

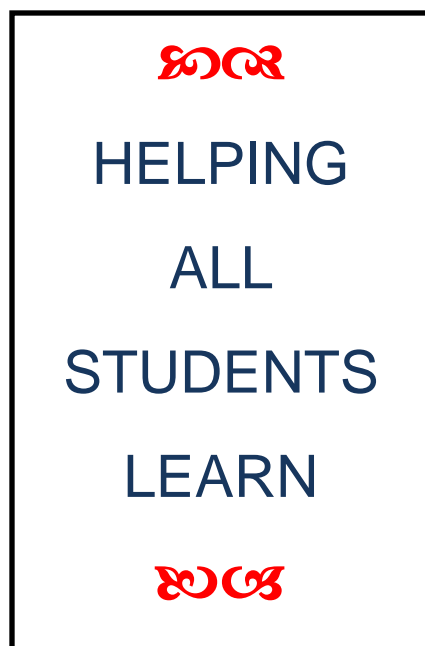
Shippensburg

UNIVERSITY



OFFICE OF FIELD
EXPERIENCES AND
PARTNERSHIPS

Handbook
For
Student
Teachers



PLANNING ASSESSING REFLECTING

http://webspace.ship.edu/coleduc/field_services/index.html



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 PDE. 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.

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. 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 www.ship.edu.
 - 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 through the new computer system 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 Please follow all directions very carefully, including payment options. A physical examination by a licensed physician and the **physician's original signature** are still required. Etter Health Center will provide this service if an appointment is scheduled in advance of the application's deadline.
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 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. "Stinkepoo" 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!
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 Middle School Association (PMSA)	www.pmsaweb.org
Pennsylvania Science Teachers Association (PSTA)	www.pascience.org

Registration in Other Courses

Student teaching is a full-time load of 15 credits. Student teachers are usually not permitted to take other courses. 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 is available at www.PA-TIMS.com
- 2) During your student teaching semester, you will need to logon to the TIMS system, complete the application process, and pay the required fee electronically. There is also a physicians' signature required. The TIMS system explains the procedures to follow to meet this requirement.
- 3) After all requirements and obligations at Shippensburg University have been met - including GPA, PRAXIS or other certification scores, and degree conferral - the Dean's office will verify through the TIMS web site that you have met all PDE requirements and your application will be processed by PDE.
- 4) Following a satisfactory PDE review of your application, your certificate will be issued and mailed directly to you.

*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.***

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 or other) test scores: Must be verified by SU on the TIMS system. If you have taken PRAXIS tests at another test site, be sure that your scores have been forwarded to SU. Test scores are not always received at the University or PDE at the same time they are received by the applicant. If you receive a letter indicating that specific test scores have not been received at SU, be sure to supply the missing test scores after you have received them.

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. 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 your University Supervisor's 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.

EXHIBITION DAY

A PROFESSIONAL DEVELOPMENT ACTIVITY

Exhibition Day is held on campus at the mid-point of student teaching in the announced location. This is a professional development experience—an opportunity for you to demonstrate an important piece of your work to your colleagues, faculty and upcoming student teachers, including education majors from our teacher preparation courses. Your work will illustrate the working relationship between theory and practice. Share ideas, catch inspiration and have fun!

Instructions

- Select an aspect of your actual practice in your current classroom. Discuss suitable topics with your Cooperating Teacher and University Supervisor. See **Suggested Topics** below for ideas.
- Your University Supervisor will assess your presentation and will provide specific criteria.
- Prepare an exhibit that will fit within three feet of table space. Include a 3X5 card with your name, school and cooperating teacher.
- Be prepared to answer questions and discuss the theory-to-practice connections with observers.

Suggested Topics

Assessment of student learning-Improving student learning (first option) is the **preferred** topic for Exhibition Day. With permission from your University Supervisor, you may choose one of the other options listed below. However, you will still be required to complete the “Impact on Student Learning” assignment during your student teaching experience.

Assessment of Learning - Improving Student Learning

If you’ve made sufficient progress on your “Impact on Student Learning Assignment”, you may demonstrate your process.

Instructional Sociogram: Making Informed Decisions

Design and implement an instructional sociogram for your class. Collect and analyze the data as a means to shed light on the influence of social interactions upon student performance. Make modifications intended to affect student learning by improving classroom communications, helping students develop social skills, and helping students work more effectively together. Collect evidence that the modifications were effective.

✚ **Test Construction and Analysis:** After administering an assessment with mixed or unexpected negative results, complete an analysis using a method approved by your cooperating teacher and/or university supervisor. Modify the assessment, intending to improve student learning. Administer again and analyze the results. Compare tests results from both assessments and provide a rationale for the differences and similarities.

✚ **Alternative Forms of Assessment Making Informed Decisions**
Choose an instructional goal. Explore several different types of assessments that could be used to reach the goal. Compare and contrast the advantages and disadvantages of using each one. Select one and provide a rationale for your choice—including the impacts on student learning. Or implement two of the assessments and compare the results.

✚ **Instructional Technology Using Best Practices**
Design your own program or activity. Or implement a commercially prepared program. Some examples are computer-generated models, video simulations and multi-media demonstrations. Prepare a rationale for your use of this strategy—including the ways it supports and enhances student learning.

✚ **Instructional Materials Using Best Practices**
Examples are age and developmentally appropriate instructional bulletin boards, learning centers, manipulatives, guidebooks, science labs, timelines, and set designs. Provide a rationale for your use of this strategy—including the ways it supports and enhances student learning. Or, provide evidence that the strategy was effective.

Impact on Student Learning Rubric

Rating..... Indicator	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met
Alignment with Instructional Plan's Learning Goals	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no, or simplistic, superficial, reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof. (absence of theory and research)	Identifies successful and unsuccessful activities and assessments and provides plausible reasons based on theory or research for their success or lack thereof.
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.

Rubric indicators and levels of performance are borrowed from *The Renaissance Partnership For Improving Teacher Quality's Teacher Work Sample (2002)*.

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 Exhibition 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 or other) before the student teaching semester begins. However, passing PDE certification tests is not 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 the PDE application for teacher certification be validated by Shippensburg University until all certification tests have been successfully completed and passed.

COOPERATING TEACHER (CT)

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 summary sheet (p. 34).
- ✚ 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. 35)* during the 4th week. Send to Office of Field Experiences and Partnerships upon completion.
 - Complete Final Evaluation Form (p. 35)* during 7th or 8th week. Send to Office of Field Experiences and Partnerships upon completion.
 - Complete and submit ASAP a typed recommendation* on the form provided by the Office of Field Experiences and Partnerships.

- 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. 35) at end of 7th or 8th week. Send to Office of Field Experiences and Partnerships upon completion.
- Complete Final Evaluation Form (p. 35) during last two weeks of assignment. Send to Office of Field Experiences and Partnerships upon completion.
- Complete and submit ASAP a typed recommendation 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 30 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.
 - o Announce times and locations early in the semester.
 - o Announce the purpose of each of the sessions.
- + Complete at least 2 copies of the Shippensburg University classroom observation form (p. 40). 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. 41).
- + Determine and assign the final grade. Submit grades on-line and also send a copy to 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.

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. 40) during the student teaching assignment. Send to Office of Field Experiences and Partnerships upon completion.
- ✚ Complete PDE 430 evaluation (p. 41) at mid-term and end-of-term. Send to Office of Field Experiences and Partnerships upon completion.
- ✚ Complete a recommendation form at 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/Office_of_Field_Services/ under the university supervisor section.

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.

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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 2003
G.P.A. 3.6/4.0
Major: English Education
Minor: Spanish

A.A. Degree, Great Land Community College, May 2001
Major: Pre-education

EXPERIENCE *Great High School*, Great City, PA, Spring 2008
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 2007
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 2006
Junior practicum experience (40 hours): 7th grade team.
Tutored ESL students in language arts and reading.

RELATED EXPERIENCE *Hometown Summer Camp*. Summers 2004 and 2005
Developed and taught crafts for 10-year-olds; provided parent orientation on Opening Days; assisted director with parent volunteer schedule
“America Reads” volunteer tutor. 2004-2005
Scotland School for Veterans’ Children tutor. 2006

MEMBERSHIP/AWARDS

National Council of Teachers of English Student Member,
2006-08
Kappa Delta Pi Member. 2007-2008
Alpha Theta Rho President's Scholarship Recipient, 2006
Great Land Community College "Volunteer of the Semester Award", Fall 2005

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

CREDENTIALS ON FILE

Career Center
University Address
University Address
Phone #

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

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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:

SHIPPENSBURG UNIVERSITY, COLLEGE OF EDUCATION AND HUMAN SERVICES
COOPERATING TEACHER FORM: EVALUATION OF STUDENT TEACHER

Mid-Term _____
Final _____

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, 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.

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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
---------------------	-------	--------	------------------------

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, 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.