Orientation Meeting. (May be labeled "University Supervisor's Guidelines.")
- _____ File containing information received from the Cooperating Teacher during the initial meeting. (May be labeled "Cooperating Teacher Guidelines.")
- _____ File containing "Schedules" (daily class schedule(s) and progressive teaching schedule.)
- _____ File containing "Seating Chart(s)."
- _____ File containing documentation of examined and evaluated "Textbooks and Other Instructional Materials."

- _____ File containing documentation of “Observations of Five to Seven Minute Episodes.”
- _____ File containing “Student Profiles.”
- _____ File containing “Unit Plan Materials.” (outline or web, initial draft, etc.)
- _____ Files containing daily “Lesson Plans” labeled according to subjects/class periods.

Category II: Classroom Environment

- _____ Create a classroom or hallway display bulletin board, or hallway showcase display.
- _____ Create an interactive bulletin board, learning center, or game.

(Note: A **minimum** of **two** displays is required for **each** half-semester placement. One of the displays must be an interactive display, a learning center, or a game. One of the displays must be related to the unit plan.)
- _____ Record observations of the Cooperating Teacher and pupil interactions, particularly classroom management.
- _____ Observe a **minimum** of **one** recommended teacher (each placement), specifically noting on-off task behavior, developmental differences of pupils, discipline procedures, and teaching styles. (The Cooperating Teacher should recommend another teacher to his/her Student Teacher.)
- _____ Discuss classroom management procedures with the Cooperating Teacher.
- _____ Use seating chart(s) to learn pupils’ names, note special seating arrangements as well as health, physical, and other special needs.
- _____ Create a behavior management plan to be incorporated during instruction. (This may include a plan for the organization of physical space to accommodate classroom procedures and routines and/or a seating arrangement of students for effective management of behaviors. You may write about the existing management plan that your CT uses, if you do not have the opportunity to create your own management plan.)

Add the following to the “Resource Materials File” and **date** each item below as it is added to the file:

_____ File containing documentation of “Observations of the Cooperating Teacher and Pupil Interactions.”

_____ File containing documentation of “Observation of Recommended Teacher.”

_____ File containing a “Behavior Management Plan.”

Category III: Instructional Delivery

_____ Begin first instructional experience. Document the date that the first formal lesson is taught.

_____ Begin writing Reflections on **detailed** lessons plans after teaching each lesson. Make note of the most successful aspect of the lesson and why it was successful, as well as the least successful aspect of the lesson and why it was not as successful as planned, along with suggested future changes.

_____ Begin a “Weekly Reflective Journal” regarding professional growth and development.

Document use of audio-visual equipment during instruction. (Examples: overhead projector, CD player, DVD player, etc.) **Describe** equipment (a **minimum of two types each placement**) used and **date** the initial use of each below:

_____ - _____.

_____ - _____.

_____ - _____.

Document use of technology for research, instruction, and communication. **Describe** the use of technology (a **minimum of two each placement**) and provide the **date** for each below:

_____ - _____.

_____ - _____.

_____ - _____.

- _____ First formal on-site observation conducted by the University Supervisor.
- _____ Second formal on-site observation conducted by the University Supervisor.
- _____ Final grade conference conducted by the University Supervisor.
- _____ Request a “Mid-Point STPP Review” from the Cooperating Teacher mid-placement.
- _____ Complete the unit plan and submit it to the Cooperating Teacher.
- _____ Revise the unit plan according to any recommendations made by the Cooperating Teacher.
- _____ Share the unit plan (after final approval by the Cooperating Teacher) with the University Supervisor during a scheduled visitation.
- _____ Complete the “Teacher Candidate Work Sample” (TCWS) and submit it to the supervisor. **(First placement only.)**
- _____ Complete the three-part “Unit Plan Summary” that contains (1) a brief overview of the unit and its purpose, along with a brief outline of the kinds of activities that were used to carry out instruction and meet goals and objectives, (2) a summary of the lesson critiques written after each lesson was, and (3) a summary of student outcomes (test results, grades of projects, students’ reactions to the unit, etc.) and submit it to the University Supervisor.
- _____ Complete a final self-evaluation using the appropriate “Student Teaching Performance Profile.”

Add the following to the “Resource Materials File” and **date** each item below as it is added to the file:

- _____ File containing lesson plans for lessons that have been taught and have instructional critiques written on them. (May be labeled “Critiqued Lesson Plans” and should be filed according to subjects/classes.)
 - _____ File containing “Cooperating Teacher Critiques” of instruction.
 - _____ File containing “University Supervisor Visitation Reports.”
 - _____ File containing the “Mid-Point STPP Review.”
 - _____ File containing a final “Self Evaluation” using the appropriate “Student Teaching Performance Profile” (STPP).

_____ File containing “Final Grade Conference Materials” (STPPs, Attendance/Grade Forms, and Narratives or Letters of Recommendation from both the University Supervisor and Cooperating Teacher).

Category IV: Professionalism

_____ Meet the school principal or agency administrator and office personnel within the first week of the placement.

_____ Meet other school or agency personnel (faculty and support staff) as early in the placement as possible.

_____ Become familiar with the physical plan of the classroom, school or agency, outdoor environment, and emergency procedures early in the placement.

_____ Obtain information related to the school or agency’s calendar and policy handbooks for teachers and students.

_____ Obtain information related to the school or agency’s policy for taking photographs and videotaping lessons; in particular, find out if permission slips need to be processed to parents/guardians.

_____ Inquire about the school or agency’s policy and notification system for school delays and cancellations.

_____ Obtain information regarding the school or agency’s policy for sending correspondence home to parents/guardians by way of students.

_____ Write an “Introductory Letter to Parents/Guardians and/or Students,” have it approved and initialed by the Cooperating Teacher before distributing it.

Collaborate with professionals. **Describe** each collaboration (a **minimum of one**) and identify the **date** of initial contact for each below:

_____ - _____.

_____ - _____.

_____ Write a “Farewell Letter to Parents/Guardians and/or Students,” have it approved and initialed by the Cooperating Teacher before distributing it.

_____ Add a file for “Correspondence” to the “Resource Materials File” that contains letters to Parents/Guardians/Students and any permission slips for taking photographs or videotaping lessons.

_____ Visit the Career Services website at www.clarion.edu/career for professional planning and job search information, as well as dates of Educational Job Fairs. The Job Search Preparation menu at Career Services provides access to a Job Search Checklist as well as information about resume writing, application letters, references, portfolios, interview preparation, and professional attire.

_____ Research Commonwealth requirements for ethics, certification, and professional development.

_____ Complete the Office of Field Service's required Exit Survey. **(Second placement only.)**

_____ Complete graduation application by September 30th of the fall semester or by February 28th of the spring semester.

_____ If applicable, complete a Student Evaluation of the assigned University Supervisor.

_____ - (Other) _____.

_____ - (Other) _____.

Note: The “Teacher Candidate Professional Performance Worksheet” must be fully completed by the date of the final grade conference and a neat copy of it must be submitted to the University Supervisor during the conference. It will be attached to the “Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice” (PDE-430 form). The “Teacher Candidate Professional Performance Worksheet” represents sources of evidence provided by the Teacher Candidate that were reviewed by the University Supervisor during visitations. These sources of evidence are used to help determine the evaluation results in each of the four categories of the PDE-430 form.

Name: _____ **Date:** _____

Completed: _____

Academic Year: _____

Semester: Fall or Spring (circle one)

Placement: First or Second (circle one)

**Placement: ECH ED / MDL ED / SEC ED
(circle one)**