

Professional Semester Handbook



Spring 2009

Department of Teacher Education
Shippensburg University

**THE PROFESSIONAL SEMESTER HANDBOOK
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Foreword

Welcome to Professional Semester! The faculty involved in this semester look forward to getting to know you and assisting you toward your goal of becoming an elementary school teacher. The activities and experiences during Professional Semester are expected to be meaningful and effective factors in your preparation to enter the classroom. It is our hope that the demands placed on you during these weeks will help you develop leadership and interpersonal skills, foster professional self-awareness, and enable you to value the process of reflective practice.

College of Education and Human Services Ethics Statement

The administration and faculty of the College of Education and Human Services believe that it is important to actively uphold the following standards of ethical conduct throughout your career:

- Honoring, and dignifying ourselves and others;
- Valuing differences among and between us;
- Advocating for and acting to attain social justice;
- Using discretion vested in the privileges of our positions appropriately;
- Performing our jobs at the highest standard;
- Upholding the trust of those with whom we work;
- Respecting the work of other professionals.

PROFESSIONAL SEMESTER FACULTY DIRECTORY

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College of Education and Human Services
Conceptual Framework
Collaborative Decision-Makers: Planning, Assessing, Reflecting

The integration of the Mission Statement of the University, the College, its Code of Ethics, and the Mission of the Teacher Education Programs supports a Conceptual Framework that allows all teacher education programming to integrate teaching, scholarship, and service in a number of meaningful ways. More specifically, the Shippensburg University Teacher Education Conceptual Framework is modeled by a continuum of experiences both for undergraduate and graduate programming. It is depicted visually by a cylinder with two additional rings around the cylinder. The cylinder represents a time continuum, including the learning that occurs prior to entrance in the programs and extending throughout life to represent continued professional growth.

Core: Learner

At the center of the conceptual framework is the learner. The core represents what the learner brings to the teaching-learning process. Each learner brings varying individual strengths and abilities – physical, intellectual, socio-emotional – each is influenced by his/her family and communication styles of his/her background. The amount of economic, educational and emotional support provided varies from family to family, learner to learner. Learners have been influenced by their home culture and also by exposure to diverse cultures through educational and community experiences. The knowledge, skills, and dispositions of learners must be recognized as they enter professional preparation programs. The design of our conceptual framework, Collaborative Decision-Makers: Assessing, Planning, Reflecting, is developmental in design to account for these differences. Learners at all stages are respected for their individual differences. Learners are expected to reflect on their stage of development and demonstrate growth.

Internal Ring – Teaching-Learning Cycle

The internal ring represents the teaching-learning experiences at all points during the learner's life. At the undergraduate level, learners enter the program with varying abilities based on their prior experiences. During the time they are in the professional preparation programs, faculty and pre-service professionals are engaged in continuous teaching-learning cycles. The teaching-learning cycle includes the general education courses, professional preparation courses, and field experiences. The cycle supports a common mission first to set goals for the development of knowledge, skills, and dispositions for effective teaching and to provide a standards-based curriculum. Second, to incorporate instruction based on best practices, which integrates appropriate technology and field-based experiences. Third, to implement assessments which are varied and authentic. Benchmarks are set as students progress through programs. These assessments are used to evaluate the courses and the program. Fourth is to aggregate assessment data and reflect on learner and program effectiveness. Fifth is to make decisions based on assessment data. This systematic process is modeled as best practice and supported in the field as the learner applies the same teaching-learning cycle in an authentic classroom setting. Within each systematic step communication, collaboration, and professionalism are integrated.

External Ring-Professional Influences

The external ring represents outside influences which impact on the teaching-learning experience. Professional, national, state, and local standards related to teacher educational professional preparation and P-12 academic standards shape the program. Accountability through national accreditation and state review require continuous program review and improvement. Field experiences are impacted by school partnerships and grants. The availability of culturally diverse placements impacts on programs. The professional code of ethics from the varying national organizations, the state, and the College of Education and

Human Services also guide program decisions. As changes are suggested or mandated by outside influences, adjustments are made in the teaching-learning cycle.

Students will progress in a systematic process through this time continuum. Education and Human Services programs for candidates at the initial and advanced levels guide and facilitate learners as they develop. These programs will all promote life-long learning for professionals. Students will enter programs with different experiential backgrounds. The teaching-learning process will be impacted by both students' level of ability and the external forces which impact the educational program. The goal of all professional programs will be to develop active engaged learners who continue to build on their knowledge and experience. These life-long learners will continue to grow as effective educators which will have a positive impact on the learning of all P-12 students.

This conceptual framework affords each student and faculty the opportunity to model the three basic characteristics of the framework: reflection, assessment and decision-making. A variety of authentic assessments at varying stages in the pre-professional program is available that encourages faculty and students to reflect upon data in a meaningful process. Reflection should recognize and validate the personal elements of teaching in addition to recognizing the importance of community in educational settings. Certainly, in a time when success in education is often reduced to a quantifiable measurement, it is imperative that decision making through planning and reflection be an integral and measurable part with equal significance. This encourages the learner to make informed decisions on activities and concepts surrounding the art and science of teaching.

For additional information and graphic representation visit www.ship.edu

Section One: Requirements for Field Placements

All students must have the following clearances on file.

Act 34 Request for Criminal Record Check

May apply online

Criminal History Request Form (SP4-164)

www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275

Act 151 Child Abuse History

Form available on line

Pennsylvania Child Abuse History Clearance Form (CY 113)

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

FBI Fingerprinting

All information regarding process, policy, and fingerprinting locations may be found at

www.pa.cogentid.com

The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location. Registration is completed online or over the phone. Registration is available online 24 hours/day, seven days per week at www.pa.cogentid.com. Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST. During the registration process, all demographic data for the applicant is collected (name, address, SSN, etc.) so there is no data entry required at the fingerprint collection site.

The applicant will pay a fee of \$40.00 for the fingerprint service and to secure the Criminal History Record. Applicants may make their payment online at www.pa.cogentid.com using a credit card or debit card. Money orders or cashiers checks payable to Cogent Systems will be accepted on site for those applicants who do not have the means to pay electronically. **No cash transactions or personal checks are allowed.**

The applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site will be posted on Cogent Systems' website at www.pa.cogentid.com. The location of fingerprint sites may change over time so applicants are encouraged to confirm the site location nearest to their location.

CLEARANCE INFORMATION

***Copies of ALL Clearances must be submitted to the
Teacher Education Office prior to admittance in schools***

TB Test

State law makes it mandatory that all student teachers undergo a tuberculosis test and be adjudged free of this disease before beginning Professional Semester field experiences.

Our University Health Service is now prepared to administer the PPD (Mantoux) tuberculin test. This is the test now being recommended by the CDC because it is considered more reliable. The test is applied by an intradermal injection instead of the 4 prong Tine test. Since this test requires more time to administer, the following days and times will be available to have this test done. Monday through Wednesday, 7:00 a.m. – 10:00 a.m. and 4:00 p.m. - 8:00 p.m. Professional Semester students must submit a currently valid clearance for

tuberculosis at the Teacher Education Office (214 Shippen Hall), otherwise permission to participate in field experiences will be withheld.

Students who are missing any of the above clearance forms and/or TB test will need to make an appointment with Dr. Baynum to discuss their field placement. They may be asked to sign the Clearance Concerns Form found on page 28.

Liability Insurance

You must **purchase liability insurance** from either a private insurer or through membership in Pennsylvania State Education Association (PSEA). See www.psea.org for membership forms and rates. You must show documentation to Teacher Education Department.

Ethical Use of Technology

You **should not use e-mail or cell-phones during your placement**. Even if your cooperating teacher uses personal communication tools, you are strongly urged not to for fear of violating the PA Code of Ethics. You are strongly urged **to remove all unprofessional photos** and documents from your Facebook or My Space account.

PRAXIS Exams

To be certified as a public school teacher in Pennsylvania, you must have a satisfactory performance on the PRAXIS Examinations. **ALL PRAXIS EXAMS MUST BE PASSED PRIOR TO STUDENT TEACHING!** These tests include the PPST Reading, Writing, and Math; Fundamental Subjects: Content Knowledge and the Elementary Education Curriculum, Instruction and Assessment. Early Childhood and Environmental Education minors have additional specialty tests to take as well. Required tests may change at any time and with no prior warning. Please address your questions regarding Praxis requirements to the Associate Dean Dr. Hockersmith.

Professional Semester Faculty Mentor

You will be assigned a Professional Semester faculty mentor to visit you once during your field experience. During the approximately fifteen minute visit, your mentor will talk with you about your placement and your cooperating teacher about your progress and professionalism. Note: This is not a time for your mentor to observe you teaching. Only your cooperating teacher will evaluate your placement progress.

Cooperating Teacher Packet

A few days before your Tuesday/Thursday experience begins, a packet will be given to you for your cooperating teacher. You are responsible for giving this packet to your cooperating teacher. This packet contains a letter; a list of the assignments related to course work; a description of the roles expected to be assumed by the pre-student teacher, the cooperating teacher, and the faculty supervisor; and the Cooperating Teacher's Evaluation Form. While we have endeavored to supply the cooperating teacher with information critical to your participation, questions may remain. If the teacher or others in the school want to know more about the professional semester program and course requirements, please share your Professional Semester Handbook with them.

Participation and Attendance in Professional Semester Experiences

Participation in all professional semester activities is considered essential to your academic program and professional development; therefore, full participation and attendance are required in professional semester classes, your public school assignment and any announced meetings. Should a student have three unexcused absences in any singular professional semester class, they can fail that particular pro-sem course regardless of their

grades on assignments. Excused absences include providing documentation of the following: a doctor's note for illness, a death of a family member; or an approved SU team sporting event.

If a student misses a professional semester activity such as the large group meetings, professional days, or meetings with mentors, one percentage point will be subtracted from the earned total in the professional experience component for each absence. If a student is late for any of these meetings, one half of one percentage point will be subtracted for each instance.

You are expected to arrive and leave field experience sites according to the schedule of the participating teacher. Please meet your responsibilities in a professional manner, be punctual and **dress appropriately** when working in the public schools. This means that you will be at your assigned site prepared to complete professional responsibilities unless an emergency, illness, inclement weather or a University sponsored event prevents you from being there. Any days missed during the field experience must be made up. Any exceptions or modifications to the participation program must be approved by the department chair and/or the professional-semester coordinator. If you foresee a University sponsored event is going to be a source of conflict, notify your cooperating teacher and mentor. **In case of an absence, you must inform the school, the cooperating teacher, your mentor, and the Teacher Education Office (477-1688) with the reason for your absence prior to the beginning of that day's classes.**

Parent-Teacher Conferences

When parent/teacher conferences are held during school time, with teacher and parent permission, students are expected to attend the conferences. When conferences cannot be attended, students should use time wisely working in the teacher's classroom or school. Likewise, you will be expected to attend in-service programs, faculty meetings, grade level meetings, etc., which are held during school time. During the two week period, teachers will expect you to join them for lunch, stay after school, etc.

School Closings/Phone Numbers

Listen to the radio to find out *if* schools have been closed or have a delayed opening due to inclement weather. You must also ask for your cooperating teacher's number (unless it is unlisted) and give her/him yours for this specific use. **If your school is closed or has a delayed opening, contact your mentor by phone and/or e-mail.**

Special days and events that are celebrated in the school generally reflect the ideas of the community that provides its support. Being mindful of the diversity of ideas represented within each classroom, discuss with your cooperating teacher how events such as Halloween, Christmas and Hanukkah, Easter, Earth Day, etc. are recognized well before implementing an activity with children. In addition, be cautious when soliciting information which a child may consider sensitive such as a family tree, friendship circles, etc.

Absence Policy From Field Experience

You will follow the Shippensburg University calendar. You will have breaks as scheduled on the University calendar. All days missed must be made up by the Shippensburg students, except for days that the field placement had school closings.

- Students starting their field experience late due to late clearances **MUST** make up day/s missed.
- Students missing days due to illness **MUST** make up day/s missed (at discretion of professional semester faculty).
- Days missed due to your field placement school district closing for weather or holidays **DO NOT HAVE TO BE MADE UP.**

Extra-Curricular Activities

Any student who plans to participate in University-sponsored events must provide each course professor with information and dates. The decision as to whether the absence is excused or not rests with the course professor. Excused absences do not excuse you from making up the work or in-class assignments. It is the responsibility of the student to contact the professor to make prior arrangements about making up missed assignments and activities.

Final Exams

Final exams are scheduled at the end of the semester in the week designated by the university schedule. There will be a separate schedule for professional semester students. Attendance is required for those final exam meetings. You should schedule any make-up field placement days, appointments and/or meetings with a cooperating teacher at times that do not coincide with any final exams.

Professional Semester Students with Special Needs

Any Professional Semester student requiring special accommodations for class should make arrangements as early in the semester as possible to discuss his/her needs. It is your responsibility to share the needed accommodations with the instructor.

Scheduling for Next Semester

Those students in Early Childhood should see their advisor and schedule on-line.

Those students who have been approved to student teach **do not** have to see their advisor. Mrs. Robertson, the department secretary, will release you, but you must still schedule on-line during your scheduling time.

Pennsylvania K-12 Academic Standards

You need to purchase the Pennsylvania K-12 Academic Standards that are on sale in the bookstore (if you have not done so for another course).

LiveText

You are required to have LiveText. During ProSem, you should use the LiveText template to begin creating your Professional Portfolio using the assignments from your ProSem courses. You will finish your Professional Portfolio during your student teaching experience.

Reflection

During your placement, you will observe and evaluate your teaching and your cooperating teacher's pedagogical practices. You will write reflections that connect your perspective with content from Professional Semester courses.

About Reflection

Reflection is thinking in depth about one's actions and decisions in the classroom. It is described as an on-going, long term *process* that enables you to know yourself and to begin to understand your potential as a teacher. Successful teachers use reflection routinely to consider and improve their skills in interpersonal communication and instructional effectiveness, and to assess their own learning. Throughout the reflective process, a teacher continuously monitors her/his progress toward self-established goals and uses those insights when making decisions for children's learning.

When teachers sustain the reflective process over a long period of time, such as a semester or entire school year, they are able to learn much about their teaching style, strengths, areas for improvement, and interactions with children.

How Reflection Works

1. Start by setting an instructional goal
2. Develop lesson plans and strategies
3. Teach your lessons
4. Thoughtfully review/reflect after each lesson
5. Use the insights and understandings as you review/reflect in planning other learning experiences or in altering existing plans.

The process continues. As the cycle is repeated, the power of reflection emerges.

Overview of Reflection Papers

During the Professional Semester, students will be required to write three reflection papers describing and reflecting on their field experiences (see pages 11-12). These reflection papers are meant to be a bridge between the theoretical and practical information taught during course work and the application of that knowledge within the field placement.

Each person will undoubtedly have many different experiences during the semester. The reflective papers are not meant to describe a single incident in the classroom, but rather the collective experiences during the designated period. As each person begins to write his/her reflective paper, try to capture the insight gained during that time and tie those experiences to the theory from class. Learning is greatly enhanced when experience and theory are considered together. Each paper should provide examples of your points; connections to the theory; and a supported reflection. These three components should be combined to represent a cohesive reflection. **For example:** During your three week period, you may have observed your cooperating teacher employing a variety of different teaching strategies. In observing the reactions and learning of students, you notice that certain students responded differently to the various strategies. This obviously relates to the fact that many students have different learning styles and should be connected to information learned in your classes around theories of learning styles, teaching styles, and student learning.

Guidelines for Reflection Papers

- Each paper will be submitted to the assigned professional semester faculty member for review.
- Each paper must meet but not exceed the following specifications:
 - Word processed in 12 pt – Times New Roman font.
 - One inch margins, double spaced
 - Two pages in length
 - Your name and the date should appear in the upper left hand corner of the paper.

Remember that these reflective papers should be professional. Please do not use names of students, faculty, administration, etc. in your papers. Logs are not to be used to take out frustrations regarding teachers or professors but instead to show growth in learning and practice over a period of time.

Reflection Paper Due Dates

These reflective papers will be completed at three different points during the semester and submitted to the assigned professional semester faculty member for review.

Reflective papers for this semester are to be turned in on the following dates:

- Paper #1 (Theory into Practice) due **Friday, March 13th** (for weeks February 16th – March 12th)
- Paper #2 (Diversity Observation and Checklist) due **Friday, March 27th** (for weeks March 16th – March 26th),
- Paper #3 (Classroom Management Observation) due **Wednesday, April 22nd** (for weeks March 30th – April 17th).

Please hand in previous papers (including any comments) with the new ones so your growth and progress can be monitored.

Reflection Paper #1 – Theory into Practice

Reflection Paper #1 relates to examining how theory can be connected to practice in the field-placement classroom or in another classroom in the building. This reflection paper utilizes the information related to theoretical foundations found in **Appendix B on page 32**.

For the theory into practice observation and reflection, you need to examine the strategies and theoretical information provided in the above referenced appendix and reflect on your experiences in the classroom. Focus on this question: How does what you are observing connect to the theory that you have learned in your coursework? This question will provide a good beginning point as you prepare to write your first reflection paper.

Your reflection paper should meet the guidelines described elsewhere in this handbook relating to format.

Reflection Paper #2 – Diversity

Reflection paper #2 relates to examining the diversity in the field - placement classroom or in another classroom in the building. This reflection paper utilizes the diversity checklist found on in **Appendix C on page 34**.

For the diversity observation and reflection, you are to choose any one or more of the six categories and identify specific strategies teachers used to enhance the success of students in a diverse learning environment. While you complete your observations and professional responsibilities, use the checklist to monitor teacher strategies for diversity types being utilized. The checklist should then be used to write your reflection paper, discussing which strategies were successful, which strategies you will model, and any additional information relevant to the discussion. The checklist must be attached to the observation reflection when you turn this into your supervising professor.

Your reflection paper should meet the guidelines described elsewhere in this handbook relating to format.

Reflection Paper #3 - Tracking Problems/Classroom Management Log

Improving your classroom management is easier if you keep an accurate record of what is happening in the classroom and when as well as what you do about the problem and the result.

The information contained in Appendix D on page 39 provides connections to the theory associated with managing a classroom; and attached chart is one way to track and improve classroom management.

For this assignment, you should keep a record for a full week during which you record the date, time of day, description of the incident, what you did about it/or what was done about it and the outcome of the incident. Use this information to reflect on any patterns you discover and what you might do about changing them for the better. Also, reflect on which techniques appear to be changing student behaviors and which techniques only delay the behavior. **For example**, you might notice that every day on the way to lunch two students get into an altercation about who was first in the line. You tell the students that fifth graders don't behave like this and continue to lunch. After this happens the second time, you need to think of a way to change the situation. Suggestions might include placing the students in the line or asking for a conference with the students and having them come up with a solution.

For your third reflection paper, you should write about your own experiences or those of your cooperating teacher. Remember that using proximity, eye contact or other techniques during instruction is part of classroom management and should be included in your log.

Your reflection paper should meet the guidelines described elsewhere in this handbook relating to format.

Professional Semester Evaluation

The reflective papers, the Cooperating Teacher's Evaluation Form, and other related information (see pages 18-19) from your school will be used by faculty to assess/evaluate your experiences, performance and educational progress.

Professional Experience Component

As part of the pro-sem experience, students will be placed in a classroom in a local school district. The purpose of this experience is to provide concrete experiences which are designed to provide knowledge, develop skills and attitudes considered to be desirable among new teachers, and prepare you for your future student teaching experience. Students will work with their cooperating teacher on Tuesdays and Thursdays during the semester and for a two week period near the end of the semester. During this time, students will be rated on a variety of different characteristics using a 1-4 scale (one being unsatisfactory and four being distinguished). Students will be rated by their evaluating teacher using the **Cooperating Teacher Evaluation Form** in areas ranging from arriving on time to interaction with students and peers to their confidence in the classroom environment. An overall average of scores will be obtained by the education department office once the evaluation form has been received. Fifteen percent of the course grade in each professional semester class is based on this rating. The rating will be used to determine the points received in this category based on the following scale. If the rating is

- 3.5 - 4.0 the student will receive all 15%
- 3.0 -3.49 the student will receive 12.5%
- 2.5 - 2.99 the student will receive 10%
- 2.0 - 2.49 the student will receive 7.5%
- any student who receives below a 2.0 will receive 0%

Professional Points

Throughout the semester you will be required to act in a professional manner as well as complete a variety of tasks that do not affect a course grade, but rather fall under the category of "professionalism." Examples of such tasks include but are not limited to: turning in completed paperwork and forms when due; being punctual for meetings; and demonstrating professional actions, speech, and respect towards your peers, colleagues, and professors. Should the need arise, professional points will be deducted from the above Professional Experience Component at the discretion of the Professional Semester committee.

If a student misses a Professional Semester activity such as the large group meeting, Professional Day, meeting with mentor's etc., **one percentage point** will be subtracted from the earned total in the professional experience component for each absence. If a student is late for any of these meetings, one half of one percentage point will be subtracted for each instance.

Should other situations arise, the Professional Semester committee will discuss an appropriate reduction in the professional experience component grade commensurate with the situation but not to exceed five percentage points. Any decision to reduce the Professional Experience Component/Professional Points grade beyond the earned grade from the cooperating teacher evaluation will be communicated to the student.

The Cooperating Teacher's Evaluation Form should be turned into the Teacher Education Department secretary in Shippen 214. An unsatisfactory pre-student teaching field experience

may result in a delay of your student teaching assignment and require that you repeat the pre-student teaching experience. Students who receive a grade of D or F in one or more of the Professional Semester courses will be required to repeat any portion of the field experience which is required by the course(s) being retaken.

While your personal life is your personal life, it does become faculty's business when circumstances (family, work, health, etc.) affect your professional performance in courses and/or fieldwork. If an issue affects your professional performance, you need to discuss it with your mentor and/or course instructor(s). If you fail in this responsibility, faculty can only assess based on your performance. However, having a particular issue that negatively affects your performance, does not excuse you from satisfactorily fulfilling professional requirements.

Section Two: Description of Professional Semester

Professional Semester Is:

During this semester, you are assigned to a block-schedule of courses, including the Level II Field Experiences. These experiences are organized to provide knowledge, skills and attitudes considered to be desirable among new teachers. This component of the Teacher Education program is comprised of a variety of experiences intended to help you understand the practice and craft of teaching, and to provide a solid understanding of what the profession requires of its teachers.

During the field experience, you will participate in a classroom on **Tuesday and Thursday** of each week starting **Tuesday, February 17th**, and a full 2 week experience starting **Monday, March 30th**- and ending **Friday, April 17th**.

Getting Started as a Pre-Professional

Acceptance into Professional Semester signals that you are entering the life-long learning environment of a professional educator. Our efforts focus on facilitating your transition from student to teacher, and helping you acquire the basic technical skills (instructional skills, classroom management skills and personal management skills) required to be effective in the classroom. As a student and a pre-professional, your role is to **participate fully**, learn as much as possible from course work and classroom experiences, demonstrate responsibility and initiative, and find positive ways to handle the stress associated with change. This is the time to demonstrate that you want to learn and grow professionally.

Your Role as a Pre-Student Teacher

While you are in the school, your role will be that of a *pre-student teacher*. In that role, you will have the opportunity to do the following: (1) manage some of the routine procedures the teacher attends to daily, (2) plan, teach and assess several meaningful learning experiences for students, and (3) use reflection as a pro-active means to begin to know yourself as a teacher. Your cooperating teacher expects to provide you with numerous experiences that will help you understand and appreciate how she/he manages routine and non-routine matters and the instructional program provided for students. As a pre-student teacher you are encouraged:

- to observe the instructional and managerial strategies of the cooperating teacher.
- to assume instructional responsibilities considered appropriate for a student teacher during her/his first week of student teaching, such as: one-to-one interactions with students, small group instruction and total class instruction in highly supervised settings.

During the last full week the pre-student teacher is in the classroom, it is recommended that s/he act as a substitute teacher and teach for one full day. For this occasion, the Cooperating Teacher is asked to outline the day, to plan and organize materials, and to discuss in detail what the pre-student teacher should prepare to teach. During this day, it is assumed that the Cooperating Teacher will remain in the classroom so that the pre-student teacher will have support and supervision.

Cooperating Teacher's Suggested Sequence for Field Experience

During the field experience, the pre-student teacher should have increased responsibilities for activities and teaching as exemplified in the outline below.

First 3 Weeks: Activities could include, but are not limited to:

- Observing the classroom, becoming aware of students' academic levels, needs and interests
- Reading stories, teaching one-on-one, tutoring individual students

Weeks 4 - 7: Activities could include, but are not limited to:

- Reading stories, teaching one-on-one, tutoring individual students
- Assuming responsibility for some classroom routines, i.e., attendance, lunch count, lining up for special classes, recess
- Planning and teaching small group instruction, teaching a follow-up for a lesson the cooperating teacher has taught, i.e., an application of skills as guided practice in math, social studies, and/or language arts
- Teaching a lesson using the cooperating teacher's plan and materials

Last 2 Weeks: Activities could include, but are not limited to:

- Assuming responsibility for routine classroom routines, i.e., attendance, lunch count, line-up to-and-from special classes and recess
- Teaching one or two follow-up lessons to reinforce a concept the cooperating teacher has taught, i.e., an application of skills as guided practice in math, social studies, language arts
- Teaching one or two lessons each day in highly supervised situations
- Planning and teaching sequenced instruction for small groups
- Discussing routine classroom management strategies
- Modeling and discussing instructional strategies that have proven effective for these students
- Describing and discussing the classroom program, i.e., concepts and units to be taught, textbooks and curricula

Role of the Cooperating Teacher

On-going throughout field experience activities could include but are not limited to:

- Discussing routine classroom management strategies
- Modeling and discussing instructional strategies that have proven effective for the students
- Describing and discussing the classroom program, i.e., concepts and units to be taught, textbooks and curricula
- Routinely conferencing with the pre-student teacher to provide feedback, to answer questions, and to address concerns.
- Evaluate the Professional Semester student using the Cooperating Teacher Evaluation Form. Please add comments on the form that evidence your decision for the score. This information makes explicit your evaluation and provides the professional semester student and faculty with concrete feedback.

During the last full week the pre-student teacher is in the classroom, we suggest that she/he act as a **substitute teacher and teacher for one full day**. For this occasion, the cooperating teacher is asked to outline the day, to plan and organize materials, and to discuss in detail what the pre-student teacher should prepare to teach. During this day, it is assumed that the cooperating teacher will remain in the classroom so that the pre-student teacher will have support and supervision.

**PROFESSIONAL SEMESTER FIELD EXPERIENCE
SHIPPENSBURG UNIVERSITY**

Cooperating Teacher's Evaluation Form

Directions:

Your evaluation of our professional semester student is very important to us and has two main purposes. The first is to encourage an ongoing dialogue that facilitates the professional self-awareness and growth of the student. To this end, please use the statements and scores on the evaluation form to provide feedback and facilitate conferencing. The second purpose is to provide end-point feedback for both the professional semester student and the Teacher Education faculty. **Your frank assessment is appreciated. As you evaluate the professional semester student working with you, please make your scale score and comments as they apply to a pre-student teacher as opposed to evaluating the student as you would a student teacher or colleague.**

Please return this evaluation **by mail** to the Department of Teacher Education, 1871 Old Main Drive, Shippen Hall 214, Shippensburg, PA 17257 **on or before Monday, April 20th, 2009**. If you have any questions, comments or concerns, please feel free to contact the mentor of your Professional Semester student. Thank you, again, for your support and your willingness to share your classroom and expertise with our students.

Levels of Performance

4

The student has **demonstrated an exemplary ability** to create a community of learners with students highly motivated and engaged, and assuming considerable responsibility for his/her own learning. The student is prepared to be an outstanding first year teacher.

3

The student clearly understands the concepts underlying the components and implements them well. **This implementation is consistent and effective.** He/she should be successful as an independent teacher in this area.

2

The student appears to understand the concepts underlying the component and attempts to implement the elements. **Implementation is intermittent and/or not entirely successful.** Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area.

1

The student does not yet appear to understand the concepts underlying the concept. Work on the fundamental practices associated with the element is required to enable growth in this area.

**PROFESSIONAL SEMESTER FIELD EXPERIENCE
SHIPPENSBURG UNIVERSITY**

THE COOPERATING TEACHER'S EVALUATION FORM

Complete and return to the Teacher Education Department, 214 Shippen Hall, SHBG, PA 17257

Student _____

School _____ **Grade** _____

Participating Teacher _____ **Date** _____

Signature

Use the following scale to rate her/his performance during the field experience.			
HIGH			LOW
4	3	2	1

**TEACHERS PLEASE EVALUATE YOUR STUDENTS AS A
PRE-PROFESSIONAL, NOT AS A STUDENT TEACHER!**

The professional semester student:

Category I: Planning and Preparation

_____ 1. demonstrated knowledge of the Pennsylvania K-12 Academic Standards.

Comment: _____

_____ 2. made appropriate use of the resources, materials or technology available.

Comment: _____

_____ 3. demonstrated a thorough understanding of the concepts taught.

Comment: _____

_____ 4. demonstrated an understanding of the relationship between academic concepts and the developmental levels of children.

Comment: _____

Category II: Classroom Environment

_____ 5. established rapport with the children.

Comment: _____

_____ 6. exhibited appropriate expectations for student achievement with value placed on the quality of student work.

Comment: _____

_____ 7. maintained effective classroom routines and procedures resulting in little or no loss of instructional time.

Comment: _____

Category III: Instruction

_____ 8. showed knowledge of content and pedagogical theory through their instructional delivery.
Comment:

_____ 9. engaged students in learning with adequate pacing of instruction.
Comment:

_____ 10. displayed an awareness of individual differences in children.
Comment:

_____ 11. used proper grammar, spelling, punctuation and capitalization in all written communication and lessons.
Comment:

Category IV: Professional Responsibilities

_____ 12. arrived in a timely fashion prepared for all responsibilities assigned. (including attendance at faculty meetings, conferences etc. as appropriate)
Comment:

_____ 13. displayed and modeled a positive attitude and enthusiasm toward learning.
Comment:

_____ 14. related to and interacted with teachers and other staff members appropriately.
Comment:

_____ 15. displayed confidence and poise when working in the classroom.
Comment:

_____ 16. accepted suggestions/criticisms well and used them for improvement.
Comment:

_____ 17. communicated University assignments, requirements, calendars and any adjustments.
Comment:

Attendance:

_____ attended _____ days. S/he was absent _____ day(s) because _____

School was closed for _____ day(s) because _____

Please circle one. I (would like to) (would not like to) continue working with this student during the teaching experience. Please explain if you circled would not.

Please indicate particular strengths or definite weaknesses you observed while working with the Professional-Semester student.

Concerns about Cooperating Teacher

If you have problems or concerns during your placement with your cooperating teacher, a parent, school faculty and/or staff, contact your Professional Semester mentor and/or Dr. Baynum. Students will need to complete a Cooperating Teacher Concern Form found on page 29.

Professional Semester Faculty Conflict

If you have problems a Professional Semester faculty member, follow the Conflict Resolution Process.

Conflict Resolution Process

1. If there is a concern with a professor, you must talk with that professor before contacting anyone else. Should a situation arise academically or professionally that has not been resolved through informal conversation with an instructor or student, the student or instructor has the option to complete a Professional Semester Conference Request Form (see page 21). This form will serve as the appropriate first step in the process before contacting the professional semester chair for resolution of the conflict.
2. Contact the chairs of Professional Semester, Dr. Baynum , at 477-1102.
3. Contact the Teacher Education Department Chairperson, Dr. Royce, at caroyc@ship.edu.
4. Contact the Associate Dean, Dr. Hockersmith, at 477-1487.
5. Contact the Dean, Dr. Johnson, at 477-1373.

Professional-Semester Conference Request Form

Fill out this form and present it to the instructor or student to schedule a conference.

Student _____
Address: _____
City/State/Zip: _____
Phone: _____
E-mail: _____
Course Name: _____
Course Number: _____
Instructor: _____
Office Extension: _____
E-mail: _____
Office Hours: _____
Request initiated by: (circle one) Student Instructor
Date of situation to be reviewed: _____

DESCRIBE THE SITUATION TO BE REVIEWED:

DESCRIBE A POSSIBLE SOLUTION:

Check all that apply:

- Student and instructor have discussed the issue described above only once.
 Student and instructor have discussed the issue described more than once.
 Student/Instructor discussed the situation during office hours.

NOTE: Signatures do not indicate or imply agreement with the above described issue(s).

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Section Three: Professional Standards for Pre-Service Teachers

What Is INTASC?

The Interstate New Teacher Assessment and Support Consortium (INTASC), organized by the Council of Chief State School Officers, was formed for the purpose of developing model standards and assessments for licensing new teachers. The standards, drafted by representatives of the teaching profession along with personnel from 17 state education agencies, represent a common core of teaching knowledge and skills which will help students acquire 21st century knowledge and skills.

THE INTASC STANDARDS

The INTASC standards clearly reflect the five major propositions that undergird the standards of the National Board:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to diverse learners.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Using these five core propositions as a foundation, the Standards Committee developed ten principles, each of which delineates knowledge, dispositions, and performances related to the principle.

INTASC PRINCIPLES

- Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Teacher Education Program is an expression of a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. As such, faculty and candidates are committed to the following institutional standards:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
 - 1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate such diversity, including students with exceptionalities and of different ethnic, racial, gender, language, religions, socioeconomic and regional/geographic origins.
 - 1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students, including students with exceptionalities and of different ethnic, racial, gender, language, religions, socioeconomic and regional/geographic origins.
 - 1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success, including students with exceptionalities and of different ethnic, racial, gender, language, religions, socioeconomic and regional/geographic origins.
2. Reflect continuously upon one’s own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
 - 2.1. Affirm the University’s educational and ethical responsibility to produce highly qualified education professionals.
 - 2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
 - 2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
 - 2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
 - 2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
 - 2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
 - 2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
 - 2.8. Demonstrate qualities that characterize professional conduct both in university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
5. Collaborate with critical others in making informed decisions within educational contexts.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

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

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

Section 4. Practices

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

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

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

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher

certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

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

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

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

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

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

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

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

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

Section 5. Conduct

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

Section 6. Legal obligations

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

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

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

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

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

Section 7. Certification

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is

not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.

(2) Knowingly and intentionally distort evaluations of colleagues.

(3) Sexually harass a fellow 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.

Section Four: Mentor/Mentoree Information/Important Dates

Mentor Relationship

You will be assigned a Professional Semester faculty member to act as a liaison between you and your cooperating teacher. Your mentor will visit you once during your field experience, to talk with you and your cooperating teacher, not observe you teach.

Please provide the information on the Mentoree Information Form by **Wednesday, February 25, 2009**. After the form is submitted to your mentor, please keep him/her up to date on scheduled field trips, swimming, assemblies, personal days for your coop or other days that would not be good days for your mentor to visit. Be sure to submit these dates in writing with your name. **Failure to do this in a timely fashion may result in the loss of professional points.**

Important Dates

Tuesday, February 17, 2009	Tuesday/Thursday in Schools begins
Monday, March 30 – April 17, 2009	Full Time Experience Begins/Ends
Wednesday, February 25, 2009	Mentoree Information Sheet is due
Thursday, February 26, 2009	Exhibition Day
Friday, March 13 th	First Reflective Paper due
Friday, March 27 th	Second Reflective Paper due
Wednesday, April 22 nd	Third Reflective Paper due

Note: ***Student Teaching in Fall 09*** Make an appointment to see Dr. Hockersmith on one of the dates that will be announced. If you have issues with your placement, contact Dr. Hockersmith by February 14th.

Clearance Concerns

By signing this form, I understand that I am in jeopardy of missing field placements days as a result of incomplete clearance documentation.

- I realize that I will not be permitted in my placement on February 17th or dates following until clearances are on file.
- I realize that I must make up missed dates during spring break, or other breaks in the Shippensburg University schedule.
- I realize that I must show proof of completed and appropriate forms in order to be admitted into PA public schools.

As soon as I receive any and all forms, I will share copies with the Teacher Education Department. If clearances are not received by the end of February, I will make an appointment to speak to Dr. Baynum and possibly Dr. Hockersmith about my options for field experiences.

Name _____ date _____

Signature _____

Circle yes to indicate if the clearance is on file in the Teacher Education office.

Circle no to indicate if currently waiting for completed clearances. Identify the approximate date clearance applications were completed on line or in hard copy.

YES NO Act 34 Request for Criminal Record Check _____

May apply online

Criminal History Request Form (SP4-164)

www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275

YES NO Act 151 Child Abuse History _____

Form available on line

Pennsylvania Child Abuse History Clearance Form (CY 113)

<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>

YES NO FBI Fingerprinting _____

All information regarding process, policy, and fingerprinting locations may be found at www.pa.cogentid.com

YES NO TB Test _____

Monday through Wednesday, 7:00 a.m. – 10:00 a.m. and 4:00 p.m. - 8:00 p.m.

Cooperating Teacher Concerns Form
Please share with Dr. Baynum

Semester Name of Pro Sem student Name of Cooperating Teacher Name of School Name of District
--

Please explain in writing specifically some or all of the issues you are experiencing in your field placement. Be specific without being judgmental of the teacher and keep your comments to instances, not feelings.

Date of Meeting with Pro Sem Faculty Comments from Pro Sem Faculty Recommendations of Pro Sem Faculty

Student Teaching Change of Placement
Please share with Dr. Baynum

Semester Name of Pro Sem Student Name of Pro Sem Cooperating Teacher Name of School Name of District
--

Are you planning on student teaching with this cooperating teacher?

If you are not student teaching in your pro sem placement, explain why.

Does you coop know about your student teaching plans?

If you are not student teaching in your current placement, what have you discussed with Dr. Hockersmith about options for student teaching? When? What was decided?

Appendix A
Professional and Personal Management Skills

Using the following scale, rate yourself on each of these statements. **Then briefly comment on each in the space provided or on the back of this sheet.**

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I arrived in a timely fashion every day.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I followed ethical and professional practices when interacting with others.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I displayed poise and confidence in my abilities while working in the classroom.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I was receptive and appreciated suggestions for improving my materials and performance in the classroom.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I consistently used an organizer for personal time management.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I was well-groomed and dressed appropriately for the classroom...

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

I left my personal problems and issues out of the classroom and focused on my work as a teacher.

1 _____ 2 _____ 3 _____ 4 _____ 5
low high

YOU MUST GIVE THIS PAGE TO YOUR PROFESSIONAL SEMESTER READER WHEN YOU TURN IN YOUR FINAL REFLECTIVE LOG!

Appendix B

Observation Guidelines for Theories in Practice and Innovative Strategies

A. Theories in Practice

1. *Behavioral theories and concepts*

- Pavlov's classical conditioning
- Skinner's operant conditioning
- Thorndike's connectionism
- Watson's behaviorism
- Reinforcement
- Shaping
- Stimulus/Response
- Reward and punishment

2. *Cognitivist theories and concepts*

- Sternberg's triarchic theory of intelligence
- Bloom's Taxonomy
- Bruner's discovery learning
- Gagne's events of instruction, types of learning, and learning hierarchies
- Metacognition
- Transfer
- Problem solving
- Schema
- Teacher-centered instruction
- Direct instruction
- Automaticity

3. *Constructivist theories and concepts*

- Bransford's anchored instruction
- Ausubel's advance organizer and meaningful reception learning
- Vygotsky's zone of proximal development
- Gardner's multiple intelligence
- Piaget's stage theory of cognitive development
- Erikson's theory on social development
- Collaborative learning
- Cooperative learning
- Interaction
- Rich Environment
- Scaffolding
- Learner centered instruction

4. *Other Instructional Theories and Models*

- Kohlberg' moral development theory
- Inclusive classroom
- Differentiated instruction
- Curriculum integration
- KWL/KWHL lesson model
- Advance organizer

- Anticipatory set
- Primacy/Recency effect
- The Pygmalion Effect
- Intrinsic/Extrinsic motivation
- Long term/ Short term memory
- Jigsaw grouping
- Online inquiry
- Digital story telling

5. Innovative Strategies

You will learn lots of innovative instructional strategies during your field observation. Those strategies may not be taught in the university classroom from the textbook. They are developed by experienced real classroom teachers or are results of most recent research. You should document those innovative strategies for future application and write reflections on them.

Appendix C

THIS FORM IS NOT AN EVALUATION OF ANY TEACHER – IT IS A CHECKLIST OF OBSERVATIONS

Diversity Interventions		
<p>Directions: Each student is to do one reflection regarding the diversity in their particular classroom or in another classroom in the building. For the diversity observation and reflection, you are to choose any one or more of the six categories and identify specific strategies teachers used to enhance the success of students in a diverse learning environment. Use the checklist to monitor teacher strategies for diversity types present. The checklist should then be used to write your reflection, discussing which strategies were successful, which strategies you will model, and any additional information relevant to the discussion. The checklist must be attached to the observation reflection when you turn this into your supervising professor.</p>		
		Diversity Observation
School Observation and Data	Date	
(Download data from the internet for the school where you will conduct your mentoring experience.	School Grade	
School Diversity Data: Examine the school data downloaded from the internet and provide a summary here.		
Strategies/Interventions for students with limited cognitive abilities		Diversity Observation
Extended test time		
Extended wait time		
Use repetition		
Use manipulatives		
Heterogeneous groups		
Incorporate hands-on activities		
Focus instruction on key concept		
Don't overemphasize mastery		
Detailed step by step instructions		
Technology assistance provided (calculators, computers)		
Strategies/Interventions for students with integrated deficits (Abstract/Conceptual)		Diversity Observation
*Connect learning to experience and ideas meaningful to students		

*Use physical models for extended time		
*Have students explain in many		
*Modes such as words, pictures, numbers		
*Multi-modality examples		
*Peer tutoring		
*Practice, practice, practice		
*Students summarize word problems using their own vocabulary		
Memory Deficit Strategies		Diversity Observation
*Pneumonic devices		
*Provide visual and written copy of instructions		
*Students repeat and reword directions		
*Use flash cards for basic facts		
*Use agenda or assignment book for assignments		
*Use frequent reviews		
*Use a buddy		
*Frequent practice and review		
*Use routine and structure		
*Use of calculators		
Strategies for Enhancing Learning for Visual and Auditory Deficits		Diversity Observation
*Priority seating/near teacher/board		
*Large print/Braille books		
*Use hand motions/facial expressions		
*Model with manipulatives		
*Use moderate voice avoiding high and low pitches		
*Repeat main ideas		
*Give printed outlines and notes		
*Check hearing aids for batteries and		

functioning		
*Capitalize on student strengths: tactile manipulatives, kinesthetic, body motions		
*Speak clearly and face student		
*Use templates to focus students on one problem/question at a time.		
*Avoid complex visuals		
* Keep desks clutter-free		
*One person speaking at a time		
English Language Learners		Diversity Observation
*Use native language if possible		
*Learn vocabulary, direction words verbs, numbers & commands		
*Cooperative grouping: peer tutoring; group projects buddy system;		
* Use of school translator		
*Use of siblings		
*Use motions, gestures, pictures to link vocabulary		
*Model		
*Set reasonable expectations		
*Be positive		
*Accommodate learning styles		
*Build prior knowledge		
Gender Bias		Diversity Observation
*Alternate calling girl/boy/girl		
*Heterogeneous grouping		
*Seating arrangement		
*Amount of attention given to disturbances		
*Vary kinds and topics of projects		
*Balance curriculum of male/female interests		

*Praise is equal		
*Context of problems reflect male/female		
*Don't allow girls to be passive		
*Punishments are fair		
*Equal wait time		
*Equal positive reinforcement		
*Grade papers without looking at names		
*In word problems avoid gender bias names in names		
*Call on students randomly/note cards/popsicle sticks		
Promising Students (Including Gifted and Talented Students		Diversity Observation
* Give more challenging problems		
*Develop analytic thinking		
*Encourage independent thinking		
*Accelerate learning		
THIS FORM IS NOT AN EVALUATION OF ANY TEACHER – IT IS A CHECKLIST OF OBSERVATIONS		

Appendix D

Observation Guidelines for Classroom Management and Professionalism

A. Observation Guidelines for Classroom Management

Five types of student misbehavior in the classroom:

Aggression (physical and verbal attacks on the teacher or other students)

Immorality (such as cheating, lying, and stealing)

Defiance (refusal, or even hostile, to do as the teacher requests)

Disruption (talking loudly, calling out, walking about the room, clowning, tossing objects)

Goofing off (fooling around, out of seat, away from tasks, dawdling, daydreaming)

Strategies	Researchers	Major Approaches of the Strategy
Control through Understanding Group Dynamics	Fritz Redl & William Wattenberg	Dealing with the behavior of the group Identifying student roles in the group Using influence against misbehavior
Control through Lesson Management	Jacob Kounin	Showing withitness Using group alerting and accountability Delaying the onset satiation
Control through Providing Sense of Belonging	Rudolf Dreikurs	Teaching in a democratic fashion Identifying students' mistaken goals Confronting mistaken-goal behavior
Control Through Congruent Communication	Haim Ginott	Use sane messages Inviting student cooperation Correcting misbehavior through redirection
Control through shaping of proper behavior	B.F. Skinner	Identify desired behaviors Shaping behavior through reinforcement Using behavior modification systematically
Assertive Discipline	Lee & Marlene Canter	Recognize classroom rights Teaching desired behavior Establishing clear rules, procedures, and consequences
Positive Discipline	Fredric Jones	Using effective body language Providing efficient help Using incentive systems
Cooperative Discipline	Linder Albert	Establish sense of belonging Avoiding/Defusing confrontations Teaching conflict resolution
Discipline as Self-Control	Thomas Gordon	Identifying problem ownership Using the power of influence

		Maximizing communication
Positive Classroom Discipline	Jane Nelson, Lynn Lott, & H. Stephen Glenn	Student control own lives Caring and communicating Using class meetings effectively
Noncoercive Discipline	William Glasser	Meeting students' basic needs Providing quality education Teaching by leading
Discipline with Dignity	Richard Curwin & Allen Mendler	Helping the behaviorally at risk Working to restore student hope Establishing the social contract
Developing Inner Discipline	Barbara Coloroso	Student taking control of their lives Developing care and acceptance Using classroom meeting effectively
Moving from Discipline to Community	Alfie Kohn	Involving students in all decisions Building teacher-student trust Developing a caring community
Adapted from <i>Building Classroom Discipline</i> , 6 th ed., by C.M. Charles, 1999, Addison Wesley Longman, Inc.		

B. Observation Guidelines for Professionalism

As an education professional, every teacher candidate should be able to:

1. **Understand the learner and help the learner as an individual and a whole person**

- Understand, accommodate, respect, and appreciate the diversity of learners.
- Address learner's special needs culturally, linguistically, and individually
- Help learner set appropriate learning goals based on accurate assessment of the learner's previous knowledge and personal learning styles
- Care about student emotional welfare and respond children's emotional communications
- Provide equitable learning opportunities for each student
- Encourage students to take charge of their own learning by involving students in various planning, instruction, and assessment activities
- Foster understanding of values that underpin procedures, rules, and expectations
- Impart the principles of good citizenship and societal responsibility.
- Reflect sensitivity to the fundamental human rights of dignity, privacy and respect when communicate with students

2. **Manage productive classroom environment**

- Establish and maintain fair and consistent standard for classroom behavior
- Communicate clearly high learning expectation to all students
- Create safe physical and emotional environment conducive to student learning
- Provide equal learning opportunities for each learner
- Set up routines and daily procedures

- Establish and maintain rapport with students
- Involving students to participate in establishing classroom rules and solving conflicts
- Ensure effective communication between teacher and students and among students
- Manage classrooms disciplines in a caring and democratic manner and nurture student self-discipline capabilities

3. Conduct effective lesson planning and instruction

- Base lesson planning and instruction on solid subject matter content and sound pedagogical theories and research
- Exhibit recognizable scope and sequence in instructional goals and instruction delivering stages
- Develop lesson plans aligned with state standards and assessment anchors
- Aligning each lesson elements (objectives, methods, materials, assessments, etc.) of the lesson plans as a organic whole
- Demonstrate clear expectations of learning targets manifested in discussions, assignments, projects, and homework
- Plan lessons with student special needs in mind and initiate approaches to address student individual needs
- Construct developmentally appropriate instructional activities that fit into specific subject areas
- Be flexible and responsive to tailor instructional strategies to meet individual student needs
- Apply developmentally appropriate motivational strategies
- Monitor student progress and interpret student achievement with sound analytical evidence
- Provide prompt and accurate feedback for students in formal and informal ways
- Utilize technology as an effective tool for teaching and learning
- Integrate disciplines within the educational curriculum
- Teach and promote 21st century contents and skills that enable students competitiveness in a increasingly globalized world

4. Be a teacher as researcher and an well-informed decision maker

- Maintain accurate records of student learning on a regular basis
- Use different assessment methods to measure different learning targets and for different purposes
- Monitor student progress systematically and interpret student achievement with sound analytical evidence
- Make informed decisions based on analytical data and research results
- Reflect continuously on student learning positively impacted by effective instruction
- Reflect continuously upon one's own development of the knowledge, skills and dispositions required for effective professional performance.

- Conduct action and longitudinal research in a professional manner
- Implement interventions to improve student academic performance
- Collaborate with critical others in making informed decisions within educational contexts.

5. Carry out professional work ethics

- Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions
- Demonstrate qualities that characterize professional conduct in both university and clinical settings
- Demonstrate responsibility of meeting institutional, state, and national professional standards
- Demonstrate academic integrity and uphold the trust of those with whom one works
- Be open-minded, responsive, and flexible to suggestions and comments from supervisors, coops, and school administrators
- Respond productively and respectfully to students, parents, colleagues, and administrators
- Follow the rules and laws mandated by the building, the school district, the state, and the federal government
- Demonstrate professional dispositions in schools.

6. Build up family and community partnerships

- Build rapport and communicate regularly with families and the community
- Involve parents in student academic affairs, and behavioral and emotional issues
- Create a positive and inclusive learning environment involving all stakeholder
- Organize physical or temporal environments to maximize opportunities for students to engage in content-rich activities
- Explore and make effective use of learning resources from among families and the community to help student connect their learning to the real world
- Familiarize with building, school district, and state policies and regulations
- Use technology tools to keep in touch with parents and the community
- Cultivate professional relationships with school colleagues and like-minded professionals outside the building
- Take every opportunity possible for personal life-long professional development

Reference

- *Shippensburg University Conceptual Framework Standards, 2008*
- *Handbook for Student Teachers*
- *PA Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430 Form)*
- *Pennsylvania's Code of Professional practice and Conduct for Educators*
- *The Framework for Developing Pre-K through Grade 4 Program Guidelines*

Mentoree Information Form

Please complete this form and return it to your mentor.

Student Name			
Phone			
Address			
E-mail (be sure to keep this current)			
Cooperating Teacher			
Grade Level			
Teacher e-mail			
District Name			
School Name			
School Phone			
School Address			
Time Teacher Arrives		Time Teacher Leaves	
School Start Time		School End Time	
Special Time			
Lunch Time			
Dates Coop is Unavailable (Be sure to keep your mentor updated on changes to this)			

Please include directions and a map to your school (MapQuest is not always accurate or the best way to go) on the bottom/back of this page.

