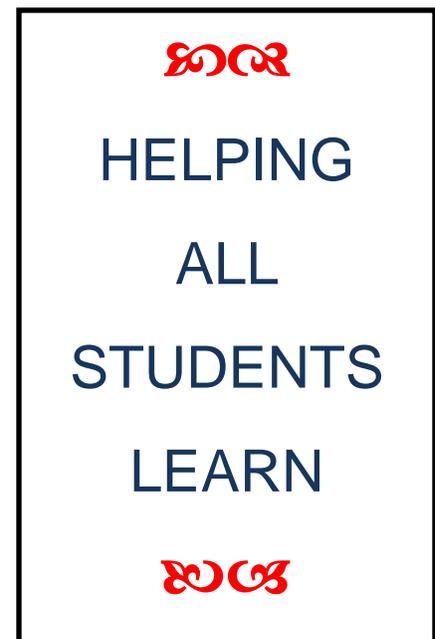


Shippensburg UNIVERSITY



**OFFICE OF FIELD
EXPERIENCES AND
PARTNERSHIPS**

**Handbook
For
Student
Teachers**



PLANNING ASSESSING REFLECTING

<http://www.ship.edu/coehs/>



SHIPPENSBURG UNIVERSITY HANDBOOK FOR STUDENT TEACHERS

Shippensburg University is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, color, religion, national origin, age, sex or handicap. This policy is placed in this document in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 503 and Section 504 of the Rehabilitation Act of 1973. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct equal opportunity inquiries to the Social Equity Office (Title IX and 504 Coordinator), 200 Old Main, Shippensburg University, 1871 Old Main Drive, Shippensburg, PA 17257, call 717-477-1161 or e-mail osestu@ship.edu

In the spirit of this statement, the Office of Field Experiences and Partnerships assures that all students requesting placement in field experiences and/or student teaching will receive equal opportunity for placement regardless of race, color, religion, national origin, ancestry, sex or handicap.

Please be advised, however, that placement in field experiences and student teaching does not guarantee teacher certification or a teaching job upon graduation. All requirements outlined by the Pennsylvania Department of Education (PDE) must be met and an application for a teaching certificate must be completed through the PDE maintained TIMS web site. Shippensburg University is not authorized to issue teaching certificates. The university is authorized only to provide teacher education training through a PDE approved teacher preparation program. All teaching certificates are issued by PDE following PDE requirements and regulations.

FOREWORD

Student Teaching is the capstone experience for pre-service education majors and teacher certification candidates in other major fields.

- ✚ It marks both the **end** of formal undergraduate education and the **beginning** of the challenging, rewarding career of teaching.
- ✚ It is both a **requirement** for instructional certification and a **transition** into membership in the teaching profession.

To all who assist, guide and encourage—thank you for your generosity to this generation of new teachers! Student teachers become *effective teachers* with the support of many skilled and dedicated people.

To all student teachers—thank you for your commitment to the well-being of this generation of students. You have our best regards for a triumphant experience!

**Office of Field Experiences and Partnerships
College of Education and Human Services
Shippen Hall 354
717-477-1487**

www.ship.edu/COEHS/Field_Services/Office_of_Field_Services/

**Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257-2299
www.ship.edu**

**NCATE Accredited Teacher Education Unit
www.ncate.org/tabid/177/Default.aspx?ch=106&state=pa**

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PLAN AHEAD

PRIOR TO STUDENT TEACHING

1. A copy of each of the following forms/documents must be submitted to the Office of Field Experiences and Partnerships prior to the beginning of the Student Teaching semester. You are responsible for the timely procurement and cost of each. You also need to keep the originals in case your school requests to see them. If any of the clearances indicate citations or the TB test indicates “positive”, contact the Office of Field Experiences and Partnerships immediately at dlacke@ship.edu. A copy of the university Background Check Information Sheet is available at <http://www.ship.edu/assets/0/153/1142/1146/6bd06d01-63b6-4608-85c9-edaf86dd387e.pdf>
- Criminal History Check/Act 34 (Form SP4-164) - You must submit a form that is valid through the last day of student teaching. epatch.state.pa.us
- Child Abuse History Clearance/Act 151 (CY 113) - You must submit a form that is valid through the last day of student teaching. www.dpw.state.pa.us
- FBI Federal Criminal History Record - The one used for field experiences is valid as long as you did not “drop out” of Shippensburg for any semester. www.pa.cogentid.com
- Arrest, Conviction, and Certification Form/Act 24_(Form 6004) - You must sign this form at the student teacher orientation meeting at the beginning of the student teaching semester. The form will be provided to you.
- Tuberculin Test - State law makes it mandatory that all student teachers undergo a tuberculosis test and be adjudged free of this disease before beginning student teaching.

The current test is applied by an intradermal injection instead of the older 4 prong Tine test. Since this test requires more time to administer, specific dates are scheduled by Etter Health Clinic. Dates for each year are posted in SPH 214 and at www.ship.edu/COEHS/Field_Services/Office_of_Field_Services/ If a student undergoes TB testing at Etter Health Clinic on days and times other than those scheduled, there will be a \$15 fee applied.

- Professional Liability Insurance - Proof of liability coverage with minimum benefit of \$1,000,000 is required. Professional liability insurance is available through private and corporate policies and professional organizations. Student membership in either of the following organizations includes professional liability insurance. Memberships are optional but the liability insurance is mandatory.

Keystone Teachers Association - www.KEYTA.org

Pennsylvania State Education Association - www.psea.org

2. Payment of tuition and fees must be made by the indicated date on the e-mail from the Registrar's Office. You must complete the registration process in Banner for payment of fees.
3. Graduation application forms and information regarding application deadlines are available at www.ship.edu/Registrar/ You must apply for graduation at the beginning of your final semester.
4. Application for the Pennsylvania Instructional Level I Certificate is now done on line through TIMS - Teacher Information Management System at www.PA-TIMS.com You may begin the application process on or after the first day of the month in which you graduate from Shippensburg University. Please follow all directions very carefully, including payment options.
5. A time commitment to the student teaching assignment of 60-70+ hours per week is not unusual, so plan ahead to manage your professional and personal responsibilities. Juggling works better for experienced performers—not beginners. Keep your priorities in order; otherwise, things may snowball!
6. Be aware that registration in other courses during student teaching is not usually permitted (unless required by your department) because of the demands of this clinical practice. Contact the Office of Field Experiences and Partnerships to determine whether an exception is warranted.
7. Be aware that participation in university athletics and similar activities during student teaching is strongly discouraged because of the demands of this clinical practice. Contact the Office of Field Experiences and Partnerships to determine whether an exception is warranted.
8. Having a job during student teaching is also strongly discouraged, so search for ways to fulfill your financial obligations without being employed. Getting sufficient rest is important for the physical, mental and emotional balance needed to be an effective teacher.
9. Be aware that presentation of yourself as a professional educator includes what you communicate about yourself via email, web and phone. "Stinkeypoo" might be considered a funny, harmless userID or voicemail message for you as a university student. However, a school principal, prospective employer, cooperating teacher, parent or student who emails or phones you the student teacher might have a much different impression. Be proactive—reflect now on potential problems and make changes before problems have a chance to materialize.
10. Make certain that your LiveText account is active. Certain critical requirements during student teaching must be submitted via LiveText.

11. Arrange to meet with your cooperating teacher (CT) if you are in a new placement. Build your CT's confidence in you. Express your appreciation for her/his willingness to mentor you. Share your enthusiasm for the challenges of the up-coming experience. Get a head start—request copies of the curriculum and texts. Prepare to “hit the ground running” on your first day. First impressions are important--what do you want your mentor to remember about you the day after your meeting?
12. Become familiar with the school's community. Even if you think you know the community well already, look for something you hadn't noticed before. Drive around, paying attention to the features--types of industry and businesses, entertainment sites, restaurants, housing, worship centers and medical facilities. Check websites, local newspapers, and other sources of information. Consider the differences in what students know and how they learn because of the diversity within their communities.
13. Become familiar with the school's instructional programs--in the interest of your using best practices and technologies in order to positively impact the academic achievement of all learners. Obtain curriculum guides, textbooks, and other teaching materials. Inquire about particular programs being implemented. Prepare to “hit the ground running” on your first day.
14. Become familiar with your school's faculty and student handbooks and discipline plan--in the interest of your demonstrating qualities that characterize professional conduct in clinical settings.
15. Become familiar with your school's policies about cell phone and Internet use by faculty and students. This includes email and cell phone communication between parents and students, teachers and students, teachers and parents during and after school hours.
16. Become familiar with both school and University policies regarding what constitutes sexual harassment. Be aware that friendly gestures and humorous remarks are sometimes interpreted as improper, unwelcomed overtures—and sometimes they are, indeed, improper. “An ounce of prevention is worth a pound of cure.” Remember, when there is inappropriate behavior between a student and a teacher, the teacher is **always** at fault because of the position of authority he/she holds over the student. During student teaching, you **are** a teacher in this regard.

17. Student teaching is more than your final semester at the university. Student teaching, especially in today's school climate of budget cuts and lay-offs, is really a 16-week professional job interview. Remember that school district officials talk with their counterparts in other districts throughout the region.

ASAP & VERY IMPORTANT

1. Meet with your Cooperating Teacher and University Supervisor to determine the scope and sequence of your responsibilities. Of necessity, this varies with the context and the time. Cooperating teachers, themselves, require more time to establish expectations and procedures in the fall. Spring semester beginnings may coincide with the ending of marking periods. Sometimes, school board policy dictates the roles of cooperating and student teachers. Make certain that you, your Cooperating Teacher and your University Supervisor are on the same page about this!
2. Learn the names of your students and something positive about each one--a basic way to show respect for the diverse needs and talents of all learners and demonstrate your commitment to helping them develop self-efficacy and achieve academic success.
3. Be proactive. Introduce yourself to the teachers, principal, secretaries, librarian, nurse, counselor, custodian, and cafeteria staff. All are rooting for you but that is easier if they know exactly who you are and who you are working with.
4. Know your way around the building(s)--fire exits, offices, cafeteria, auditorium, library, computer labs, rest rooms, stairways, and the like.

REMEMBER

Student teaching is an *immersion experience*—an everyday, all-day field-based semester of guided teaching amidst countless planned and unexpected events. Schools expect your participation in the classroom to enhance, not impede, student learning. Your goal, as a teacher, is to have a positive impact on the learning of all your students. Thus, the locus of your focus must shift from your own learning as a university student to your students' learning.

Assisting you with this transformation are many professional colleagues, including your cooperating teacher and university supervisor. All will be rooting for your success. The learning curve is steep--a mere four months. At the end, you will be amazed by how much you learned and have grown in professional stature!

You don't, however, enter this experience as a complete novice. You take with you a vast array of diverse knowledge, skills and understandings from your past and present. You have reason to be confident. Intend to give as much as you hope to receive.

POLICIES AND PROCEDURES

Attendance

Student teaching is a fulltime, immersion experience. You are expected to report to your assigned school every day that your assigned school is in session.

- Attend faculty meetings, parent-teacher conferences (with the parent's permission), professional development workshops and all other meetings intended for teachers in your building.
- Your arrival and departure times are the same as those required for the regular faculty. You might find it advantageous to arrive earlier and stay later.
- You are allotted no personal days or sick days.
- Notify your cooperating teacher, university supervisor and school office when you cannot report to school or perform your assigned duties. If you are scheduled to teach on a day you miss, you **must** provide plans for the time you need to be away.
- Absences are excused only for serious illness, a death in the family and professional conference attendance.
- Requests for an absence due to attending a professional conference must be cleared well in advance. You must arrange coverage for your responsibilities.
- An accumulation of more than four (4) days of excused absences may necessitate an extension of your student teaching assignment.
- In case of a lengthy absence, contact the Office of Field Experiences and Partnerships. Anticipate that an extension of your assignment may be necessary.
- Given the expectations for student teaching, unexcused absences reflect inappropriate professional conduct and have serious consequences.

Attire, Appearance and Presentation of Self

Professional attire, appearance and communication are expected. Presentation of self includes what you communicate via your choice of userIDs, URLs, voicemail messages and vocabulary. If in doubt about what is appropriate, check with your cooperating teacher and/or building principal or contact your university supervisor.

Books, Materials and Supplies

Remember to return all borrowed materials. Lost materials may require compensation. University grades cannot be released unless all materials have been returned.

Family Educational Rights and Privacy Act (FERPA)

Maintaining confidentiality of student records is an important responsibility for teachers. You should have a working knowledge of FERPA, a Federal law that protects the privacy of student education records and gives parents certain rights with respect to their children's records. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Harassment and Threats

You should report immediately any perceived forms of threat or harassment. The source of the perceived threat will determine to whom you should report first: your Cooperating Teacher, Building Principal, University Supervisor and/or Director of Field Experiences and Partnerships. Familiarize yourself with the school district's policies regarding harassment.

Professional Organizations and Publications

You are encouraged to join a professional organization and subscribe to a publication in your field of study as ways to keep up-to-date with current research and classroom applications. Publications are often included with membership fees. Some organizations have special offers for college students/pre-service teachers. Check with your cooperating teacher and University faculty for additional suggestions.

Association for Middle Level Education (AMLE)	www.amle.org
National Business Education Association. (NBEA)	www.nbea.org/
American Council on Teaching of Foreign Languages (ACTFL)	www.actfl.org
Association for Childhood Education International (ACEI)	www.acei.org
Council for Exceptional Children (CEC)	www.cec.sped.org
International Reading Association (IRA)	www.reading.org
National Art Education Association (NAEA)	www.naea-reston.org
National Association for the Education of Young Children (NAEYC)	www.naeyc.org
National Council for Social Studies (NCSS)	www.ncss.org
National Council of Teachers of Mathematics (NCTM)	www.nctm.org
National Council of Teachers of English (NCTE)	www.ncte.org
National Science Teachers Association (NSTA)	www.nsta.org
PA Association of Arts Educators (PAEA)	www.paea.org
PA Association for the Education of Young Children (PAEYC)	www.pennaeyc.org
PA Business Ed Association (PBEA)	www.pbea.info
PA Association for Middle Level Education (PMALE)	www.pamle.org
Pennsylvania Science Teachers Association (PSTA)	www.pascience.org

Registration in Other Courses

Student teaching is a full-time academic load. Student teachers are usually not permitted to take other courses unless the specific program of study includes an additional course. Permission to exceed 15 credits is granted selectively, only after a careful review of the student's academic record and conferring with the academic advisor and the Dean's Office. If you believe your situation warrants consideration, make an appointment with the Associate Dean of the College of Education and Human Services.

Strikes and Walkouts

If your cooperating school operations are interrupted by any labor-management disputes--such as strikes, sit-ins, demonstrations, riots, and walkouts, the University will excuse you from attendance. If school does not resume within a reasonable amount of time, you will be reassigned to another district. You should notify your University Supervisor and the Office of Field Experiences and Partnerships if such emergencies occur or if discussions of such activities begin. ***Under no circumstances should you participate in any way in any labor-management dispute.***

Varsity Athletics and Other Campus Activities

You are expected to devote the greater part of your time and energy to your teaching responsibilities. Consequently, your participation in University activities is strongly discouraged if participation requires early dismissal from school. Special requests should be cleared with the following three individuals: your Cooperating Teacher, your University Supervisor and the Director of Field Experiences and Partnerships.

CERTIFICATION

- 1) The Pennsylvania Department of Education (PDE) has initiated an on-line application process for teacher certification known as the Teacher Information Management System or TIMS. It can be accessed at www.PA-TIMS.com
- 2) Beginning on the first day of the month in which you are scheduled to graduate, you may create an account in the TIMS system, CAREFULLY complete the application process, and pay the required fee electronically. The TIMS system explains the procedures to follow to meet all of the listed requirements.
- 3) After all requirements and obligations at Shippensburg University have been met - including GPA, PRAXIS and/or PECT certification scores, and degree conferral - the Dean's office will verify through the TIMS web site that you have met all PDE requirements and you will be recommended for a teaching certificate. Your application will then be processed by PDE.
- 4) Following a satisfactory PDE review of your application, your certificate will be issued. You will NOT receive a paper copy. You will need to print your own copy of your certificate from the TIMS web site. *Personnel from Shippensburg University and the Pennsylvania Department of Education (PDE) will process your application as quickly as possible. **You can expedite the process by completing the on-line application form in a timely manner.***
- 5) Remember - Certification is a PDE issue. Do not call Shippensburg University with questions about your teaching certificate. Contact PDE directly.

CAUTIONS....

Coursework completed at another institution: Official transcripts are required for any coursework completed at another institution anytime during your tenure at SU. Your completed application cannot be verified to PDE through TIMS until an official transcript(s) from the other institution(s) has/have been received at SU.

Incomplete grades: All incomplete grades (I) must be removed from your record and a final grade recorded with the Registrar's Office.

All charges and outstanding fees owed to the University: Must be paid in full.

Certification (Praxis and/or PECT) test scores: Must be verified by PDE on the TIMS system. If you have taken PRAXIS tests in another state, make sure that your scores have been sent to PDE. Test scores are not always received at the University or PDE at the same time they are received by the applicant. PDE will not accept copies of test scores from Shippensburg University. If PDE requests test scores, you must order them directly from ETS or Pearson.

PROFESSIONALISM

The hallmarks of a “profession” are (1) ethical commitment; (2) shared knowledge; and (3) standards of practice. When you become a professional educator in Pennsylvania, you are expected to abide by Chapter 235: Code of Professional Practice and Conduct for Educators in Pennsylvania. Student teachers are considered professional educators under this code. The complete code of conduct can be found at the following web site: http://www.portal.state.pa.us/portal/server.pt/community/guidelines%2C_policies%2C_complaint_forms%2C_reports_and_related_documents_/8850

Some excerpts are included below.

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:

- (4) . . . exhibit consistent and equitable treatments 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 vocation interest. This list of bases of discrimination is not all-inclusive.
- (5) . . . 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) . . . impart to their students principles of good citizenship and societal responsibility.
- (7) . . . 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) . . . be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) . . . 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) . . . 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.

DISPOSITIONS

Dispositions are made visible by behaviors! Make your professional dispositions visible by:

- Fulfilling the University requirements for this clinical practice as detailed in this Student Teaching Handbook and the student teaching syllabus.
- Assuming primary responsibility for your progress.
- Maintaining on-going communications with your University Supervisor and Cooperating Teacher. Be proactive in addressing questions, concerns, uncertainties and potential problems.
- Establishing positive working relationships with school district personnel, including secretarial, custodial, cafeteria, counseling and nursing staff.
- Learning and adhering to the policies, regulations, and disciplinary codes of the school to which you have been assigned.
- Presenting yourself professionally at all times--including attire, conduct and “vocabulary” during the school day and extracurricular activities; personal web space; email and voicemail messages. If in doubt, discuss with your building principal and cooperating teacher what is considered appropriate for your particular assignment.
- Accepting and completing school assignments gracefully and competently as you perform the same teaching and non-teaching responsibilities as your cooperating teacher, including attendance at faculty meetings, parent-teacher conferences, and in-service professional development activities.
- Observing and learning from teachers in other grade levels and content areas. Take advantage of the wealth of ideas, knowledge and experience surrounding you.
- Inviting constructive feedback; for example, ask the principal to observe and critique your teaching or an activity you’ve planned.
- Being willing to “go that extra mile.”
- Taking time to thank those who help you in the many, varied ways that you need assistance.

ASSESSMENT DAY

A PROFESSIONAL DEVELOPMENT ACTIVITY

Assessment Day involves only K-12, 4-8, and 7-12 certification student teacher candidates.

Assessment Day is an opportunity for student teachers to present their Impact on Student Learning projects (see student teaching syllabus for specific details about that assignment) in a format that simulates professional learning communities. In a professional learning community, teaching colleagues share classroom instructional practices and assessment data and offer each other constructive feedback that helps address specific learning needs.

On Assessment Day, student teachers will present to their colleagues in a round table format. Each student teacher will be given a specific amount of time in which to present his/her findings, describe the interventions, the results, the successes and failures and the growth in learning he/she experienced during the project. Student teachers shall prepare charts, graphs, tables or whatever is needed to give their audience the background needed for discussion. Computers may be used as part of the presentation but they are not required. All student teachers will be required to present and listen to all other presenters within their group. Student teachers will be required to engage in discussion and complete the participation guide for every presentation in their group.

Each presentation will address the following areas:

- Alignment with Instructional Plan's Learning Goals
- Interpretation of Data
- Evidence of Student Learning
- Interpretation of Student Learning
- Insights on Effective Instruction and Assessment
- Implications for future teaching

Warning: If a student teacher plans to use technology during Assessment Day, the student teacher must bring his/her own computer. There will be no access to electrical outlets for power or charging and there will be no screens for presentations.

SUGGESTED TIMELINES

Details will vary with the context and district policy--and if prior field experience occurred in the same setting. Schools expect your participation in the classroom to enhance student learning. Consequently, collaboration will ensure decisions that benefit your students, your CT and you.

Two 8-week Experiences

- Weeks 1 - 2** Get to know schedules, routines, names, and curricula. Observe (with a focus) cooperating teacher and other building teachers. Assist with activities as the cooperating teacher (CT) leads. With CT's guidance, plan to teach several lessons by Week 2. In discussion with and approval of CT and university supervisor (US), choose a unit that you will develop and teach during weeks 5-7 and decide how your Impact on Student Learning assignment will be implemented. Review PA Standards.
- Weeks 3 - 4** With guidance and approval of your CT and US, assume increasing instructional responsibilities. Video tape a lesson, if possible; critique; and determine ways to improve and/or change the outcomes.
- Weeks 5 - 6** Take the lead in planning, teaching and assessing. The specifics—what, when, how and how much—should be a collaborative decision between you, your CT and US. Implement your unit plan. *First Experience Only*. Prepare for Assessment Day.
- Weeks 7 - 8** *First experience*: CT gradually resumes the lead role as you complete assignments and assessments and prepare yourself for the next eight-week assignment.
Second experience: Complete University assignments, LiveText submissions, assessments and Exit Questionnaire; apply in TIMS for your teaching certificate; prepare resume; begin job search; prepare and submit applications.

One 16- Week Experience

- Weeks 1- 3** Same as Weeks 1-2 above, plus: Identify action research topic, if part of your plan.
- Weeks 4- 6** Same as Weeks 3-4 above, plus: Gather data or work on action research project.
- Weeks 7- 9** Same as Weeks 5-6 above.
- Weeks 10-12** Develop a second unit, continue with research project, Impact on Student Learning Assignment or other assignments required by CT and/or US.
- Weeks 13-16** Same as Weeks 7-8 above, plus: Complete research project, if applicable; observe in other classrooms.

WHAT IF

MY PLACEMENT IS NOT SATISFACTORY

1. Changes in the student teaching placement are made only after consultation with the local school officials (principal and cooperating teacher), the university supervisor, and the Director of Field Experiences and Partnerships.
2. Changes will only be considered for the following reasons:
 - a. Cooperating teacher, principal, or district office requests that the student be removed from the classroom for any reason
 - b. Student teacher is facing a potential legally defined harassment situation (refer to http://www.ship.edu/Social_Equity/Social_Equity_Policies/).
 - c. Student teacher is not performing satisfactorily as a student teacher.
3. If the student, as documented by the university supervisor, is performing satisfactorily and the reasons for the removal request are beyond the student teacher's control, a new placement will be provided so that the student teaching experience can be completed. (This applies only to 2a and 2b above.) Only one such change will be made in a given semester.
4. If the student, as documented by the university supervisor, is not performing satisfactorily (item 2c above), no new placement will be provided during the current semester. A completion plan will be worked out in conjunction with the associate dean of the appropriate college for the student to:
 - a. Withdraw from the course and pursue other academic options which may include additional academic and/or field work leading to another student teaching placement in a later semester.
 - b. Withdraw from the teacher certification program and complete all degree requirements through an alternative set of coursework.
 - c. Withdraw from the university and pursue other non-academic options.
5. Students who attempt to change or terminate their student teaching assignment without following the procedures outlined above will most likely earn an "F" in student teaching for the current semester.

MY CERTIFICATION TESTS ARE NOT PASSED

1. It is University policy that all students are expected to have passed all certification tests (Praxis and/or PECT) before the student teaching semester begins. However, passing PDE certification tests is not currently a Shippensburg University graduation requirement.
2. With approval from the Director of Field Experiences and Partnerships, students may be allowed to complete student teaching (and thereby be eligible for graduation) before all certification tests have been passed.
3. However, under no circumstances will PDE complete an application for teacher certification until all certification tests have been taken and successfully passed.

COOPERATING TEACHER (CT)

TRAINING

Cooperating teachers (co-ops) are a key part of the professional development of pre-service teachers. As expectations for teachers have been changed and expanded in recent years, the role of the cooperating teacher has also expanded. To assist co-ops in becoming outstanding mentors and cooperating teachers, Shippensburg University is developing an on-line training program for cooperating teachers. This webinar and accompanying resource materials will be available during the fall 2013 semester. Announcements will be sent to all co-ops as soon as it is ready. We encourage all cooperating teachers, both new and experienced ones, to review the materials for helpful pointers, reminders, and hints for becoming the best co-op possible.

NEW PDE EVALUATION SYSTEM

Shippensburg University is aware that PDE is holding teachers more and more accountable for student learning. This requires that cooperating teachers and student teachers must work together as a team to enhance student learning instead of either one trying to meet PDE demands alone. We are, therefore, highly recommending that the various strategies of the co-teaching model listed below be employed by co-ops and student teachers so that all students in the classroom benefit from the experience.

We believe it is important that each student teacher have complete control of the classroom for extended periods of time to ensure the student teaching experience is as authentic a teaching experience as possible. However, during these times, the student teacher does NOT have to be responsible for 100% of the students. We encourage co-ops to use these periods of time to pull out individual or small groups of students who can benefit from extended time working more extensively with the teacher in a tutoring/ remediation type of setting.

CO-TEACHING STRATEGIES

(based on the Teacher Quality Enhancement program at St Cloud (MN) State University)

While the term co-teaching is being used in a variety of ways, we define co-teaching as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

Co-teaching is NOT:

- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers' lounge
- One person teaching while the other sits and watches
- When one person's ideas prevail regarding what will be taught and how it will be taught
- Someone is simply assigned to act as a tutor

Effective co-teaching includes the following strategies:

One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the cooperating teacher could take on both roles.

One Teach, One Assist is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

Station Teaching occurs when the Co-Teaching pair divides the instructional content into parts –Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often independent stations will be used along with the teacher led stations.

In the **Parallel Teaching** approach, each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student to teacher ratio.

The **Supplemental Teaching** strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

Alternative or Differentiated Teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Team Teaching incorporates well planned, team taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

There is no hierarchical order for implementing these strategies – pairs are asked to determine where, within the curriculum or daily schedule, the various strategies would best fit. Strategies can be used individually or in combination. The goal of co-teaching is to find ways to keep both teachers actively engaged with students and their learning. Although pairs may combine strategies to best meet student needs, it is best to begin by defining each strategy – establishing a common language. Once both the cooperating teacher and teacher candidate have an understanding of the benefits of each strategy, they can be combined as the participants see fit.

BASICS

- ✚ Acquaint the Student Teacher (ST) with the school community and facilities.
- ✚ Expect the ST to be an integral part of the school community, not a bystander.
- ✚ Prepare your own students in advance and set expectations for their interactions with the ST.
- ✚ Orient the ST to routine tasks and classroom rules, organization, and management.
- ✚ Provide a desk or workspace and secure place for personal effects.
- ✚ Provide and/or suggest textbooks, curriculum guides, instructional materials, resources, supplies, and equipment.
- ✚ Negotiate the conditions through which the ST fulfills both University and school requirements.

MENTORING

- ✚ Advise the planning phase of instructional activities and materials development.
- ✚ Expect written plans to be submitted in advance with sufficient time for them to be modified by the ST, if necessary.
- ✚ Collaborate with the ST and University Supervisor (US) concerning how to plan and implement University required assignments.
- ✚ Model effective instructional practices; appropriate assessments of student performance; and grading procedures.
- ✚ Provide continuous support, conferences, and feedback opportunities. Document these activities on the weekly reflection sheet (p. 32*).
- ✚ Encourage reflection: Why didn't that work? What would you do differently next time? Why did that work better this time? If this happens, what could you do?
- ✚ Suggest foci for observing your methods, e.g., "Pay close attention to the way. . . ." or "Watch for Sue's reaction to. . . ."
- ✚ Share opportunities for observation and/or participation in school activities. This might also include observing once or twice in other classrooms in your building.
- ✚ Promote personal and professional growth.

ASSESSING

- ✚ Formative Assessments: Provide on-going, specific feedback. Choose ways that best suit your context and your relationship. Written notes of this feedback are strongly suggested, especially if the student teacher is demonstrating major areas of weakness that might need to be addressed later.
- ✚ Summative Assessments for 8-Week Placements
 - Complete Mid-Term Evaluation Form (p. 33-34)* during the 4th week. Send to Office of Field Experiences and Partnerships upon completion. Also, please include a copy of the Record of Absences (p. 35*)
 - Complete Final Evaluation Form (p. 33-34)* during 7th or 8th week. Send to Office of Field Experiences and Partnerships upon completion. Also, please include a copy of the Record of Absences (p. 35*)
 - Complete and submit ASAP a typed recommendation letter* on the form provided by the Office of Field Experiences and Partnerships.

*Forms are also available on-line at http://www.ship.edu/COEHS/Field_Services/Forms/

- For the 2nd half of split placements only: Complete on-line: *Assessment of Teacher Candidate Professional Dispositions in Clinical Settings*. You will receive an email from **Ship Admin** with the subject line, **LiveText Form Invitation**. Click on the link provided, complete the electronic form and click “submit.”

✚ Summative Assessments for 16-Week Placements

- Complete Mid-term Evaluation Form (p. 33-34)* at end of 7th or 8th week. Send to Office of Field Experiences and Partnerships upon completion.
- Complete Final Evaluation Form (p. 33-34)* during last two weeks of assignment. Send to Office of Field Experiences and Partnerships upon completion.
- Complete and submit ASAP a typed recommendation letter* on the form provided by the Office of Field Experiences and Partnerships.
- Complete on-line: *Assessment of Teacher Candidate Professional Dispositions in Clinical Settings*. You will receive an email from **Ship Admin** with the subject line, **LiveText Form Invitation**. Click on the link provided, complete the electronic form and click “submit.”

Assessments	8-week Experience	16-week experience
Formative	Ongoing	Ongoing
Mid-term Record of ST Absences	4 th week	8 th week
End-term Record of ST Absences	8 th week	16 th week
Mid-term Evaluation form*	4 th week	7 th or 8 th week
Final Evaluation Form*	7 th or 8 th week	15 th or 16 th week
Professional Dispositions Assessment (LiveText)	6 th or 7 th week of 2 nd half of split placement.	14 th - 15 th week
Recommendation letter*	8 th week	16 th week

*Forms are also available on-line at http://www.ship.edu/COEHS/Field_Services/Forms/

All forms (except LiveText) are to be returned as they are completed to Donna Ackelsberg, College of Education and Human Services, 1871 Old Main Drive, Shippensburg, PA 17257-2299.

UNIVERSITY SUPERVISOR (US)

BASICS

- ✚ Provide the Student Teacher (ST) with a syllabus detailing specific instructions, assessment criteria and timelines for required assignments and activities.
- ✚ Provide Cooperating Teacher (CT) with relevant materials and information.
- ✚ Collaborate with the ST and CT concerning the conditions by which the ST can fulfill both University and school requirements.
- ✚ Visit at least four (4) times during the semester, in addition to a suggested introductory visit. Each visit should include at least 40-60 minutes (or a complete class period) observing the ST actually teaching. More visits and/or observations may be necessary if concerns arise.
- ✚ Maintain on-going communication with the ST and CT.
- ✚ Participate in 3-way conferences after each observation if at all possible—and when necessary.
- ✚ Observe and assess the ST at work and provide specific constructive feedback.
- ✚ Provide professional development sessions for your ST cohort as a group.
 - Announce times and locations early in the semester.
 - Announce the purpose of each of the sessions.
- ✚ Complete at least 2 copies of the Shippensburg University classroom observation form (p. 38)*. Other department forms may be completed as determined by your academic department.
- ✚ At mid-term and end-term for each placement, complete and submit, with requisite signatures, the **Pennsylvania Statewide Evaluation Form for Student Knowledge and Practice - PDE 430** (p. 39-43)*.
- ✚ **Complete Letter of Recommendation for all student teachers within two weeks of the last day of the student teaching assignment.**
- ✚ Determine and assign the final grade. Submit grades on-line and also send a copy to Donna in the Office of Field Experiences and Partnerships.

SUPERVISING

- ✚ Document, document, document!
- ✚ Reinforce your support with a visit during the early weeks.
- ✚ Meet with the cooperating teacher and student teacher as often as possible.
- ✚ Provide specific, objective feedback. Identify areas of instructional strengths and provide suggestions for improvement and expansion. Do this in writing, especially if there are serious areas of weakness.
- ✚ Review and give feedback about lesson plans and teaching notebook(s); check for alignment with standards.
- ✚ Shortly before completing both the mid-term and final PDE 430 forms, conduct a formal observation and post-observation conference.
- ✚ When problems and concerns arise, confer with the appropriate parties—student teacher; cooperating teacher; building principal; Director of Field Experiences and Partnerships.

*Forms are also available on-line at http://www.ship.edu/COEHS/Field_Services/Forms/

ASSESSING

- ✚ Conduct the required assessments, including the following posted on *LiveText*:
 - The Impact on Student Learning Assignment
 - The PDE 430 portfolio (Student Professional Knowledge and Practice)
 - The Assessment of Teacher Candidate Dispositions in Clinical Settings
 - PDE 430 summaries at midterm and end-term
- ✚ Assess other requirements specific to your cohort and/or certification program.
- ✚ Complete at least two copies of the Ship observation report (p. 38)* during the student teaching assignment. Send to Office of Field Experiences and Partnerships upon completion.
- ✚ Complete PDE 430 evaluation (p. 39-43)* at mid-term and end-of-term. Send to Office of Field Experiences and Partnerships upon completion.
- ✚ **Complete a recommendation form within two weeks of the conclusion of the student teaching experience. Send to Office of Field Experiences and Partnerships upon completion.**
- ✚ Determine and submit the final grade through the University on-line grading system.
- ✚ Complete and submit a copy of final grades to the Office of Field Experiences and Partnerships using the form in your US packet.

ADVISING

- ✚ Promote personal and professional growth by sharing information about continuing education, workshops, publications, organizations and emerging issues.
- ✚ Provide critical feedback for continued professional development.
- ✚ Offer suggestions for improvement of lessons and support the student teacher in taking risks to implement new methods of instruction.
- ✚ Assist with exploration of career opportunities.
- ✚ Provide follow-up assistance to graduates.

*Forms are also available on-line at http://www.ship.edu/COEHS/Field_Services/Forms/

All forms (except LiveText) are to be returned as they are completed to Donna Ackelsberg, College of Education and Human Services, 1871 Old Main Drive, Shippensburg, PA 17257-2299. On campus, forms may drop them off in SPH 354.

Mileage reimbursement forms should be submitted by the 15th of each month for the previous month (September report by October 15, etc.). Reimbursement forms submitted more than 15 days late might not be paid.

APPENDICES

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SHIPPENSBURG UNIVERSITY
OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS

**STUDENT TEACHER
WEEKLY REFLECTION**

Name _____ Friday's Date _____ ***** **Submit to University Supervisor**

✚ ***My most successful teaching experience this week was:***

What contributed to my success?

✚ ***My least successful teaching experience this week was:***

What contributed to my lack of success?

What could I do differently to improve this teaching experience?

✚ ***My goal(s) for next week will be to***

ADVICE FROM SOME SEASONED TEACHERS

Source: Dr. K. P. McFarland's Cooperating Teachers

DISCLAIMER: *This advice does not represent the opinions of all cooperating teachers. Each person views a situation through her or his own perceptive lens—and that lens is shaped by many factors including prior experiences. However, there is a seed of wisdom imbedded in each bit of advice; look for that seed, seek the opinion of your own cooperating teacher, and reflect upon its meaning for you. Reflect continuously upon your own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.*

1. Take your vitamins and try to get eight hours of sleep each night. Get a supply of hand sanitizer and use often!
2. You will never work so hard. Doing this job requires more time than you imagine—to reflect, to plan, to grade, to trouble-shoot and to learn to juggle five pins. If you're not willing to put in the time, find another profession. (Paraphrase from Stover and Fegan)
3. You need to make several mistakes every day. How else are you going to learn?
4. Be prompt and prepared for each day. Make sure you arrive 30 minutes before the first bell and leave only when all is well prepared for the next day. Remember Murphy's Law—Copy machines break down when you need them most--at the last minute!
5. Organization and well-prepared lessons cut down on most problems that you encounter—including discipline.
6. Preparation, preparation, preparation will be needed for the novice teacher. (In the beginning, you may want to practice your lessons in front of the bathroom mirror. No kidding!)
7. Create detailed lesson plans--including the questions you will ask. The extra effort will really show. Also, collect materials from everywhere and make curricular decisions based on mountains of relevant materials.
8. Do not teach using a lecture style as you received too often. Today's students have different needs. Break down each lesson into mini-lessons and change activities every 10-15 minutes. You need ACTIVE lessons that snap along. One way to do this is to address as many learning styles as you can in your lessons to reach a wider audience.

9. Make notes on the back of your lesson plans after each period while in the classroom. This will help you remember ideas, routines, techniques and student needs.
10. Try not to sweat the small stuff in class. Ignore trivial comments from students if such comments do not get in the way of the learning environment.
11. Be firm, particularly during your first two weeks in the classroom. You need to be a strong enforcer of discipline from the very first day. Remember, students need consistency when you administer discipline. (This may be one of the biggest challenges during the student teaching semester.) Ask your cooperating teacher whether you can (1) design your own classroom management policy or (2) need to adhere to the policy that already exists.
12. Always consult with the cooperating teacher on any actions to be taken for severe discipline problems as well as general classroom problems. They shoulder the responsibility of the classroom; therefore, they are held responsible for any mishap.
13. During parent conferences you need to be a listener, not a participant, unless comments are requested by your cooperating teacher.
14. It is important that you have your best foot forward at all times. Be careful to listen more than speak in the faculty workroom. All comments need to be professional, i.e., devoid of discussions about students, school gossip, and complaints. Furthermore, faculty members and staff should be addressed using professional names. Practice confidentiality by not discussing or using students' names in the cafeteria, classroom or hallways.
15. Dressing professionally helps widen the age gap between you and your students, for example, ties for men. Ladies, be aware of skirt lengths and "revealing" fashions that distract student attention from the instructional program or send "mixed" messages. When in doubt, ask for advice from school faculty or the principal. "Better safe than sorry." On school "dress down days" or casual Fridays, follow the lead of your cooperating teacher. Even on those days it is better to be "overdressed" than to appear to be too casual.
16. Contact with students should be professional at all times, including email exchanges, extracurricular activities, and encounters in the community. Be friendly—but not a friend.

SAMPLE RESUME

JOHN DOE
Contact Address
Phone
E-Mail

CERTIFICATION English Education, Secondary, State of XA

EDUCATION *B.S. Degree*, Your State University, May 2012
G.P.A. 3.6/4.0
Major: English Education
Minor: Spanish

A.A. Degree, Great Land Community College, May 2010
Major: Pre-education

EXPERIENCE *Great High School*, Great City, PA, Spring 2012
Student Teaching: 10th grade English. Four English classes; one journalism class; one drama class. Eleven weeks as co-teacher; Five weeks as lead teacher. Co-directed all-school musical. Co-advised school newspaper.

Wonderful Middle School, Wonderful City, PA Fall 2011
Senior practicum experience: 8th grade language arts team. Taught language arts three hours per week for 12 weeks. Assisted with Spanish Club.

All-American School, Americus, PA Spring 2011
Junior practicum experience (40 hours): 7th grade team.
Tutored ESL students in language arts and reading.

RELATED EXPERIENCE *Hometown Summer Camp*. Summers 2009 and 2010
Developed and taught crafts for 10-year-olds; provided parent orientation on Opening Days; assisted director with parent volunteer schedule
“America Reads” volunteer tutor. 2008-2009
US School for Veterans’ Children tutor. 2009

MEMBERSHIP/AWARDS

National Council of Teachers of English Student Member,
2010-2012
Kappa Delta Pi Member. 2010-2012
Alpha Theta Rho President's Scholarship Recipient, 2011
Great Land Community College "Volunteer of the Semester Award", Fall 2009

REFERENCES

Dr. E. N. Glish, University Supervisor
212 Shakespeare Hall
Your State University
Great State, XA 00000
123-456-7890

Mr. J. R. Nalist, Cooperating Teacher
Great High School
Great City, XA 00000
123-567-8910

Dr. K. O. Leader, High School Principal
Great High School
Great City, XA 00000
123-567-9101

Ms. Grae T. Books, America Reads Coordinator
400 Walden Hall
Your State University
Great State, XA 00000
123-456-6895

Check here for more about resumes . . .

http://www.ship.edu/Career/Resume_Tips_and_Strategies/

INTERVIEW TIPS

PRIOR TO THE INTERVIEW

- + Develop a critical information sheet. Gather information about each district to which you apply.
- + Referring to your critical information sheets, write individualized cover letters for each district or prospective employer. Keep copies for your own file.
- + Prepare a professional resume to include with individualized cover letters to prospective employers.
 - Use laser quality printer.
 - Double check for correct spelling and grammar usage.
 - Include extracurricular activities you would be willing to assist with, direct, or coach
 - List only references who have consented to serve.
- + Procure current copies of all pertinent documents: certification(s), resume, Act 34 Criminal History clearance, Act 151 Child Abuse Clearance, FBI clearance, TB test, relevant medical reports, etc.
- + Develop a "Portfolio of Your Best", including lesson and unit plans; assessments and analyses; pictures of classroom activities; and journals.
- + Select a professional outfit. Seek professional advice or approval.
- + Review the assessments and assignments from your student teaching experience-- PDE 430; cooperating teacher assessments and comments; professional dispositions; "impact on student learning" assignment; exit survey; letters of recommendation. These provide a comprehensive picture of your professional competencies.
- + Practice answering anticipated questions about your perspectives and experiences concerning assessment, instructional strategies, standards, standardized testing, discipline, grading, parental involvement, diversity, inclusion, extracurricular activities, etc.
- + Review professional journals. Be conversant about current "hot topics."

DURING THE INTERVIEW

- + Be at least 15-20 minutes early for the appointment
- + Be courteous to everyone you meet.
- + Be professional, tactful and honest.
- + Remain calm and confident in your competencies and experiences.
- + Be yourself. Relax and enjoy!

- ✚ Think positively--even when you don't know "the answer."
- ✚ Thank the interviewer for the opportunity to meet.
- ✚ Your warm smile and firm handshake will be appreciated by all!

Following the interview

- ✚ Send a thank-you letter to the interview team.
- ✚ Reflect upon the interview—the positive aspects, and negative, if any; what you will do to prepare for another interview; how you feel about working there.
- ✚ Keep sending out letters of inquiry and resumes.
- ✚ Keep in contact with your university supervisor, cooperating teacher, and other school district personnel.
- ✚ Be willing to volunteer your services to a district.
- ✚ Continue to remain positive and persistent.
- ✚ Be flexible and open to new possibilities and opportunities.
- ✚ Never say "never."

Check here for more about interviews . . .

http://www.ship.edu/Career/Interviewing_Tips_and_Strategies/

APPENDICES

COOPERATING TEACHER

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SHIPPENSBURG UNIVERSITY
OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS
Shippensburg, Pennsylvania 17257
Telephone 717-477-1487

COOPERATING TEACHER'S WEEKLY REFLECTION
OF
STUDENT TEACHER PERFORMANCE

TO Student Teacher _____

FROM Cooperating Teacher _____

DATE Friday _____

Your most successful teaching experience this week was:

Your least successful teaching experience was:

My suggestions for improvement are:

Conference outcomes; Specific goal(s) for next week are:

Student Teacher Name _____

Assigned School _____

Cooperating Teacher _____

Grade Level / Subject _____

Dates of Reported Student Teaching _____

Teacher Phone Number _____

E-mail _____

Please rate the student teacher's performance as it applies to the following domains, and then make a general comment on each domain.

0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary

CATEGORY I: PLANNING AND PREPARATION	0	1	2	3
A. Demonstrating Knowledge of Content and Pedagogy (knowledge of content, of relevant connections, of content-related pedagogy)				
B. Demonstrating Knowledge of Students (characteristics of age group, students' varied approaches to learning, skills and knowledge, interest and cultural heritage; knowledge of educational psychological principles of development)				
C. Addressing Pennsylvania's K-12 Academic Standards (inclusion in lesson planning, appropriateness)				
D. Demonstrating Knowledge of Resources (from various sources—school, district, community; technology resources)				
E. Setting Instructional Goals and Designing Coherent Instruction (learning activities, instructional materials and resources, grouping, lesson and unit structure; adaptation to student needs; incorporation of technology)				
F. Assessing Student Learning (consistence with instructional goals, criteria and standards, variety of methods, use for planning)				
Comments About Category I: Planning and Preparation				
0=Unsatisfactory 1=Satisfactory 2=Superior 3=Exemplary				
CATEGORY II: THE CLASSROOM ENVIRONMENT	0	1	2	3
A. Creating an Environment of Respect and Rapport (interaction with students, promoting student interaction; equitable learning opportunities for students)				
B. Establishing a Culture for Learning (importance of the content, student pride in work, high expectations for learning and achievement; active student participation)				
C. Managing Classroom Procedures (instructional groups, transitions, routines, materials and supplies, non-instructional duties; little or no loss in instructional time for classroom routines)				
D. Managing Student Behavior (communicating expectations, monitoring of student behavior, responding appropriately to student misbehavior with a hierarchy of approaches)				
E. Organizing Physical Space (safety and arrangement of furniture, accessibility to learning and use of resources)				
Comments about Category II: The Classroom Environment				

0=Unsatisfactory 1=Satisfactory 2=Superior 3=Exemplary

0=Unsatisfactory 1=Satisfactory 2=Superior 3=Exemplary				
CATEGORY III: INSTRUCTIONAL DELIVERY	0	1	2	3
A. Communicating Clearly and Accurately (directions and procedures, oral and written language; use of voice; goals and expectations clearly expressed)				
B. Using Questioning and Discussion Techniques (quality of questions, discussion techniques, student participation)				
C. Engaging Students in Learning (representations of content, variety of activities and assignments, grouping of students, instructional materials and resources, structure and pacing, effective use of instructional time)				
D. Providing Feedback to Students (quality: accurate, constructive, and specific; timeliness; informal and formal assessment)				
E. Demonstrating Flexibility and Responsiveness (lesson adjustment, response to students, persistence in seeking effective approaches)				
F. Connecting Plan to Delivery (implementing plan effectively; demonstrating PA standards; pedagogy appropriate to content)				
Comments about Category III: Instruction				
0=Unsatisfactory 1=Satisfactory 2=Superior 3=Exemplary				
CATEGORY IV: PROFESSIONALISM	0	1	2	3
A. Showing Awareness of School/District/State Policies and Regulations (attendance, punctuality; <i>PA Code of Conduct</i>)				
B. Maintaining Accurate Records (student completion of assignments, student progress in learning, instructional and non-instructional record-keeping)				
C. Communicating with Families (information about the instructional program, information about individual students, engagement of families in the instructional program)				
D. Contributing to the School Community (relationships with colleagues, participation in appropriate school events)				
E. Growing and Developing Professionally (commitment to opportunities for professional development; thoughtful reflection)				
F. Showing Professionalism (service to students, attire and attitude, decision making, fulfillment of responsibilities)				
Comments about Domain IV: Professional Responsibilities				
0=Unsatisfactory 1=Satisfactory 2=Superior 3=Exemplary				
Overall Evaluation				

General Comment about Student Teacher's Progress and Potential:

Signature _____

Date _____

Relationship to Student Teacher _____

Adapted from Danielson, J. (1996). Enhancing professional practice: A framework for teaching. Alexandria VA: ASCD.

Submit at:

- (1) Mid-assignment
- (2) End of assignment

**SHIPPENSBURG UNIVERSITY
OFFICE OF FIELD EXPERIENCES AND PARTNERSHIPS
1871 OLD MAIN DRIVE
SHIPPENSBURG, PA 17257
TELEPHONE 717-477-1487
FAX 717-477-4012**

RECORD OF STUDENT TEACHER ABSENCES

Note to the Cooperating Teacher: Please read the policies governing student teacher attendance in the Student Teaching Handbook. Please record all tardiness and absences of the student teacher below. **A copy of this report should be sent to the University with both the mid-assignment and end of assignment reports.**

Name of the Student Teacher _____

Inclusive Dates of this Report: From _____ To _____

MONTH	DAY	REASON FOR ABSENCE	EXCUSED BY

PLEASE NOTE: Written excuses from the doctor, the nurse (or others) should be **shown** to the cooperating teacher and principal and then **filed** with this report.

Signature of Cooperating Teacher

Date

GUIDELINES FOR WRITING LETTERS OF RECOMMENDATION

Please TYPE your recommendation on the form provided by the Office of Field Experiences and Partnerships and submit the original completed form to that Office.

- + Retain a copy for your file.
- + Structure your comments to accommodate the employer who reviews many such recommendations. The following four paragraphs are suggested.
 - #1 The context of the placement—description of location and type of school, classroom and students
 - #2 Your assessment of the student teacher’s professional skills and disposition, noting those which are outstanding.
 - #3 A description of the student teacher’s scholarship, education and exceptional qualities.
 - #4 Your recommendation and professional opinion regarding the student teacher’s potential for success and professional growth
- + Assess the competence of a student teacher in relation to other *beginning* teachers.
- + For content and language, refer to the formal assessments you have already completed, for example, *Assessment of Teacher Candidate Dispositions in Clinical Settings*, *Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice* (PDE 430), and *Cooperating Teacher’s Evaluation of Teacher Candidate Performance*.
- + Aim for *honesty* and *fairness*. Begin with areas of strength, then proceed to weak areas, if any, and conclude on a positive note. Suggest a favorable context that would support the beginning teacher’s growth, if the performance was marginal.
- + Include your home phone number or cell phone number, work phone number and at least one e-mail address.
- + If in doubt about your clarity, ask a peer or your principal to review your recommendation.

APPENDICES

UNIVERSITY SUPERVISORS

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**SHIPPENSBURG UNIVERSITY, COLLEGE OF EDUCATION AND HUMAN SERVICES
UNIVERSITY SUPERVISOR CLASSROOM OBSERVATION REPORT**

Teacher Candidate Name _____

School _____

Cooperating Teacher Name _____

Class Observed / Grade Level _____

Date _____

Day _____

Time _____

Subject of Lesson _____

Supervisor's Signature _____

Date _____

OBSERVED ACTIVITIES / TIMELINE

PROGRESS OBSERVED (0=Unsatisfactory; 1=Satisfactory; 2=Superior; 3=Exemplary; Leave blank if not observed)

	0	1	2	3		0	1	2	3
Category I: Planning and Preparation					Category III: Instruction				
Knowledge of Content, Pedagogy, and Resources					Communication, Questioning, Discussion				
Knowledge of Students, Learning Theory					Engaging Students in Learning				
Clear Instructional Goals Linked to PA Standards					Encouraging Students' Critical Thinking				
Assessment of Student Learning					Feedback, Responsiveness, Flexibility				
Category II: The Classroom Environment					Category IV: Professionalism				
Environment of Respect; Culture for Learning					Attire, Attitude, Decision-Making				
Evidence of Classroom Procedures, Routines					Relationships with Colleagues				
Responding to Student Behavior					Thoughtful Reflection				
Appropriate Interactions within the Classroom					Knowledge of School, District Regulations				

AREAS OF MASTERY

AREAS FOR IMPROVEMENT

OVERALL COMMENTS / SUGGESTIONS / RECOMMENDATIONS

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student's Last Name	First	Middle	Social Security Number
Subject(s) Taught			Grade Level

This form is to serve as a permanent record of a student teacher'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 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 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, their knowledge of assigned students and their instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher'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 goal

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

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

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

Justification for Evaluation

Student's Last Name	First	Middle	Social Security Number
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Category III – Student teacher, through knowledge of content and their pedagogy and skill in delivering instruction engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

Student's Last Name	First	Middle	Social Security Number
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Category IV – Student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher's performance appropriately demonstrates:

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

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

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

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

Justification for Evaluation

GUIDELINES FOR WRITING LETTERS OF RECOMMENDATION

Please TYPE your recommendation on the form provided by the Office of Field Experiences and Partnerships and submit the original completed form to that Office.

- + Retain a copy for your file.
- + Structure your comments to accommodate the employer who reviews many such recommendations. The following four paragraphs are suggested.
 - #1 The context of the placement—description of location and type of school, classroom and students
 - #2 Your assessment of the student teacher’s professional skills and disposition, noting those which are outstanding.
 - #3 A description of the student teacher’s scholarship, education and exceptional qualities.
 - #4 Your recommendation and professional opinion regarding the student teacher’s potential for success and professional growth
- + Assess the competence of a student teacher in relation to other *beginning* teachers.
- + For content and language, refer to the formal assessments you have already completed, for example, *Assessment of Teacher Candidate Dispositions in Clinical Settings*, *Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice* (PDE 430), and *Cooperating Teacher’s Evaluation of Teacher Candidate Performance*.
- + Aim for *honesty* and *fairness*. Begin with areas of strength, then proceed to weak areas, if any, and conclude on a positive note. Suggest a favorable context that would support the beginning teacher’s growth, if the performance was marginal.
- + Include your home phone number or cell phone number, work phone number and at least one e-mail address.
- + If in doubt about your clarity, ask a peer or a principal to review your recommendation.